



Accelerating Bible Translation

T3: Train the Trainer

Trainer Guide

For use with the MAST Bible translation methodology in
Church Owned Bible Translation projects.

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Quick Reference and Reproducible Handouts 118

Compiled by Wycliffe Associates to assist churches in completing Church Owned Bible Translation. For questions or assistance, please contact us at COBT@wycliffeassociates.org.

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We are so excited that you are preparing to engage in a Church Owned Bible Translation project! This Guide is designed to help you understand the principles and processes involved in Church Owned Bible translation, and to train leaders and/or translators in these concepts. May God bless your work!

How to Use this Guide

You will find the following sections within each chapter to help you study, plan, and present each lesson easily.

Objective:

This box tells you the main goal(s) for what participants should know or be able to do after completing the chapter.

Core Concepts:

This gives a basic outline of the main points of the chapter. It is helpful to review this just before teaching the lesson to keep your goals in mind. It is also helpful for memorizing the flow of the chapter, so that you can teach more naturally without looking too much at your Guide.

Key Verse:

It is often inspiring to go over these verses at the beginning of each chapter, to remind participants how the concepts covered are founded in the Word of God. These verses are also printed at the beginning of each chapter of the Participant Workbook, and in the slide deck.

Lesson material:

The main content of each chapter is on the left side, in the main body of the page (not outlined). The text is generally written so that it *could* simply be read aloud to students; *however*, we encourage you to study the material beforehand and become familiar with it. This allows you to engage better, as you can make eye contact with participants and only glance down occasionally to remember the next point. Some important information is emphasized in bold.

Within this content are occasional sections called “Teachback”. These sections are where you “confirm” that the “objectives” have been met. These give you an opportunity to see how well participants remember and understand the material, as well as to gauge how comfortable they are in sharing it with others. The better they understand, the better they will be able to communicate it. This is your goal, as you are training them to train others. In some cases, cultures with an authority gap may struggle to “teach” their teacher. Encourage them, as they are assuming a position of leadership and need to feel comfortable with that. However, if necessary, you can have them teach one another and just listen to their discussions. If they are not able to communicate the material well, review is needed until they can. This can be done during the same lesson, if time allows, or you may schedule another class to reinforce material. **Remember, leaders are not ready to teach translation methods to their translation team if they**

cannot successfully teach it to their peers. Completion of this course does not include any kind of testing, so it is very important that you as the instructor can confirm that they understand the material well enough to teach it.

Teacher's Notes:

On the right-hand side of each page, there is a column of notes about procedures or extra information to help you, as the instructor, better understand the content being taught. These notes help you understand how to lead participants through the material. They should be read before teaching the chapter, but should not be read aloud during the class, as they are often instructions to the teacher.

At the very beginning of this column, you will see "Time:". This is a suggested time frame for the chapter to help you plan. It is only a guideline and may be lengthened if needed.

Next, you see "Materials". This lists materials needed beyond the Trainer Guide and Participant Workbook. Please remember that all participants should always have their own workbook, which provides most of the exercises for each chapter, and a pen or pencil. (Workbooks can be printed from COBT.info if you need extras.) Slide decks can also be found online at COBT.info, or downloaded for use in remote areas.

In this column, you will see thumbnail images of the slides, parallel to the content information they reinforce. When you reach content beside a new image, it is a good time to progress to the next slide on the screen.

You will also see a variety of notes to the teacher. These may include: the target or purpose of a topic (such as the goal of a specific set of discussion questions); instructions for you as the teacher (such as what to emphasize or avoid in a particular topic); as well as suggestions that you can often adjust to fit your group's needs (such as when to have a volunteer make notes or lists on the white board).

Definitions for difficult words, or helpful synonyms, are also printed here for terms we have found difficult to teach. If participants understand the concepts without these synonyms or definitions, it is not necessary to use them.

Some notes give extra information about a complicated topic. If participants understand without this extra information, it is not necessary to go into these details during the class. However, if students have specific questions, this extra information may be helpful in answering their questions.

Confirm:

This box, at the end of each chapter, gives you a reminder of your initial goals. It is best to skim over it as you prepare to close, and lead a discussion or teachback to review anything you don't feel comfortable that participants have fully grasped. If they still seem confused or hesitant about the material, review as time allows or schedule a review session.

Sequence of Chapters

The first section overviews the history and values of Wycliffe Associates (WA). If you are partnering with WA for your Bible translation project, these chapters will help your team understand the foundation of our work. We have all our partners (leaders and translators) sign a “Statement of Faith”, which is contained and explained in Chapter 2. (Please see NOTE below.)

The chapters in the second section explain church ownership of Bible translation. Here we explain the conviction that the local church (within each language group) is the best qualified body to lead Bible translation for that language, and has the right to do so. We also discuss the church’s responsibility in the ownership role, and steps that are necessary to exercise that ownership, including the importance of open licensing. If you are partnering with Wycliffe Associates for your translation project, all leaders and translators must also sign an agreement to keep an open license for their work, explained in Chapter 5.

Section Three covers the theory and methods of Bible translation. Here, we emphasize that the goal should be a meaning-based translation in order to be clearly understood. We explain the step-by-step process in drafting, translation team checking, and doctrinal checking. These chapters build on one another and should be taught in order. **When training translators**, much of your training will focus on this section and Section Four.

Section Four covers decisions that must be made by the people group before they begin work and discusses how to plan for the best finished product for their community. It also explains the necessity and process of community revision. Here, we also devote several chapters to various tools we have developed for different stages of the process, where to find them, and how to use them. These chapters are ordered to follow the general sequence of a translation project timeline, but they may be taught in a different sequence if needed for scheduling purposes. (Please see NOTE below.)

Section Five contains chapters specific for leadership training. They go into the details of why the MAST translation process works and the logistics of training, motivating, and grouping translators so that they reach their full potential.

NOTE: Some of the tools and resources offered in this Guide are only available to our partners, while others are available for free download on our website, bibleineverylanguage.org. Please contact us at COBT@wycliffeassociates.org if you have any questions.

Schedule

You may choose to go through this entire guide in order, especially if your participants are all on the leadership team. However, if you are training a translation team or a mix of leaders and heart language translators, you may choose to save some chapters for smaller sessions with your project leaders. (For example, if the leaders are already certain that the final product needs to be in written format with an audio recording and

have chosen the software program they believe will be the most efficient, there is no need to take time going over Chapter 12: Oral and Written Translation with the translators, and Chapter 13: Software Tools for Translating can be shortened to just address the software program chosen.)

Many trainers with a mixed group find it very helpful (and inspiring for the translators) to alternate between training and actual translation practice. This allows the participants to immediately apply what they have learned and see the results of the MAST process.

Below are two sample schedules used by groups with mixed participants (leadership and heart language translators). Chapters not covered with the entire group were discussed with leaders separately. Notice in the second schedule that morning and evening sessions were provided to accommodate different work schedules of participants.

Alternate Schedule Sample 1:

8:00am to 8:30 am	WELCOME Devotion & Worship	Devotion & Worship	Devotion & Worship	Devotion & Worship	Devotion & Worship
8:30am to 10:00 am	Session 1 Introduction to Wycliffe Associates Statement of Faith COBT 4 Beliefs COBT 6 Behaviours Open Copyright Licence	Session 6 Review: Drafting and Checking Steps Devine Familial Terms Release Early Revise Often	Session 9 Refinement and Revision Resources Completion Timeline Strategies Cultural and Social Challenges	Session 10 Community Acceptance Scripture Accessibility Scripture Engagement	Session 11 Why MAST Works Sharing Bible Translation with Others
10:00 to 10:30					
10:30 am to 12:00 pm	Session 2 MAST Preparation: Meaning-based Translation MAST Preparation Quality Assessment	Session 7 Software Tools for Translation	Translation	Translation	Translation
12:00 to 1:00					
1:00 pm to 3:00 pm	Session 4 MAST Process: Drafting Steps (1-4)	Translation	Translation	Translation	Translation
3:00 to 3:30					
3:30 pm to 4:45 pm	Session 5 Checking Steps (5 - 8)	Translation	Translation	Translation	Session 12 Celebration & Worship
4:45 to 5:00					
Close of Day Prayer					

T3 Trainer Guide

Introduction

Alternate Schedule Sample 2:

8:30 am to 9:00 am	WELCOME Devotion & Worship	Devotion & Worship	Devotion & Worship	Devotion & Worship	Devotion & Worship
9:00 am to 10:00 am	Session 1 Introduction to Wycliffe Associates Statement of Faith COBT 4 Beliefs COBT 6 Behaviours Open Copyright Licence	Session 6 Review: Drafting and Checking Steps - Matt Devine Familial Terms Release Early Revise Often	Session 9 Review: Drafting and Checking Steps Completion Timeline Strategies Cultural and Social Challenges	Session 10 Community Acceptance Scripture Accessibility Scripture Engagement	Session 11 Sharing Bible Translation with Others Why MAST Works AI - MAST Reflection and Discussion
10:00 to 10:30	Morning tea				
10:30 am to 11:45 pm	Session 2 Release Early Revise Often MAST Preparation: Meaning-based Translation	Session 7 Software tools for Translation	Translation	Translation	Translation
11:45 pm to 1:00 pm	Session 3 MAST Preparation: Quality Assessment	Session 8 Software tools for Translation (cont.) Refinement and Revision Resources: Reviewers Guide	Translation	Translation	Translation
1:00 to 1:30	Lunch				
Afternoon Break/Work Commitments					
6:00 pm to 7:15 pm	Session 4 MAST Process: Drafting Steps (1 - 4)	Translation	Translation	Translation	Translation
7:15 to 7:45	Evening Tea Break				
7:45 pm to 8:45 pm	Session 5 Checking Steps (5 - 8)	Translation	Translation	Translation	Session 12 Celebration & Worship
8:45 to 9:00	Close of Day Prayer				

Accountability

We recommend that you keep track of the training each of your translators and leaders have received. This will help you as you add new members to your team. A checklist like the following one may help. (Keep in mind that you may choose not to train all translators in all the leadership topics.) You can make notes about what your trainees understand, what they found difficult, and/or what they already have experience with and if you feel you can skip training on a certain topic.

If you train several translators at once and prefer to track all your trainees' progress in one place, a chart format may be useful. The simple chart on the following page lists topics by chapter. This format helps you quickly see if a trainee has missed a session, or how to catch up someone who joins the team after training has begun.

T3 Trainee Checklist

Characteristics of a Translation

- Church Ownership explained and discussed (Ch. 3-4)
- Four Beliefs and Six Behaviors of COBT discussed and accepted (Ch. 3-4)
- Open Licensing (Ch. 5)
- Release Early – Revise often (Ch. 6)
- Statement of Faith (Ch. 2)

MAST Process

- Meaning based translation (Ch. 7)
- 8 Steps of MAST (Chs. 9-10)

Quality Assessment

- Objective vs. Subjective Criteria Discussed (Ch. 8)
- Quality Assessment Rubric Understood (Ch. 8)
- Rubric made available for continued reference (Ch. 8)

Divine Familial Terms Training

- DFT explanation (Ch. 11)
- DFT Resource Document covered (Ch. 11)

Technical Training

- Assess which translation tool fits the needs of the local church. (Chs. 12-13)
- Demonstrate the appropriate technology (Ch. 13)
- Where to access resources like: Words – Questions – Notes (Ch. 14)
- How to upload and access drafts (Ch. 13 and Tech Training)

Checking Resources Training

- Understand the purpose for and use of Words – Questions – Notes. (Ch. 14)
- Understand that the resources have been designed to help during the 4 checking steps of MAST, rather than the drafting steps. (Chs. 9-10, 14)
- Practical application examples demonstrated (Ch. 14)

Refinement and Revision Resources Training

- Encourage HL community feedback (Ch. 15)
- Explore “Translation Topics” (on BIEL) and Reviewers Guide as resources (Chs. 15, 20)

Scripture Engagement

- Introduced to the Application Guide chapters of the Reviewer’s Guide (Ch. 20)
- Overview Biblical Impact Questionnaire (Ch. 20)
- Plan for Scripture Engagement outlined (Ch. 20)

Leadership Training

- Foundational Theories of MAST (Ch. 22)
- Values Based Learning and ZPD (Chs. 23-24)
- Workshop Planning (Ch. 23)
- Team Skills Inventory (Ch. 24)

Completion Strategies

- Reasonable completion goal set (Ch. 16)
 - Plan developed to reach completion goal (Chs. 16, 23)

Cultural and Social Challenges

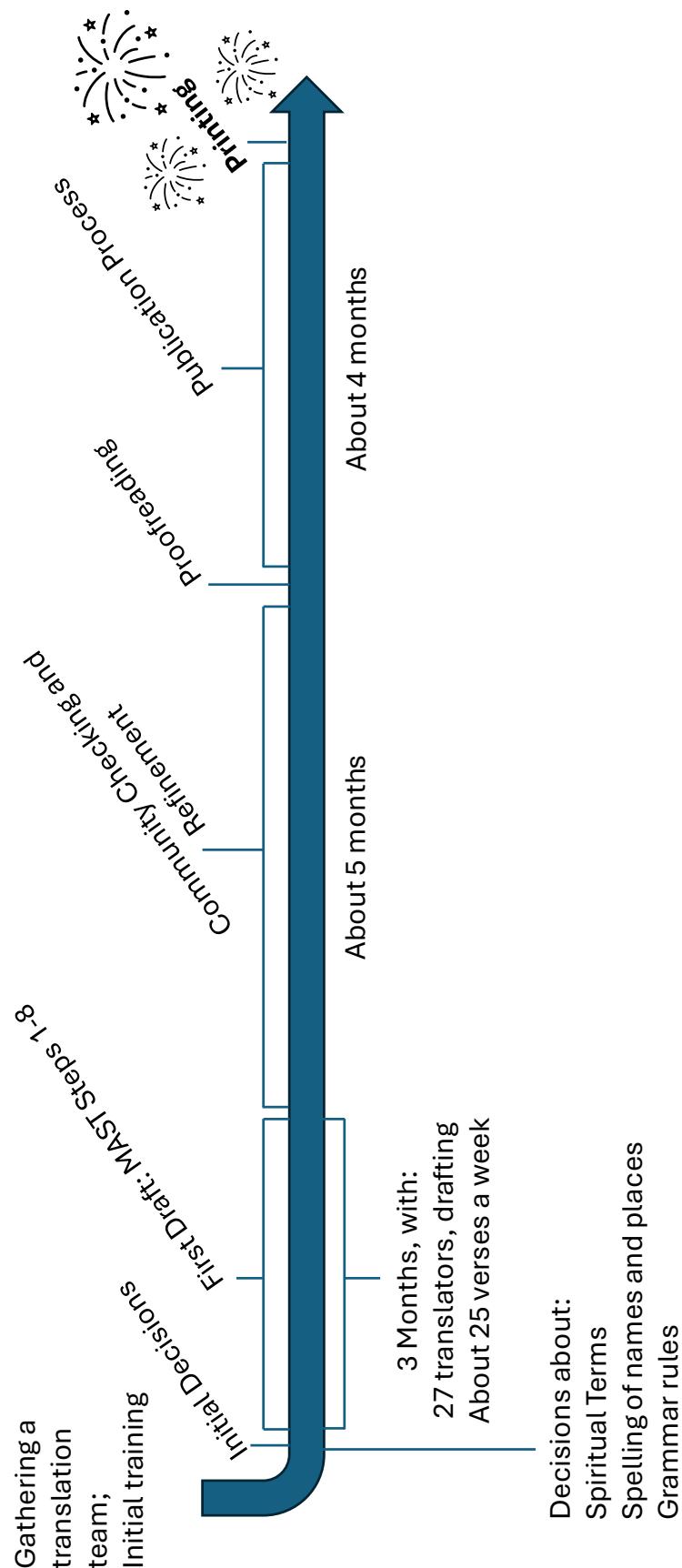
- Identify and discuss current challenges (Ch. 17)
 - Address **accessibility** and **acceptance** of published translation (Chs. 18-19)

Publishing Options

- Oral and Written translation (Ch. 12)
 - Plan for printed accessibility, if desired (Ch. 19)
 - Plan for Audio/ Oral accessibility, if desired (Ch. 19)

Team Training Chart for Translators

Sample Timeline for New Testament Completion In One Year



Chapter 1: Introduction to Wycliffe Associates

Objective: Participants will understand our vision and mission and consider whether those match their own goals.

Core Concepts:

- Bible translation has traditionally been done for people groups by foreigners.
- Wycliffe Associates (WA) was established to assist translators.
- Research has shown that native speakers can create a more natural and accurate translation, and complete it faster than foreigners.
- WA now partners with local churches to empower native speakers to translate the Bible.
- Our Vision is “A Bible in Every Language.”

For this commandment which I command you today is not too mysterious for you, nor is it far off. It is not in heaven, that you should say, “Who will ascend into heaven for us and bring it to us, that we may hear it and do it?” Nor is it beyond the sea, that you should say, “Who will go over the sea for us and bring it to us, that we may hear it and do it?” But the word is very near you, in your mouth and in your heart, that you may do it (Deut. 30:11-14).

Time: 15-30 min.

Workbook p. 1

Materials:

- ✓ Slide Deck T3.Slides_01_Intro.to.WA
- ✓ Bible with place markers

Teacher's Notes:

For this commandment which I command you today is not too mysterious for you, nor is it far off. It is not in heaven, that you should say, “Who will ascend into heaven for us and bring it to us, that we may hear it and do it?” Nor is it beyond the sea, that you should say, “Who will go over the sea for us and bring it to us, that we may hear it and do it?” But the word is very near you, in your mouth and in your heart, that you may do it (Deut. 30:11-14).

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(on screen as people enter and during introductions)



Wycliffe Associates History—Why?

- Wycliffe Associates was established in 1967.
- Purpose was to provide practical assistance to translators globally
- Allowed translators to focus on Bible translation work

- They were concerned that Bible translators were spending more and more time on non-translation necessities, such as accounting and building maintenance, and more.
- Their purpose was to provide practical assistance to translators globally.
- This allowed translators to focus on Bible translation work.

WA History—How?

- Christian believers volunteered a wide range of skills to assist Bible translation work around the world, such as: administration, designing and building, maintenance, and development of technology.
- Freed translators to focus on Bible translation rather than other necessary activities.

WA History—Urgent need for translation led to a new solution

- In 2014, Wycliffe Associates developed and tested a new Bible translation method.
- Mobilized Assistance Supporting Translation (MAST)
- The MAST process is informed by studies in linguistics, education, and psychology.
- MAST equips national translators to translate the Bible into their own heart language.
- The local church (all the churches in each language community) has a central role in MAST Bible translation for their own language.
- MAST harnesses the ability within the local church.
- Teamwork and collaboration support a clear and accurate translation.

Impact Story:

In 2014, a pastor from a small language community of the Himalayas hiked into the city to meet with WA missionaries about getting Scripture in his language. This young pastor shared his exciting discovery: they could launch the translation project themselves, with WA training and support!

The pastor and his brother began to translate - and to recruit other believers to join them.

Later that year, a group of 13 gathered for training and translation of Scripture using the new MAST Nationals translation process.

Notes:

Wycliffe Associates History How?

- Volunteers offered a wide range of skills to assist Bible translation work globally
 - Administration
 - Construction
 - Maintenance
 - Technology
 - Infrastructure
- Translators could focus on Bible translation rather than other activities

Wycliffe Associates History Urgent Need Called for a New Solution

- In 2014, Wycliffe Associates developed and tested a new Bible translation method
- MAST—Mobilized Assistance Supporting Translation.
- MAST equips national translators to quickly translate the Bible clearly and accurately



Mother-tongue
translators trained
in this new
methodology



Introduction to Wycliffe Associates

Chapter 1

Within 2 weeks, this group had translated and checked almost half of the New Testament. They continued to work, finishing their New Testament in less than 2 years.

This process, the MAST process, has made translation faster, more accurate, and more natural than any previous method.

We've now shifted our focus to training translators in this new method. We provide free, open-license resources to translators around the world. And we'll soon be offering these resources in the gateway languages!

At Wycliffe Associates, our vision is a Bible in every language.

We can't do it ourselves. So how can we achieve this?

We train and equip believers like you in Church Owned Bible Translation.

When you as a Church train and equip language groups, you're following the Great Commission.

Exercise:

Please take a moment to discuss and write your team's vision.

Notes:



2nd Corinthians 9:6-15

2 Corinthians 9:6-15

2 Corinthians 9:6-15 continued

But this I say: He who sows sparingly will also reap sparingly, and he who sows generously will also reap generously. 7 Each one give as he purposes in his heart, not grudgingly or of reluctance; for God loves a cheerful giver. 8 And God is able to make all grace abound toward you, that you, always having all sufficiency, may have an abundance for every good work. 9 As it is written:

"He has dispersed abroad,
he has given to the poor;
His righteousness endures forever."

^aNow may He who supplies seed to the sower, and bread for food to the eater, be thanked by us for His justice, so that we may increase the fruits of your righteousness. ^bWhile you are enriched in every way in this matter, in your generosity, it has been increasing to us to God. ^cFor the administration of this service not only supplies the saints but also弘扬s your abundant sharing through many thanksgivings to God. ^dWithal, through the prof of this ministry, they will give thanks to God for you, for your confession to the gospel of Christ, and for your liberal sharing with them. ^eThey will give thanks also for you, because of the exceeding grace of God in you. ^fThanks be to God for His indescribable gift!

Matthew 28:19-20

Matthew 28:19-20

Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit; ^ateaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age. ^bAmen.

Allow time for them to write on paper or in their Workbook (p. 3).

Notes:

Ask them to share the team vision they've written.

Discuss:

- How does our vision line up with yours?



Committed to serving the local church, partnering to reach every language with Bible translation



Confirm:

Wycliffe Associates is committed to serving the local church in achieving and spreading Bible translation to every language. Participants have considered whether WA's vision and mission match their own.

Chapter 2: Statement of Faith

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

Core Concepts:

- Our core values come from the Bible, and these core values determine our vision.
- We seek partners with the same beliefs, and have all translators sign an agreement to these beliefs.
- We focus on central, defining beliefs that unite Christians, and accept that secondary beliefs may differ without changing our core values.

Let us hold fast the confession of our hope without wavering, for He who promised is faithful (Heb. 10:23).

Time: 30 min.

Workbook p. 5

Materials:

- ✓ Slide Deck: T3.Slides_02_Statement.of.Faith_
 - ✓ White board
 - ✓ Bible with place markers
- The Statement of Faith is also found on p. 119 if extra copies are needed.

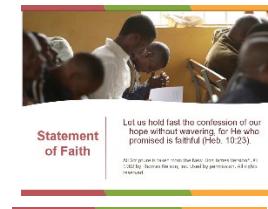
Teacher's Notes:

Intro:

We're going to talk about our Statement of Faith. These are the beliefs that guide everything we do. We want to make sure that all our partners share these beliefs.

Discuss:

- What do you think of when you hear the word values?



Statement of Faith
Let us hold fast the confession of our hope without wavering, for He who promised is faithful (Heb. 10:23)
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We talk about values in this session as guiding convictions that define the way we live and serve God. You may get ideas that are very different from your own understanding of values.

The goal is to get participants to think about their own beliefs and discuss them openly.

Notes:

- Have a volunteer make notes on the white board of any defining terms they use.
- Explain that when we talk about values, we mean the beliefs that define and guide the way we live.

Thank and have the volunteer at the whiteboard rejoin the group.

You've heard a little about Wycliffe Associates. Now I want to share with you the beliefs that have guided and continue to guide us as we serve God in the world.

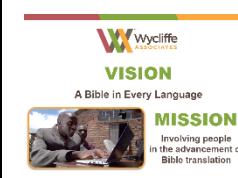
- We believe that the Bible is the Word of God.
- The Bible changes lives and advances God's kingdom.
- We believe in the power of the Holy Spirit in the lives of believers.



**Because we believe those things, we have the vision:
*A Bible in Every Language.***

And we have the mission:

Involving people in the advancement of Bible translation.



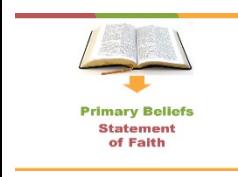
Discuss:

- **How do our vision and mission statement connect with our values?**
 - Since we believe God's Word changes lives and builds His kingdom, we believe every language should have access.
 - Because God has empowered every believer with His Spirit, we believe He will use all of us to get Scripture to the world.



Discuss:

- **What is a "statement of faith"?**
 - A list of the core beliefs that a community agrees to.
 - Our statement of faith should always come from Scripture, the Word of God.



**Primary Beliefs
Statement of Faith**

WA seeks partners like you who share our core values and beliefs.

We're going to share our core beliefs with you. Later, we'll ask you to sign a simple statement of faith that clearly states the essential beliefs of the Christian faith as we understand them from Scripture.

Please look at page 5 in your Workbook and review the Statement of Faith with me.

Statement of Faith

1. The Bible is divinely inspired by God and has final authority.

This means that the Bible came directly from God, is completely true, and should be honored above any other source.

2. God is one and exists in three persons: God the Father, God the Son, and God the Holy Spirit.

This means that there is only one God, and He reveals Himself to us in three different roles: the Father, the Son, and the Holy Spirit.

3. Because of the fall of man, all humans are sinful and in need of salvation.

This means that everyone has done wrong, so we are all separated from God. There is nothing we can do on our own to earn eternal life, or Heaven.

4. The death of Christ is a substitute for sinners and provides for the cleansing of those who believe.

This means that Jesus died as punishment for everyone's sins. His death counts as a payment for us, so we can be forgiven.

Notes:

Be sure to take time to make sure everyone understands each item. Explain in simple terms and answer questions. Do not get into deep theological discussions.

Wycliffe Associates
We believe:
1. The Bible is divinely inspired by God and has final authority.
This means that the Bible came directly from God Himself, and it is completely true. It should be honored above any other source of information.
2 Timothy 3:16: All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for training in righteousness. John 17:17: Sanctify them by Your truth. Your word is truth.

Wycliffe Associates
We believe:
2. God is one and exists in three persons: God the Father, God the Son, and God the Holy Spirit.
This means that there is only one God, and He reveals Himself to us in three different roles. He is the God of the Old and New Testament. He is the Father, He is the Son, and He is the Holy Spirit.
Deuteronomy 6:4: Hear, O Israel: The LORD our God, the LORD is one.
John 10:30: I and My Father are one.
1 Peter 1:16-17: Of this we know the children of men have corrupted their ways. And the salvation of the gospel has gone to those that never come to you, respecting what, or what manner of time, the spirit of Christ who was in them was indicating when He testified before Pilate concerning the sufferings of Christ and the glory that would follow.

