

## **Wycliffe Associates Conversation Guide** (*Update July 2021*)

Thank you for joining Wycliffe Associates in the mission of Church Owned Bible Translation. We pray this guide will equip you to train and inspire our global partners so that they may become ambassadors of Bible translation around the world.

The following guide is intended to help accomplish our organizational vision for church-owned Bible translation.

This Guide is comprised of Conversation Guides for each training topic. These are designed to direct conversations rather than offer scripts to follow verbatim. The guides are simply a path to follow in achieving each training objective.

The Guide also provides a mechanism for the Discipleship Team to track translation partner progress in the D/T Activity section of our PORT Database. The STEP philosophy, which you will learn more about in individual training, provides a structural framework for achieving Church Owned Bible Translation. The conversations in this guide offer direction for expressing, facilitating, and tracking the STEP progression of our National Partners.

Note: “Teach Backs” are essential to ensure that partners fully understand each training activity. A “Helpful Questions” section accompanies each training activity to give examples of what you might ask to elicit a “teach back”. You may already have other/better questions to ask, and that is fantastic. The goal is to have the partner give sufficient feedback on these topics to exhibit their understanding of the implementation required.

\*In this conversation guide *translator* is used to refer to the person who is being trained. It may not always be a translator, but someone who is going to lead and train others to translate.

\*\*In this conversation guide *local church* is used to refer to the believers of a mother tongue community whether they are from the same local gathering of believers or not.

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## Church-Owned Bible Translation (COBT)

This topic consists of two modules:

- The Four Beliefs about COBT
- The Six Characteristics of COBT

### The Four Beliefs about Church-Owned Bible Translation

*Objective: The translators will understand and accept the four beliefs about COBT.*

Wycliffe Associates believes that the local church possesses the Ability, Authority, Responsibility, and Accountability for their scripture translations.

- Ask local leaders to give their definitions of each belief. We can then augment those definitions with our organizational expression of these beliefs.
  1. **Ability:** The local believers of a language community understand their language and culture better than an outsider; typically, at least some people are multilingual, so they are adept at sharing meaning through oral translation (transference of meaning across language media). Additionally, the knowledge of more than one language without having to spend years learning it sets them up to begin translating right away.
  2. **Authority:** God's Spirit resides in every believer. He provides wisdom and gives each believer authority to share, teach, or translate God's Word according to the specific abilities and opportunities God has given him.
  3. **Responsibility:** The local believers have a responsibility to their community for evangelism and discipleship. Scripture translation into the heart language of the people is an essential part of that responsibility.
  4. **Accountability:** The local believers are accountable to one another and to God for the accuracy, clarity, and accessibility of Scripture in their heart language.

### Helpful Questions:

- Have they ever overheard someone who shares their heart language translate something from another language into their heart language? How well did he communicate the same message?
- Have they ever heard an outsider translate something from his own language into their heart language? How well did he communicate the same message?
- Which is easier for them? Translating into their heart language or from their heart language to their second language?
- How do they understand authority? What does authority include in their culture? (The right to make decisions, the right to tell people what to do, the right to change things, the right to start new things, etc.)
- What areas are included in responsibility for the translation? (Overseeing the process, ensuring progress, seeking outside help, making decisions on quality?)

**Conclusion: The translators understand the four beliefs of COBT and have considered how those beliefs apply to their local church.**

## **The Six Characteristics of Church-Owned Bible Translation**

*Objective: The translators will understand and value the complete vision of church-owned Bible translation and will take ownership of their part within that. They will have a clear understanding of the full commitment this vision requires.*

- Ask the translators to explain what they think of as church-owned Bible translation. (Note: Their suggested elements may be a good starting point for the later conversation about Quality Assessment.) Make a list of what they share. Then make sure to explain all 6 elements of COBT (expanding on any they have already mentioned).
  1. Translation into the heart language of the local community is the responsibility of mother-tongue speakers in fellowship with their local church.
  2. The local church will manage community accessibility to the translated scripture.
  3. Continuing refinement and revision will take place within the community, with mother-tongue Christian speakers.
  4. The church will engage the local community in Scripture usage.
  5. The local church shares the concept and methodology of church-owned Bible translation with other language communities.
  6. The local church takes ownership of generational revisions and updates to the Scripture.

### **Helpful Questions:**

- What part of church-owned Bible translation is new for them?
- How can they see this working in their community?
- What barriers do they see for their local church in truly owning translation?
- Can they think of any way they may be able to share the vision of COBT with other believers in their language community?

**Conclusion: Understanding the full expression of COBT will help the translators to plan and prepare not only for the completion of their own translation but also for sharing this with others.**

## Open Copyright Licensing

*Objective: The translators will understand the purposes and benefits of open copyright licensing. The translators will commit to releasing their work with a CC BY-SA license.*

- Explain CC BY-SA licensing.
  - This license provides a standard way to grant the public permission to use creative work under copyright law. From the re-user's perspective, the presence of this license on a copyrighted work answers the question, "What can I do with this work?"
  - Most WA source text is licensed this way. It allows others to use and adapt the source material without seeking permission or paying a licensing fee. Translation of these source texts must be released with a CC BY-SA license.
  - This licensing makes it possible for others to copy, adapt or distribute a translation without seeking permission or paying fees to WA or to the local church.
  - This licensing prevents others from taking the translated work and restricting the right to copy, adapt or distribute it.
- Explain the difference between copyright with CC BY-SA and the traditional practice of Bible societies' holding the copyright and reserving their rights to copy, share, and adapt Bible translations.
- Explain what the abbreviations mean.
  - CC stands for Creative Commons. It is an organization that helps people license their work in a way that gives permission to others to legally copy, adapt and distribute the work.
  - BY stands for Attribution. It means that people may distribute or adapt the work so long as they give credit to the creator of the work. (Re-users must tell who the work they used was "by".)
  - SA stands for Share Alike. This means that when people make and share an adaptation of the original work, they must use the same kind of license. This gives permission to others to copy, adapt, and share the new work.

### Helpful Questions:

- What does the CC BY-SA licensing allow people to do with the translated work?
- Who owns the translation?
- Who can print or otherwise publish it?
- What could happen if their translation does not have an Attribution-Share Alike license?

**Conclusion: Our licensing agreement is different from what is generally expected. A full understanding of this is important before asking translators to sign an agreement.**

## Release Early and Revise Often

*Objective: The translators will understand that releasing the translation for use does not mean it is done for good, but rather will need revisions and updates.*

- Explain briefly how Martin Luther published portions of his German translation and looked for the feedback of the community to be able to improve his next publication of it. Express that the modern translations of today have committees who receive and review feedback for updates to the version in subsequent publishing.
- Explain the philosophy of releasing the translation early and revising it often. Discuss the implications of this philosophy.
  - This means that translators release their translation when they believe that it is the best they can make it at the time.
  - As the translation is used, translators will need to make corrections, improvements and updates. The local church will need to determine when and how to make those updates and release the work again, keeping in mind that language changes significantly over time.
    - Suggest that they consider putting together a team of people from different denominations who will receive feedback on the translation and determine when it is time to produce an update. This may seem overwhelming, so taking steps now will help them to be ready when people want to give feedback.

### Helpful Questions:

- What kinds of improvements might they be looking to make in the future? (For example, they might change some of the words, improve the format, or print it on higher quality paper.)
- Do they have concerns about the idea of “releasing early”?
- If they have concerns, what do they see as solutions for these concerns?
- What could happen to the translation if the team does not release the translation early?

**Conclusion: The idea of releasing early can be daunting, because translators often want their work to be perfect before it is released. Knowing ahead of time that past translators released their work early so that they could get feedback, will help these translators to overcome their hesitancy and reassure them that letting people read their translation is a positive step for the local church.**

## Statement of Faith

*Objective: Each translator will understand the beliefs described in the statement of faith and agree to them in writing.*

- Discuss each belief in the “Statement of Faith” document (Appendix A). Ensure all translators understand and agree in writing.
  - This means going through each one and expressing its full meaning. You may want to do this by asking them to explain what they understand and then filling in any blanks for them.
- Explain briefly what peripheral beliefs are. (For example, baptism, the Lord’s Supper, the rapture. Only do this if you feel this is necessary or helpful. We don’t want to create tension or division with this subject. Rather we want them to think about working with other believers who might not agree on peripherals and how that is an important part of the plan.

### **Helpful Questions:**

- Is there any belief expressed in the statement of faith that they struggle to understand?
- Are there beliefs that they find encouraging or challenging?
- Are there any beliefs they hold that are not represented in the statement?
- What could happen if some of the translators do not agree with the statement of faith?

**Conclusion: The translators who sign the statement of faith should understand and agree with what they are signing, in order to take full ownership of the project.**

## Oral and Written Translation

*Objective: The translators will have the information they need to decide which process is best for doing their heart language (HL) translation.*

- Explain that an oral culture or an oral community is one where new and important information is expressed orally and this is considered ideal in that culture.
- Share a little bit of data on the number of oral cultures in the world, and how oral culture differs from a literate culture. (Joshua Project can help with this; remember this is a growing number that is always changing.)
  - Most language communities remaining on the list with no Scripture are oral.
  - People from oral language communities tend to think in pictures and have a much larger capacity for retaining information in their short-term memory.
  - Oral language communities tend to value the oral message more highly than literate cultures do. (In literate cultures, oral information is not as significant as written instruction. Examples—in meetings we take notes; we send emails to confirm decisions; we put notes into our phone as reminders of important upcoming events; we write down shopping lists.)
- Ask if people read and write in their heart language.
  - If they say yes, ask some more questions to determine if it is only certain age groups, or cultural or socioeconomic classes who are literate or if many people are literate.
- Ask how much literacy in their heart language is encouraged and desired. (If this is a high priority of the community, it may be that they choose a written translation even if only a small percentage are literate at the time of the decision.)
- Tell about the options for translation process and format.
  - Some communities translate the scripture in writing and produce a written translation.
  - Some communities translate the scripture by speaking and produce an oral translation.
  - Some communities translate the scripture in writing and make an audio recording.
- Ask if the people who will do the translation are literate in the gateway language.
  - Explain that the source text is in written form in the GL. If translators are not literate in the GL, they may be able to listen to an audio recording of the GL text or have someone read it out loud to them. (People have begun making audio recordings of GL texts, but so far, only the English Bible and portions of some other language Bibles are available.)
- Give a brief overview of the tools and support WA can offer for translating either in writing or orally.

### Helpful Questions:

- Is there a cultural preference for written or oral messages?
- Has the church in their language actively encouraged education or literacy?



- Which format (written or oral) do they think will be most useful to the community right away?
- Considering the discussion so far, which process do they think will be best?
- What could happen if the church does not consider the people's abilities and preferences when deciding whether to release a translation in written format or audio format?