Wycliffe Associates
We believe:
3. Because of the fall of man, all humans are sinful and in need of salvation.
This means that everyone has sinned, so we are all separated from God. There is nothing we can do on our own to earn eternal life or Heaven.
Romans 5:12: Through one man sin entered the world, and death through sin; and thus death spread to all men, because all sinned.

Wycliffe Associates
We believe:
4. The death of Christ is a substitute for sinners and provides for the cleansing of those who believe.
This means that Jesus died as punishment for the sins of all humanity. His death counts as payment for us so that we can be forgiven.
1 John 2:2: And He Himself is the propitiation for our sins, and not for ours only but also for the whole world.

Statement of Faith, Continued

5. By God's grace, through faith, man receives salvation as a free gift because of Jesus' death and resurrection.

This means that, because of Jesus's death, we can be forgiven. We cannot earn this, but we receive it by putting our faith in Jesus.

6. The resurrection of all—the saved to eternal life and the lost to eternal punishment.

This means that everyone will be brought back to life one day. Those who trust in Jesus will live with Him forever in Heaven, and those who do not will be punished forever.

Discuss:

- Why do we need to discuss this list of beliefs?
- Do you have any questions about this list?

Many Christians also have other, non-defining beliefs. These beliefs may be different from one church to another, but their core values are still the same. Though our secondary beliefs may be different, that doesn't keep us from working together.

Notes:



We believe:
6. By God's grace, through faith, man receives salvation as a free gift because of Jesus' death and resurrection.

This means that, because of Jesus's sacrifice, we can be forgiven. We cannot earn this, but we receive it by putting our faith in Jesus.

Romans 3:24-25a
Romans 3:24-25a
Romans 3:24-25a
Romans 3:24-25a

Romans
3:24-25a



We believe:
6. The resurrection of all—the saved to eternal life and the lost to eternal punishment.

This means that everyone will be brought back to life one day. Those who trusted Jesus for salvation will live with Him forever. Those who did not trust Him will be punished forever.

Acts 24:15b
Matthew
25:46
Acts 24:15b
Matthew
25:46
Acts 24:15b
Matthew
25:46
Acts 24:15b
Matthew
25:46

Acts 24:15b
Matthew
25:46



We believe:
1. The Bible is divinely inspired by God and has final authority.
2. God is one and exists in three persons: God the Father, God the Son, and God the Holy Spirit.
3. Because of the fall of man, all humans are sinful and in need of salvation.
4. The death of Christ is a substitute for sinners and provides for the cleansing of those who believe.
5. By God's grace, through faith, man receives salvation as a free gift; because of Jesus' death and resurrection.
6. The resurrection of all—the saved to eternal life and the lost to eternal punishment.

The Statement is of primary beliefs; secondary or non-primary beliefs are not included because we accept that Christians may disagree on those areas, but still be Christians. Our goal is to work with like-minded Christians, regardless of denominational affiliation or non-primary beliefs.

The term "non-primary" or "secondary" may be confusing, implying that these beliefs aren't important. Synonyms such as "surrounding", "resulting", or "accompanying" might be helpful.

The statement of faith provides us with agreement on what's most important. Our goal is not to cause division, but to build unity by focusing on these important beliefs. This is the foundation for working together.

Notes:



Confirm:

The leaders and translators who will be signing the statement of faith should understand and agree with what they are signing, in order to take full ownership of the project.

Chapter 3: Church Owned Bible Translation (COBT)—Four Beliefs

Objective: Participants will understand and accept the four beliefs about COBT.

Core Concepts:

- The local Church of heart language speakers is the body that is best qualified to lead Bible translation for their language.
- They have the ability, the authority, the responsibility, and the accountability to God and their community to translate and assure the accuracy of their translation.

For I have not shunned to declare to you the whole counsel of God. Therefore take heed to yourselves and to all the flock, among which the Holy Spirit has made you overseers, to shepherd the church of God which He purchased with His own blood (Acts 20:27-28).

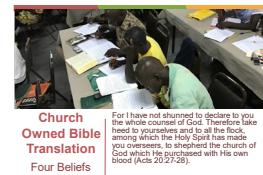
Time: 60 minutes, plus 30 minutes for Exercise

Workbook p. 8

Materials:

- ✓ *Slide Deck: T3.Slides_03_COBT.4.Beliefs_TS01a*
- ✓ *White board*
- ✓ *Bible with place markers*

Teacher's Notes:



Church
Owned Bible
Translation
Four Beliefs

For I have not shunned to declare to you the whole counsel of God. Therefore take heed to yourselves and to all the flock, among which the Holy Spirit has made you overseers, to shepherd the church of God which He purchased with His own blood (Acts 20:27-28).

All Scripture is taken from the New King James Version®. © 1992 by Thomas Nelson, Inc. Used by permission. All rights reserved.

Invite a participant to come to the front to make a list of what they share on white board.



Note: Their suggested elements may be a good starting point for the later conversation about Quality Assessment.

Thank and have the volunteer at the whiteboard rejoin the group.

Ask:

- How do you think “Church-Owned” Bible Translation changes that?

Discuss:

- Have you ever overheard someone who shares your heart language translate something into your heart language?
 - How well was the message communicated?

- Have you ever heard an outsider translate something into your heart language?
 - How well was the message communicated?
- Which is easier for you: translating into your heart language or from your heart language to another language?

I want to share with you why Wycliffe Associates believes that the local church within every language group can and should own their own Bible translation.

1. Ability

- Linguistic Ability – You understand your language and culture better than an outsider.
- Bilingual Translation Ability - Bilingual speakers, like you, have shared meaning through oral translation (or interpretation) most of your lives. You won't need to spend years learning a new language.
- God-Given Gifts – Each of you have God-given gifts to work as a team.

2. Authority

God's Spirit lives in every believer. He provides wisdom and gives each of us authority to share, teach, or translate God's Word.

Notes:

As you introduce Wycliffe Associates' beliefs, note similarities with their suggestions and have them discuss the differences. This is primarily to get the ideas planted.

Romans
12:4–6a

2 Timothy 2:7

Romans 12:4-6a
For as we have many members in one body, but all the members do not have the same function, so we, being many, are one body in Christ, and individually members one of another—having different gifts according to the grace that is given to us...

2 Timothy 2:7
Consider what I say, and the Lord will give you understanding in all things.



Ability
Local believers:
• Know the language and culture
• Share of ones meaning through oral translation
• Have unique, God-given abilities

Matthew
28:18–20
Acts 1:8

Matthew 28:18-20
And Jesus came and spoke to them, saying, "All authority has been given to Me in heaven and on earth. Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything that I have commanded you; and lo, I am with you always, even to the end of the age." Amen.

Acts 1:8
But you will receive power when the Holy Spirit has come upon you; and you shall be my witnesses in Jerusalem, and in all Judea and Samaria, and to the end of the earth."



Ability
Authority
God's Spirit gives the local church:
• Wisdom
• Authority

Ideas: 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.

3. Responsibility

The local Church has the responsibility for:

- Evangelism
- Discipleship
- Bible Translation

Discuss:

- What areas of leadership are needed if the Church is responsible for the translation?

4. Accountability

Mother-tongue translators are accountable to

- God
- their community

for the accuracy, clarity, and accessibility of Scripture in their heart language

Discuss:

- How can Church Ownership of Scripture benefit evangelism, discipleship, and church planting?

Exercise: COBT 4 Beliefs Scenario Match

(Participant Workbook pp. 9-11)

Example:

The Ontenu People of Papua New Guinea were clashing violently with neighboring clans. Despite the conflict, their church leaders decided to attend a MAST translation workshop with other language groups.

During the workshop, their village was raided, and half the homes were burned. The translators chose to keep working, rather than to join the fight.

At the end of the workshop, the Ontenu leaders had translated more Scripture than the other language groups.

Notes:

1 Peter 3:15

But sanctify the Lord God in your hearts, and always be ready to give a defense to everyone who asks you a reason for the hope that is in you; yet do it with gentleness and respect.

Colossians 3:16

Let the word of Christ dwell in you richly in all wisdom; teaching and admonishing one another in psalms and hymns and spiritual songs, singing with thankfulness in your hearts to the Lord.

2 Timothy 2:2

And the things that you have heard from me among many witnesses, commit these to faithful men who will be able to teach others also.



The local church is responsible for:

- Evangelism
- Discipleship
- Bible Translation

1 Peter 3:15

Colossians 3:16

3:16

2 Timothy 2:2

Ideas: overseeing the process, ensuring progress, seeking outside help, making decisions on quality.

Romans 14:12

14:12

1 Corinthians 2:12–13

Romans 14:12

So then each of us shall give account of himself to God

1 Corinthians 2:12–13

Now we have received, not the spirit of the world, but the Spirit who is from God, that we might know the things that have been freely given to us by God.

13 These things we also speak, not in words which man's wisdom teaches, but in the Spirit, as we may speak realities, comparing spiritual things with spiritual.



Translators are accountable to:

- God
- Their community

Gauge the size of the gathering and assign groups to tables with a presenter at each if necessary. Do the example together.

The Exercise is also printed on pp. 120-121 in this Trainer Guide, if extra copies are needed.

Ask:

- Which Belief best matches the experience of the Ontenu People?

Notes:

This is a good example of **Responsibility** because the translators followed God's calling despite the challenges they faced. (*This can also fit other beliefs like Ability or Authority, but the trainees must be able to explain why it fits their choice.*)

Have participants complete the exercise within their groups.

Then, come back together and discuss their ideas.

Exercise Answer Key:
(Questions on pp. 120-121)

1. Ability
2. Authority
3. Accountability/Responsibility
4. Responsibility
5. Accountability/Responsibility
6. Authority
7. Responsibility
8. Authority

These concepts can be challenging to understand.

They are very different from translation done by colonial mission organizations, and many current Bible translation organizations. Colonial missions brought the Gospel and assumed authority and responsibility for Bible translation. Some Bible translation organizations today continue to retain leadership responsibility and authority over translation work, such as project management, choosing and managing translators, and checking the translation through language consultants.

Notes:

Other Bible translation organizations increasingly recognize that the local church should have the primary role in Bible translation leadership. In Church Owned Bible Translation, Wycliffe Associates affirms that the church has the ability, responsibility, authority, and accountability to lead translation work for the languages they serve.

Be sure to dig in and find any doubts, fears, or areas that need clarification.

Address these issues with the leaders now, so that they may address them later with their local translation teams.

Teach Back:

- Who is responsible to evangelize and disciple?
- How does the Church reach unsaved people within this language group?
- Who gives us authority to translate the Bible?
- Who is the best person to determine if a translation is easy to understand in the target language?
- How does the translation team stay accountable to God and their community?

Confirm:

Everyone understands the four beliefs about COBT and has considered how those beliefs apply to their local Church.

Chapter 4: Church Owned Bible Translation (COBT)—Six Behaviors

Objective: Participants 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.

Core Concepts:

- When the local Church recognizes that they have the ability, authority, responsibility, and accountability for translating Scripture, they will take certain steps.
- These steps, or behaviors, include:
 - o Accept responsibility.
 - o Make Bible translation accessible.
 - o Refine and revise the translation.
 - o Engage the community.
 - o Share Church-Owned Bible Translation with others.
 - o Encourage generational ownership.

Keep your heart with all diligence, for out of it spring the issues of life (Prov. 4:23).

Walk in wisdom toward those who are outside, redeeming the time (Col. 4:5).

Time: 60 minutes discussion,
20 minutes exercise,
15 minutes review

Workbook p. 12

Materials:

- ✓ *Slide Deck: T3.Slides_04_COBT.6.Behaviors*
- ✓ *White board*
- ✓ *Bible with place markers*



Church
Owned Bible
Translation
Six Behaviors
All Scripture taken from the New King James Version®. © 1982 by Thomas Nelson, Inc. Used by permission. All rights reserved.

Teacher's Notes:

Invite a participant to come to the front to write on the whiteboard.



You may get suggestions that will work with the Quality Assessment. Make note of these, perhaps in a separate list, and try to steer toward the Behaviors conversation.

Write or show all 6 Behaviors to them, relating them to those they suggested.

The 6 Behaviors of Church-Owned Bible Translation

1. Accept Responsibility

Mother-tongue speakers, under the authority of their local church, **take responsibility for translating** the Bible into the heart language of their local community.

- What are some ways you can share the vision of Church-Owned Bible Translation with other believers in your language community?
- What might be difficult for your local church in truly owning their translation?

Notes:

1. Accept the responsibility to do a Bible translation



So they read distinctly from the book, in the Law of God; and they gave the sense, and helped them to understand the reading (Nehemiah 8:8)

Nehemiah 8:8

The leaders in Nehemiah made sure those in the crowd understood the meaning of the words in the book of the law.

2. Make Bible Translation Accessible

The local church **manages community accessibility** to the translated Scripture.

- How could your church help your community get access to the Scripture in your language once it's translated?

2. Make Bible translation accessible



And daily in the temple, and in every house, they did not cease teaching and preaching Jesus as the Christ (Acts 5:42).

Acts 5:42

3. Refine and revise the translation



And let us not grow weary while doing good, for in due season we shall reap if we do not lose heart (Galatians 6:9).

Galatians 6:9

4. Engage community in Scripture usage



All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness; that the man of God may be complete, thoroughly equipped for every good work (2 Timothy 3:16-17).

2 Timothy 3:16–17

4. Engage The Community

The church **involves** the local community **in reading and studying Scripture**.

- How does your community engage with Scripture right now?
- How can you and your church involve the community with Scripture in your language?

5. Share COBT with others



He answered and said to them, "He who has two tunics, let him give to him who has none; and he who has food, let him do likewise." (Luke 3:11)

Luke 3:11

6. Encourage Generational Ownership

The local church leads future generations to update and revise and takes responsibility for these **generational revisions and updates** to the Scripture.

- Why would future generations need to take ownership for updates and revisions?
- What are some steps you could take to make sure this happens?

Impact Story:

The Navajo people completed their New Testament in 1975, and their Old Testament in 2000. Unfortunately, they never considered generational revisions and ownerships.

They recently reached out to us to help with a new translation. The current version is no longer available in print due to copyright issues, and many of the local people cannot read it due to language changes. Also, as with many American Indian groups, one of their concerns is the loss of their cultural heart language. Their older generation knows little to no English; their younger generation knows very little Navajo.

We are helping them address their concerns by setting up a dual language translation that can be used by all generations. They have also appointed people within their community to lead future revisions. The new translation using MAST will also guarantee continued access and availability.

Discuss:

- **How can you see this process working in your community?**
- **What challenges do you see for your local church in truly owning translation?**
- **What is your role in sharing the vision of COBT with others?**

Exercise: COBT 6 Behaviors Scenario Match (Workbook pp. 15-16)

Notes:

6. Lead future generations to update and revise.



"And these words which I command you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, when you lie down, and when you rise up (Deuteronomy 6:6-7). So they read distinctly from the book, in the Law of Moses, and then gave the sense, and helped them to understand the reading (Nehemiah 8:8).

Deuteronomy 6:6–7
Nehemiah 8:8

For a large group, divide participants into smaller groups led by a facilitator. The Exercise is also on p. 122 if extra copies are needed.

Church Owned Bible Translation (COBT)—Six Behaviors

Chapter 4

Example:

A young pastor gathers other pastors and members of his community to be trained in Bible translation. They translate portions of Scripture during the day and gather in the evenings to check each other's work.

- **Which Behavior best matches the experience of this pastor and members of his community?**

Notes:

Do the example together, then allow groups to complete the exercise. When all have finished (or time is up), discuss answers together.

This is a good example of **Behavior #1**.

Translation into the heart language of the local community is the responsibility of mother tongue speakers in fellowship with their local church.

Exercise answer key: (Questions on p. 122)

1. 4
2. 2
3. 3
4. 6
5. 5

Teach Back:

- **What do you think is the most important of the six behaviors? And why?**
- **What does it mean for a translation project to be “church-owned?”**
- **How does church ownership of translation contribute to the Great Commission?**
- **How does your church need to prepare for the steps involved in a translation project?**
- **How can you share this vision with others in your faith community?**

Confirm:

Participants understand the full vision of COBT and the 6 behaviors that naturally follow the 4 beliefs about COBT. They have begun to consider their own role, as well as their community's role, in enacting these behaviors for their language group. They understand they will need to plan and prepare—not only for the completion of their own translation, but also for sharing this with others.

Chapter 5: Open Copyright License

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

Core Concepts:

- Copyright is designed to protect writers and artists, but when used on Bibles, it can prevent people from getting the Word of God.
- Wycliffe Associates wants our church partners to own their translations (to always be able to access, download, copy, print, update, and/or translate their Bible).
- To ensure local church ownership, we use open licensing, called Creative Commons.

You shall not steal, nor deal falsely, nor lie to one another (Lev. 19:11).

Time: 60 minutes

Workbook p. 17

Materials:

- ✓ Slide Deck: T3.Slides_05 Open.Copyright
- ✓ White board
- ✓ Copies of the Legal and Doctrinal Statement for participants to sign (p. 24)
- ✓ Bible with place markers

Teacher's Notes:



Intro:

We're going to talk about how we make sure Bible translations are available, free to everyone. We'll talk about the difference between copyright and the license we use, called Creative Commons.

Invite a participant to the front to write responses on the whiteboard.

Possible responses:

- To have the Word in their heart language.
- To understand and apply it.
- For growth, evangelism, and discipleship.
- For the glory of God.

Possible responses:

- Source text
- Bilingual translators
- A way to distribute the translation.
- A plan to improve the translation.

Ask:

- Why do you want to translate the Bible?
- What do you need to accomplish these goals?

- Is the Bible that you currently use copyrighted?

Impact Story:

A Mayan Native Mexican language group approached us and asked us to help them update a previously published Bible in their heart language.

We talked to the publisher and were told no; we couldn't use the Bible as a source text since the publisher owns the copyright on it. Instead, we're required to start the translation from an open copyright, non-all rights reserved source.

Ask:

- What do you know about copyright?

Copyright shows legal ownership of a document or work of art.

If you own a copyright, you have the legal right to keep others from...

- Making copies
- Printing
- Distributing
- Making changes
- Translating
- Posting online, even on social media
- Digital sharing

Anyone who wants to use a copyrighted Bible must get permission in writing to use what someone else owns. This can be difficult, expensive, and sometimes impossible to obtain.

Copyright keeps us and you from...

- Making the translation accessible to everyone
- Updating the translation when needed
- Legally using a translation as a source text

Copyright is not bad. It protects writers and artists. But WA doesn't believe that a copyright belongs on the Word of God.

Notes:

Thank and have the volunteer at the whiteboard rejoin the group.



Instead, WA uses Creative Commons Licensing, also known as CC BY-SA.

CC stands for Creative Commons. CC is the organization that helps people license their work which gives permission to anyone to legally copy, change, and distribute it.

BY stands for attribution. It means people may distribute or adapt the work if they give credit to the creator of the work.

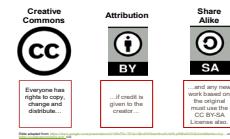
"You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use."—from Creative Commons website.

SA stands for Share Alike. This means when you or others remake and share something based on an original work, the same kind of license must be used for the new work. This gives permission to others to copy, adapt, and share your work.

Everyone who works on the translation team must give permission to use and share their work to the translation. This shows that you can legally publish it. It also guarantees that your language group will always have access to print and revise as needed.

Notes:

Gives permission without being asked.



Everyone has rights to copy, change and distribute...

BY

SA

...if credit is given to the creator...

...and any new work based on the original must be released under the CC BY-SA license above.

For reference only to answer any specific questions:

WA provides source text
Unlocked Literal Bible (English is an adaptation of 1901 ASV now in public domain) under this license.

Most gateway language versions are under this license.
[A few, e.g., French, Burmese, are public domain texts]

Anyone can use the ULB as a source text, no permission or fee. You don't have to partner with WA, or use MAST—it's online and available if terms of the license are followed.

Translations (or other adaptations) based on ULB must be released under the same license, and the team of translators/church/language community will hold the CC copyright.

If translators are concerned that a cult group might modify their translation if they don't copyright it, point out that a copyright doesn't prevent criminal activity. It simply gives the owner the right to take violators to court.

Ask:

- Why do you think WA uses Creative Commons instead of Copyright?

Jesus told His disciples to “freely give” as they had “freely received” (Matthew 10:8b NIV). This licensing allows us to model that command of Christ.

Wycliffe Associates wants to see source text easily available, used legally, and translations easily shared and easily revised and reprinted by future generations.

In summary, under CC BY-SA, anyone may copy, distribute, translate or adapt the material without asking permission or paying fees.

At the same time, CC BY-SA also prevents others from taking the work and copying it as their own.

Notes:



Why do you think that WA uses Creative Commons instead of Copyright?

“...freely you have received; freely give.”
Matthew 10:8b NIV

With CC BY-SA license

Permission is granted in advance to:



Make copies Distribute copies Make changes

You Must: Give attribution. Share alike.

So what does all this mean to you and your team?

As leaders of the translation project, you'll need to

1. Be sure that everyone who works on the translation understands that they're giving permission to anyone who wants to use and share their work.
2. EVERYONE who works on the translation must show their understanding by signing the online document here: <https://coubt.ck.page/ccbysa> or a physical document (page 24).
3. Any time you print even a portion of the Bible, you must include copyright information. Wycliffe Associates will help you with the exact words you need to include.

Before beginning translation work, you must receive written permission from all the translators to use their work in your published Bible. If you choose to use physical signatures instead of the link above, you will need to keep track of these signatures. We will also have you sign this form during this training. For simplicity, we have combined the agreements to the Statement of Faith and the open license into one form.

You have a summary of the license printed on p. 20 in your Workbook.

If using the physical form, make copies of the Legal and Doctrinal Statement (p. 24) before teaching this chapter. The summary of the license is included on page 25. A complete Creative Commons license can be found on pp. 125-130 of this Guide. For other languages, see <https://creativecommons.org/licenses/>

Open Copyright License

Chapter 5

Teach Back:

- Can you translate a work that is copyrighted?
 - If so, what steps must be taken before starting the translation?
- Who will own your translation?
- What can people do with the translated work?
 - How might this be good?
 - What might be some concerns?
- What could happen if a translation does not have a CC BY-SA license?

Notes:

Confirm:

Participants should understand that their work will need to be licensed under CC BA-SA:

- To allow the best accessibility to the translation.
- To protect their continued ownership of their work.

Chapter 5: Open Copyright License

(If multiple copies are needed, label pages after printing): **Page ____ of ____**
Legal and Doctrinal Statement

Completion of this form verifies the release of your work under a Creative Commons Attribution-Share Alike 4.0 International license. It also affirms the alignment of the translation with the Wycliffe Associates' Statement of Faith. Please return the completed and signed form to Wycliffe Associates.

I, the undersigned, assert that the content of:

("the Works")

(name and language of the resource)

is in agreement with the Wycliffe Associates **Statement of Faith** found at <https://bibleineverylanguage.org/statement-of-faith> or within BTT Writer. I hereby release and license my contributions to the Works for third party use pursuant to the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0). Attribution pursuant to the License is to be made using my name, username, or a pseudonym as specified below. I warrant that to the best of my knowledge, this release and license of the Works pursuant to the terms of the License does not violate the rights of any third party

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Printed Name (or pseudonym): _____

Date: _____

Signature: _____

Printed Name (or pseudonym): _____

Date: _____

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Signature: _____

Printed Name (or pseudonym): _____

Date: _____

Signature: _____

Printed Name (or pseudonym): _____

Date: _____

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Human-Readable Summary

The Creative Commons Attribution-Share Alike 4.0 International License, available at <https://creativecommons.org/licenses/by-sa/4.0> and <https://creativecommons.org/licenses/by-sa/4.0/legalcode>, is included here in both the human-readable summary and the legal code of the full license.

Human-readable summary of the Attribution-Share Alike 4.0 License

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- No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material.

Note: The full license is available in the Quick Reference section of this Guide, or in multiple languages at <https://creativecommons.org/licenses/list.en#international-40>

Chapter 6: Release Early, Revise Often

Objective: Participants will understand that releasing the translation for use does not mean it's done for good, but rather will need revisions and updates.

Core Concepts:

- Bible translations will never be perfect, but they can be made clearer by inviting community feedback.
- It is best when the translation team releases portions of the translation, as they are finished, for the entire community to use.
- Feedback from the community allows the translation team to make corrections and improvements before the official publication.
- Bible translations also need continual revision and updates as languages change. The local church should plan and oversee these periodic revisions.

Do not withhold good from those to whom it is due, when it is in the power of your hand to do so. Do not say to your neighbor, "Go, and come back, and tomorrow I will give it," when you have it with you (Prov. 3:27-28).

Time: 15-30 minutes

Workbook p. 21

Materials:

- ✓ *Slide Deck: T3.Slides_06_Release.Early.Revise.Often*
- ✓ *Bible with place markers*

Teacher's Notes:



Do not withhold good from those to whom it is due, when it is in the power of your hand to do so. Do not say to your neighbor, "Go, and come back, and tomorrow I will give it," when you have it with you (Prov. 3:27-28).

All Scripture is taken from the New King James Version®, © 1990 by Thomas Nelson, Inc. Used by permission. All rights reserved.



Intro:

We're going to talk about when the translation is ready to be shared with the language community.

We encourage our partners to release early and revise often.

During our training, you'll work on a Quality Assessment Guide, to outline quality standards for your translation. You want your translation to meet those standards before it's released, but no translation will ever be perfect.

- So, when should a translation be shared with the language community waiting for it?

Impact Story:

Martin Luther was one of the first people to translate the Bible from Hebrew and Greek into a common language: his language was German. He published portions of his German translation and looked for feedback from the community to improve his next publication of it.

Today, translations usually have small groups of people who review and offer updates to the translation. These groups decide when to release revised editions.

The idea of releasing the translation early and revising it often means:

Translators release their translation when they believe they have made it the best they can at the time. You don't need to wait until you've finished a whole book of the Bible.

Let's look at Ecclesiastes 11:2 and 4.

Discuss:

These verses talk both about being generous and about doing things now, because we do not know what the future holds. If the sower waits for perfect weather, he will never sow. In the same way, if translators wait to release their work until it's perfect, a translation will never be distributed.

Discuss:

- **Sometime translators feel uncomfortable with doing this. Why?**
- **What are some concerns you have?**
- **How could you address these concerns?**

As the translation is used, the translators will get feedback for corrections, improvements, and updates. You'll need to determine when and how to make those changes and release the work again. Keep in mind that language changes over time, making revisions necessary.