**Conclusion: When translators understand the options, they will make an informed decision about how they will do their translation, and they will be better prepared to assist others in making this decision.**

## MAST

This Topic consists of three modules:

- Meaning-Based Translation
- MAST Drafting Steps
- MAST Checking Steps

### Meaning-Based Translation

*Objective: The translators will be able to describe what a meaning-based translation is and explain the difference between it and a literal translation.*

- Start by explaining that meaning-based translation does not focus so much on words but instead on the overall meaning of the message, while a literal translation tries to restate the words of the message as directly as possible.
  - *(Optional)* Share that beyond meaning-based translation is summary or paraphrastic translation where the translator just gives his own expression of the message. This is not a true translation. People have produced versions of Scripture using this kind of summary style, and those versions can be very useful. However, we should distinguish them from true translation. (If applicable you can share that *the Message* is an example of that in English.)
- Give a direct translation example. (A direct translation of the Spanish phrase that means “My name is \_\_\_\_\_” would be “Myself, I call \_\_\_\_\_.”)
- Try having someone translate the following: “Hi, my name is Sam. I am very blessed to be here today. By God’s grace and the power of the Holy Spirit scripture will be translated into our own tongue.”

### Helpful questions:

- Ask the person who translated the paragraph if they translated each word by itself or if they translated the message.
- Ask them to explain the difference.
- Ask if they can give an example of a literal translation from their heart language (HL) into English—and then explain or retranslate it in a meaningful way. Perhaps they could give a literal translation into English of the paragraph they had just translated into their own language.
- What would their Scripture translation be like if they translated it literally?

**Conclusion: Express that the 8 steps of MAST are designed to create a meaning-based translation. That means the translation will sound natural and clear in their heart language when they faithfully follow the 8 steps.**

**MAST Drafting Steps (1-4)**

*Objective: The translators will be ready to try the 4 drafting steps so that they can personally experience the results.*

- Briefly introduce the 8 steps of MAST using the “MAST–8 Step Walkthrough” document (Appendix B).
  - You can do this by explaining that the first four are drafting steps (and use your left-hand fingers for each step) and the second set of four are checking steps (and use your right-hand fingers for each step.)
- Emphasize the importance of the timeframes given for steps one and two. The brain can only handle so much new information (input) before it needs to do something with it (output). If step one is going to take longer than 7 minutes, have the translator pause and think about what he has read; he can even get up and walk around for a minute while he reviews in his mind. Then he can continue reading.
- We suggest that you use one of the two options below for helping trainees get practice in using the MAST steps.
  - Have the team use the first four steps to draft a portion of scripture.
  - Have the team use the first four steps to draft the “MAST - 8 Step Walkthrough” onto the “Blank - MAST 8 Step Walkthrough” (also found in appendix B).
    - Instead of allowing them to skip step three by just chunking each step separately, ask them to look over the full document and group together the largest sections they can think of drafting.

**Helpful Questions:**

- Did they follow the first four steps carefully? How do they feel about their draft?
- What steps of the process did they wrestle with most? Why?
- Are they eager to check their work and improve it?

**Conclusion: The translators have tried the first four drafting steps and understand the importance of maintaining timing for these steps.**

**MAST Checking Steps (5-8)**

*Objective: The translators will be ready to try the 4 checking steps, so they can personally experience the results.*

- Briefly review the 4 drafting steps (unless these two modules are done in one session).
- Explain the process of each checking step using Appendix B. Go over each step individually and ask them if they understand how each one is different from the last.
- Tell them that these steps are not timed and can take as long as a person needs.
- Mention that we offer resources to help with checking, and that we will be showing them how to use those later.
- Have the team practice steps 5-8 on their draft from the previous lesson.

**Helpful Questions:**

- How did they feel about checking their own work? How did they feel about checking someone else's work?
- What do they think would happen to their translation if they skipped specific steps? (You can ask this about each step or just a few of the ones we know they tend to skip—blind draft and self-edit.)
- Would they feel comfortable teaching someone these 8 steps? If no, why not?

**Conclusion: The participants will have practiced using the steps. A benefit of having them translate the 8-step walkthrough document is that it will be available to each translator as a helpful reference throughout the translation process.**

## Quality Assessment (Formerly “Authentic Assessment”)

*Objective: The translators will understand the value of an objective guide to check the quality of the translation. They will create an assessment guide and be prepared to use it in checking the Scripture.*

- Ask the translators if they understand the difference between objective and subjective standards. Objective standards are consistent and can be measured (The average temperature in February in Milwaukee, WI, is 23 degrees.) and subjective standards can change and are based on opinions. (The average temperature in February in Milwaukee is very cold.) Both are commonly believed as true statements, but the precision of the first statement allows it to be measured. A person could take the temperature each day throughout the month of February and verify the average temperature in Milwaukee.
- Explain that often Scripture checking has relied on loosely defined standards. That is, people have different assumptions about what makes a translation accurate, clear, and natural, and even experts sometimes disagree as to whether a particular passage has been translated accurately or not. This can be frustrating for translators. A goal for translators should be to have an objective guide for measuring the quality of their translation. They make this guide by agreeing on a set of standards for their translation along with definitions for those standards. Then they use the definitions to create questions that can be answered YES or NO about the translation, and they put their standards, definitions, and questions in their guide. Later, when they check their translation, they use the guide to see if the translation conforms to the standards.
- Use Appendix C to teach the steps of building a quality assessment guide.
  - Have translators use the three steps to build a guide with 10 standards. (If they cannot come up with ten standards, it is OK. Encourage them to think of as many as they can. If they think of fewer than five, assist them by asking appropriate questions that would guide them to think of other standards. The goal is to have them think of as many as they can on their own and then to help them get as close to ten as possible with suggestions and outside ideas.)
  - Make sure you explain that the standards are related to the content of the translation, not the process or the product. For example: “It must have a green cover” is not about the content. Characteristics like that will be addressed later in Acceptability and Accessibility.
- Ask translators to go through their guide and say at which checking step each characteristic is assessed.

### Helpful questions:

- What advantage is this kind of quality assessment guide? What standards on their list can they check during the 4 checking steps?
- If there is a standard on the list that is not checked during the 4 checking steps, how can they apply that standard and check the text for it? (For example, they might want the

translation to use only words that young adults understand. How would they check for that criterion?)

**Conclusion: The translators have a completed Quality Assessment Guide, and they know how to use it to check their translation as they work.**

## Divine Familial Terms (DFT)

This topic consists of two modules:

- Divine Familial Terms Theory
- Divine Familial Terms Practice

### Divine Familial Terms Theory

*Objective: The translators will understand what divine familial terms are and will commit to assuring that they translate divine familial terms accurately.*

- Discuss the issues of divine familial terms. (God is referred to as “Father” and Jesus as “Son”.)
- Express the importance of DFT to the integrity of scripture. (You might want to ask them to think of beliefs that are affected by a correct understanding of these terms.)
  - The nature of the relationship between God and Jesus.
  - The significance of God’s Son being sacrificed on our behalf by his Father.
  - The eternal nature of Jesus. (He did not come into existence at the time of his human birth.)
  - The relationships of the Trinity.

### Helpful Questions:

- Can translators explain, in their own words, what *divine familial terms* are?
- How important to the translators is it that these terms are expressed clearly and faithfully? Why is this important?
- Can translators think of passages in scripture where using an incorrect translation of a DFT could result in a misunderstanding of meaning?

#### ○ Examples:

- 1 John 4:7 “The Father has sent the Son to be the Savior of the world.” If “Son” is replaced with “beloved one” or some other term, it does not make it clear that the Savior is God, and it does not show how great God’s sacrifice was.
- John 5:18 (Jesus is speaking) “‘My Father is working even now and I, too, am working.’ Because of this, the Jews sought even more to kill him because he not only broke the Sabbath, but also called God his own Father, making himself equal with God.” If the term “Father” is replaced with “My Lord” Or “My Master” then the idea that Jesus made himself equal with God makes no sense. The rest of this verse is very confusing if he does not in fact call God, “My Father.”
- Other possible verses: John 10:30, 33, 36, Hebrews 1:8, John 3:16.

**Conclusion: The translators understand what divine familial terms are and the importance of translating them accurately. The team wants to assure that the divine familial terms are translated accurately.**

## Divine Familial Terms Practice

*Objective: Translators will understand WA's policy on how the DFTs must be translated. Translators will know how to use the guides for reviewing their translations of "Father" and "Son."*

Policy: "WA commits to support only Bible translations that use accurate and literal common language terms for 'Father' and 'Son' when referring to God and Jesus Christ."

Plain language: In all the translations we support, Wycliffe Associates is committed to the use of common, familial terms for "Father" and "Son" in reference to God and Jesus.

- Present the policy and explain it with a plain language version.
- Introduce the DFT resource, "Review of Terms Used for God the Father," and demonstrate its use. (Appendix D) *This resource is designed as a useful aid; translators are not required to complete it and submit it to WA.*
- Show on bibleineverylanguage.org where people can download the four DFT Review Guides PDFs.
  - God the Father Terms
  - God the Father Terms (Old Testament)
  - Son of God Terms
  - Son of God Terms (Old Testament)

## Helpful Questions:

- Can translators explain why the issue of translating the DFTs correctly is so important? (Explain that there are translations which do not accurately translate these terms and discuss doctrinal issues which may arise from such practices.)
- In what areas of the world would these resources be important to share with national translators?
- Is there an issue with the understanding of DFTs in the translators' culture?
- What essential doctrines of Christianity are affected by how the divine familial terms are translated? (The deity of Christ, the Trinity.)

**Conclusion: All translators should have reviewed and understood the DFT document. It should be available for reference throughout the translation process.**



## Software Tools for Translating

*Objective: The translators will have a general understanding of the software tools available for various ways of translating and a clear understanding of the best tool for their language community to use.*

- Introduce available processes of translation. This conversation should focus on options for the current translators' writing and computer skills and their access to the internet. If you have already had the “Oral versus Written” conversation, it would be good to remind them of what they decided on.
- Discuss the primary translation technology tool best suited to this group. (You could demonstrate it if that seems necessary for the group.)
  - BTT Writer is good if a tablet or computer is available for translators to use. Not every translator has to have a computer. Translators can do all their work with pen and paper and then have a typist who is responsible to put it into BTT Writer.
  - Autographa is a simple and intuitive program for teams who have low computer literacy, but none of the resources are available within the program.
  - V-MAST allows translators to continue working in the same room or in multiple locations, regardless of the distance. It requires a computer and good internet connection for each translator, because they work in V-MAST online.
  - BTT Recorder is for oral translating and for narrating written translations.
- Encourage translators to use the translation resources: Translation Words, Translation Questions, Translation Notes, and Translation Topics. All of these resources in English and some other languages are in BTT Writer and V-MAST. When the needed resources are not available in the tool, people can go to [bibleineverylanguage.org](http://bibleineverylanguage.org) to access and download them.

### Helpful Questions:

- Which tool does this team need to meet their translation goals?
- Have the translators exhibited basic proficiency in the necessary technology?
- What challenges, struggles, and successes have been identified through this process?