Discuss:

- **What kinds of changes might need to be made?**

Notes:

Ask a participant to read Ecclesiastes 11:2 and 4.



Ecclesiastes 11:2, 4
Give a sowing to seven, and also to eight,
For you do not know what will come to pass on the earth.
*He who observes the wind will not sow,
And he who regards the clouds will not reap.



The idea of releasing early can be daunting because translators often want their work to be perfect before it's 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.



Feedback

Corrections Improvements Updates

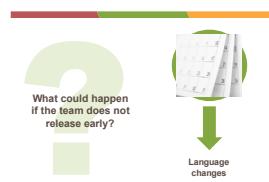
- How could the translation team and the Church encourage the language community to give feedback?

If there are different denominations within the language group, the translation team may want to form a group of people from each denomination. This group can receive feedback and determine how often to make updates. By planning ahead, they won't be surprised and overwhelmed when changes need to be made.

Ask:

- What could happen if the team does not release early?

Notes:



- In the past, translations have taken so long that the language had changed significantly. By the time the translation was released, it already needed to be updated to fit the language group.
- Remember that there are people who have never heard the Word. If we can get even a portion of the Bible into their hands, they have the opportunity to be saved.

Confirm:

Participants understand the importance of both releasing early and revising often. They also understand the challenges, and have begun to discuss and address their own concerns about these things.

Chapter 7: MAST Preparation: Meaning-Based Translation

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

Core Concepts:

- Accurate translations express the meaning of the original message.
- Translations usually need to adjust word order to clearly express the meaning of the original message.

So they read distinctly from the book, in the Law of God; and they gave the sense, and helped them to understand the reading (Neh. 8:8).

Intro:

There are different styles of translation. In this session, we're going to talk about a style called meaning-based translation.

A “meaning-based translation” does not focus so much on individual words, but instead on the overall meaning of the message.

A literal translation tries to restate every word of the source text, one by one, as directly as possible.

We believe that the message of the original text should be translated so its meaning will be understood by you, the speakers of the heart language. This is meaning-based translation.

When we orally translate (or interpret) a conversation or a sermon of a foreign speaker, translation is naturally meaning-based.

Some translators are concerned about every single word, afraid of missing one and saying something unholy.

However, the meaning and message of Scripture is what is sacred. The message must be recreated in heart-language words that express its meaning not only in an accurate way, but also in a natural and clear way. This requires translators to adjust certain words, and even the word order.

Time: 15-45 minutes

Workbook p. 23

Materials:

- ✓ *Slide Deck: T3.Slides_07_Meaning.Based.Translation*
- ✓ *White Board*
- ✓ *Bible with place markers*

Teacher's Notes:



Meaning-Based Translation

So they read distinctly from the book, in the Law of God; and they gave the sense, and helped them to understand the reading
All graphics is taken from the New King James Version®. © 1992 by Thomas Nelson, Inc. Used by permission. All rights reserved.

Literal vs. Meaning-Based Translation



Oral Interpretation



For reference only (to answer any specific questions):

There are other styles of translation, including summary and paraphrastic. In these styles, the translator just gives his own expression of the message. We do not consider these to be valid translations.

Notes:**For reference only**

(continued): People have produced versions of Scripture using these kinds of summary style (for example, the paraphrase The Message in English), and the versions can be very useful for other purposes. However, we should distinguish them from valid translations.

Discuss:

“Mucho gusto. Me llamo Juan” is a statement in Spanish.

What would that look like if we translated it word by word?

The word-by-word direct translation from Spanish to English would be “Much I like. Myself I call John.” Does this make sense?

A meaning-based translation would be “Nice to meet you. My name is John.”

Here’s an example of what a literal Bible translation would look like from Greek to English.

As you can see, word adjustments had to be made when going from the original language to the gateway language. As long as the meaning is preserved, we consider it an accurate translation.

If you speak more than one language, when you interpret from one language to the other, you’re most likely using meaning-based translation.

Some words will be very difficult to translate into the heart language. During training, translators will be shown how to treat these words, so the meaning of the translation is the same as the meaning of the original text.

Write on whiteboard:

“Mucho gusto. Me llamo Juan”.

Under each word, write the translation.

ὁ δὲ εἶπεν. Εὐλόγε. καὶ καταβὰς ἀπὸ τοῦ πλοίου ὁ Πέτρος περιεπάτησεν ἐπὶ τὰ θύματα καὶ ἤλθεν πρὸς τὸν Ἰησοῦν.

ὁ δὲ εἶπεν Ἐυλόγε καὶ καταβὰς ἀπὸ

τοῦ πλοίου ὁ Πέτρος περιεπάτησεν ἐπὶ τὰ

θύματα καὶ ἤλθεν πρὸς τὸν Ἰησοῦν

Difficult words will be addressed in the checking steps (steps 5-8, Chapter 10), rather than when they are doing their initial translation (steps 1-4, Chapter 9).

This discussion also prepares the way for later steps, such as the discussion about Divine Familial Terms, Chapter 11.

Exercise: Meaning-Based Translation

(Participant Workbook, p. 24)

Please translate these two sentences into your heart language.

Notes:

"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."

Call on different participants
during the Teach Back.

Teach Back:

- Did you translate each word by itself, or did you translate the message?
 - Explain the difference.
- What would be the literal translation, word by word, from your heart language back into the gateway language?
- Explain or retranslate it in a meaningful way.

Discuss:

What would your Scripture translation be like if you translated it literally?

WA developed a process called MAST to help translators in creating a smooth, meaning-based translation in their mother tongue. We'll explain the specific steps of MAST later in our training.

Confirm:

Participants understand and share the goal to have a meaning-based translation, and a translation that sounds natural and clear in their heart language.

Chapter 8: MAST Preparation: Quality Assessment

Objective: Participants will understand the value of an objective guide to check the quality of the translation. They will be prepared to use it in checking their translation.

Core Concepts:

- Translators need a clearly defined, objective standard for what makes their translation a good, quality translation.
- There are basic characteristics that most churches around the world agree should be true of a good Bible translation; we call this list a Quality Assessment Guide.
- Translators should know these globally accepted standards, as well as any additional standards their language community values, before beginning their translation.
- Translators and the whole community should use these standards in checking the quality of their translation.

[The Jews in Berea] were more fair-minded than those in Thessalonica, in that they received the word with all readiness, and searched the Scriptures daily to find out whether these things were so (Acts 17:11).

Beloved, do not believe every spirit, but test the spirits, whether they are of God; because many false prophets have gone out into the world (1 John 4:1).

Time: 60 min. plus
60 minutes for Exercise 1
30 minutes for Exercise 2
Workbook p. 25

Materials:

- ✓ *Slide Deck: T3.Slides_08_Quality.Assessment*
- ✓ Copies of the Quality Assessment Guide (pp. 131-132) for Exercise 1
- ✓ Bible with place markers

Teacher's Notes:

This chapter should be broken into two sessions if participants are new to translation. A break between Exercises 1 and 2 is recommended.



Intro:

Everyone we work with tells us they're dedicated to creating a quality Bible translation. We all agree that quality assurance is important when translating God's Word.

One useful tool we've found to help ensure a translation meets the community standard is a Quality Assessment Guide. Let's talk a little bit about what this assessment is and how you can build one to ensure quality in the completed work.

Ask:

- When a local language community has translated Scripture using the MAST process, is it ready to be used?

- Is that translation complete or should someone else check it and approve its quality?

Scripture checking has traditionally relied on an expert's opinion about the translation, even though different experts might think differently. In that model, the standard for a quality translation is subject to one person's view.

Explain:

- Wycliffe Associates is not the owner of the translation in any language. In addition, you're the experts in your heart language. We believe the local church owns the translation and are the most qualified to affirm both quality and naturalness in their heart language.
- Our desire is to help translators have a standard they have agreed on, which they can use when measuring the quality of their translated Scripture.
- Globally accepted qualities will provide a starting point for a Quality Assessment Guide.

Discuss:

- Imagine that you are a pastor of a church in a minority-language community. One of your members, who is a new convert, brought you a Bible newly translated into your language. How would you know if it was a good translation?

There are globally accepted standards that translators, consultants, and other organizations all over the world use to affirm quality in Scripture translation. Sometimes these standards are discussed, but not clearly defined or directly applied to translation.

A Quality Assessment Guide helps to make sure the standards of quality are clear and understood by everyone.

What is a Quality Assessment Guide?

- The Guide is simply a list of qualities with definitions that will help you ask the right questions to check your translation. It answers the question, "What makes a good translation?"

Notes:



The QA Guide needs to be discussed and agreed on by all members of the team. As they translate, this Guide will be the goals that they work towards. When they release any work for community checking, this Guide will determine the questionnaire that they create to give the community for feedback.

The translation team should consider opinions of the entire church and community.



- The Guide will provide the translation team with an objective standard. **All translators must be committed to meet this standard as they translate and check their translation.** They become familiar with the standard before translating. Then they use the standard during the MAST checking steps and during the refinement process to assess the quality of their work.
- **We start with the globally accepted qualities.** Each language community may also add its own standards for what their translation needs in order to be a good quality translation. They would add to it by taking their **ideas** about “what makes a good translation?” and applying **definitions to those ideas**. The definitions are used to **create questions** about the quality of the translation.

Notes:

DO NOT distribute the Qualities list until participants have completed this exercise.

Invite a volunteer to write ideas on white board.

Emphasize that we're not asking about publication qualities such as cover, ink, paper weight, etc. We're asking about the content.

For example: “Must be published with a green cover” is not about the content. Those qualities will be addressed later in the process with a [Community Acceptance Plan](#) (Chapter 18).



Exercise 1: Qualities, Definitions, and Questions

First, we'll do an exercise to help us to understand the globally accepted standards.

- **What qualities must be true of a translation for it to be of good quality?**

Where ideas differ, take time to discuss what you mean by each quality and identify what is most important to your team and to your community.

Most churches and translation organizations around the world agree that translation standards should include these qualities:

1. **Accurate**
2. **Correct style**
3. **Clear**
4. **Natural**

5. Faithful
6. Historical
7. Grammatically correct

Let's take time to discuss each one. While everyone would agree that a translation needs to be accurate and clear, people have different definitions of what those terms mean.

Your entire translation team will need to understand what each quality means, so they will understand how each quality directs their work.

- How would you define “accurate”?

1. “Accurate” can be defined as, “The meaning of the translation is the same as the meaning of the source text.”

This means that:

- Nothing is added.
- Nothing is missing.

2. Correct style—The translation uses the same style as the source text.

- Poetry is expressed as poetry, narrative (story) as narrative, etc.
- Prophecy is not explained.
- Teaching sounds like teaching.
- The tone (or emotion) is consistent with the source text.

3. Clear—The language and wording are simple and direct.

- When read, its meaning is easy to understand.

4. Natural—The translation uses language and style that is common.

- The translation sounds the way people talk or write.

Notes:

Point out which qualities were already mentioned by participants.

For each standard, ask the group how they would define it. Guide them to understand the definition given. Share the bullet points as reinforcement of these definitions.

Allow them to discuss and perhaps debate the best definition before sharing our definition.

Quality Assessment Guide

<input checked="" type="checkbox"/> Quality Accurate

<input checked="" type="checkbox"/> Definition
The meaning of the translation is the same as the meaning of the source text.
• Nothing is added. • Nothing is missing.

Quality Assessment Guide

<input checked="" type="checkbox"/> Quality Correct Style

<input checked="" type="checkbox"/> Definition
The translation uses the same style as the source text.
• Poetry is expressed as poetry, narrative (story) as narrative, etc. • Prophecy is not explained. • Teaching sounds like teaching. • The tone (or emotion) is consistent with the source text.

Quality Assessment Guide

<input checked="" type="checkbox"/> Quality Clear

<input checked="" type="checkbox"/> Definition
The language and wording are simple and direct.
• When read, its meaning is easy to understand.

Quality Assessment Guide

<input checked="" type="checkbox"/> Quality Natural

<input checked="" type="checkbox"/> Definition
The translation uses language and style that is common.
• The translation sounds the way people talk or write.

5. Faithful—The translation does not favor one opinion over another in theology.

- There is no denominational bias, such as adjusted wording to support a particular baptism practice.

6. Historical—The translation maintains the geography, environment, and time of the source text.

- Names of people and places are consistent and correct.
- Plants and animals are accurate to the historical environment of the Scripture.

7. Grammatically correct—The grammar and punctuation of the target language is consistent and correct.

- Capitalization and punctuation rules are followed.
- Spelling and grammar are correct.

Discuss:

- Can you think of any other qualities that should be added?
- If so, how should you define them? Consider the best wording for your definitions, to communicate your standards to your language community.

After your team understands and is satisfied with the list of standards and the definitions for each quality, you'll need to communicate these standards to your community. As you invite the community to help you revise your work, you can use this Quality Assessment Guide to request their feedback.

Notes:

Quality Assessment Guide

Quality Faithful

Definition
The translation does not favor one opinion over another in theology.
• There is no denominational bias, such as adjusted wording to support a particular baptism practice.

Quality Assessment Guide

Quality Historical

Definition
The translation maintains the geography, environment, and time of the source text.
• Names of people and places are consistent and correct.
• Plants and animals are accurate to the historical environment of the Scripture.

Quality Assessment Guide

Quality Grammatically Correct

Definition
The grammar and punctuation of the target language is consistent and correct.
• Capitalization and punctuation rules are followed.
• Spelling and grammar are correct.

What other qualities are needed in a translation?

Work through a discussion of any they add to customize their Quality Assessment Guide.

Leadership teams do not have to complete a QA Guide. Each language group (including the translators) will customize their own official list, starting with the global standards discussed here.

After discussing all definitions, hand out Quality Assessment Guide (pp. 131-32); allow time for participants to add qualities and definitions that they listed for their specific language group, if any (use Workbook p. 27).

Each quality should have 2-3 questions that can be answered with “yes” or “no”. Your community will answer these questions when they read a portion of the translation. Their answers will tell you if you’ve succeeded in your goals.

- **What are some questions you could ask to check the translation for each of these qualities?**

For example, for **accurate**, you may want to ask someone to read a verse/chunk and ask,

- “Is anything added?”
- “Is any information missing?”
- “Is the meaning the same as in the source text?”

If any answer reveals a weakness, that should be noted for the translation team to check and edit.

Questions

Questions for **accurate**:

1. Does the text in your language say the same thing as the source text?
2. Has anything been added?
3. Is any information missing?

Questions for **correct style**:

1. Does this passage sound like a story (If it is a narrative portion) or a poem (if it is poetry) or teaching (if it is an epistle) or prophecy (if it is Revelation)?

Questions for **clear**:

1. Does the translation use common, simple words?
2. Is the meaning easy to understand?
3. Is the message presented the way our language would present such a message?

Questions for **natural**:

1. When read, does the translation sound like people talk or write in your language?
2. Is it easy to read?
3. Does it read smoothly?

Notes:

What makes a good translation?

- List Qualities
- Give Objective Definitions
- Ask Questions



Other Examples:

For **historical**, you may want to ask someone to read a verse/chunk and ask, “Are all the names of people and places consistent?” “If there is information about the Scripture’s historical environment in this section, is it translated to reflect the correct place and time?”

After brief discussion for each quality, go over the questions listed. (Have participants follow along on the [QAG Handout](#).) Allow time for questions and clarification if needed.

Questions for **faithful**:

1. Does the translation adjust words or wording to imply a theological bias?
2. Does the translation avoid explaining what the source text leaves unclear?
2. Does the passage add “church” words or phrases that are not in the source text?

Questions for **historical**:

1. Are names of places kept the same as the source text?
2. Are any words about the setting, such as names for plants and animals, correct for the original environment? (For example, a fig tree is called a fig tree and not some other kind of tree.)
3. Are weights, measures, dates, and other historical words represented equally and consistently?

Questions for **grammatically correct**:

1. Is all capitalization correct? (Consider names of people and places, first word of sentences, and other capitalizations according to your grammar rules.)
2. Is the proper format for quotes (the exact words people spoke) used?
3. Is proper end punctuation used?
4. Are all words spelled correctly?
5. Are all verses marked?
6. Are the paragraphs marked/indented?

Notes:

Note on “**faithful**”: The goal of this standard is that translators will carefully avoid adding, taking away, or interpreting anything in the source text. Doctrinal disagreements often come from the effort to define what Scripture leaves unclear. It is against natural impulse to leave something unexplained, but a **translation** does **not** define or explain the Bible. It simply communicates what God has said, no more and no less. If the original text leans toward one theological idea or another, translators should honor the original meaning. However, they should not change or add wording to “clarify” what is unclear in the source text.

If translators have questions about bias in their source text, we have resources to help them research the meaning in the original language: Greek Words, Translation Notes, and Translation Words. These resources are discussed in Chapters 14 and 15.

After Exercise 1, allow a short break if needed.

Exercise 2: Practice Using the QA Guide

(Workbook pp. 28-29)

Now, we'll practice checking a translation to make sure the qualities in our Quality Assessment Guide are present.

On pages 28-29 of your workbook, you have a “source text” and a “translation.” Compare the two passages, and use your Quality Assessment Guide to check the quality of the translation.

*Following is the passage with the mistakes in **BOLD**. This section should NOT be read to participants.*

Trainer Answers for Quality Assessment Exercise 2

Matthew 1:18–25

18 The birth of Jesus Christ happened in the following way. His mother, **Marry**, was engaged to marry Joseph, but before they came together, she was found to be pregnant by the (**Holy** is missing from the text) Spirit. 19 But Joseph, her husband, was a **meritorious** (**this is not simple, common language; the word “righteous” would also be more faithful because it does not communicate earned favor with God**) man and did not want to publicly disgrace her, so he intended to divorce her quietly.

20 As he thought about these things, an angel of the Lord appeared to him in a dream, saying, "**Joe (not an historically accurate name of Joseph)** son of David, do not fear to take Mary as your wife, because the one who is conceived in her is conceived by the Holy Spirit. 21 She will bear a **child** (**son is more specific than child**), and you will call his name Jesus, for he will save his people from their sins."

22 Now all this happened to fulfill what was spoken by the **lord** (**L should be capitalized**) through the prophet, saying,

23 "Behold, the virgin will become pregnant and will bear a son, and they will call his name Immanuel"—**which being translated is “God with us.” (this phrase is missing)**

24 Joseph **up from his sleep arose (does not sound like a native English speaker)** and did as the angel of the Lord commanded him, and he took her as his wife.

25 But he did not know her until she gave birth to a son **in Bethlehem (extra information that should be deleted)**. Then he called his name Jesus.

Notes:

Try it

Matthew 1:18–25

Allow 20 minutes for participants to work individually.

The “translation” in Exercise 2 (Wbk p. 28) has intentional errors for the trainees to find.

The “source text” in the Workbook (p. 29) is the Unlocked Literal Bible (ULB) from bibleineverylanguage.org

The complete Exercise can be found on pp. 133-34 if copies are needed.

Discuss:

- What problems did you notice?
- Did your quality assessment catch these problems? Which qualities or questions helped you to find them?
- How would you suggest correcting them?
- Did you find other problems that were not mentioned in your Quality Assessment Guide?

Notes:

Participants may recognize qualities that they have missed when building their QA Guide. Encourage them to write these down.

When you train teams of translators, a Quality Assessment Guide should be completed before translation begins. Your Guide should include these globally accepted standards, but you will want to involve the entire translation team in reviewing and adding to the list if they desire.

You will want to translate your Quality Assessment Guide into the heart language of your community before sharing it with others.

Encourage them! This is a lengthy but important process. The goal for leaders is that they understand the process as well as the purpose, and are confident in leading their own team of translators to understand, customize, and use the Quality Assessment Guide.

Confirm:

Participants understand the need for a Quality Assessment Guide. They know how to use it to check their translation as they work, and during the community revision process.

Chapter 9: MAST Process: Drafting Steps

Objective: Participants will be ready to try the four drafting steps so they can personally experience the results.

Core Concepts:

- MAST is an 8-step process for producing meaning-based translations that sound natural and clear in the target language.
- The first four steps of MAST are Consume, Verbalize, Chunk, and Blind Draft.
- These steps must be done in order and within a set amount of time in order to produce a natural-sounding translation.

Then Jeremiah called Baruch the son of Neriah; and Baruch wrote on a scroll of a book, at the instruction of Jeremiah, all the words of the LORD which He had spoken to him (Jer. 36:4).

Time: 60 minutes

Workbook p. 31

Materials:

- ✓ *Slide Deck: T3.Slides_09_MAST.Drafting.Steps*
- ✓ *Copies of M.A.S.T. Handout, p. 135*
- ✓ *Copies of bookmarks (p. 141), if desired*
- ✓ *Bible with place markers*
- ✓ *Plain notebook paper, if needed*

Teacher's Notes:



Then Jeremiah called Baruch the son of Neriah, and Baruch wrote on a scroll of a book, at the instruction of Jeremiah, all the words of the LORD which He had spoken to him (Jer. 36:4).
All scripture is taken from the New King James Version. © 1998 Thomas Nelson, Inc. Used by permission. All rights reserved.

MAST

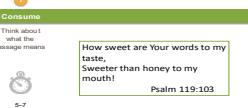
Mobilized Assistance Supporting Translation

- M** • Mobilized—many people working together to advance Bible translation globally
A • Assistance—assisting the local church worldwide
S • Supporting—providing training to the local church—processes, resources, and tools
T • Translation—partnering to get a Bible in Every Language

The 8 Steps of MAST



Drafting Steps Defined



Step 1: Psalm 119:103

Scripture to yourself, trying to understand the meaning and details to get a general overview of the text.

This step should take no more than 5–7 minutes (first reading, then thinking about the passage). If the passage is longer and needs more time, it's best to split it into 2 or more passages.

If you struggle to understand something in the passage, it's also OK to pause and ask team members a question. **HOWEVER**, you should then read the passage again from the beginning and restart the time.

Step 2: Verbalize

Speak out loud to a partner in your own language, telling them what you've just read.

Try to include:

- What are the big ideas?
- What events and people were in the passage and what did they do?
- What key words and key terms are in this passage? (You may mark them in the source text as you go.)

The important thing in this step is that you express the passage out loud to help you remember and understand what it was about. This should take about 2–3 minutes.

Step 3: Chunk

On your own, look at the passage of Scripture and break it into smaller parts (complete thoughts) that you can remember and rewrite. This will usually be about 1–4 verses, but push for the maximum amount of text that you can remember, **without** being able to memorize. This step should take about 5–7 minutes.

Step 4: Blind Draft

On your own, look over the first chunk in your passage, doing steps 1 and 2 again for that chunk only. Then, hide the source text from your view, and write that chunk in your mother-tongue.

Notes:

If time allows, teach hand gestures (or invite participants to make up hand gestures) for each step.

Have participants name each step in their heart language.

The time frames given in these steps reflect research on memory capacity, which will be discussed in Chapter 22.



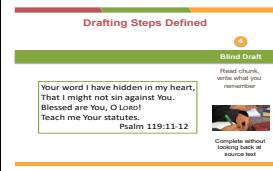
Step 2: Psalm 119:13

Some translators are tempted to look back at the text during this step. Remind them that this is to be done only from memory.



Step 3: Psalm 119:18

There is NO requirement for minimum or maximum SIZE of the “chunks”. The length will depend entirely on the ability and culture of each individual translator.



MAST Process: Drafting Steps

Chapter 9

Consume, verbalize, and then blind draft each chunk, one at a time, until all the chunks of Scripture in that passage are written.

The goal is to express the meaning in natural language. Do not expect the blind draft to be perfect! Remember, this is your first draft—it will be checked and refined.

Exercise:

Let's practice these first four drafting steps on pages 33-34 in your workbook. Use the blank paper for what you're writing and leave a blank line between each line that you write to allow room for checking steps.

Notes:

Step 4: Psalm 119:11–12



Assign each participant a different passage of less than 10 verses.

Ideas include:

Luke 17:11-19

Titus 3:1-8

Mark 6:1-6

Mark 6:7-13

Mark 6:45-52

Luke 18:1-8

If time allows and it would be helpful for the team to have the MAST Steps in their heart language, have the team translate "MAST Steps for Workshops". Use Workbook pages 35-39, or make extra copies from Trainer Guide pp. 136-140.

Participants should complete the Exercise before moving on.

Discuss:

- What do you think will happen if you skip any of these steps?

Examples of consequences when skipping drafting steps:

1. Without Consume

- Flow and connectors are lost.

Be ready to give other examples for reinforcement.

2. Without Verbalize

- You won't remember it as well.
- Chunking will be more difficult because this is a building element of chunking.
- You will lose the benefits of combining input and output.
- Skipping this will also result in "cheating" (looking at text during blind draft).

3. Without Chunk

- If the chunks are too small, you'll lose connectors.
- The story is lost.

4. Without Blind Draft

- You will lose naturalness.
- The translation will sound choppy or foreign.
- There will be too many borrowed words.

Notes:

Input/output benefits: this refers to educational theories about memory enhancement through different types of experiences with information, and short-term versus long-term memory. **Taking in** information allows you to remember a little, but **expressing** the same information enhances your memory dramatically, and increases your ability to understand the information. We'll cover one of these theories, the "Cone of Experience", in Chapter 22.

Discuss:

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

Try it

Are you surprised by what you can do?
What is difficult?
Are you ready for the next steps?

Confirm:

Participants understand that the 8 steps of MAST are designed to create a meaning-based translation. They have tried the first four drafting steps and understand the importance of maintaining order and timing for these steps.

Chapter 10: MAST Process: Checking Steps

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

Core Concepts:

- The last four steps of MAST are checking steps to ensure accuracy of the translation.
- They must be done in order, but have no time limit: Self-Check, Peer-Check, Key Word Check, and Verse-by-Verse Check.

Two are better than one, because they have a good reward for their labor. For if they fall, one will lift up his companion. But woe to him who is alone when he falls, for he has no one to help him up (Eccl. 4:9-10).

Time: 30 min. plus
60 minutes practice,
30 minutes review

Workbook p. 41

Materials:

- ✓ Slide Deck: T3.Slides_10_MAST.Checking.Steps
- ✓ Extra copies of MAST Handout (p. 135) if needed
- ✓ Bible with place markers

Teacher's Notes:

This module can be broken into two sessions if participants are new to translation. An individual/ partner break is recommended between steps 6 and 7 of the Exercise session.



MAST Checking Steps
Two are better than one, because they have a good reward for their labor. For if they fall, one will lift up his companion. But woe to him who is alone when he falls, for he has no one to help him up (Eccl. 4:9-10). All Scripture is taken from the New King James Version. © 1998 by Thomas Nelson, Inc. Used by permission. All rights reserved.