**Conclusion: Translators understand the tools available and have determined which one best fits their needs and accessibility plans.**

## Checking Resources

*Objective: Learners will know where to access helpful resources and how to use them while doing the four checking steps of MAST. (Refinement and Revision resources will be discussed in a following topic.)*

Translation Notes, Questions, Words, Topics, Unlocked Literal Bible (ULB) and Unlocked Dynamic Bible (UDB) are primary resources for the checking steps of MAST. (Other resources that could be useful when they become available are the WA Bible Commentary and Greek Words for Translators).

- Review the concept of four drafting steps and four checking steps. Ask translators in which set of steps they would make use of helps/resources. (Make sure they understand that the resources are designed for the checking steps. All the drafting steps are to be done with only the source text and no other helps.)
- Ask them to think about each checking step for a minute:
  - Go through each checking step and ask what kinds of question they might have and what kinds of resources they might want to look at.
    - For self-edit and peer-edit--other versions of the Bible, a Bible dictionary, a Bible commentary.
    - For keyword check--a Greek lexicon, a Bible commentary, a Bible dictionary, Bible maps, or other cultural visual aids.
    - For verse-by-verse check--a Greek lexicon, other versions of the Bible, a Bible commentary.
  - After they have answered these questions, encourage them by sharing that WA has created a huge library of free resources available online and embedded in some of the translation tools.
- Demonstrate where to find the resources in the translation tool they will be using. If possible, walk through using these resources, giving examples of how they might be helpful.
  - Have learners read Matt. 19:24-25. (This is a passage where word pictures and rhetorical questions are explained in the notes.) Ask them what they think the word picture means. Talk about the disciples' question, "Who then can be saved?" Look at the notes for this passage and talk about how the information there would help a translator check their translation of this passage to confirm that the meaning is clear. Ask if they think what the disciples said must be formed as a question. Why or why not?
  - Have learners tell you what they think of as keywords in verse 24 and 25. Compare their words with the list of words in Translation Words for those verses. Ask them to pick one to look at the definition of in Translation Words. Discuss how these definitions can help them pick the right word or phrase to translate the meaning of difficult terms.
- Demonstrate how to access the resources online:

- ULB Translation Helps PDFs: Go to [Bibleineverylanguage.org](http://Bibleineverylanguage.org) (BIEL) and have them go to it as well. If during this conversation they cannot access BIEL, share your screen and show them how to download PDFs of the ULB and Notes for when they can access the internet later. A PowerPoint demonstrating this process is available in the training packet you will give them.
  - Choose a passage (or use Matt. 19:24-25 again) and demonstrate how to find it in the ULB and how to access the accompanying notes. Show where the questions and words are on the same document.
- Individual Translation Helps (ULB, Translation Notes, Words, and so on): Show where the individual resources can be accessed and downloaded. If the translators have access to internet, ask them to follow along and look up the resources as you guide them. If they will need to use the resources offline, show them how to download the resources.
  - Choose a passage (or use Matt. 19:24-25 again) and demonstrate how to open the resources in different windows, find the passage in the ULB, and find the notes, words, and questions for that passage in each of the resources.
- Additionally, English resources in PDF form will be provided on USB drives for events, training, and translation projects where no WI-FI is available.
- **Clearly express that the resources have been designed to help during the checking steps.**
  - Explain that using them for the steps leading up to drafting will make drafting much more difficult, take more time, and likely cause the translation to be very awkward instead of natural.

### **Helpful Questions:**

- During which steps do they think the resources are most helpful?
- Can translators name a couple places where they can access helpful resources?
- Do they know what kind of help those resources offer? (Definitions of key words, explanations of figures of speech, links to other verses using the same word, and questions to check that they have accurately and completely translated the passage.)

**Conclusion: The checking resources are an essential part of affirming quality, and translators will gain proficiency as they practice using them.**

## Refinement and Revision Resources

*Objective: The translators will understand how to use the Reviewers' Guide and other resources to include a wider audience in refining the quality of the translation.*

- Explain that after the 8 steps of MAST are complete, translators should look for feedback on their translation from other Christians in their heart language community.
  - Ask them why they think it would be helpful to involve others.
    - Explain: This will help to affirm the quality and lead to broader community acceptance.
- Ask the translators how they could seek feedback from others. (Through passing out portions to be read and commented on, reading through passages in a group setting like a Sunday School and then discussing it together, etc.)
- Show them “Translation Topics” on [Bibleineverylanguage.org](http://Bibleineverylanguage.org) (BIEL) if they have WI-FI and English capability. This resource explains various aspects of translation and provides suggestions for hard to translate passage, idioms, or other figures of speech.
- You may want to also show them the Checking Manual found inside the Translation Manual on BIEL. It gives information about helpful strategies for refinement and revision.
- Explain that the Reviewers’ Guide is a resource that helps involve the community in quality assurance. It covers the primary doctrines of Scripture and passages of many different styles (narrative, teaching, poetry, and so on). Explain that it is not comprehensive because it is designed to check the hardest passages.
  - Show them where to access the Reviewers' Guide on BIEL. If the translators have WI-FI, have them follow along with you. Choose one PDF to open and work through several passages of Scripture together.
  - Point out the divine familial terms PDFs. This guide covers every instance where God is referred to as Father and Jesus is referred to as Son. It provides a chart for checking each use, to make sure the translators have used accurate, common-language terms for "Father" and "Son" throughout their translation.
- Tell them about the Greek Words for Translators and WA Bible Commentary, which are also great resources for refinement. They will be available on the Resources page on BIEL.