Intro:

We've mentioned that MAST is designed to create meaning-based translations. The process focuses the translator on meaningful content and natural wording first. Then it applies careful checking to ensure accuracy and completeness. So far, you've learned about the drafting steps.

If time allows, review the first four steps, encouraging participants to give each name by memory. If you use hand gestures or had participants name them in another language, use these memory cues here.



The next four steps are checking steps.

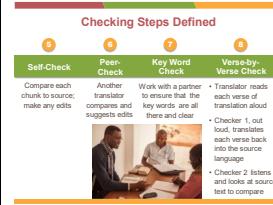
Timing does NOT matter in these steps. Translators can take as long as they need to make changes.

I'm going to again lead this session as if you're a group of translators.

Step 5: Self-edit

On your own, open the source text and look at it again. Compare what you've written to the source text. Make any needed changes. Make sure everything is included and correct, check details, key words, and key terms. Check for correct and consistent spelling, and correct punctuation. There are also resources to help you to check your own work. You'll learn about those in another session. Finally, make sure your handwritten work is easy to read.

Notes:



Checking resources are discussed in Chapter 14.

Translators should refer frequently to their Quality Assessment Guide and any resources available to them during the entire checking process.

If time allows, share:

Ecclesiastes 4:9 on the benefits of working with a partner and 1 Corinthians 12:12–14 on God having given the body many parts

Step 6: Peer-edit

Have another member of the team compare your translation to the source text and check for mistakes.

Sit together while your partner reads your translation and offers suggestions. Your partner should compare the translation to the source text to make sure nothing is missing or incorrect. You as the translator should make changes as needed to your own text.

Your partner should remember the following:

- Peer editors (or peer checkers) are not looking for a word-for-word translation; they're looking to make sure that the AUTHOR'S INTENDED MEANING is communicated.
- Peer editors should remember to use the Quality Assessment Guide. Some things they're looking for:
 - Is anything missing?
 - Is it natural and smooth?
 - Does it sound good in your language?
 - Is it pleasing to hear?
 - Is it clear and understandable?
 - Is it accurate?
 - Are all the details there?
 - Are the spelling and punctuation correct?
- Your partner (peer editor) should ask questions and make suggestions about your work. However, you as the translator are the one who will make changes in

your own translation. The peer editor should not change things for you.

- If the two of you cannot agree on changes, you should get help from your other team members.

Remember that each person will be a peer editor for others on the team.

Step 7: Key Word Check

With a new partner, check key words.

There are two parts to this check:

- First have your partner read the passage in the source text and mark key words or terms. Next, your partner should ask you if these words are included in your text. Answer “yes” or “no.” If there are several “no” answers, do not move forward. Instead, return to the self-edit and peer-edit steps.
- Secondly, if all the key words and terms are in the translated text (or only one or two are missing, and they can be added easily), then move on by verifying each key word with these questions:
 - Was the original meaning of this word accurately communicated?
 - What is the definition of the word?

A resource called Translation Words will help with this step. We'll talk about it in another session.

Step 8: Verse-by-Verse Check

With two new partners as checkers, read your translation out loud to them one verse at a time.

The first checker will translate each verse out loud back into the source language, while the second checker looks at the source text and listens to make sure that the back-translation is accurate and complete.

The wording of the back-translation will not be exactly the same as the source text, but it's important that the meaning is the same as the meaning of the source text and that all of the events and important details are there.

This is the last check, so if anything is missing, incorrect, awkward, or unclear, work together to decide what to edit or add. Work until everyone is satisfied that

Notes:

Step 7 checks both key words and key terms.

A **key term** is a word that has spiritual meaning (examples: Holy Spirit [e.g., in Luke 3:22], glory, or sanctification).

A **key word** is a word that is important to the meaning of the sentence (examples: all nouns; all verbs; numbers; and words such as therefore, because, and so [e.g., in Luke 6:7]).

For Step 8, use any resources and translation helps available.

the translation meets the Quality Assessment Guide that the translators agreed upon.

If more than just a few mistakes are found, you as the translator should go back to step 5, and the team will redo all the checking steps.

Involve as many different team members at different steps as possible, and be involved yourself, so many translators are making suggestions. This improves the quality of each other's translations. Make changes as needed. If at any point you are stuck, pray and ask God for guidance. Ask others for help. Some things may not be fixed in one conversation or at one time and may require involving others for improvement.

Exercise

Let's practice these last four checking steps on pages 33-34 in your workbook.

We'll use the passages that you translated in Chapter 9, using partners as each step requires.

Notes:



Try it

Check the work translated in last session Were there many errors? Did the checking steps improve the text?

Participants should complete the Exercise before moving on.

It's ok if participants are not finished with their Quality Assessment Guide. Have them use the part they've done to help them see how the Guide and the MAST steps relate to one another. Their translated passages may also be used for practice with Checking Resources and the Reviewers' Guide, Chs 14, 15, & 20.

If they also translated the MAST Steps, have them practice checking steps with it as well (Workbook pp. 35-39). It will be a helpful resource in their own language throughout the translation process.

Discuss:

- What do you think will happen if you skip any of these steps?

Examples of consequences when skipping drafting steps:

5. Without Self-edit

- Ownership is lost.
- Responsibility for error correction is pushed on to others.
- Others may not want to point out mistakes.
- Steps 6–8 will take more work, making the process take longer.

6. Without Peer-edit

- Key words and phrases may be lost.
- Quality may be lost.
- Naturalness is not affirmed.
- Awkward phrasing is not corrected.
- Opportunity to build partnership and camaraderie for future steps lost.

7. Without Key Word Check

- There may be a lack of consistency in key terms and key words.
- Theological misunderstandings can happen because key terms or key words were not translated properly.

8. Without Verse-by-Verse Check

- Whole verses may be missing.
- Meaning may be unclear.

Notice that Step 8 is a catch-all for anything that was missed; clarity, accuracy, naturalness, flow, conciseness, key words, and understanding are all confirmed at this check.

Consider raising a crop. There are steps that must be followed, such as:

- Preparing the ground
- Planting at the correct time
- Planting at the correct depth
- Watering regularly
- Weeding regularly

If any steps are missed, you will get a crop, **but** it won't be as good as when every step is taken.

Notes:



Skipping steps can result in an inaccurate and/or unusable translation.

It is important for participants to understand that skipping steps will also actually result in more work.

Be prepared to share other examples for reinforcement.

Other examples of steps in growing a crop:

- Saving good seed
- Planting the correct distance apart
- Fertilizing
- Harvesting at the right time

Care with each MAST step will result in a quality translation.

Look at your Quality Assessment Guide.

- What qualities on your list can you check during the checking steps of MAST?
- If there is a quality on the list that's not checked during the 4 checking steps, how can you apply that quality and check the text for it? (There could be more than one of these.)

Go through your guide and match the checking step to the quality being assessed.

Notes:

Teach Back:

Now you will have the opportunity to teach these checking steps to one another as if you were leading your own workshop.

Have participants practice “teaching” one step each, while the others ask questions.

Confirm:

The participants understand and have practiced checking a scripture portion using the MAST steps. They understand how their Quality Assessment Guide will help translators through the process.

Chapter 11: Divine Familial Terms

Objective: Participants will understand what Divine Familial Terms are and will commit to assuring that Divine Familial Terms will be translated accurately. They will understand WA's policy on how the DFTs must be translated, and will know how to use the guides for reviewing translations of "Father" and "Son".

Core Concepts:

- God intentionally referred to Himself as "Father" and Jesus as His Son when He inspired Scripture.
- These familial terms of the Godhead (Divine Familial Terms) must be translated accurately, or important theological truths will be lost.

For [our Lord Jesus Christ] received from God the Father honor and glory from the Excellent Glory: "This is My beloved Son, in whom I am well pleased" (2 Pet. 1:17).

When He had been baptized, Jesus came up immediately from the water; and behold, the heavens were opened to Him, and He saw the Spirit of God descending like a dove and alighting upon Him. And suddenly a voice came from heaven, saying, "This is My beloved Son, in whom I am well pleased" (Matt. 3:16-17).

Time: 90-120 min.

Workbook p. 46

Materials:

- ✓ White board
- ✓ Slide Deck: T3.Slides_11_Divine.Familial.Terms
- ✓ Bible with place markers
- ✓ God the Father Terms Guide (from bibleineverylanguage.org)— have open online, or copy pp. 142-47 of this Trainer Guide.)

Intro:

We are going to talk about a doctrinal belief called Divine Familial Terms.

This is a hard phrase. This doctrinal belief is about the **terms Father and Son when used for God and Jesus**. It is related to the doctrine of the Trinity—God is one and exists in three roles. This is important to talk about because the Bible uses different titles and names for each of the three persons of God.

Teacher's Notes:



"Divine" refers to God;
"Familial" refers to family relationships.



Invite a participant to write responses on the board.



Divine Familial Terms

Chapter 11

What are some names or titles that the Bible uses for God?

- Father (Matthew 5:16)
- Almighty (Genesis 17:1)
- Lord (Genesis 2:4)

What are some names or titles that the Bible uses for the Holy Spirit?

- Comforter/Helper/Advocate (John 14:16; John 16:7—differs by English version)
- Spirit of God (Matthew 3:16)
- Spirit of truth (John 16:13)

Do you think God intended to communicate specific truths about who He is through the names He uses in the Scriptures?

We believe that since the Bible is God's Word, we should use the exact names He uses when talking about Himself. God defines Himself as Father and Jesus as His Son. And we do not have the right to change that.

Translating these terms clearly and faithfully will preserve the meaning of Scripture.

Some people have translated these terms differently to avoid offending non-believers in their region. Instead of calling Jesus God's Son, they may call Him God's chosen one, or sent one, or beloved one. Instead of calling God Father, they may use Most High or Holy One.

Discuss:

What might be lost if the terms *Son* and *Father* are changed in these ways?

- The nature of the relationship between God and Jesus
- The significance of God's Son being sacrificed in our place by His Father
- The eternal nature of Jesus
- The relationship of the Trinity

Notes:



What are some names or titles the Bible uses for God?



Let your light so shine before men, that they may see your good works and glorify your Father in heaven.

[Matthew 5:16]

When Abram was ninety-nine years old, the Lord appeared to him and said, "I am Almighty God; walk before Me and be blameless.

[Genesis 17:1]

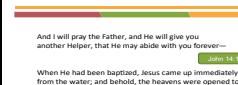


This is the history of the heavens and the earth when they were created, in the day that the Lord God made the earth and the heavens,

[Genesis 2:1]



What are some names or titles the Bible uses for the Holy Spirit?



And I will pray the Father, and He will give you another Helper, that He may abide with you forever—

[John 14:16]

When He had been baptized, Jesus came up immediately from the water; and behold, the heavens were opened to Him, and lo, the Spirit of God descending like a dove and alighting upon Him.

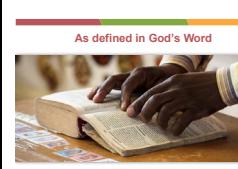
[Matthew 3:16]

However, when He, the Spirit of truth, has come, He will guide you into all truth; for He will not speak on His own authority, but whatever He hears He will speak; and He will tell you things to come.

[John 16:13]



Who chose these terms?
Why is it important?



God is the **Father** Jesus is the **Son**



Some translators have done this differently



What meaning might be lost if we change these?

Relationship Significance Eternal nature Trinity

Example:

1 John 4:14 – “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.

Ask:

What difference would changing *Father* make in John 5:17-18?

John 5:17–18 (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.”

The terms used in the Bible to describe the relationship between God the Father and Jesus are important to the meaning of Scripture. These terms must be the same in the translation, or accuracy and integrity will be lost.

Wycliffe Associates (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. This is a conviction we have committed to. The issue of Divine Familial Terms came up in translation work done in a primarily Muslim area. Our conviction on this challenging issue is a response to this situation.

Discuss:

- Have you heard of the idea of using different terms to refer to God and Jesus instead of using “Father” and “Son”?
- What reasons or ideas were given for changing these terms?

Notes:

1 John 4:14

How God communicated this verse:
The Father has sent the **Son** to be the Savior of the world.

2 The same verse without Father and Son:
The **Master** has sent the **Beloved One** to be the Savior of the world.

What is now unclear?
Savior = God God's great sacrifice

John 5:17–18

1 How God communicated these verses (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.

2 The same verse without Father:
“My **Master** 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 **Master**, making himself equal with God.

What is now unclear?
“Equal with God”

Other examples to discuss, if time allows: John 10:30–31, 33, 36, Hebrews 1:8, John 3:16.

Other Scriptural Examples



John 10:30–31
John 10:33, 36
Hebrews 1:8
John 3:16

Bible Translation

Terms for God the Father and Jesus the Son should be:

- Accurate
- Literal
- Common language

These questions will help you know how much of the session your audience needs to hear. If they do not have struggles with this issue in their area, you can shorten this session.

Explain:

In some Muslim environments, translators have changed these names (as well as making other changes to the text) to make the text more culturally acceptable to Muslims. Their desire is to be **invitational to Muslims** in the hopes that many would turn to the Lord for salvation.

Unfortunately, these changes **significantly changed the meaning of the text**. We feel this is an example of Paul's contrast between human wisdom and wisdom of the Spirit (1 Cor. 2:13).

Teach Back:

- How would you explain the Divine Familial Terms?
- Why is translating “Father” and “Son” literally so important?
 - The Bible is God’s Word and we should translate it the way He communicated it.
 - The doctrine of the Trinity is affirmed.
 - The gospel message is preserved.

WA has created a resource to help translators confirm their correct use of “Father” and “Son.” This resource is designed as a useful aid; translators are not required to complete it and submit it to WA. But we do strongly recommend they use it if any question about the accuracy of these terms arises.

This resource is in the form of four Reviewer’s Guides. They are accessible on bibleineverylanguage.org.

- God the Father (NT)
- Jesus the Son (NT)
- God the Father (OT)
- Jesus the Son (OT)

Go to the “Translations” tab and select your preferred language. Under the “Reviewers’ Guide” heading, click “Topics”.

Notes:

1 Corinthians 2:13

These things we also speak, not in words which man’s wisdom teaches but which the Holy Spirit teaches, comparing spiritual things with spiritual.

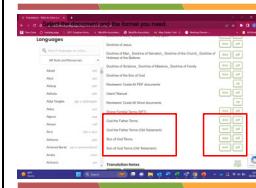
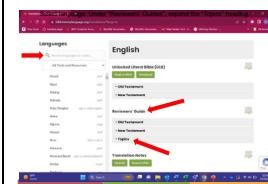
If possible, show on bibleineverylanguage.org where people can download the four DFT Reviewer’s Guides.

If internet is not available, use slides.



Notes:

(Demonstrate online if possible.)



Select “God the Father Terms” or “Son of God Terms”. Documents without “(Old Testament)” in the title are for the New Testament.

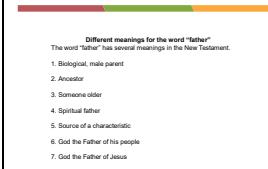
Let's look at one of the guides together as an example.

Notice the different meanings of the word “father” in the Bible.

- Biological, male parent
 - Ancestor
 - Someone older
 - God the Father of the Israelites
 - God the Father of a person
- **Do you have these ways of using *father* in your language?**

When referring to God as “God the Father,” it is important that translators use the same word for “father” as they do when referring to a biological, male parent... The word “father” means something different in each case; that is, God did not father Jesus or his people in the way that a human male fathers a child. However, God has chosen to use the word “father” to reveal himself and his character. It is the responsibility of Christian preachers and teachers to explain to their churches the meaning of “God the Father.” Remember, the term “father” may be translated differently in other contexts, but when this term is used for God, it must be the common term for a biological father.

If using the internet, show **“God the Father Terms Guide” pp. 3-4** on screen.



Discuss different meanings for the word “Father” on pages 3-4 (143-45 if using copies from the Trainer Guide). You don’t have to cover every way it is used; just show the list and then ask about words they use.

This paragraph is from God the Father Terms Guide, p. 4.

Exercise—Guided Practice:

(Workbook pp. 48-51)

The God the Father Terms document has a table for checking terms.

This table has every instance in the New Testament that refers to God as “Father.” (Uses of the word “father” in the Bible for anyone other than God are not included in the chart.)

- The first column has the verse reference, (and a note on the translation if there was difficulty).
- The second column shows the verse in Greek, with the word for “Father” or “God the Father” in bold.
- The third column shows the phrase in the Unlocked Literal Bible (ULB).
- In the fourth column, you will write the word for “Father” used in that verse in the translation you are reviewing.
- The fifth column is for comments and questions.

Page 5 of “God the Father Terms” Reviewers’ Guide lists questions you should ask yourself about each verse when reviewing a translation. If you have any doubts or concerns at all, make notes in the fifth column. Always label your notes with the reference of the verse being discussed.

On page 51 of your Workbook, look up the first verse in any translation you choose.

- **What word is used for “Father” in that translation?**
- **Is it a common word?**

Translation teams should have these Guides available for reference throughout their entire translation process.

Notes:



God the Father Terms p. 6
(show online); also on p. 50 in the Workbook, and p. 146 of this Guide, if extra copies are needed.

The ULB is available on bibleineverylanguage.org under the “Translations” tab.

Point out that column 5 is all one column. If using an online form of this Guide, reviewers will need to press “Enter” on the keyboard to make comments line up with the correct verse.

This list is reproduced on p. 49 in the Participant Workbook.

Repeat with as many verses as needed to confirm that they get the idea, or have each participant look up a different verse and take turns sharing their answer. If you have a large group, you can break them into small teams.

Teach Back:

- Explain why the issue of translating DFTs correctly is so important.
- What essential doctrines of Christianity are affected by how these terms are translated?
- In what areas of the world would these resources be important to share with national translators?
- Is there an issue with understanding DFTs in your culture?

Notes:

Some doctrines that are affected are:

- The Deity of Jesus
- God's love for humanity
- The Trinity

Confirm:

Participants understand what Divine Familial Terms are and the importance of translating them accurately. The team wants to ensure that these terms are translated accurately in their project. All participants have reviewed and understand the DFT Reviewers' Guides and how to use them. They also understand that all 4 guides are available on bibleineverylanguage.org and should be used for reference with translators (especially in regions where this is an issue).

Chapter 12: Oral and Written Translation

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

Core Concepts:

- Some communities are more comfortable communicating important messages orally.
- There is Bible translation software available for these communities to preserve their oral preferences.
- Only the local Church can decide the format that is best for their language community.
- The final format should be decided before translation begins, as it will determine what software can be used.

Then those who feared the LORD spoke to one another, and the LORD listened and heard them; so a book of remembrance was written before Him for those who fear the LORD and who meditate on His name (Mal. 3:16). How then shall they call on Him in whom they have not believed? And how shall they believe in Him of whom they have not heard? And how shall they hear without a preacher? And how shall they preach unless they are sent? As it is written... (Rom. 10:14-15a).

Intro:

Many languages in the world do not yet have a complete written form, or perhaps literacy is low in a community even if it has a written form. We want to talk about how we can best serve these language communities in getting Scripture.

Let's read Genesis 11:1-9.

Some key thoughts from this passage are:

1. God created languages and therefore knows every language.
2. Even though God used the original confusion as a judgment, language diversity is not a bad thing. Instead, it is a way in which God spread people throughout the earth.
3. God is not surprised by the challenges faced in spreading His Word, even to remote, unwritten, or minority languages.

Let's talk about why this discussion is important.

If we picture a spectrum with completely oral communication on one side and completely written communication on the other side, **the majority of languages with no Scripture are on the oral**

Time: 15-30 min.

Workbook p. 53

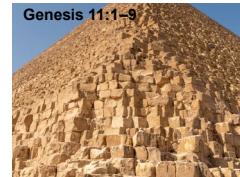
Materials:

- ✓ White board
- ✓ Slide Deck: T3.Slides_12_Oral.and.Written.
- ✓ Bible with place markers

Teacher's Notes



Then those who feared the LORD spoke to one another, and the LORD listened and heard them; so a book of remembrance was written before Him for those who fear the LORD and who meditate on His name (Mal. 3:16). How then shall they call on Him in whom they have not believed? And how shall they believe in Him of whom they have not heard? And how shall they hear without a preacher? And how shall they preach unless they are sent? As it is written... (Rom. 10:14-15a)



Read (or have a participant read) Genesis 11:1-9.

Share a little bit of data on the number of oral languages in the world (over 3000), and how oral communities function differently than literate communities.

Oral and Written Translation

Chapter 12

communication side of the spectrum. That means they either have no written form of their language, or else they do have a written form but there are few people that use it often.

Communities that rely primarily on oral communication may be more respectful of oral communication, and more comfortable with significant information being passed on orally.

These are two of the types of oral communities:

1. Those that express important cultural information orally **and consider that ideal for their community**
2. Those that, although they do not yet have a standardized written language, **wish to communicate important cultural information in written form**

The first kind of oral community might choose an oral translation of Scripture that can be listened to. This is an audio recording of people speaking the words of Scripture.

The second kind of oral community might choose a written translation of Scripture that can be read on papers, or in a book form.

Discuss:

- **Who should make the decision about which format to use?**

The believers (the local church) in the community, who are invested in getting Scripture for their heart language, should make the decision. These are the people in the best position to decide whether an oral or written translation will serve most effectively.

- **What should be considered in making that decision?**

Written: If the mother tongue has been a written language for a long time, and most people in the community can read that written language, a written translation is likely the best option.

Helpful considerations are:

- Do they also write in their heart language?
- Is there written literature in the heart language?

Notes:



Guide discussion to help participants understand that each community is the authority on its own needs.



This discussion helps prepare facilitators to reach and lead other language groups in translation.

- Is it age-specific or common for people to read and write in their heart language?
- Is the number of people who read and write in that language (are “literate” in that language) growing or decreasing?

Notes:

It is important for them to understand what factors to consider, but emphasize that their job will NOT be to decide the format for another community.

Instead, facilitators should present future partners with thorough information so that the believing community can make an informed decision for their own language group.

Oral: If the language has never been in a standardized written form and the people are proud of their oral culture, they are probably used to important truths being passed to them orally. They may be best served with an oral translation.

Helpful considerations are:

- Will people in the community have a way to listen to a translation—like an mp3 player or smart phone?
- Is there a cultural preference for oral communication for important information?
- Is literacy encouraged or desired?
- Which format will enable the community to use the translation right away?
- Are the translators literate in the Gateway Language (GL)? (This is important because the source text will be written. If translators cannot read the source text, some of them have audio, or a volunteer could read the text aloud for the translators. These factors will impact the process used.)

Here are the options Wycliffe Associates offers for translation process and format:

If there is a writing system:

- Translate the Scripture in writing for a written translation.
- Translate the Scripture in writing and make an audio recording for an audio translation.

If there is no commonly used writing system:

- Translate the Scripture by speaking to produce an oral translation. (This may later be transcribed to produce a written translation.)

Terms to be aware of when discussing processes:

- **Audio translation** refers to an audio recording of a previously done written translation. Oral communities can easily use this

translation, but may refuse to do it for themselves because translators must be able to read and write. It is also a long process because it requires both steps (written translation and recording).

- **Oral translation** refers to a translator speaking and recording a translation after reading or listening to the source text, or listening to a speaker reading the source text aloud.

Teach Back:

- Who determines what kind of translation will be best?
- What questions should they consider?
- What might happen if the church doesn't consider the options before they start the translation?

It is important for a translation team to know the final format for their translation before beginning, because that goal determines what process they will use.

Confirm:

Participants understand the options for translation processes. They understand that each language community makes their own decision about which format to use. They have begun to consider the factors that must inform that decision, and how the format will impact the process used for translation.

Chapter 13: Software Tools for Translating

Objective: Participants will have a general understanding of the software tools available for various ways of translating and a clear understanding of the best tool for different language communities to use.

Core Concepts:

- Wycliffe Associates offers free software tools for translation.
- The translation team should choose a program that will easily produce the community's desired translation format.
- BTT Writer, Autographa, and V-MAST are programs designed for written translation.
- BTT Recorder and Orature are programs designed for oral translation.

So [Joseph] gathered up all the food of the seven years which were in the land of Egypt, and laid up the food in the cities; he laid up in every city the food of the fields which surrounded them (Gen. 41:48).

Time: 30 minutes, plus 30 minutes demonstration

Workbook p. 55

Materials:

- ✓ White board
- ✓ internet access for showing bibleineverylanguage.org
- ✓ Slide Deck T3.Slides_13_Software.Tools.for.Translating
- ✓ Bible with place markers

Teacher's Notes:



Software Tools for Translating
So [Joseph] gathered up all the food of the seven years which were in the land of Egypt, and laid up the food in the cities; he laid up in every city the food of the fields which surrounded them (Gen. 41:48)

All Scripture is taken from the New King James Version®. © 1990 by Thomas Nelson, Inc. Used by permission. All rights reserved.



Show bibleineverylanguage.org and demonstrate where to download these. Be sure to familiarize yourself with these programs on BIEL ahead of time so that this goes smoothly.



Many software options exist, but Wycliffe Associates is committed to providing free software with free resources for translators to use in checking their translation. Another important aspect of using Wycliffe Associates software is that all data can be freely uploaded to Wycliffe Associates Content Servers (WACS) for storage, use, and revision.

Several software options exist and are available for download at bibleineverylanguage.org.

Software Tools for Translating

Chapter 13

Remember that it is the local church who decides which translation format to use:

- a written translation that people can read using an accepted writing system for their language community, or
- an oral translation that people can listen to using an MP3 player or smart phone.

Remember that each language group knows best what is right for their own community. We want to show you what we offer for free, but leaders for each language group are the best ones to decide what to use, because they know their own people.

Discuss (if Chapter 12 has not been done yet):

- **Have you talked about whether you will have an oral or a written translation?**
- **How many people in your community read and write?**
- **How will those who do not read or write be able to hear the Scriptures in your language, once your translation is complete?**

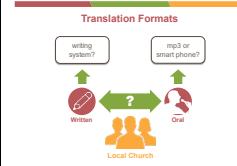
If a written translation is best for the community, there are three software options we offer. Each provides a different set of advantages.

BTTWriter is good if a tablet or computer is available for translators to use. Not every translator has to have a computer for this option: translators can do all their work with pen and paper and then have a typist who will be responsible for entering their text into BTTWriter.

A benefit of BTTWriter is that translation resources for use during the MAST checking steps are embedded in the program, so no internet access is necessary to use those resources.

Autographa is a simple and intuitive program for teams who have low computer literacy. However, none of the checking resources are available within the program.

Notes:



Encourage participants to tell you what they are thinking, and what decisions they have made. If you have already had these discussions in Chapter 12, you can shorten or skip this discussion.

If participants already know what format they want their Bible published in, focus only on the tools that fit the team's desired end-product.



Software Tools for Translating

Chapter 13

V-MAST allows translators to continue working together virtually. However, it requires a computer and a good internet connection for each translator, because they must work in V-MAST online. This program provides direct access to online checking resources.

Discuss:

Think about these three options and about whether one of them would work well for your community.

Do you have any questions?

If an oral translation is best for the community, or if there is a need to record a translation that is already written, we offer two options.

BTT Recorder is a recording software that allows people with no literacy or low levels of literacy to create an oral translation of the Bible. This program is designed to serve people with little or no computer skills.

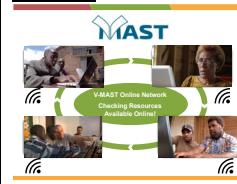
Orature is designed to allow for audio recordings of current written translations. It was also developed to serve as a platform for creating oral translations. Orature includes audio source files.

Discuss:

Think about these two options and about whether one of them would work well for your community.

When you think about your language community, which of these tools might best serve your needs?

Notes:



Allow time for participants to discuss options and ask questions.

Software Tools for Translating

Chapter 13

Things to consider include:

- Are there laptop computers or tablets available?
- Is there access to good internet connections?
- Are people in your community used to using computers?

Notes:



Remind participants that WA provides 2 laptops or pre-programmed keyboards for our church partners who are engaging in a COBT project.



Psalm 102:18
This will be written for the generation to come.
That a people yet to be created may praise the Lord.

Now that you have considered these things about your language community, do you have a good idea about which program to choose?

- o What benefits do you see for using that specific program?
- o What challenges might you face using that program?

Psalm 102:18 says, "Let this be written for a future generation, that a people not yet created may praise the Lord."

Your Bible translation is not just for today; it is for future generations to know and praise the Lord. We want to help everyone to use the right tools, so they will be able not only to serve their own local church, but also to preserve the Scriptures for future generations. These software tools are designed with that purpose in mind.

Choosing the right translation tool for your team is essential for two primary reasons:

- The right tool will support the format you have chosen for your translation.
- Using the correct tool leads to preservation of the translation for future publishing.

If you are training a translation or leadership team who will all be involved with typing, uploading, or printing, take time to demonstrate these processes in the program they have chosen.

Confirm:

Participants understand that Wycliffe Associates offers several specific tools with unique advantages. They understand the tools available and have ideas about which tool best fits their team's translation format and accessibility plan.

Chapter 14: Checking Resources

Objective: Participants 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 Chapter 15.)

Core Concepts:

- Careful checking is part of ensuring an accurate translation.
- Translators need checking resources to help them understand the text in its original language and affirm the accuracy of their translation.
- Two checking resources available through bibleineverylanguage.org are Translation Notes and Translation Words.
- Checking resources should only be used during the checking steps of MAST, not the drafting steps.

But all things that are exposed are made manifest by the light, for whatever makes manifest is light (Eph. 5:13).

Time: 60 min.

Workbook p. 58

Materials:

- ✓ White board
- ✓ Slide Deck: T3.Slides_14_Cheking.Resources
- ✓ Internet for bibleineverylanguage.org. If internet access is not available, have a downloaded or printed version of the Translation Notes and Translation Words for Matthew. These resources for Matt. 12:9-14 can be copied from pp. 148-150 of this Guide for the Exercise.
- ✓ Bible with place markers

Teacher's Notes:



Checking Resources

But all things that are exposed are made manifest by the light, for whatever makes manifest is light (Eph. 5:13).
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Intro:

Some people wonder how translators with little training or no formal education can translate God's Word. We believe that God specifically empowers His people with His Spirit to do His work. We have also talked about how mother-tongue translators are uniquely prepared by God when they learn more than one language during their childhood.

We also recognize that teamwork helps people to make better translation decisions by relying on everyone's understanding and Biblical knowledge. This is why the MAST process includes at least 6 translators in reviewing and checking every passage.

Now we want to talk about one of the ways that Wycliffe Associates supports translators in creating accurate translation. We offer checking resources to be used during the MAST checking steps. These resources enhance translators' understanding of the passage in its original language. Checking with reliable resources is essential to affirm the quality of your translation.

Checking Resources

Chapter 14

Let's discuss and practice using two checking resources.

- **Translation Notes**—This is a series of specific notes for each verse of the Bible. These notes discuss the verse's context, background, figures of speech, and how others have translated hard-to-understand concepts and abstract terms.
- **Translation Words**—This is like a dictionary of Biblical terms, providing clear meanings and suggestions for alternate words with the same meaning.

Teach Back:

Let's review MAST's four drafting steps and four checking steps.

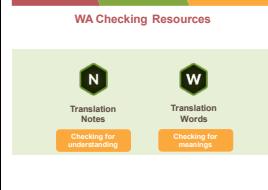
Discuss:

- In which set of steps would you use the helps and resources?

- Think about each of the checking steps for a minute. What kind of resource—besides the original source text—might you use during each one?

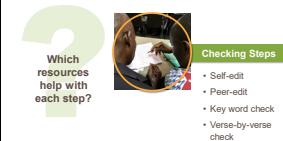
During the checking steps, use all resources that are available to you.

Notes:



Have participants take turns naming and describing the 8 MAST steps.

Make sure participants understand that checking resources are designed for the checking steps. All the drafting steps are to be done with only the source text and no other helps.



Suggested answers:

- commentaries
- other versions of Scripture in the Gateway Language
- Greek lexicons
- the resources described above

The Translation Notes and Translation Words checking resources are available on bibleineverylanguage.org, and leaders can download and print out PDFs for each book of the Bible from that website.

These resources are also available in BTT Writer and VMAST, because they are built in.

Notes:

Show

bibleineverylanguage.org and demonstrate where to find the resources. If that is not possible, show your downloaded or printed version.

Accessing the Resources



bibleineverylanguage.org
Print out PDFs

If the team has already chosen a program for their translation, demonstrate where to find these resources on that program.

You may use the slides to demonstrate use of these resources instead of doing so on BIEL, if you prefer.

Exercise: Guided Practice

(Workbook p. 60)

We will practice with Matthew 12:9–14.

Try it

Read
Matthew 12:9–14

Ask a participant to read Mt.12:9-14.

- What do you think “Behold” means?
- What is a “withered hand”?
- Why did the Pharisees ask Jesus a question?

After brief discussion, guide the team in using the Translation Notes to answer the questions.

N Translation Notes
* Behold: there was a man who had a withered hand. The Pharisees asked Jesus, saying, "Is it lawful to heal on the Sabbath?" so that they might accuse him of sinning.
Behold
The word "Behold" alerts us to a new person in the story. Your language may have a way of doing this.
a man who had a withered hand
"a man who had a paralysed hand" or "a man with a crippled hand"
The Pharisees asked Jesus, saying, "Is it lawful to heal on the Sabbath?" so that they might accuse him of sinning.
"The Pharisees wanted to accuse Jesus of sinning, so they asked him, 'Is it lawful to heal on the Sabbath?'"
Is it lawful to heal on the Sabbath
"According to the law of Moses, a person had another person on the Sabbath so that they might accuse him of breaking the Sabbath."
They did not just want to accuse Jesus of breaking the Sabbath. They wanted Jesus to give them a reason to accuse Jesus of breaking the Sabbath so they could take him before a judge and legally charge him with breaking the law. (See: Assumed Knowledge and Implicit Information)

Also on pp. 148-49 if print copies are desired.

Checking Resources

Chapter 14

Let's look at Translation Words a little more. It gives us a list of words that other translators have found difficult to understand and translate. This is NOT a list of the key words or terms. Notice that this list does not include "Pharisees," "Jesus," or "sinning," yet all three of those words would be key words that are necessary to understand this passage.

The definitions in Translation Words can help you pick the right word or phrase to translate the meaning of difficult words or concepts.

Remember, these resources have been designed to help ONLY during the checking steps. Using them in the steps leading up to drafting will make drafting much more difficult and take more time. Your natural wording will likely also be lost, making the translation sound very awkward or foreign.

Teach Back:

Now that we have practiced using Translation Notes and Translation Words, how would you use these resources with each of the checking steps?

Notes:

 Translation Words

"Behold, there was a man who had a withered hand. The Pharisees asked Jesus, saying, 'Is it lawful to heal on the Sabbath?' so that they might accuse Him of sinning.

- hand
- healed
- heal
- Sabbath
- accuse

accuse

Related ideas:
accusation, accuser

Definition:
The terms "accuse" and "accusation" refer to blaming someone for doing something wrong. A person who accuses others is an "accuser".

A false accusation is when a charge against someone is not true, as when Jesus was falsely accused of wrongdoing by the leaders of the Jews.

If demonstrating online, ask a participant to choose one of the words from the list to look at the definition.

If you are using the slides or handout (from p. 150), the definition of "accuse" is given.

How would you use these resources with each step?



Checking Steps

- Self-edit
- Peer-edit
- Key word check
- Verse-by-verse check

Confirm:

Participants understand that checking resources are an essential part of affirming quality. Using them will take practice, but translators will gain proficiency and see the value in the resources' content as they use them.

Chapter 15: Refinement and Revision

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

Core Concepts:

- After the 8 steps of MAST, translators should invite all believers in the heart language community should use and give feedback on the translation.
- Refinement is the process of making the translation even better before it is officially published.
- Revision involves periodic updates on the translation to reflect changes in the language.
- Wycliffe Associates has created a series of *Reviewers' Guides* to assist with these processes.

Give instruction to a wise man, and he will be still wiser;
teach a just man, and he will increase in learning
(Prov. 9:9).

Intro:

After translators have completed the eight steps of MAST, they have a working translation that is ready to be used, AND they should look for feedback on that translation from other Christians in their heart language community.

Let's talk about some ways to invite the community to ensure the quality of the Scriptures. Their role is to use the translation, provide feedback, and make suggestions for refinement.

Refinement is the process of making something that is already good even better. Once the translation team has carefully followed the checking steps, they can be confident that they have a good translation; **refinement is the next step—making what is good even better.**

Discuss:

Let's read Ecclesiastes 4:9-12, and consider how it relates to teamwork.

Time: 45 min.

Workbook p. 61

Materials:

- ✓ Slide Deck: T3.Slides_15_Refinement.and.Revision
- ✓ Bible with place markers
- ✓ Internet access and bibleineverylanguage.org

If internet access is not available:

- ✓ PDF download or printout of the *Reviewers' Guide* for Luke (17:11-19 is on pp. 151-152).
- ✓ Slide Deck: T3.Slides_15a_Accessing.Reviewers. Guide

Teacher's Notes:



Refinement and Revision Resources
Give instruction to a wise man, and he will be still wiser; teach a just man, and he will increase in learning (Prov. 9:9).
Ecclesiastes 4:9-12
After the 8 Steps of MAST



Ecclesiastes 4:9-12
Two are better than one.
Because they have a good reward for their labor.
For if they fall, one will lift up his companion.
But woe to him who falls when he falls.
For he has no one to help him up.
Again, if two lie down together, they will keep warm.
But how can one be warm alone?
Though one may be overcome by another, two can withstand him.
And a threefold cord is not quickly broken.

- **Why would be helpful to include others?**
 - New eyes might see things others have missed.
 - It provides an opportunity for others to affirm the work of the translation team, which helps lead to broader acceptance in the community.
 - It may help cross denominational boundaries.
 - It may help spread the word about the new translation.

- **How could you include the community in refinement?**

Remember that the Quality Assessment Guide is a useful tool in refinement. The QAG guides the community in what to look for as they review the translation. Wycliffe Associates has also developed other resources to help include the greater community in the process of refinement.

One of those resources is called the Reviewers' Guide. This guide is available on bibleineverylanguage.org. It asks questions of readers in the community to confirm understanding.

The Reviewers' Guide is a collection of documents to help local churches evaluate naturalness and comprehension. It can be used online, downloaded to flash drives, or printed.

It is not comprehensive, but it does cover passages in every book, including some of the most difficult ones to understand. This will give translators and their community members assurance that the hardest parts are clear and complete.

Reviewers should read the Users' Manual before proceeding to any of the other guides.

Let's practice together.

Here are a few simple steps for using the Reviewers' Guide.

- A translator or other Christian leader should guide the review.
- The leader should remind those who are participating that the questions are not to test their memory but to check the completeness and clarity of the content.

Notes:



Possible answer:

Community revision may identify ways to increase understanding for all ages and education levels in the community.



Demonstrate on bibleineverylanguage.org how to access the Reviewers' Guide (RG), OR use T3.Slides _15a_Accessing.Reviewers. Guide. If training in an area with little or no WIFI, take downloads or printed copies of the RG to show your participants.

Show online or hand out the RG section for Luke 17:11-19 (pp. 151-152).

*Remind participants that including others in refinement has multiple purposes:
- affirming the quality of the translation with new eyes on it*

Participants may look back at the Scripture (or ask to hear it again) when asked questions.

- The leader should read the background information before reading the passage of Scripture. (If the check is of a written translation, all the participants should have copies of the Scripture, if possible.)
- The summary question is intended to get most of the information about the passage. The specific questions are designed to bring out the details.
- If something is missing, comments should be made on the guide itself and this should be shared with the translation team. NOTHING should be changed in the Scripture by the reviewers.

We will practice with Luke 17:11-19.

Revision of the Bible translation takes place some years after the initial completion and printing or audio production of the translation.

Why are Bible translations revised?

God's Word does not change, but languages and word meanings do change over time. Revisions can be made:

- To correct typographical and grammatical errors.
- To express the meaning of scripture in a way that is more accurate to the original text.
- To ensure that doctrine is accurately communicated.
- To include changes when there have been changes in the way the language is spoken.

Other resources will also soon be available for refinement and revision. A Greek Words for Translators and Commentary for the New Testament will be available soon.

Discuss:

- **How is the refinement process part of quality assurance? What about revision?**
- **What do you think the response would be from Christians in your community who are asked to help with refinement or revision of the translation?**

Notes, continued:

- encouraging the acceptance of the translation by a wider audience
- giving the community confidence in the quality of the translation

Work through the passage together. If you have a large group, you may want to split them into smaller groups to work through the passage.

Revision
Keeping the Translation Current/
Generational Ownership
Language changes over time...
• Plan by the church to revise the translation
• When need is identified
• Every 5 years or other

Refinement Resources
 • Translation Topics
• Translation Manual
• Reviewer's Guide
• Greek Words for Translators and Bible Commentary

Confirm:

Participants should understand that getting feedback from a wider audience is an important step in refining the translation and expanding its reach. The team should feel confident that resources are available to help them with this.

Chapter 16: Completion Timeline Strategies

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

Core Concepts:

- Project leaders should plan from the beginning to finish well.
- There will be challenges, but planning ahead and assessing community resources to face those challenges can keep teams from getting discouraged.
- The leadership team is responsible for motivating and keeping translators accountable.

For which of you, intending to build a tower, does not sit down first and count the cost, whether he has enough to finish it – lest, after he has laid the foundation, and is not able to finish, all who see it begin to mock him, saying, “This man began to build and was not able to finish” (Luke 14:28-30).

Time: 30-45 min.

Workbook p. 63

Materials:

- ✓ White board
- ✓ Bible with place markers
- ✓ Slide Deck T3.Slides_16_Completion.Timeline.

Intro:

This session is about planning your project with the end in mind. Let's talk about how you can start planning now to finish well.

Teacher's Notes:

Most translation teams plan to finish the NT first. This chapter will help them think about a timeline. We like to encourage every team to plan to finish the whole Bible. The ideas in this chapter can be applied to OT projects as well.

Discuss:

Listen to Luke 14:28-30.

- How might this passage apply to Bible translation?

What Jesus taught here about counting the cost is a challenge translators should consider as they start their translation.

Planning for completion from the beginning is necessary.

- What things should be considered as translators develop a plan?
- As you think of planning to finish well, what does *finish* mean to you?
- What are some issues you might face?



Completion Timeline Strategies

For which of you, intending to build a tower, does not sit down first and count the cost, whether he has enough to finish it – lest, after he has laid the foundation, and is not able to finish, all who see it begin to mock him, saying, “This man began to build and was not able to finish” (Luke 14:28-30).
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Invite a participant to Read Luke 14:28–30 in any language.



Some common issues are:

- losing translators
- lost data
- broken technology

Completion Timeline Strategies

Chapter 16

- **What resources do you have in your community to help manage the challenges you might face?**

One important part of planning is setting a timeline of goals. The New Testament has about 8,000 verses. There are 52 weeks in a year. Therefore, the NT could be completely drafted in 1 year with 6 translators drafting about 25 verses per week.

The Old Testament has about 23,200 verses. It can be drafted in 3 years with 6 translators drafting about 25 verses per week.

When you train participants of a new translation project, you will need to have a conversation with them (or their leaders) similar to the following:

- **What kind of goal would you like to set for your completion of the NT (or OT)?**
- **How much do you think you could draft in a week?**
- **How many translators do you need?**
- **Will you need to recruit more?**
- **How will you get together to do the checking steps?**
- **Could you plan a weekly or monthly group checking?**
- **Will you do checking together or online?**
- **How will you keep track of who is drafting and checking each portion and what work has been accomplished?**
- **What do you see as some of your challenges?**
- **What value do you see in making a goal?**

The leaders of the translation team will set goals for verse/chapter/book completion, as well as release of portions for community review.

Notes:

Possible resources include:

- local church helping to recruit and train new translators
- local church as a meeting place for group checking
- local church identifying someone with Tech ability who can manage translation data and save it to online platform



This chapter is designed to help leaders walk through a conversation with the translation team as they plan a translation. It's included here so that as we train leaders, we can alert them to the need for this kind of conversation.

Emphasize that we will always be available to them for questions.

Completion Timeline Strategies

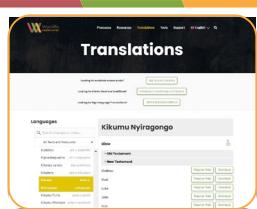
Chapter 16

One of the greatest responsibilities of the leadership team is keeping the translators motivated and accountable. Someone who is good at organization should keep track of what books or chapters are assigned to which translators, and which steps have been completed for each chapter. The team should choose a schedule for meeting to do checking steps, and have a goal for their final publication date.

Imagine the day when your translation will be posted here.

Notes:

TG pp. 177-78 have a helpful checklist for the leadership team. You can introduce it here if desired.



(Or, show a New Testament on bibleineverylanguage.org.)

If doing a T3 workshop, a tech team member will help them learn to upload their work and store it here.

In Community Accessibility we will talk about different ways they will share their translation.

Confirm:

Participants have chosen to start out with a commitment to complete. They recognize challenges and realize the importance of making a goal for completion.

Chapter 17: Cultural and Social Considerations

Objective: Participants will consider cultural and social factors when leading translation training and Church Owned Bible Translation work.

Core Concepts:

- Cross-cultural work requires us to recognize and respect cultural differences and similarities so we can communicate effectively.
- Teamwork and collaboration, and therefore trust, are essential to checking and refining a Bible translation.
- There may be cultural or social challenges, but our differences can make us a stronger team.

But why do you judge your brother? Or why do you show contempt for your brother? For we shall all stand before the judgement seat of Christ... Therefore let us not judge one another anymore, but rather resolve this, not to put a stumbling block or a cause to fall in our brother's way (Rom. 14:10, 13).

All things are lawful for me, but not all things are helpful; all things are lawful for me, but not all things edify. Let no one seek his own, but each one the other's well-being (1 Cor. 10:23-24).

After these things I saw, and behold, a great multitude, which no man could number, out of every nation and of *all* tribes and peoples and tongues, standing before the throne and before the Lamb, arrayed in white robes, and palms in their hands (Revelation 6:9)

Time: 30 to 60 min. depending on participation

Workbook p. 66

Materials:

- ✓ White board
- ✓ Bible with place markers
- ✓ Slide Deck T3.Slides_17_Cultural.and.Social. Considerations

Teacher's Notes:



Cultural and Social Considerations

AFTER THESE THINGS I LOOKED, AND BEHOLD, A GREAT MULTITUDE, WHICH NO MAN COULD NUMBER, OUT OF EVERY NATION AND OF ALL TRIBES AND PEOPLES AND TONGUES, STANDING BEFORE THE THRONE AND BEFORE THE LAMB, CLOTHED IN WHITE ROBES AND PALMS IN THEIR HANDS (REVELATION 7:9)

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But why do you judge your brother? Or why do you show contempt for your brother? For we shall all stand before the judgement seat of Christ... Therefore let us not judge one another anymore, but rather resolve this, not to put a stumbling block or a cause to fall in our brother's way (Rom. 14:10, 13).

All things are lawful for me, but not all things are helpful; all things are lawful for me, but not all things edify. Let no one seek his own, but each one the other's well-being (1 Cor. 10:23-24).

Intro:

Serving in a cross-cultural setting requires us to recognize differences and similarities among cultural groups so that we can communicate effectively. It is important to respect cultural protocols and practices when engaging with church partners and organizations globally.

For example:

In some cultures, silence is an important part of communication, as it indicates good listening.

In other cultures, long gaps and silences can be seen negatively and people want to fill up pauses.

In many countries, it is preferable to invite small groups to discuss a topic or set of questions and for a leader from the group to provide feedback to the wider group. Asking an individual for a response can result in 'shame' for the person if they feel their answer is incorrect. This may make them reluctant to contribute to other group discussions.

Training workshops that involve participants from different cultures provide an opportunity to learn together, and to celebrate and better understand differences.

Exercise:

Choose three areas of culture—such as food, religion, marriage and family, work, housing, or recreation.

Share important information about the three topics you have chosen. When you're finished, a leader from your group will report back to the wider group.

Notes:

Divide participants into groups of 4-5.

(Please be aware that in many cultures people are more confident to share in a group with people they know.)

Ask the group to choose a person to report back to the wider group.

The goal of this exercise is to find connections and build on common ground, while also appreciating differences.

Teamwork and collaboration are central to checking and refining Bible translation. A trust relationship between translators is important as they work together.

- **When thinking about the MAST process, which steps might cause difficulty from a cultural context?**



Possible answers include:

- People may feel sensitive about asking others to check their work (such as senior church leaders asking congregational members and young people to check their translation).
- Women may not be expected to take an active role in translation.
- Young people may have strong faith but be seen as having less formal biblical knowledge.

- **How can you deal with each challenge to lead to a positive result for the translation team?**

Notes:

Address each challenge with encouragement.
(Romans 14:1)

Possible answers include:

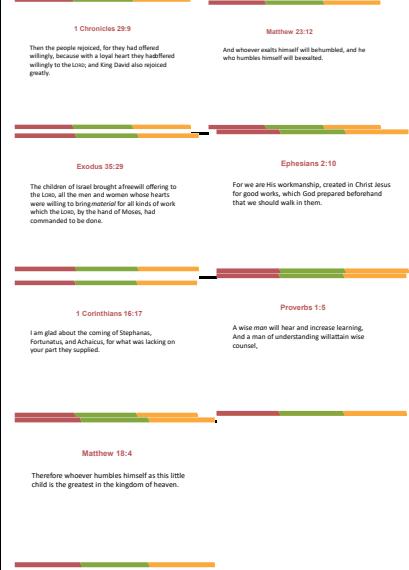
- A cross section of men and women from the church community may be selected as translators, including pastors, deacons, elders, Sunday school teachers, youth group leaders.
- Young people frequently have experience in the use of computers and technology programs, which is an asset to the translation work. Involving young people supports generational ownership.

Working as a team requires:

- Being willing to offer time and talents freely to the Lord (1 Chronicles 29:9)
- Taking the role of a learner (Matthew 23:12).
- Asking questions and willing to try new things. (Exodus 35:29)
- Valuing others in the team (Ephesians 2:10)
- Expressing appreciation for others within the team (1 Corinthians 16:17)
- Accepting feedback and recognizing others' opinions (Proverbs 1:5)
- Being willing to see our mistakes and try again (Matthew 18:4).

Here are some important factors to consider when leading Church Owned Bible Translation training and selecting a Bible translation team:

- Faith in the Lord Jesus Christ
- Bilingual ability in the Gateway language and the Heart language to be translated.



Cultural and Social Considerations

Chapter 17

- Biblical knowledge
- Experience with computers/technology.
- Existing relationships between the translators
- Involving women in the translation team (consider Lydia in Acts 16)
- Involving young people in the translation team to support generational ownership (consider Paul's relationship with Timothy)

Notes:

There may be cultural and social challenges as we work together. However, our differences can make us a stronger team. It helps to recognize that parts of the process may be uncomfortable. The solution is not in trying to change culture, but in listening, respecting one another, and finding strategies to help the team to be successful in translation.

Remember: WHO we have in common is far more important than any differences.



WHO

we have in common
is more important
than all our differences.



Confirm:

Participants understand that cultural and social factors are part of working together as a team. They see that the MAST method harnesses the capacity within the church and allows translators to work together for God's glory.

Chapter 18: Community Acceptance

Objective: Participants will identify the needs within their cultural context for Scripture to be acceptable to the average user.

Core Concepts:

- The finished Bible translation should be published in a format and style that is acceptable to the language community.

So Ezra the priest brought the Law before the assembly of men and women and all who could hear with understanding on the first day of the seventh month. Then he read from it in the open square that was in front of the Water Gate from morning until midday... And Ezra opened the book in the sight of all the people, for he was standing above all the people; and when he opened it, all the people stood up. And Ezra blessed the LORD, the great God. Then all the people answered, "Amen, Amen!" while lifting up their hands. And they bowed their heads and worshiped the LORD with their faces to the ground (Neh. 8:2-3a, 5-6).

Time: 30 min. plus
60 min. for exercises.

Workbook p. 69

Materials:

- ✓ White board
- ✓ Bible with place markers
- ✓ Slide Deck T3.Slides_18_Community.Acceptance

Intro:

Each language community has unique cultural expectations for sacred teachings. This is important to keep in mind when planning to share the completed Scripture translation.

We'll identify what makes a Bible translation acceptable to your language community and make a plan to meet that expectation.

A **Community Acceptance Plan** is one of the guides you will have your translation team make. As the **Quality Assessment Guide** helps the team plan for the content to be of good quality, and a **Scripture Accessibility Plan** gives believers exposure to God's Word, a **Community Acceptance Plan** helps make the Bible acceptable for use in the local church.

1 Corinthians 9:22 tells us that Paul became all things to all people so that the way he did things would not be a hindrance to the truth.