### Helpful Questions:

- How might involving more people in refining the translation affect people's attitudes toward the translation?
- How might using the Reviewers’ Guide affect people's attitudes toward the translation?
- Who do the translators plan to involve in refining their completed translation?
- How might they use the Reviewers’ Guide to get input from other people?
- What other resources might help them to involve others in refining the work?

**Conclusion:** The team should understand that getting feedback from a wider audience can help translators refine the translation, and it can give the community greater confidence in its quality.

## Completion Timeline Strategies

*Objective: The translators will have a plan for completing their Scripture and an awareness of the challenges they may face in completing their plan.*

- Read Luke 14:28-29 and ask the translators how this passage might apply to Bible translation.
- Explain that what Jesus is teaching here about counting the cost is a challenge that translators should consider as they start their translation. Planning for completion from the beginning is necessary.
- Discuss what things should be considered as they develop a plan.
  - Some common issues: translators quit, lost data, broken technology, and so on.
  - Ask them what resources they have in their community to help manage the challenges they might face. (For example, help from a local church for storing equipment, training new translators to help spread the work around, and so on.)
- Ask what kind of goal they would like to set for their completion of the New Testament (NT) or Old Testament (OT).
  - Work with them on developing a reasonable plan considering the length of the NT, how many translators they have committed to the project, and other environmental factors.
    - Help them think through how many translators they might want to recruit. The NT has almost 8000 verses. Think through how many days a translator could be expected to work on the translation, or how many verses per week a translator might get drafted. With 52 weeks in a year, the NT could be completed in a year by accomplishing 153 verses per week. With five translators, that would mean about 30 verses per week per translator. This is just one example of breaking down the work to create a timeline.
    - Ask them to think about how to accomplish the checking steps and possibly set dates/times for checking sessions, and refinement with other community members.
    - Ask them what plans they might make now to introduce Old Testament translation as a continuation of the work, so translators don't feel like they are done when the NT is completed.
  - Encourage them to sign a common agreement together.
- Show them a New Testament in a Heart Language on [bibleineverylanguage.org](http://bibleineverylanguage.org); ask if they will want their translation to be posted there. Explain that if they would like this, they can work with their tech team (Tech Advance team member) to make sure their translation is uploaded correctly and can be posted.

### Helpful Questions:

- How might the translators and project leaders recruit, train, and incorporate new translators during the initial translation project or during revisions?

- Will they plan for group checking or organize remote checking sessions?
- Do they feel nervous about meeting their goal? Why or why not?

**Conclusion: The translators have chosen to start out with a commitment to complete. They recognize challenges and have created a reasonable goal for completion.**

## Cultural and Social Challenges

*Objective: Translators will identify cultural and social challenges to the progress of the translation. They will know how to overcome those challenges.*

In every workshop we face cultural and social challenges. These can be opportunities for growth and support. Remember: WHO we have in common is far more important than any differences.

- Provide suggestions for dealing with discomfort:
  - Take the role of a learner.
  - Ask questions and be willing to try new things.
  - Express appreciation for unique cultural aspects like food, dress, or language.
  - Accept embarrassment when you fail—and be willing to try again.
  - Connect—share differences and find similarities between cultures.
- Practice this by trying the following: pick two or three areas of culture—such as food, religion, marriage and family, work, housing, and recreation—and ask each person to share some stories or basics about that area of his or her culture. Taking turns doing this will help team members to find connections and build on common ground, while also appreciating differences.
- When working with a team of translators expect that certain aspects of the training and the method will be counter cultural. Accept that this is true for you and everyone in the group. Explain to the group that some of the translation process will feel uncomfortable because it does not fit with their culture. Talk about what they should or could do in these instances. Remember it is not our job to change culture, or to make people happy. We must find the right solutions for the team to be successful in translating without getting sidetracked by cultural differences.

### Helpful Questions:

- What are some cultural and social challenges the local church experiences in your area? (Examples: Younger people might prefer a different kind of church service than older people. After getting an education, some younger might not respect the older people. Other religions might influence our people's beliefs and behavior.)
- When thinking about the MAST process, which steps might cause difficulty? (Examples: People of elevated position might not want others of lower position to check their work; women might not be accepted on the team; young people might not be respected.)

**Conclusion: Translators understand that they will face cultural and social challenges and will not be surprised or deterred by them.**



## Scripture Acceptability

*Objective: Translators will identify the needs within their cultural context for Scripture to be acceptable to the average consumer.*

Discuss the importance of accessibility and acceptability of a Bible translation in the culture of their language community. As the Quality Assessment Guide is an important tool for evaluating the quality of a translation's content, the Acceptability and Accessibility Plan is a helpful resource for ensuring community acceptability and accessibility of the completed Bible translation.

- Identify and address current cultural and social challenges of the local church. (You may have already addressed this in the previous conversation; if so, you may want to review here, or move to the next step.)
  - Examples: It may be difficult for the older generation to accept or use an electronic version of the Bible. Some people may not think books printed on regular printer paper is an appropriate presentation for God's Word.
- Guide translators in creating an Acceptability and Accessibility Plan by asking them to list the characteristics that need to be present for their translation to be accessible and acceptable in their culture. (They need not come up with 10 characteristics. It may only take 4 or 5.)
  - Some issues that other translators have discussed are, color of cover, type of paper the book is printed on, binding, and formatting with columns.
- After they have listed the characteristics, ask them to define or explain any that seem unclear.
- When they have finished, let them know this will be the plan they will refer to when they are preparing to release and distribute their Bible.