In the same way, we can plan wisely so that the way the translation is done or the finished product does not limit people's willingness to use it.

Teacher's Notes:



Scripture Accessibility is covered in Chapter 19.

1 Corinthians 9:22

to the weak I became weak, that I might win the weak. I have become all things to all men, that I might by all means save some.

Discuss:

- **What makes a Bible translation acceptable to your language community?**

- **What are some cultural and social challenges that may affect the translation effort of the local church?**

- **What suggestions do you have for overcoming the challenges you have identified?**

Exercise: Community Acceptance

(Participant Workbook pp. 70-71)

Let's start by discussing and listing the characteristics that need to be present for your translation to be acceptable in your culture.

- **Are there expectations in your culture about how sacred writings should be formatted, printed, and bound?**

Part 1: Take some time to discuss the questions on Workbook pp. 70 as a group and take notes about steps needed for your translation to be accepted in your community. Then, for Part 2, use the chart on p. 71 to list the necessary steps.

Notes:



If you have not already addressed Cultural and Social Considerations, do so briefly here.

Possible challenges include:

- It may be difficult for the older generation to accept (or use) an electronic Bible.
- Some may think passages printed on regular printer paper are not an appropriate presentation for God's Word.
- People might not want hard copies if they fear persecution.
- Some might not accept a translation if they do not trust those who do or promote it.

Extra copies of the Exercise can be made from TG pp. 153-154 if needed.

Invite a volunteer to make a list of answers on the white board as participants discuss.

They do not need to come up with 10 characteristics or steps. It may only take 4 or 5.

If needed, ask them to define or explain any steps they listed that seem unclear.

Notes:

Luke 14:28-29

For which of you, intending to build a tower, does not sit down first and count the cost, whether he has enough to finish it—²⁹ lest, after he has laid the foundation, and is not able to finish, all who see it begin to mock him,

When leading a workshop, you will guide leaders and translators in creating a plan for Community Acceptance. This will be the plan their team members refer to throughout the translation and formatting process.

You will want to confirm with your translation team that the Community Acceptance Plan is clear and agreeable to each member of the team.

- What resources can you suggest to help address the practical challenges and action steps you've discussed?

Confirm:

The team has a plan (or is prepared to walk their translation team through making a plan) to translate and release Scripture in an acceptable manner and format. The Community Acceptance Plan should be made available for continued reference.

Chapter 19: Scripture Accessibility

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

Core Concepts:

- The local church should plan for the translation to be available in a format that is easy for the language community to use.

You shall teach [these words of mine] to your children, speaking of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. And you shall write them on the doorposts of your house and on your gates (Deut. 11:19-20).

Intro:

Accessibility and distribution of a finished translation can be a challenge, especially if the church has not planned ahead.

Accessibility deals with how Scripture will be made available to the people of the language community.

When your translation team has considered the expectations and options their community has, they can plan from the beginning to make the newly translated Scripture available to their language community.

The Quality Assessment Guide and the Community Acceptance Plan help translators succeed in producing an acceptable, quality translation of God's Word. However, what does that accomplish if the people of the community can't access that translation?

Let's consider the steps you can take to make the translated Scripture available to those who want and need it.

It is important to plan for the translation to be available in a format that is easy for the language community to use. Therefore, it is important to consider what kinds of materials people already use and are comfortable with. It is also important to consider what resources are available.

- **Have you talked to the community about accessibility?**
- **What have you learned?**

Time: 30 to 45 min.

Workbook p. 73

Materials:

- ✓ White board
- ✓ Slide Deck T3.Slides_19_Scripture.Accessibility
- ✓ Internet access and bible ineverylanguage.org
- ✓ Bible with place markers

Teacher's Notes:



Scripture Accessibility

You shall teach [these words of mine] to your children, speaking of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. And you shall write them on the doorposts of your house and on your gates (Deut. 11:19-20).

Illustration by ShutterStock. No other permission. © 2021

Optional: Share 1st

Thessalonians 2:13, which talks about the Thessalonians' response to receiving the Word of God.

- Has the community chosen what type of translation to work on?

The questions to consider in this discussion will depend on the type of translation your team has chosen to work on: printed, read online, or audio.

Print Translations

1. Do you have plans or ideas about how to print your Bible?
2. What is a common book format and binding?
3. Are there print shops that could print books for you? Do you print materials for yourselves?
4. Are sacred texts printed in a particular format? Binding?

Digital Text Translations

1. Do people have access to digital text? How?
2. Will people read online at bibleineverylanguage.org?
3. Will some people have trouble downloading the translation from bibleineverylanguage.org?
4. If yes, what can the church do to help these people? Could someone be trained to download and teach others?

Audio Translations

1. Think about how your community accesses audio files. Do people listen to audio online?
2. Do people download audio material? What type of device do they commonly use?

WA can offer support in training how to upload and download material.

Exercise: Scripture Accessibility

(Workbook pp. 74-77)

Notes:



Use the questions at left to begin a discussion, depending on the format chosen. The exercise session will give participants the opportunity to write down their answers and make a plan.

Show bibleineverylanguage.org and how to access your participants' GL as an example.

For tech support, connect the leaders with WA staff in Information Technology or Tech Advance.

Have participants complete the exercise in their workbook (also found on pp. 155-158, if extra copies are desired). If you are training a large group, put participants into small groups for the exercise.

Confirm:

Participants should now have a plan, or understand how to lead a team through making a plan, to release Scripture in an accessible format. The Accessibility Plan should be made available for continued reference.

Chapter 20: Scripture Engagement

Objective: Participants will understand how the Application Guide can be used to enhance Scripture engagement. They will develop a plan for encouraging Scripture use in their community. They will know how to use the Biblical Impact Questionnaire to develop Community Impact stories.

Core Concepts:

- The church will need to plan ways to engage the community in using the newly translated Scripture.
- WA provides Reviewers' Guides and Application Guides for Doctrines to assist the church in using Scripture in the community.
- The Bible will bring change in a community; the Biblical Impact Questionnaire helps the church identify these positive changes.

And the LORD commanded us to observe all these statutes, to fear the LORD our God, for our good always, that He might preserve us alive, as it is this day. Then it will be righteousness for us, if we are careful to observe all these commandments before the LORD our God, as He has commanded us (Deut. 6:24-25).

Therefore whoever hears these sayings of Mine, and does them, I will liken him to a wise man who built his house on the rock: and the rain descended, the floods came, and the winds blew and beat on that house; and it did not fall, for it was founded on the rock (Matt. 7:24-25).

Now the purpose of the commandment is love from a pure heart, from a good conscience, and from sincere faith (1 Tim. 1:5).

Time: 60 minutes

Workbook p. 78

Materials:

- ✓ White board
- ✓ Slide Deck: T3.Slides_20_Scripture.Engagement
- ✓ Application Guide chapters of the Reviewers' Guide online, or pp. 159-174 (choose one or more topic to copy and hand out).
- ✓ Copies of the Biblical Impact Questionnaire (pp. 175-76)
- ✓ Bible with place markers

Teacher's Notes:



And the LORD commanded us to observe all these statutes. To fear the LORD our God, for our good always, that He might preserve us alive, as it is this day. Then it will be righteousness for us, if we are careful to observe all these commandments before the LORD our God, as He has commanded us (Deut. 6:24-25). Therefore whoever hears these sayings of Mine, and does them, I will liken him to a wise man who built his house on the rock: and the rain descended, the floods came, and the winds blew and beat on that house; and it did not fall, for it was founded on the rock (Matt. 7:24-25). Now the purpose of the commandment is love from a pure heart, from a good conscience, and from sincere faith (1 Tim. 1:5). All scripture is taken from the New King James Version®. © 1998 by Thomas Nelson, Inc. Used by permission. All rights reserved.



This will often mean Scripture in a second language.

- Individual teaching (Philemon addressed to one person)
- Singing (Exodus 15, a song of praise, Psalms)
- Training, correction (2 Timothy 3:16,17)

When Scripture is used in a community, there are often wonderful changes that happen as a result.

Wycliffe Associates has prepared some guides to help the community study the newly translated Scripture. These guides can also be used to invite feedback for further revision, where needed.

Application Guides

The Reviewer's Guide for checking the Scripture with the community also has several sections called the Application Guides. They cover all the same passages as the Reviewers' Guide, asking application questions related to the message of those passages.

The Application Guides are designed to be used in a small group with a qualified leader to guide the discussion.

Exercise: Using the Application Guides

Let's practice using an Application Guide as if we are hearing the Bible in our mother tongue for the first time. These are the people these studies were designed for. Your church can encourage them to take time to enjoy thinking about God's Word together. When possible, a person in the group should take notes on the answers, especially where there is confusion. This feedback can then be shared with the translation team.

Biblical Impact Questionnaire

The Bible makes certain claims for itself and the work that it will accomplish. The Biblical Impact Questionnaire is a tool to measure the impact that the newly translated Scripture is having in the community.

Notes:



If possible, demonstrate online how to access the Application Guides.



The Application Guides themselves include instructions.

Select a topic from the Application Guides for Doctrines, then read the passage and use the questions together as a demonstration.



Hand out the Biblical Impact Questionnaire (pp. 175-76) and discuss how it can be used. If you have time, demonstrate with a few of the questions.

Scripture Engagement

Chapter 20

Discuss:

- How might your community use the new translation?
- Would weekly or monthly small group meetings work?
- Will the pastors in your community use the Scripture for teaching?
- What are ways you might use the Scripture with those outside your own church?
- How can you include unbelievers and skeptics?

Notes:

If time allows, read Acts 8:27-38 and discuss how this passage demonstrates Scripture engagement.

Include Others in Scripture Use

Read Acts 8:27-38

Apply this to plans for
Scripture in community



Acts 8:27-38
So he arose and went. And behold, a man of Ethiopia, a eunuch of great authority under Candace the queen of the Ethiopians, who was in charge of all her treasury, and had come to Jerusalem to worship. 28 was returning. And sitting in his chariot, he was reading Isaiah the prophet. 29 Then the Spirit said to Philip, "Go near and overtake this chariot." 30 So Philip ran to him, and heard him reading the prophet Isaiah, and asked, "What does this passage mean?" 31 And he said, "How can I unless someone guides me?" And he asked Philip to come up and sit with him. 32 The place in the Scripture which he read was this:
"He was led as a sheep to the slaughter;
And as a lamb before its shearer is silent,
So He opened not His mouth."

33 In His humiliation His justice was taken away.
And who will declare His generation?
For His life is taken from the earth."
34 So the eunuch answered Philip and said, "I ask you, of whom does the prophet say this, of himself or of another?" 35 Then Philip opened his mouth, and beginning at this Scripture, preached Jesus to him. 36 Now as they went down the road, they came to some water. And the eunuch said, "See, here is water. What hinders me from being baptized?" 37 [¶]Then Philip said, "If you believe with all your heart, you may." 38 And he answered and said, "I believe that Jesus Christ is the Son of God." 39 So he commanded the chariot to stand still. And both Philip and the eunuch went down into the water, and he baptized him.

Confirm:

Participants understand that 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.

Chapter 21: Sharing Church-Owned Bible Translation with Others

Objective: Participants will understand their own part in advancing the mission of Church-Owned Bible Translation.

Core Concepts:

- Reaching all the remaining language groups will take the whole Church spreading the word about the opportunity for Bible translation.

The things that you have heard from me among many witnesses, commit these to faithful men who will be able to teach others also (2 Tim. 2:2).

Time: 30 min.

Workbook p. 80

Materials:

- ✓ White board
- ✓ Slide Deck: T3.Slides_21_Sharing.COBT
- ✓ Bible with place markers

Teacher's Notes



Sharing COBT with Others
The things that you have heard from me among many witnesses, commit these to faithful men who will be able to teach others also (2 Tim. 2:2).
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The Great Commission Includes Bible Translation

Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, ²⁰ teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age." Amen. (Matthew 28:19-20)



Matthew 28:19-20
Consider Romans 10:17.

Teaching all nations to obey Jesus' commands requires communicating with them in a way they understand.

We empower local churches to evangelize and disciple when we show them how they can have the Bible in the language of their hearts. By identifying language groups in need or mobilizing and training those around you, you can also empower them to make disciples.

Sharing COBT Experience, Training Others

Identifying, mobilizing, training, and discipling



- Are there language communities around you who still need scripture?



Notes:

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 languages?
- Do they know pastors from other language communities who might know of Scripture needs?

- **What do you think the Christians from those communities would say if you shared your experience with church-owned Bible translation? Would others be interested in how they could translate Scripture for their people?**

Impact Story:

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.

Discuss:

- **Imagine if a pastor like George Banda showed up at your translation workshop. What would you tell him about Bible translation?**
- **Who is qualified to invite other people to do translation?**

Show where to find the Conversation Guide on bibleineverylanguage.org and how it can help them share with others.

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.

- **Did you feel qualified to translate when you were first invited to join a translation team?**

- **Are you motivated to tell others about COBT?**

Notes:

- A believer who is willing to share in the task.

If they don't feel qualified to share with others, explore whether they might realize their feelings are inaccurate if they tried it out.

If not, what ideas might motivate them?

If time allows, discuss the positive impact Scripture has on a community.



Confirm:

Participants understand the spiritual value of telling other communities about COBT, and they will be equipped with the practical resources needed to do it.

Chapter 22: Why MAST Works

Objective 1: Participants 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 2: Participants who are using the MAST steps will be able to adjust their process to ensure the highest quality and completion rate, without compromising the purpose of the timing and sequence.

Core Concepts:

- The MAST steps are designed to create the best translation possible by using the ways God designed our minds to work.
- The Cone of Experience shows us that the more kinds of interactions we have with information, the better we can remember and understand that information.
- The mind needs information not only to make sense, but also to carry meaning.
- Our minds apply previously learned information to new information to make it meaningful, which can be a good thing or can lead to errors.
- Our minds store short-term memory for 5-7 minutes; then we must use that new information within the next 7-10 minutes to store it in our long-term memory.
- The right and the left sides of our brains have different strengths, and we remember and comprehend information the best when we engage both sides of our brain in working with that information.
- Bloom's Taxonomy shows that for new learning to be useful, it must be applied at higher levels of thinking.
- Because the timing and sequencing of the MAST steps are based on these scientific principles, the quality of a translation will be compromised if translators skip, re-order, or shorten/lengthen steps.

I will praise You, for I am fearfully and wonderfully made; marvelous are Your works, and that my soul knows very well (Ps. 139:14).

Time: 30-45 min.

Workbook p. 82

Materials:

- ✓ White board
- ✓ Slide Deck: T3.Slides_22_Why MAST.Works
- ✓ Bible with place markers

Teacher's Notes:



Why MAST Works

I will praise You, for I am fearfully and wonderfully made; marvelous are Your works, and that my soul knows very well (Ps. 139:14).
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Intro:

In this session, we are going to talk about how the MAST process was designed based on some specific ways God created the human mind to work.

We discuss six ways in which our brain works.

MAST was developed on a foundation of principles from the fields of education, psychology, and neuroscience.

1. The Cone of Experience

God has created us in such a way that, the more kinds of interactions we have with information, the more we learn and can use that information.

In Deuteronomy 17:18–19, we see God's commands for a godly king to learn His law: he must not only write down his own copy of God's words, but also read them often and then act on them. This allowed him to **learn** in the best way. We learn different amounts of information, based on different interactions with it.

- **How have you seen your own learning improve when you use information in different ways?**

In Bible translation, before a draft is created, the three steps of Consume, Verbalize, and Chunk help the translator remember 70-90% of the information in the passage. The translator is then able to create a Blind Draft with the fewest errors possible.

- **How do you think translators' work differs as they use the steps more and more?**

We have found in our work with partners that with practice, translators:

- become more comfortable with the process.
- gain more skill in translating harder passages.
- can teach the process to others.
- can translate more quickly.

2. Sense and Meaning.

Information is retained and can be used when it makes sense and is meaningful.

- **Which of these two pictures has more meaning for you? Why?**

Notes:

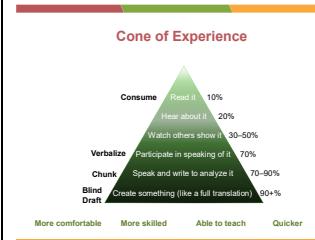


"Also it shall be, when he sits on the throne of his kingdom, that he shall write for himself a copy of this law in a book, from the one before the priests, the Levites. 19 And it shall be with him, and he shall read it all the days of his life, that he may learn to fear the Lord his God and be careful to observe all the words of this law and these statutes

Deuteronomy 17:18–19

Invite a volunteer to read Deuteronomy 17:18–19.

Example: imagine just reading about how to do something, versus having someone explain it to you, versus watching someone demonstrate how to do it.



Workbook p. 82, Figure A

Both images are also pictured on Workbook p. 83, Figures B and C



Both pictures make **sense**. Which is more **meaningful** to you? Why?

Wait for responses.

Although both of these pictures *make sense*, they carry different amounts of meaning to different people, depending on each person's experience, personality, past learning, perception, or preference.

In the first step of MAST, Consume, the translator is taking in a passage that makes sense. When the translator then Verbalizes the passage in his/her own language in step 2, the translator is demonstrating that it has meaning to him/her. Step 3, Chunk, also makes the translator think about meaning because it requires looking for natural breaks that *fit* the meaning. These initial steps make the Blind Draft step possible because meaningful information from the Scripture passage is retained.

3. Connecting the Dots

- How many triangles do you see?

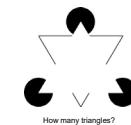
Would you be surprised to find out that there are no triangles? So why do we see them?

We immediately look for triangles for two reasons: 1. We were asked to see triangles, so we try hard to do so, and sometimes we see them even in places where the whole image of a triangle does not appear. 2. We know from previous knowledge what triangles are and can recognize the suggestion of them in this image.

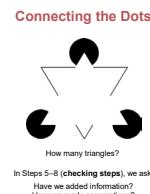
Our minds apply previously learned information to new information to make it meaningful. This is called *connecting the dots*.

When translators are creating their Blind Drafts, sometimes they “connect the dots” and translate based on their own understanding of the passage or on things they know from other passages of Scripture. The checking steps help translators see places where they have connected the

Notes:



Wait for responses.
Image is also pictured as Figure D, Workbook, p. 84.



dots— where they have added information or made assumptions that cannot be supported by that Scripture. This is one reason that Step 6, Peer-edit, is so important: a second translator may see where the blind draft has connections that are not in the passage.

4. Short-term and Long-term Memory

Our memory has been designed by God to work in a specific way.

Our **short-term memory** can only **hold** information for **5 to 7 minutes** before it replaces that with new information. Then we need to do something with that information, just like we talked about in the Cone of Experience.

The most effective **use** of new information that we take in happens within the next **7 to 10 minutes**. We call this our **working memory**.

If we do something with the new information in those 7 to 10 minutes, that information gets stored in our **long-term memory** so we can use it **later**.

This is why timing is important in the drafting steps!

Consume uses **short-term memory**, so it should only take **5 to 7 minutes** to read or hear one Scripture passage.

Verbalize and Chunk use **working memory**, so they should directly follow the Consume step and be complete within **7 to 10 minutes**.

Input/output theory explains this: once a person has received “input,” the confirmation of learning comes as they share what they have learned, or “output” their learning.

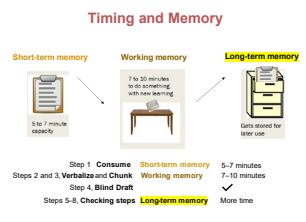
The **Blind Draft** will be easier if these timeframes are followed. Taking longer may seem to help, but in fact the brain will be dumping information.

Checking steps have no time limit because the passages of Scripture are not only written down, but they have been worked with and are now **stored in long-term memory**.

5. Right Brain, Left Brain

Each of our brains has been created with two different sides, and each of the sides has different strengths. We think with

Notes:



both sides of our brain, but most people have more strength using one side of their brain or the other.

- **Which list best describes how you usually think?**

The way you most often think may line up with one or the other of these lists.

However, we each think best when we are able to use **both sides of our brains**. This is called **lateralization**. You can imagine this working in the same way as using both sides of the physical body: although it is possible to get from one place to another by hopping on one leg, if we can use both legs to walk or run, things go much more smoothly.

Because of the advantages of lateralization, the drafting steps are designed to alternate between using strengths on each side of the brain, while the checking steps combine the use of both sides:

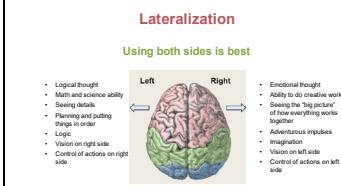
- Step 1 – Consume—**left**
- Step 2 – Verbalize—**right**
- Step 3 – Chunk—**left**
- Step 4 – Blind Draft—**right**
- Step 5 – Self-edit—**left**
- Step 7 – Peer-edit—**left** (for someone else)
- Step 7 – Key Word Check—**both**
- Step 8 – Verse-by-Verse Check—**both**

6. Higher-level Thinking

This diagram is called *Bloom's Taxonomy*. It shows that learning begins at the lowest level of intaking new information and understanding it. For this new learning to be useful, it must be applied at the higher levels. Let's examine this using a simple example: a pencil.

1. The most basic level is just **remembering** information: **What is it?**
2. Next, we need to **understand**: **What does it do?**
3. Then we **apply** what we know, to think beyond just what we see on the surface: **What else could it be used for?**
4. Next, we can **analyze** our application: **Why would you use a pencil instead of a pen?**

Notes:



Go over each list, one item at a time. Also pictured as Figure E, Workbook P. 85.

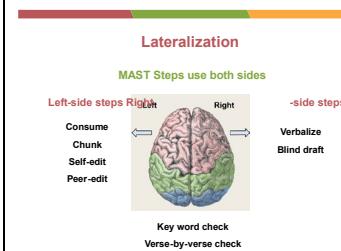


Figure F, Workbook p. 86



Figure G, Workbook p. 87

Pause after each question for discussion.

5. We can **evaluate** what we have understood so far: **Does a pencil work for every writing need? Why or why not?**
6. Finally, we can **create** something new, based on all we have learned: **How can you improve the pencil?**

When we apply this to the steps of translation, **Consume** starts at the most basic level. Then we work our way up, applying higher levels of thinking as the steps go on. The **Blind Draft** and the **checking steps** are all performed at the highest levels.

Let's go through the steps and consider which level of thinking is required at each:

1. Consume—**remember/understand**.
2. Verbalize requires **understanding**.
3. Unking is **analyzing**.
4. Blind Draft—**understand** and **remember**, in order to **create**. The translator is recording Scripture in his own language for the first time.

The checking steps all happen at the higher levels of thinking.

5. Self-edit—**apply, analyze**, and **evaluate**.
6. Peer-edit—**apply, analyze**, and **evaluate**.
7. Key Word Check—**analyze, evaluate**, and **create** (finding or borrowing words for new ideas).
8. Verse-by-Verse Check—**apply, analyze**, and **evaluate**.

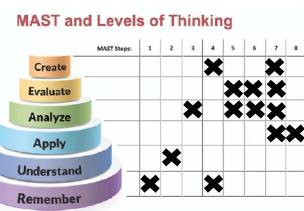
Notes:

Analyze: to consider the components, structure, and organization

Evaluate: to make a judgment call about something's usefulness or **value**



If time allows, have participants tell which level of thinking is required at each step before giving them the answer. They can fill in their answers in Figure H, Workbook p. 87.



Confirm:

Participants understand that the MAST steps are based on scientific principles, and there are good reasons for their timing and order. They understand that the steps have been carefully designed according to how God has created our minds to work.

Chapter 23: Workshop Planning

Objective: Leaders will understand some of the details of preparing for a workshop, including practical planning, meeting translators' needs, and Values-based Learning.

Core Concepts:

- Conducting a MAST translation workshop requires careful planning.
- Before the workshop, two important steps are regular prayer, and organizing your team of leaders with clear roles and responsibilities.
- Translators' needs must be met, so they can function at the highest level of thought.
- Translators will achieve more if they feel valued.

Without counsel, plans go awry, but in the multitude of counselors they are established (Prov. 15:22).

Time: 45 minutes

Workbook p. 89

Materials:

- ✓ White board
- ✓ Slide Deck: T3.Slides_23 _Workshop.Planning
- ✓ Bible with place markers
- ✓ Copies of Action Steps Checklist (pp. 177-78)

Intro:

You will soon be making plans to train a team of translators. Let's talk about some details of workshop planning and practical steps you can take to increase your success.

Teacher's Notes:



Workshop Planning

Without counsel, plans go awry, but in the multitude of counselors they are established (Prov. 15:22).
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Prayer



Wisdom
Discernment
Accuracy
Unity
Good communication
Safety
Protection
Health

Engaging in Spiritual warfare

Leadership Roles



Teach/train
Inspire/motivate
Organize
Set goals
Gauge progress
Hold translators accountable
Communicate
Keeping track of...ALL the details

1. Prayer:

Remember that spiritual warfare is a real thing. Part of Church-Owned Bible Translation is faithfulness to pray for the translators, their families, and the translation itself.

Translators need divine discernment as they translate. The entire process should be baptized in prayer. *Everyone*, regardless of linguistic ability, can be involved in praying for the team.

2. Leadership:

Before you decided to take on the task of translation, you likely talked to other members of your community about their ability and desire to participate. You probably have a list of individuals who would like to be translators. You also have a team of leaders who are being trained along with you to lead the translation project.

Before you conduct a MAST workshop to train your translation team, consider the different leadership roles that will need to be filled. The leadership team will be teaching,

motivating, setting goals, gauging progress, keeping translators accountable, communicating with the community, and keeping track of many details.

Who is good at organization? Who has skills in administration? Do you have someone who loves to type, or someone who can help others with the technology? Is there someone who can keep track of the chapter assignments and progress? Which members of the team will be training the translators? Who is good at teaching? Who is a great motivator or encourager?

You may choose to do all these tasks together, or you may decide to divide the responsibilities among the leadership team. A checklist, like this one, can help you keep track of the steps you will take to produce a successful translation.

Many communities find it helpful to have a “program manager” or “director” to oversee the project. Some communities designate one or two individuals to manage all the technology, including typing and uploading the drafts. Teams often find it more efficient to have one person in charge of contacting everyone on the team when information needs to be shared. Whatever you decide, it helps to have your roles defined before the workshop begins.

3. Devotions:

One way to create a focused, spiritual environment is to hold devotions before each day of training.

- **What ways can these devotional times prepare translators for the work of translation?**

Some devotional ideas:

- Genesis 11 (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 them to observe all things.”

Another idea for devotions during the workshop is to relate devotions to the passages being translated. Some leaders 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).

Notes:

Distribute the Action Steps Checklist from pages 177-78. Point out that some tasks may take more than one person. Also point out that the leadership team may assign some of the tasks to translators or tech assistants within the translation team, but should always keep track of who is leading each task.



4. Caring for Translators' Needs:

One of the most important parts of planning a successful workshop is creating an environment that allows the translators to achieve their best work. To do this, we must consider the needs of each translator.

Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs may sound complicated, but it is simply a way of arranging human needs, starting from the most basic ones. We have based our diagram on his, but we have focused on needs you might face when leading Bible translation.

- **Can you think of a time when you were so distracted by thirst, or some other physical need, that you couldn't think about anything else? Or have you ever found that a relational problem in your family is keeping you from functioning well at work?**

This is because our brain prioritizes which needs are most urgent in any given situation.

As this picture shows, the most basic needs are at the bottom of the triangle—things like water, food, and sleep. The next level is safety—feeling protected and having a place to call home.

Level 3 is being part of a group, having a sense of belonging.

Level 4 is feeling respected, and feeling that others in the group value what you contribute.

Level 5 is the highest level where people function at the peak of their ability; for Christians, this is ministry and service to God.

- **What do you notice about this diagram?**

If lower-level needs aren't being met, people may not even be aware of other needs.

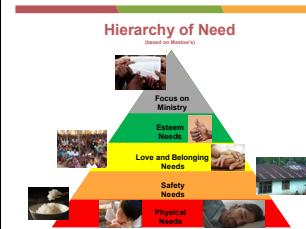
For the brain to function at a high level, basic needs must be met. This may seem obvious for physical needs, but it is also true of emotional needs.

Translators need to function at the highest level of thought in order to translate. If they don't feel safe, or if

Notes:



It may be necessary to differentiate between *urgent* (needs that must be met immediately to avoid harm) and *important* (needs that must be met to avoid severe harm). Urgency has to do with timing, while importance has no defined time frame.



Workbook p. 91, Figure I

For example, a person in a war-torn country may go to great personal risk to get water, because without water they won't survive. The need for water overrides the need for safety.

they don't feel that they belong—that they have value and are loved not only by Christ but also by His people—they will be less able to think well about translation.

When leaders plan workshops, meeting the physical, emotional, and spiritual needs of the translators is part of planning for success. It is also part of loving our brother, as Scripture tells us.

- **For your events, what are some ways you could provide for your team members' basic needs?**
- **How can you meet higher level needs?**

Notes:

James 2:15–16

James 2:15–16

If a brother or sister is naked and destitute of daily food,¹⁶ and one of you says to them, "Depart in peace, be warmed and filled," but you do not give them the things which are needed for the body, what does it profit?

Possible answers include:

- *Providing meals (basic)*
- *Providing lodging (basic)*
- *Having security measures in place if in a sensitive area (basic)*
- *Having devotions (higher-level)*
- *Singing together (higher-level)*
- *Having team-building exercises and time of fellowship (higher-level)*

Values-Based Learning

As we consider the higher levels of the triangle, we have found that a way to provide for the team's emotional needs is by **Values-Based Learning**.

Participants will achieve more if they are in a learning environment where they feel valued. It is our responsibility as God's children to treat others with His love, which includes respect and value for others as our brothers and sisters. When we do this in a learning environment, we also build teams that are strong and can faithfully achieve translation.

As leaders and trainers, we must intentionally treat translators as valuable, which expresses Jesus' love to them. Although these expressions may be different in different cultures, the following five qualities or values are universally felt. These qualities are known as the **Five Values of Successful Leadership**. All people feel valued when being treated according to these principles, though they might be expressed differently in different contexts.

1. **Honesty**—speaking the truth, being faithful to commitments.
2. **Common Interest**—finding mutual interests, likes, or experiences.
3. **Praise**—verbalizing appreciation for hard work, special skills, and efforts.
4. **Protection**—not asking more of the learner than he is capable of; providing a barrier between the translator and distractions or harm.
5. **Service**—finding ways to serve the learner and share his burden.

Exercise: Symbols for Values-Based Learning

(Workbook p. 93)

Work together to create a culturally meaningful symbol or icon for each value you've been assigned. When finished, you will show the whole group the symbol you chose, and explain its meaning.

- Can you think of any ways that Scripture reinforces these values?

- Now that you have considered these values, can you think of an experience when feeling valued helped you?
- How have you expressed value to others in one or more of these ways? How did it make you feel?

Notes:

Values-Based Learning

Instructors/Facilitators must show:

Honesty
Common Interest
Praise
Service
Protection

Take time to explain the five values with examples and discussion. Explain the American symbols only if they will be helpful to the team.

Divide into small groups; assign each group one or more of the five values.

Possible answers:



Therefore, putting away lying: "Let each one of you speak truth with his neighbor;" for we are members of one another.
Ephesians 4:25

Honesty—
Ephesians 4:25



Therefore, if there is any consolation in Christ, if any comfort of love, if any fellowship of the Spirit, if any affection and mercy, "fulfill my joy by being like-minded toward the same thing, being of one mind and one purpose." Philippians 2:1-2

Common Interest—
Philippians 2:1-2



Therefore comfort each other and edify one another, just as you also are doing. 1 Thessalonians 5:11

Praise—
1 Thess. 5:11



I have shown you in every way, by laboring like this, that you must not be ashamed of our confession, before those who are lost, before your own flesh and blood, before the world, before the Lord Jesus, that He said, "It is more blessed to give than to receive." Acts 20:35

Protection—
Acts 20:35



Yet it shall not be so among you, but whoever desires to become great among you, let him be your servant. If And whoever exalts himself will be humbled, and he who humbles himself will be exalted. Matthew 20:26-28

Service—
Matthew 20:26-28.



How has feeling valued helped you?
How have you expressed value to others?

5. Location/Set up:

Remember that a person's ability to learn and grow is hindered if lower-level needs are not met. However, ability to learn and grow can be enhanced by meeting the person's higher-level needs.

- **How can you plan for set-up that will meet lower-level needs?**
 - Are there people who could cook for the whole group?
 - If translators have traveled far, where could they sleep?
- **In what practical ways can needs for belonging and esteem be addressed?**
 - Devotionals, singing and other fellowship times might reach the need to belong.
 - Connect the work of translation with present needs of the community and future generations. Show honor and respect for individual contributions to the whole.
- **What practical things are necessary for a workshop?**

Consider how you will encourage and motivate translators to be faithful and diligent, even after they return home. Your team will set your own goals, including how much each translator will translate each day/week, and how often you will meet for the checking steps.

- **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?**
- **How will you keep translators accountable?**

Notes:



Practical workshop necessities

How can you plan for a set-up that meets needs?

Practical necessities include:

- location
- tables
- chairs
- paper/pencils
- Workbooks for each translator
- source texts (Plan in advance what book(s) you will have translators start with, and have the source texts ready for them. Some teams are able to finish drafting entire books of the Bible during their training practice!)
- technology (computers, keyboards, internet, electricity; projector and screen, if slides will be used)
- white board/easel/markers (or chalkboard/ chalk)
- space for small groups

Confirm:

Leaders understand some of the theories and practices for hosting an event and are prepared to plan a workshop. They understand the importance of values-based learning. They see how appreciating each other can help in team building and can help the team function as a healthy example of Christ's Body. They understand that, as leaders, they need to plan for physical, emotional, and spiritual needs at events.

Chapter 24: Team Skills Inventory

Objective: Leaders will understand a few personality types and how those personalities work together. They will understand how to get an idea of translators' personalities and thinking skills, and how to use that information to assemble effective teams.

Core Concepts:

- A translation team needs a variety of different people, so that the translation will be of high quality and will communicate effectively to all people in the community.
- Before grouping your translators in pairs or teams, you will want to consider their personality and assess their skill levels in: the Gateway Language; the Heart Language; thinking style; Bible knowledge; and technology awareness.
- Teams that group different personalities together can draw out the strengths of each person and accomplish more.
- Translators with similar skill levels can help each other attain their full potential if they work together.
- We can provide "scaffolding", or layers of support, to a student to allow them to reach higher skill levels.

For as we have many members in one body, but all the members do not have the same function, so we, being many, are one body in Christ, and individually members of one another. Having then gifts differing according to the grace that is given to us, let us use them... (Rom. 12:4-6a).

There are diversities of gifts, but the same Spirit. There are differences of ministries, but the same Lord. And there are diversities of activities, but it is the same God who works all in all (1 Cor. 12:4-6).

Intro:

When we build a translation team, we need a variety of people on the team, so that the translation will be of high quality and will communicate effectively to all people in the community.

It's great that God has created a variety of people to be in His Body: those who are older and those who are younger, those who can work with computers and those who simply love God and His word, those who can think through big ideas and those who are good at carrying out details of work, those who are good helpers and followers and those who are good at leading.

As leaders, how do we find the right combinations of different people for a translation team? And how do we get such different people to work together well?

Time: 120 minutes (This chapter may be broken into two sessions, if needed.)

Workbook p. 96

Materials:

- ✓ White board
- ✓ Slide Deck: T3.Slides_24 _Team.Skills.Inventory
- ✓ Bible with place markers
- ✓ Copies of Team Skills Inventory Charts 1 & 2, pp. 179-80

Teacher's Notes:



For as we have many members in one body, but all the members do not have the same function, so we, being many, are one body in Christ, and individually members of one another. Having then gifts differing according to the grace that is given to us, let us use them... There are diversities of gifts, but the same Spirit. There are differences of ministries, but the same Lord. And there are diversities of activities, but it is the same God who works all in all (1 Cor. 12:4-6).

If the group is large, have them sit in smaller groups for this session.)

God has designed us to work as one Body, with each different person playing their own important part well.

Romans 12:4–5 explains that one body has many parts, each with its own function.

Your translation team can be a model of this design to your community: not just to believers, but to unbelievers as well.

Let's discuss how to build this kind of team, and how to work well with the team once we have built it.

Personality Types

First, we'll talk about personality types, and how they influence your decisions in assembling teams.

We all have different personalities that affect the way we think, learn, and relate to people.

Try this fun activity to determine your “shape.”

Draw a square, a triangle, a circle, and a squiggle.

Put a 1 under the shape that best represents you. Put a 2, 3, and 4 under each of the remaining shapes in descending order as they represent you. It's ok if you feel confused. Just pick an order on any criteria that makes sense to you.

You may know someone who is very good at details and facts and finding out more information. Is anyone like that here?

This is the kind of personality that this activity would call a **“square.”**

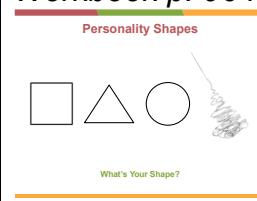
You may know someone we would call the “life of the party”: who loves being around other people and always thinks of fun, creative ideas. Is anyone like that here? This is the kind of personality that this activity would call a **“squiggle.”**

Notes:

*Be sure to read the document **Personalities and Team Development** on pages 106-107 of this chapter before you lead this activity.*

Do not explain the shapes before the participants try this.

Pause for them to do each drawing. There is space on Workbook p. 96 for this.



Have people share about themselves or others.

Someone who is focused on getting things done and who is very direct in communication and actions would be called a “**triangle**.” Anyone here like that?

Someone who is very focused on the whole group of people, on making sure everyone has a chance to speak and that everyone works together would be called a “**circle**.” Anyone here like that?

- **Now, would you like to renumber your shapes? Did you intuitively match any of these shapes to people who fit the descriptions?**
- **What shape do you think would be most suited to be a translator?**

Actually, people with any of these shapes or personalities can be very effective translators!

- **Why do personalities matter when building translation teams?**

All personalities have something important to contribute to the work of translation. God created each personality with a specific focus, thinking style, and objective.

1. Squares provide focus on quality, details, and precision.
2. Triangles provide focus on achievement, hard work, and success.
3. Circles provide focus on community, respect for others, and opportunities to contribute.
4. Squiggles provide focus on creativity, beauty, fresh ideas, and enthusiasm.

When assembling a team, look for different personalities to include instead of all similar ones. A team approach invites all personalities to be involved.

- **Do you know the people within your group a little better after the Values-Based Learning Exercise (Chapter 23) and the Personality Shapes activity?**
- **What advantages do you see in taking some time for your translation team members to interact in some of these ways?**

Notes:

Discuss what participants learned about themselves and each other.
If you feel comfortable, try to guess some of the participants' shapes.

Historically, squares have had the primary responsibility for translation.

Note: The following two pages are for the trainer's reference; they do not need to be discussed during training.

Personalities and Team Development

We all have different personalities that affect the way we relate to people, think, and learn

Personality Shapes

Squares

- Detail-oriented
- Dependable and responsible
- Work hard
- Organized—hate clutter
- Love data, numbers, policies, and procedures
- Analytical
- Can be stubborn
- May resist change
- Logical
- May have difficulty expressing emotion

- Best when working alone rather than on a team
- Frugal
- See fun as a luxury

Helpful Tips for Squares:

- ✓ Let go and have a bit more fun.
- ✓ Let people know what you want and what you need.
- ✓ Be more open to change.
- ✓ Try being more spontaneous.
- ✓ Smile!

Triangles

- Concerned with the bottom line
- Hate to lose even more than they love to win
- Extremely confident
- Love to debate and argue
- Outspoken
- Can be sarcastic
- Smart—know a little about everything
- Like to be in charge
- Love to multi-task
- Rarely apologize

- Successful
- Impatient
- Self-motivated

Helpful Tips for Triangles:

- ✓ Relax once in awhile!
- ✓ Slow down and give people a chance to get on board.
- ✓ Multi-tasking may keep you from finishing your projects.
- ✓ Give others a chance to lead.
- ✓ Realize that you are not always right.

Circles

- Love to have fun and laugh
- Work best on teams
- Take things personally
- Empathetic and compassionate
- Struggle setting boundaries
- Talk too much
- Hate conflict and confrontation
- Often feel guilty and responsible for others
- Great storytellers (often exaggerate the story to make it sound better)

- Want to “fix” everyone else
- May give silent treatment when they feel hurt or angry
- Over-commit—can’t say “no”

Helpful Tips for Circles:

- ✓ You are responsible TO people, not FOR people!
- ✓ Learn to say “no” without guilt.
- ✓ Hold others accountable.
- ✓ Remember, you can’t always please everyone.

Squiggles

- Like to be around people who are fun
- Adapt easily to change
- Super energetic
- Love to try new things
- Get bored easily
- Act on impulse or feelings—don't always research first
- Generate ideas
- Not as organized as they should be
- Speak before they think

- Don't like to be told what to do
- Counterintuitive
- Like attention

Helpful tips for Squiggles:

- ✓ SLOW DOWN; otherwise, you miss necessary details.
- ✓ Listen rather than plan on what you will say next.
- ✓ Some situations require seriousness rather than fun.
- ✓ Focus on the topic at hand.

Summary Chart:

	Circle	Square	Squiggle	Triangle
Focus	People	Facts	Fun	Achievement
Orientation	People	Time	People	Time/Goal
Thinking	Collaborative	Research	Entertaining	Direct
Expectations	Involvement	Completeness	Creativity	Get to the point

Why do shapes matter in translation?

- All personalities have something to contribute to the project.
- God created each one with different focus, orientations, and objectives.
- Historically, squares have had the primary responsibility for translation.
- A team approach invites all personalities to be involved.

When building a team, look for different personalities instead of all similar ones.

- Squares provide focus on quality, details, and precision.
- Circles provide focus on community, respect for others, and opportunities to contribute.
- Squiggles provide focus on creativity, beauty, fresh ideas, and enthusiasm.
- Triangles provide focus on achievement, hard work, and success.

Team Skills Inventory

Chapter 24

When translators arrive at a workshop, they may have little to no idea what to expect. Many feel unqualified and incapable of the task ahead.

Whatever their reason for attending, they have come in faith, trusting God to fill in the gaps and show them how they can be used to translate Scripture for their people.

As leaders, it is our responsibility to create an environment for their success, not only as contributors to the translation project itself, but in the areas of personal growth and their contribution to the team. Understanding a few key issues about how humans learn and interact will help us handle this area of responsibility.

Zone of Proximal Development:

In this diagram, the inner circle represents what a learner (or translator) can do on his own without help.

The middle circle represents what he can do with the guidance of someone just one step ahead of him.

The outer circle represents what he cannot do (yet), even if he had lots of help.

- **Can you think of a reason why it would help to know where a team member is in this zone before beginning the work?**

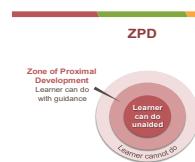
This theory suggests that translators of similar skill levels will learn more from each other than a beginner and an expert working together.

Someone closer to the translator's skill level can help more than someone who is advanced in the skill.

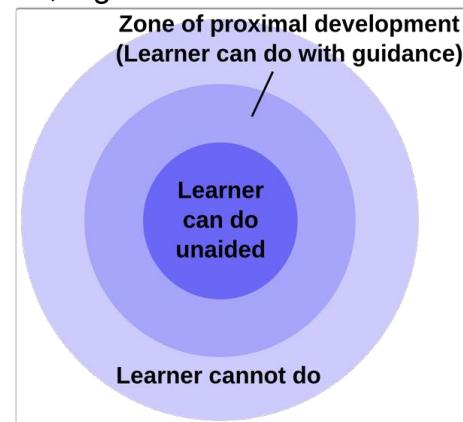
Notes:

If time allows, ask for discussion about reasons translators may attend. Possible answers include:

1. Adventure.
2. Curiosity.
3. Hope.
4. A friend or family member was coming.
5. Their pastor or another spiritual leader asked them.



Workbook p.
98, Figure J



Example: Think of a child learning to walk. With someone holding his hands and providing one step of support, he can walk farther and not lose his balance. He could not run in a footrace, even with help.

In this example, you would not pair a marathon runner with the small child learning to walk. The child will not be able to run a marathon, and the runner will have to severely limit his own speed in order to help the child take a few steps.

Team Skills Inventory

Chapter 24

Scaffolding:

This theory uses the image of a traditional scaffold for building projects to help explain how someone learns new things.



In learning, this refers to the process of training a student by providing layers of support to allow them to reach higher skill levels. The scaffold is eventually removed once learning has taken place.

- **What examples from your culture or personal experience show a scaffolding process in learning?**

These two learning theories help us to understand a few important elements when assessing translators for placement within a group or team.

1. If we place low-competency (LC) translators with high-competency (HC) translators, this will not actually help the LC translators to learn or contribute more. Instead, it will put a heavy load on the HC translator.
2. Grouping LC translators with others who are only slightly more advanced than they are will provide the support they need to move into the “center circle” of the ZPD model.
3. A scaffold for LC translators might be to give them an easier or shorter chapter to begin translating.
4. When translators are placed together in groups, the leader will need to observe how the translators are growing and learning, how much translation is getting done, and the emotional response of translators. If any of these cues indicates difficulty, frustration or lack of progress, the leader can consider regrouping to provide different scaffolds and support.

- **Have you observed any examples of these situations in the workshops you've participated in or in other learning contexts? If so, what were they and how did you (or the instructor) work them out?**

Notes:



Scaffolding
Process of training students by providing support to reach higher

Examples:

A pencil grip is used for helping children learn to hold a pencil correctly when first learning to write; after the student has mastered the fine motor skills for writing, the “scaffold” of a pencil grip is removed.

Training wheels are added to a bicycle to prevent it from tipping while a beginner is learning to ride; once riding skills are mastered, the training wheels are taken away.

Assessing Translators for Group Placement



This is a good place for a break, if you choose to divide the session into two parts.

Conducting a team skills inventory:

A Team Skills Inventory should be done at the beginning of a workshop. The information gathered will help you assign translators to groups based on these two theories. What areas of skill should be assessed?

Five essential skill areas are gateway language, heart language, technology, Bible knowledge, and thinking style. If training is being done in English, English skill should also be assessed.

The translators are scored for competency in each category.

Preparation:

Before the workshop, prepare a chart with the names of each translator in the first column, and seven additional columns (one for each assessment category, and one for a final score). Have several blank rows for attendees who have not signed up in advance.

The best way to set up the assessment is to create 6 stations for the learners to rotate through. Each person will do each station assessment as an individual. Each station will only take about 5-7 minutes. Allowing 2-3 minutes for transitions, each translator should be able to go through the whole assessment in less than an hour.

Each station will be led by a facilitator. Every facilitator should have a paper with the skill category at the top, the facilitator's name, and a list of the names of all the translators. (At the end of the assessment, each facilitator will turn this list into the lead trainer so that scores can be recorded on the master chart for all the translators.) The three language stations will also need blank paper and a pencil or pen for each translator to use during the assessment. The technology station will need a computer.

Procedure:

Station 1: Gateway Language (GL) Fluency

- Have the mother-tongue translator (MTT) read a 5-verse selection (such as Mark 8:1-5).

Notes:



What needs prevent translator focus?
How will MAST leaders provide for these needs?

This guide orders the categories as follows:

1. Gateway language
2. English (optional)
3. Heart language
4. Thinking Style
5. Bible knowledge
6. Technology awareness

The assessment categories may be done in any sequence.

Distribute charts from TG pp. 179-80. The first chart (p. 179) allows leaders to record scores for one individual translator. The second chart (p. 180) gives space for all translators' scores in one place.

For large workshops, divide the translators into evenly sized groups to progress through each rotation. Each person will still do each station assessment as an individual; grouping them for moving through the stations is merely a way to thin down the larger group and make the waiting time a little shorter. Name tags are very helpful for large workshops.

Abbreviations

GL: Gateway Language

HL: Heart Language

MTT: Mother-tongue Translator

A: Basic level thinking skills

B: Deep level thinking skills

Team Skills Inventory

Chapter 24

- Rate their level of smoothness and clarity 1 (low) to 5 (high).
- Ask them to answer the following:
 - Summarize what you just read.
 - Who is in this story?
 - What happened?
 - Rate their ability to answer you in the GL, 1-5.
- Have each MTT introduce themselves in the gateway Language and share three things about themselves.
 - Rate their ability to do this, 1-5.
- Next, have the translators write down something about you or another translator in the GL.
 - Rate their writing 1-5.

Give the translator a final score that is an average of the four scores you just gave them. Write that number by their name on your list for the GL assessment.

Discuss:

- **What is the Gateway Language of the source text you will be using?**
- **Are most of the translators you work with able to read and speak it well?**
- **If you have a person at your workshop who is not fluent in the Gateway Language, in what way do you think that person can be most helpful?**

Station 2: English Fluency (Optional)

- Have the MTT read a 5-verse selection (such as Mark 8:1-5).
 - Rate their level of smoothness and clarity 1 (low) to 5 (high).
- Ask them to answer the following:
 - Summarize what you just read.
 - Who is in this story?
 - What happened?
 - Rate their ability to answer you in English 1-5.
- Tell the translators to each introduce themselves in English and share three things about themselves.
 - Rate their ability to do this in English 1-5.
- Next, have the translators write down something about you or another translator in English.
 - Rate their writing 1-5.

Notes:

If other translators are waiting during your language assessment, use a different 5-verse passage for each one.

Station 1:
Gateway Language (GL) Fluency

NAME	1	2	3	4	5	6
------	---	---	---	---	---	---

Rate 1 low to 5 high
Ask students to:

- Read a 5-verse selection.
- Summarize verses in GL.
- Introduce themselves in GL.
- Write something about another student in GL.

Give each student a final (averaged) score. The team leader will write the number in column 1 on the Master list.

There are many roles in a translation project. Guide participants to understand the ways an individual can contribute to the project without fluency in the HL or GL.

Station 2:
English Fluency

NAME	1	2	3	4	5	6
------	---	---	---	---	---	---

Rate 1 low to 5 high
Ask students to:

- Read a 5-verse selection.
- Summarize in English.
- Introduce themselves in English.
- Write something about another student in English.

Give each student a final (averaged) score, which will be written in column 2.

If English is not used in the training or translation process, leaders should skip this assessment.

Team Skills Inventory

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Give them a final score that is an average of the four scores you just gave them. Write that number by their name on the sheet for the English assessment.

Station 3: Heart language Fluency—to be done in pairs.

- Tell the translators to each introduce themselves to their partner or group in their heart language and share three things about themselves.
 - Rate their ability to do this from 1-5.
- Have each translator write down something about you or the other translator in their heart language and read it out loud to the other person.
 - Rate their writing 1-5.
 - Rate their reading 1-5.

Give each translator a final score that is an average of the 3 scores you just gave them. Write their score beside their name on the list for the Heart Language Assessment.

Discuss:

- Sometimes, volunteers will attend a workshop though they do not have strong fluency in the Mother Tongue being translated. What would you say to a team leader who brought this concern to you?
- Can you think of any way the Zone of Proximal Development or Scaffolding method could help resolve this issue?
- In your culture, what might be the most comfortable way to handle this?

Station 4: Thinking Style and Skill

- Ask the translator to spin around in a 360-degree circle while standing. Note which way they spin—left or right.
- Ask the translator which traits best describe them:
 - LEFT BRAIN FUNCTIONS
 - uses logic
 - detail oriented
 - facts rule
 - words and language
 - present and past
 - math and science
 - RIGHT BRAIN FUNCTIONS
 - uses feeling

Notes:

Station 3:
Heart Language Fluency (in pairs)

Rate 1 low to 5 high
Ask students to:

- Introduce themselves in their heart language.
- Write something about their student in their heart language and read it out loud.

NAME _____

1	2	3	4	5	6
---	---	---	---	---	---

Give each student a final (averaged) score
to be written in column 3

Point out that the facilitator might not know the heart language. The purpose is to watch and listen to see how comfortable the speaker seems speaking and writing. If this is an oral language, just ask them to answer both questions verbally.

Station 4:
Thinking Skill Level

Ask learner to spin in a circle
• Left or right?

Ask which traits best describe them:

Left Brain: <ul style="list-style-type: none">• Uses logic• Detail oriented• Facts rule• Words & language• Present & past• Math & science	Right Brain: <ul style="list-style-type: none">• Uses feeling• "Big picture" oriented• Creative problem solver• Imaginative rules• Symbols & images• Present & future• Philosophy & religion
---	---

Team Skills Inventory

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- "big picture" oriented
 - creative problem solver
 - imagination rules
 - symbols and images
 - present and future
 - philosophy & religion
- Ask the translator to identify which picture items in the following illustration best describe them, and/or which side of the brain fits them better.