### Helpful Questions:

- Is the Acceptability and Accessibility Plan clear and agreeable to each member of the team?
- What resources can you suggest to help address the practical challenges identified through these discussions?
- Can the group think of ideas for meeting the acceptability and accessibility requirements outlined in the plan they created?
- What suggestions do they have for overcoming the challenges they have identified?
- What ideas do they have for releasing the Scripture in other formats (other than BIEL)?
- Upon the translation's completion, how might the team inform the language community that it is available?

**Conclusion: The team has a plan to have their scripture translation released in an accessible, acceptable format. The Acceptability and Accessibility Plan should be made available for continued reference.**

## Scripture Accessibility

*Objective: Translators will understand the accessibility and distribution options and have a plan for making the translation available to the language community.*

### For Accessibility to Written Translation

#### Printed

- Ask if they have plans or ideas on how they want to distribute their printed translation. Encourage them to think about what the commonly used format for printed literature is in their community.
- Do they print things out?
- What is common book format/binding?
- What, if any, expectations for sacred writings might affect their plans?
- Ask if there are print shops in the area that could print their translations.
- Talk about the cost involved in printing and ideas for offsetting the expense.

#### Digital

- Ask how people get access to digital reading material.
- Will some people have trouble downloading the translation from BIEL?
- What can the church do to help those people? (USB drives, SD cards, Bluetooth, email?)

### For Accessibility to Audio Recordings

- Encourage them to think about what the commonly used format for audio literature is in their community.
  - Listening or watching online
  - Internet download to phones
- Explain that we can offer support and guidance for the steps of uploading and downloading translated material.
- When possible, make plans to connect them to WA staff in Information Technology or Tech Advance (IT, TA) or other appropriate staff who can help guide them through their next steps. (Marv Lucas is a great resource for guidance in this area.)

### Helpful Questions:

- Have they talked with the community about accessibility plans? If so, what feedback have they received?
- What are or have been their expectations for final product accessibility?
- How can we work with them to assure the translated scripture is accessible?

**Conclusion: Accessibility and distribution can be a challenge, especially if the church has not planned. By having the conversation and working through the necessary steps, the translators can ensure that their Scriptures are accessible to others.**

## Scripture Engagement

*Objective: Reference the "Application Guide" chapters of the Reviewer's Guide (Appendix E). Translators will understand how these chapters can be used to enhance scripture engagement. Translators will develop a plan for encouraging scripture use in their community. Translators will know how to use the Biblical Outcomes Questionnaire to develop Community Impact stories.*

- Discuss scripture engagement and what it might look like in the translators' community.
- Introduce translators to the Application Guide chapters of the Reviewer's Guide (Appendix E). This guide covers all the same passages as the Reviewers' Guide, asking application questions related to the message of those passages.
  - Practice the guide with them (Pick any passage and read it together, then ask questions and have them offer answers.) Talk about how this might work with a group.
- Offer the Biblical Outcomes Questionnaire (Appendix F) as a feedback piece. Whenever possible encourage them to use this and share their answers with us.
- Encourage them to create a plan for scripture engagement.
  - Example: This might include planned weekly or monthly small group meetings for reading the new scripture together.
  - The plan should include ways to engage not just translators and their families or even church members, but also the larger community (non-believers and skeptics when possible.)

### Helpful Questions:

- What types of scripture engagement has the group benefited from in their community? Can they envision themselves reaching others in their community through similar methods?
- Looking through the Biblical Outcomes Questionnaire, what strategies can the team think of to engage the community in the scriptures?
- Would a practical example of scripture engagement from the New Testament help the team connect the work they are doing to the broader scope of the Great Commission?
  - Example: ask them to read Acts 8:27-38. Ask how this passage demonstrates Great Commission work. Ask if they can think of any ways that they are (or could be) using Scripture to fulfill the Great Commission.

**Conclusion: The translators understand why community Scripture engagement is important for the spread of the gospel and the spiritual growth of the church. They understand the necessity of a plan to share their work with their communities. They have outlined a plan to enable scripture engagement among the people groups.**

## Leadership Training

This topic includes three modules:

- Why MAST works
- Workshop Planning: devotions, location/set-up, team skills inventory
- Sharing Bible Translation with others

### Why MAST Works

*Objective: Leaders and facilitators will be aware of the theory that forms the basis for the MAST process and will be able to communicate the theory to others.*

*Objective: Translators who are using the MAST steps will be aware of the theory and will be able to adjust their process to ensure the highest quality and completion rate.*

- Talk about the importance of teamwork: Different people have different skills; people learn from one another; contributing helps people feel a sense of ownership (responsibility, authority, and accountability); people can do more as they work together; people are more likely to finish the work if they have a sense of ownership.
- Explain values-based learning: a learner will achieve more if he senses that he is valued and his contribution matters. Why does this matter in a translation project? How can leaders express value to their translators?
  - Some ways we express value to others: 1. We are honest with them. 2. We recognize and praise their achievements. 3. We find common interests. 4. We protect them from unnecessary stress, harm, etc. 5. We serve them.
- Explain input/output: The learner's brain can only take in about 5-7 minutes of new information before it needs to do something with that information. Then the brain should spend 7-10 minutes doing something with the information. This will help transfer the new learning to long term memory. Relate this theory to MAST steps 1 and 2. Ask what they think will happen if these times are stretched longer. (The brain will randomly dump information).
- (Maslow's Hierarchy of Need) Ask what kind of environmental issues might affect translators' ability to maintain momentum. Explain that often issues like safety, hunger, or lack of love can interfere with a person's ability to think about an academic task. Sometimes translators have environmental challenges in their life that make it hard for them to focus on the hard work of translation. In what ways can those issues be addressed?
- When trainers and translators understand why MAST works, they will be motivated to teach it and to use it as it was designed to be used.

### Helpful Questions:

- What kinds of changes have teams asked to make in the 8-step process? How might these changes affect the translation?
- What do they think is the biggest challenge with pairing people up for checking steps?

- What are appropriate ways of showing value in their culture. Do they use these?

**Conclusion: Leaders of translation projects will benefit from understanding the foundational theories of MAST as it will help them to guide the team and to know what elements they can adjust (Not the implementation of steps, but the team divisions, teaching styles, and other aspects of the work) and what outcomes to expect. They will also understand why changing or skipping steps will compromise quality and could negatively affect timing.**

## Workshop Planning

*Objective: Leaders will understand some of the intricacies of preparing for a workshop.*

### Devotions:

- Talk about directed devotions during an event or other gathering. What ways can these devotional times prepare translators for the work of translation?
  - Some devotional ideas:
    - Genesis 6 (Tower of Babel) --God's hand in creating language
    - Revelation 5 (The scene at God's throne) --God's design for every tribe and tongue to worship him.
    - Matthew 28:19-20 (Great Commission) --How Bible translation is a part of "teaching to observe all things."
- Another idea for devotions during the workshop is to create a study of a book that is being translated, or key topics that are addressed in several books being translated (Jesus' miracles or parables, for example).

### Location/Set up:

- Share a brief explanation of Maslow's hierarchy of need. A person's ability to learn and grow is hindered if his lower-level needs are not met, and they can be enhanced by meeting his higher-level needs. Levels of need: physiological (food, and water) safety (shelter) belonging (family, community) esteem (contributing to the greater whole) self-actualization (Being exactly who God created you to be)
- Talk about ways to plan for set up that will meet lower-level needs.
  - Are there people who could cook for the whole group?
  - Where could the translators sleep?
- How can needs for belonging and esteem be addressed?
  - Devotional, singing and other fellowship times might reach the belonging need.
  - Connect work of translation with present needs of community and future generations. Show honor and respect for individual contributions to the whole.
- Discuss practical logistics: What things are necessary for a workshop? Tables, chairs, paper/pencil, technology, etc.
- Ask what kind of environmental issues might affect translators' ability to maintain momentum once they go home after workshop. In what ways can those issues be addressed?

### Team Skills Inventory:

- Explain ZPD (Zone of Proximal development):
  - If possible, use the drawing of three circles to describe the different zones. Inner circle is what a learner (translator) can do on his own without help. Middle circle is what he can do with the help of someone one step of head of him, and outer circle is what he cannot do (yet) even with help. The middle circle is ideal as it helps a learner (translator) expand his ability.

- This theory suggests that translators of similar levels will learn more from each other than a beginner and an expert working together. Examples that help express this: a marathon runner teaching a 6-year-old to run a race in the school yard versus a 10-year-old teaching that 6-year-old. Someone closer to the skill level can help more than someone who is advanced in the skill.
- Explain scaffolding: This theory uses the traditional scaffold for building projects to help explain how someone learns new things. Layers of support are offered—resources, a ZPD partner—that give the learner the aid he needs to reach higher in learning.
- Explain that team skills inventory should be done at the beginning of a workshop to help the leader assign translators to groups based on these two theories. What areas of skill should be assessed?
  - The ones in the skills assessment are gateway language, heart language, technology, Bible knowledge, and thinking style. (See Appendix G Team Skills Inventory.)

**Conclusion: Leaders will understand some of the theories and practices for hosting an event and be prepared to plan a workshop.**

## Sharing Bible Translation with Others

*Objective: Translators will understand their own part in advancing the mission of COBT.*

- Talk about the Great Commission. Ask how Bible translation fits into the Great Commission.
- Ask if there are language communities around them who still need scripture. (If they don't know, ask them what they could do to figure this out. Help them come up with answers by asking further questions: Does their country have a department of Indigenous Peoples? When they travel to a central town or city, do they encounter people who speak other indigenous languages? Do they know pastors from other language communities who might know of Scripture needs?)
- Ask what they think the Christians from those communities would say if they shared their experience with church-owned Bible translation? Would others be interested in how they could translate Scripture for their people?
- Share a story with them of when others have passed on the vision for COBT:
  - Example: George Banda heard from a pastor friend about the MAST translation process. He traveled to our checking workshop, not knowing what he was coming to in hopes of learning more. Banda is a pastor of a church with 9 languages represented. When his car broke down on the journey, he left it and found public transportation. He told us he could not go home until he had an answer for the people of his church.
  - Ask if George Banda showed up at their workshop, what would they tell him about Bible translation?
- Remind them about the resources designed for sharing Bible Translation that we offer (Conversation Guide and resources in the document library).

## Helpful Questions:

- Who is qualified to invite other people to do translation? If they don't have any ideas, offer the following suggestions. Talk about what qualifies them.
  - A believer with experience in Bible translation.
  - A believer who has a good reputation in the area.
  - A believer who is willing to share in the task.
- Did they feel qualified to translate when they were first invited to join the translation team?
- Do they feel like they have done good work? If they don't feel qualified to share with others, is it perhaps a matter of trying it and realizing that their feelings are inaccurate?

**Conclusion: Leaders will understand the spiritual value of telling other communities about COBT, and they will be equipped with the practical resources needed to do it. (Are they motivated to tell others about COBT? If not, what ideas might motivate them?)**