Notes:

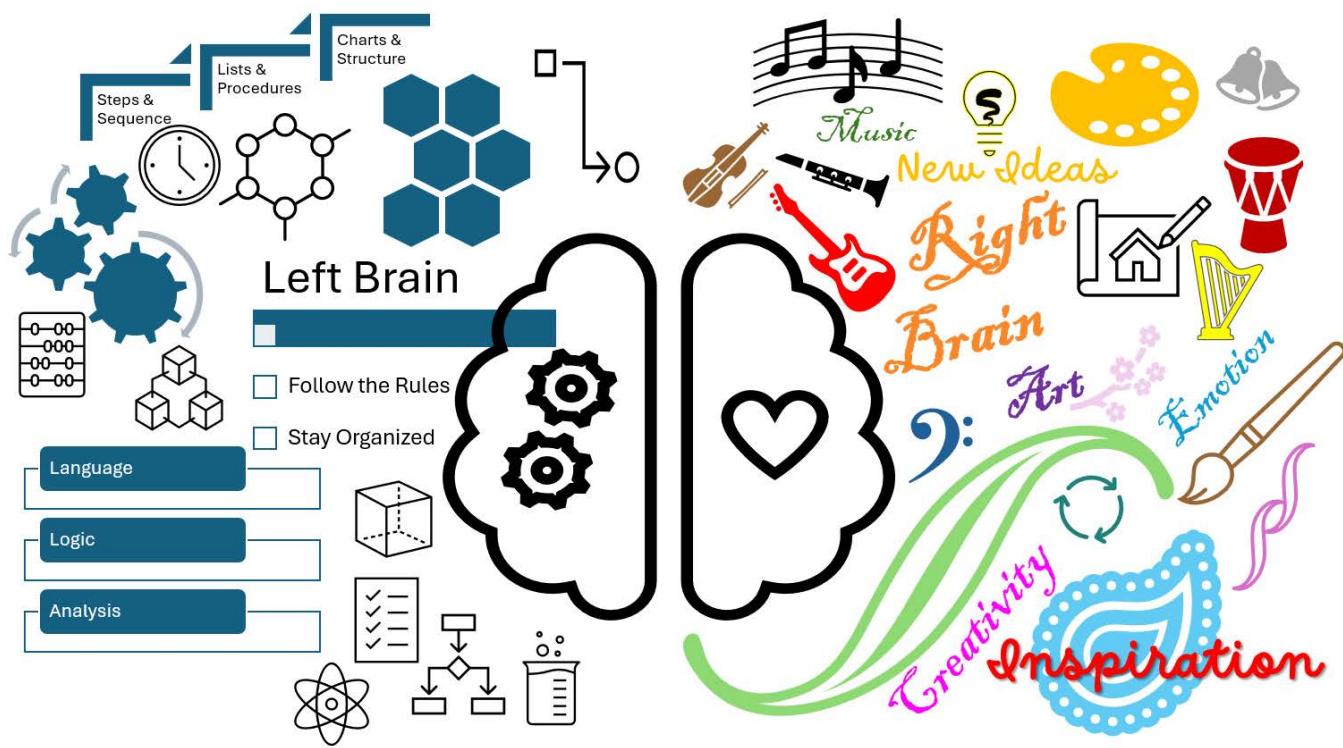
Workbook p. 102, Figure L

Station 4: Thinking Skill Level (continued)

Ask learner:
• Which picture best describes them?
• Which side of the brain fits them better?



Write R or L on the learner's assessment paper



- Is the translator stronger in left brain or right brain behavior? Note this with an R or L on the assessment paper next to the translator's name.
- Show the translators this picture (Figure M, Workbook p. 102) and ask which one of the four shapes best represents them.
 - Ask why they think that shape represents them. Compare their answers to the list of qualities above for Right-Brain and Left-Brain thinkers.
 - Mark them L or R based on their answer.

Station 4: Thinking Skill Level (continued)

Ask student: which shape represents them best



- Why?
- Compare answers to Right Brain, Left Brain qualities
- Mark them as R or L

Team Skills Inventory

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- Ask the translator these two questions while you hold up a pencil or pen:
 - What is this?
 - If they say something simple, put an "A" beside their name. If they say something beyond naming the item, like "it's an instrument for recording," then put a "B" beside their name.
 - What would you like to say about it?
 - If they say something simple, put another "A" beside their name. If they say something about how it impacts/changes things, or if they compare it to something, or if they talk about how it could be improved, put another "B" beside their name.

Give each a final score of an R or L based on their scores for the first four questions, and an A or B based on their score on the last two questions. (Their score will look like RB, RA, LB, or LA.) Write the letter combination beside their name as their final score for this category.

Discuss:

- **How can this exercise help to assign translators to translation groups?**

Understanding the thinking skills and styles of the translators will help you to understand their strengths, behaviors and accomplishments within the team.

Remember, you want to have a mix of different thinking skills and patterns on each team.

Station 5: Biblical familiarity

- Ask the translator how they would rate themselves on knowing/studying the Bible, 1 (low) to 5 (high).
 - Write their score down.

Notes:

Station 4: Thinking Skill Level (continued)



Ask students 2 questions:

- What is this?
- What would you like to say about it?

Mark them as A or B

Final score will look like:

NAME	1	2	3	4	5	6
------	---	---	---	---	---	---

RB: right brained, deep thinker and processor
RA: Right brained, takes things as they come, simple processor
LA: Left brained, simple processor
LB: Left brained, deep thinker and processor

The team leader will write the score in column 4

The goal of these two questions is to see if they *define* the item, which is a basic level of thinking, or if they *analyze* or *evaluate* the item, which demonstrates higher-level thinking. This simple conversation cannot give a definite assessment of thinking skills, but it can give you an idea of each translator's tendency to take things at surface value or to analyze things more deeply.

RB—Right brained, deep thinker and processor

RA—Right brained, takes things as they come, simple processor

LA—Left brained, simple processor

LB—Left brained, deep thinker and processor

Station 5: Biblical Familiarity

Rate 1 low to 5 high

Ask the student:

- To rate themselves on Bible knowledge
- Name the books of the New Testament
- Who wrote Romans, Revelation & Hebrews
- How much of the Bible have they read or heard read
- Do they have any formal Bible training

NAME	1	2	3	4	5	6
------	---	---	---	---	---	---

Give each student a final (averaged) score
to be written in column 5

Team Skills Inventory

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- Ask the translator if they can name the books of the New Testament to you.
 - Write down YES/NO
 - Rate them from 1-5 on ease, competence, and completion.
- Ask the translator if they can tell you who wrote Romans, Revelation, and Hebrews.
 - Write down their score from 1-5 as follows:
 - 1—they can't name any
 - 2—they can name one
 - 3—they can name 2 out of 3
 - 4—they can name 2 and struggled with Hebrews
 - 5—they knew the first two and that Hebrews has an unknown author.
- Ask the translator how much of the Bible they have read or heard read.
 - Give a score of 4 if they say all the NT; give a score of 5 if they say the whole Bible; if they answer bits and pieces, rate them between 1-3.
- Ask the translator if they have any formal Bible training.
 - Mark down the name of the school they attended and any degrees.
 - Rate them from 1-5 on Biblical education.

Give each a final score that is an average of the 5 scores you just gave them. Write that number by their name on your assessment sheet.

Notes:

Romans was written by Paul; Revelation by John the son of Zebedee; the author of Hebrews is unknown.

Discuss:

- How could Bible familiarity impact the workflow in the translation process?
- What do you think is the best approach to take with someone who scores low in Bible familiarity?

Station 6: Technology Skills

- Have the translator turn on the computer/tablet.
 - Rate their ability 1-5.
- Have the translator follow your verbal directions to open the writing app.
 - Rate their ability 1-5.
- Have the translator type three sentences in the app (written in any language).
 - Rate their typing skill level 1-5.

Station 6:
Technology Skills

Rate 1 low to 5 high
Ask the student to:

- Turn on the computer / tablet
- Follow your verbal directions to open the writing application
- Type three sentences in the application

NAME _____

1	2	3	4	5	6
---	---	---	---	---	---

Give each student a final (averaged) score to be written in column 6

Team Skills Inventory

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Give each a final score that is an average of the 3 scores you just gave them. Write that number by their name on your assessment sheet.

Discuss:

- **Do you prefer to use a tablet/computer, or a pen and paper for writing tasks?**
- **Have you ever had to help someone understand how to use a tablet or computer?**
- **What are some ideas you have for assisting others with low technology skills?**

When everyone has completed the assessment, work with the facilitators to meet with each translator and give them a final score based on their scores in the six areas. Five of the six are number scores and should be averaged together. This final number should be written along with their letter code in the seventh column of your master chart.

Divide each language group into subgroups based on their average number score. If you only have two or three of one score, you can add those to the next highest group. Depending on the number of translators from a language, you may have 5 different groups, or you may join scores together to have fewer groups.

Learning from the Assessment:

- **After completing the assessment, what kind of things do you know about your translators?**
- **How might knowing these things help you to lead a more successful workshop?**
- **What next steps can you take to make use of this information?**

Notes:

Affirm that all participants know how to average; if not, explain.

Assigning Scripture for translation:

When you assign Scripture to each group for translation, consider their skill level and choose a book that corresponds to their ability.

For example:

Levels 1-2 should be given Mark to translate (or Luke if Mark is done).

Levels 3-4 should be given Luke and Matthew.

Level 5 should be given John.

Team Skills Inventory

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Similarly, simpler and shorter epistles should be given to lower level groups, and longer or more doctrine-rich epistles should go to higher level groups.

Discuss:

- **Which group should work on Romans? Philippians? 1 Corinthians?**
- **What benefit do you see in this structure?**
- **Do you see any challenges which might arise during this process?**
- **Do you have any ideas that might make it work better for you?**
- **Can you provide any suggestions which might get leaders better prepared to administer the assessment?**

Notes:

Answers:

Romans: Level 5

Philippians: Level 1 or 2

1 Corinthians: Level 4 or 5

Confirm:

Leaders understand how to assess and appreciate team members' different personalities, and how each personality can contribute to a team. They understand how to get an idea of each translators' personality and thinking skills, and how to use that information to assemble effective teams.

Chapter 25: Spiritual Terms

Objective: Participants will be prepared to check key spiritual terms in their drafted New Testament to ensure they have been translated clearly and consistently by all translators.

Core Concepts:

- Spiritual Terms should be checked across the entire New Testament after it is drafted to ensure that the whole team of translators accurately translated these terms.
- Wycliffe Associates provides the resource Spiritual Terms to support translation teams in checking that the spiritual terms are translated clearly and consistently.
- The Spiritual Terms resource is an audit of selected verses (up to 15) of 100 terms. The team may choose to check spiritual terms more thoroughly if desired.

These things we also speak, not in words which man's wisdom teaches but which the Holy Spirit teaches, comparing spiritual things with spiritual. (1 Cor. 2:13).

Scheduled Time: 60 min.

Workbook p. 106

Materials:

- ✓ Slide deck T3.Slides_25_Spiritual.Terms.Evaluation
- ✓ Key Spiritual Terms Evaluation Exercise (in Participant Workbook, reprinted at the end of this chapter if extra copies are needed)

Teacher's Notes:



Spiritual Terms Evaluation

These things we also speak, not in words which man's wisdom teaches but which the Holy Spirit teaches, comparing spiritual things with spiritual. (1 Cor. 2:13).
All Scripture is taken from the New King James Version®, © 1982 by Thomas Nelson, Inc. Used by permission. All rights reserved.

Some may ask the difference between Key Words (checked in MAST step 7) and Key Spiritual Terms. It may be helpful to explain that Key Spiritual Terms are a subset of Key Words. While Key Words can be any word that carries meaning, Key Spiritual Terms are words that are spiritually significant, or are symbolic, or are difficult to translate for another reason.



• In Step 7, key words were chosen for each chapter.



• Now an assigned list of terms will be evaluated across the whole New Testament.

Intro:

The New Testament uses many spiritual concepts and symbolic terms. Translators need a deeper understanding of these terms, so they can discern which meaning is used in different passages. Translators may also have to be creative to explain concepts that have no word in their heart language.

When your New Testament is complete, you will want to check across books to make sure that these spiritual or symbolic concepts have been communicated clearly into your heart language.

The Spiritual Terms resource is designed to help translators evaluate the translation of key spiritual terms throughout your whole New Testament.

Remember that in Step 7 of MAST, translators chose which key words and terms to check for each chapter. **After the whole New Testament is drafted, they will want to check key spiritual terms separately, as an added layer for confirming consistency and accuracy.**

One hundred words have been chosen in advance. The evaluation will touch many parts of the New Testament instead of just one chapter at a time. **The goal is for the translation team and other Christian leaders to check through verses across several New Testament books to confirm that the translation of key spiritual terms has been consistent and clear.**

The resource provides verses for each word. This selection of verses is not complete or exhaustive. (However, an exhaustive list is available for a thorough review of any terms where issues are found.)

Discuss:

- **What kinds of terms do you think would be helpful to check across the New Testament?**

Explain:

These terms are ones that have an abstract or spiritual meaning. They are based on Greek words that may have various meanings. They may even have a symbolic meaning that could be missed if not fully understood. Here are some examples:

1. In the New Testament, the word “tree” is used in several places to mean “cross” and to refer to the death of Jesus on the cross. (1 Peter 2:24)
2. In the New Testament, the word “adoption” is used to explain the way God brings believers into his family. (Ephesians 1:5)
3. In the New Testament, the word “flesh” is sometimes used to mean humanity. It is used at other times to mean carcasses, even of animals. Sometimes, it is used to mean the tendency or desire in humans to do evil. These different meanings make it difficult (and sometimes incorrect) to use the same word or phrase to translate it every time. (Matthew 16:17, 1 Corinthians 15:39, Romans 8:13)

Discuss:

- **Why do you think this resource is designed to check these words across the whole New Testament?**

Notes:

Some translation teams may choose to go through this list before they begin translating. They can discuss multiple meanings and collaborate about the best way to communicate these terms in their heart language.

Consistency may not mean that the word will be translated the **same** way each time it appears in the New Testament, because some of these terms have multiple meanings and should be translated in different ways depending on how they are used. It does mean that:

- Translators use consistent translations for the same meaning or use in the source text.
- Translators consistently communicate concepts that have no word in their heart language.



Spiritual Terms

Chapter 25

Since a team worked together to translate the whole New Testament, different people have worked on different parts. Up until this point, we have done checks on verses, chapters, and books, but not an overall review that covers the way terms are used across many books. This evaluation will help the translation team to see if individual translators used different terms or even spelled the same terms differently, so they can address these differences and standardize their translation as needed.

Explain:

- To use the Spiritual Terms resource, you will need a team of people working together. It is recommended for the translation team to work together on this (although they can break out into groups of 2 to 4 and split up the work).
 - The resource will be available through your Wycliffe Associates contact, or on DOC (online).
 - For each term listed, one or more definitions will be given. Then several verses (up to 15) will be shown, with the gateway language for that verse in one column and the heart language for that verse in the other column.
 - The word or words will be bold in the source language, but not in the heart language column.
 - Verses in the list should be read one after the other, and the term identified should be evaluated as it is used in the verses. If the term has multiple meanings, determine the intended meaning in the verse being checked and confirm that the correct translation has been used. All verses with the same meaning of the word should have a similar or same translation.
 - If reviewers find anything that causes concern, the team should work together on any necessary changes.
 - They should refer first to the definitions of the word and consider which one is used in the source text. Then, they will need to determine what translation will be most easily understood without losing accuracy. If they have internet access, they can look at definitions for the Strong's numbers for the word.
 - They may use other resources such as Translation Notes, Translation Words, Greek Words for Translators, or the Unlocked Greek Grammar.

Notes:

Why check words across the whole New Testament?

Different
translators

Same
words?

church (G1377)

This word can be used to describe:

	Matthew 16:18 I will build my church; the gates of hell shall not prevail against it. Sixty-three times the church throughout all India, Gathering up the scattered sheep, has been built up, and, willing in the love of God, has labored to bring them back again, so that the church grows in numbers.	Matthew 16:18 Yo construiré mi iglesia, y las puertas del infierno no prevalecerán contra ella. Yo construiré mi iglesia, y las puertas del infierno no prevalecerán contra ella. Yo construiré mi iglesia, y las puertas del infierno no prevalecerán contra ella.
	1 Corinthians 1:2 To the church of God at Corinth, those who have been sanctified by Christ Jesus, who love him, who have dedicated themselves to the service of God, who have been called to be saints in the name of our Lord Jesus Christ, who is their Lord and ours.	1 Corinthians 1:2 A la iglesia de Dios en Corinto, aquella que en Cristo Jesús ha sido santificada, quienes son amados por Él, quienes han dedicado su vida al servicio de Dios, quienes han sido llamados para ser sacerdotes en el nombre de nuestro Señor Jesucristo, en Su nombre y Su servicio.

2 Corinthians 5:1

Paul, as apostle of Christ Jesus by the will

2 Corinthians 5:1

Paulo, apóstol de Cristo Jesús por la voluntad

This resources is designed to help our partners achieve the highest quality translation possible. Because the translation is owned by the local Church, it is their decision how deeply they want to check Spiritual Terms. This resource is like an audit or “spot check” to alert them if there are deeper problems that need to be examined.

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Spiritual Terms Evaluation Exercise

Directions: Compare the translated text in the right column to the Gateway Language text in the left column. Write notes on how the key word has been translated. Does the translation represent the correct meaning of the word for each verse? Are translations with the same meaning spelled consistently? To help you find the word in the translated text, the Gateway Language text on the left has its meaning for this word in bold.

(The "Gateway Language Text" is the ULB. "Translated text" for this exercise is from the Contemporary English Version of the Bible. Some variations have been inserted.)

Abba (G5)

This Greek word is used for "father" by a beloved child.

- Jesus used this word when speaking to God, his Father.
- Christians can use this word when talking to God.

Most translations transliterate this from the Greek word.

Mark 14:36	Mark 14:36
He said, " Abba , Father, all things are possible with you. Remove this cup from me. But not my will, but yours."	"Father, you can do anything. Don't make me suffer by drinking from this cup. But do what you want, and not what I want."
Romans 8:15	Romans 8:15
You did not receive a spirit of slavery so that you live in fear again; but you received the Spirit of adoption, by which we cry, " Abba , Father!"	God's Spirit doesn't make us slaves who are afraid of him. Instead, we become his children and call him our Father.

adoption (G5206)

This word is used to describe when a person accepts into the family a child who was not their son or daughter. This child then is loved and accepted as a son or a daughter.

Romans 8:15	Romans 8:15
You did not receive a spirit of slavery so that you live in fear again; but you received the Spirit of adoption , by which we cry, "Abba, Father!"	God's Spirit doesn't make us slaves who are afraid of him. Instead, we become his children and call him our Father.
Romans 8:23	Romans 8:23
Not only that, but even we ourselves, who have the firstfruits of the Spirit, groan	The Spirit makes us sure about what we will be in the future. But now we groan silently, while we wait for God to show that we are his children.

inwardly, as we wait eagerly for our **adoption**,
the redemption of our body.

Romans 9:4

They are Israelites. They have **adoption**, the glory, the covenants, the gift of the law, the ministry in the temple, and the promises.

Romans 9:4

They are the descendants of Israel, and they are also God's chosen people. God showed them his glory. He made agreements with them and gave them his Law. The temple is theirs and so are the promises that God made to them.

Galatians 4:5

so that he might redeem those under the law,
so that we might receive **adoption** as sons.

Galatians 4:5

so he could set us free from the Law, and we could become God's children.

Ephesians 1:5

God predestined us for **adoption** as sons through Jesus Christ, according to the good pleasure of his will.

Ephesians 1:5

God was kind and decided that Christ would choose us to be God's own adopted children.

angel (G32)

This word can mean:

- Someone who has been sent by someone else, usually to deliver a message.
- An angel who delivers messages from God or does things for God. Most New Testament uses of this word refer to these supernatural beings.
- A demon. A demon is an angel who does not obey God.

Matthew 1:20

As he thought about these things, an **angel** of the Lord appeared to him in a dream, saying, "Joseph son of David, do not fear to take Mary as your wife, because the one who is conceived in her is conceived by the Holy Spirit.

Matthew 1:20

While Joseph was thinking about this, an angel from the Lord appeared to him in a dream. The angel said, "Joseph, the baby that Mary will have is from the Holy Spirit. Go ahead and marry her.

Matthew 4:11

Then the devil left him, and behold, **angels** came and served him.

Matthew 4:11

Then the devil left Jesus, and angels came to help him.

Mark 1:13

He was in the wilderness forty days being tempted by Satan. He was with the wild animals, and the **angels** served him.

Mark 1:13

He stayed there for 40 days while Satan tested him. Jesus was with the wild animals, but angels took care of him.

Luke 16:22

It came about that the beggar died and was carried away by the **angels** to Abraham's side. The rich man also died and was buried,

Luke 16:22

The poor man died, and angels took him to the place of honor next to Abraham.

Spiritual Terms

Chapter 25

Acts 12:10	Acts 12:10
After they had passed by the first guard and the second, they came to the iron gate that led into the city; it opened for them by itself. They went out and went down a street, and the angel left him right away.	They went past the two groups of soldiers, and when they came to the iron gate to the city, it opened by itself. They went out and were going along the street, when all at once the angel disappeared.
1 Corinthians 13:1	1 Corinthians 13:1
Suppose that I speak with the tongues of men and of angels . But if I do not have love, I have become a noisy gong or a clanging cymbal.	What if I could speak all languages of humans and even of angels? If I did not love others, I would be nothing more than a noisy gong or a clanging cymbal.
2 Corinthians 12:7	2 Corinthians 12:7
To keep me from exalting myself because of the surpassing greatness of the revelations, a thorn in the flesh was given to me, a messenger from Satan to afflict me—so I would not exalt myself.	Of course, I am now referring to the wonderful things I saw. One of Satan's angels was sent to make me suffer terribly, so that I would not feel too proud.
Galatians 3:19	Galatians 3:19
What, then, was the purpose of the law? It was added because of transgressions until the descendant of Abraham would come to whom the promise had been made. The law was ordained through angels by the hand of an intermediary.	What is the use of the Law? It was given later to show that we sin. But it was only supposed to last until the coming of that descendant who was given the promise. In fact, angels gave the Law to Moses, and he gave it to the people.
2 Thessalonians 1:7	2 Thessalonians 1:7
and relief to you who are afflicted and to us as well, when the Lord Jesus is revealed from heaven with his mighty angels	but he will give you relief from your troubles. God will do the same for us, when the Lord Jesus comes from heaven with his powerful Angels
1 Timothy 5:21	1 Timothy 5:21
I solemnly command you, before God and Christ Jesus and the chosen angels , to keep these commands without partiality, and to do nothing out of favoritism.	In the presence of God and Christ Jesus and their chosen angels, I order you to follow my instructions! Be fair with everyone, and don't have any favorites.
Hebrews 1:5	Hebrews 1:5
For to which of the angels did God ever say, "You are my Son, today I have become your Father"?	God has never said to any of the angels, "You are my Son, because today I have become your Father!"

Or to which of the angels did God ever say, "I will be a Father to him, and he will be a Son to me"?	Neither has God said to any of them, "I will be his Father, and he will be my Son!"
1 Peter 3:22	1 Peter 3:22
Christ is at the right hand of God. He went into heaven. Angels , authorities, and powers must submit to him.	Christ is now in heaven, where he sits at the right side of God. All angels, authorities, and powers are under his control.
2 Peter 2:4	2 Peter 2:4
For if God did not spare the angels who sinned, but delivered them into hell to be kept in chains of darkness until the judgment,	God did not have pity on the angels that sinned. He had them tied up and thrown into the dark pits of hell until the time of judgment.
Revelation 5:11	Revelation 5:11
Then I looked and heard the sound of many angels who encircled the throne and the living creatures and the elders. Their total number was ten thousands of ten thousands and thousands of thousands.	As I looked, I heard the voices of a large number of angels around the throne and the voices of the living creatures and of the elders. There were millions and millions of them,

anger (3709, 3710, 3949)

This word can mean feeling or showing strong displeasure, hostility, or wrath.

Mark 3:5	Mark 3:5
He looked around at them with anger , and he was grieved by their hardness of heart, and he said to the man, "Stretch out your hand." He stretched it out, and his hand was restored.	Jesus was angry as he looked around at the people. Yet he felt sorry for them because they were so stubborn. Then he told the man, "Stretch out your hand." He did, and his bad hand was healed.
Luke 3:7	Luke 3:7
So John said to the crowds who were coming out to be baptized by him, "You offspring of vipers! Who warned you to run away from the wrath that is coming?"	Crowds of people came out to be baptized, but John said to them, "You bunch of snakes! Who warned you to run from the coming judgment?"
Romans 1:18	Romans 1:18
For the wrath of God is revealed from heaven against all ungodliness and unrighteousness of people who through unrighteousness hold back the truth.	From heaven God shows how angry he is with all the wicked and evil things that sinful people do to crush the truth.
Romans 5:9	Romans 5:9

Spiritual Terms

Chapter 25

Much more, then, now that we are justified by his blood, we will be saved by him from the wrath of God.	But there is more! Now that God has accepted us because Christ sacrificed his life's blood, we will also be kept safe from God's anger.
Ephesians 2:3	Ephesians 2:3
Once we all lived among these people, fulfilling the evil desires of our flesh, and carrying out the desires of the flesh and of the mind. We were by nature children of wrath , like the rest of humanity.	Once we were also ruled by the selfish desires of our bodies and minds. We had made God angry, and we were going to be punished like everyone else.
Ephesians 4:26	Ephesians 4:26
Be angry and do not sin. Do not let the sun go down on your anger .	Don't get so angry that you sin. Don't go to bed angry
Ephesians 6:4	Ephesians 6:4
Fathers, do not provoke your children to anger . Instead, raise them in the discipline and instruction of the Lord.	Parents, don't be hard on your children. Raise them properly. Teach them and instruct them about the Lord.
Colossians 3:6	Colossians 3:6
It is for these things that the wrath of God is coming on the sons of disobedience.	God is angry with people who disobey him by doing these things.
1 Thessalonians 1:10	1 Thessalonians 1:10
and to wait for his Son from heaven, whom he raised from the dead—Jesus, who rescues us from the wrath to come.	They also tell how you are waiting for his Son Jesus to come from heaven. God raised him from death, and on the day of judgment Jesus will save us from God's anger.
1 Thessalonians 5:9	1 Thessalonians 5:9
For God did not appoint us for wrath , but to obtain salvation through our Lord Jesus Christ,	God doesn't intend to punish us, but wants us to be saved by our Lord Jesus Christ.
Revelation 11:18	Revelation 11:18
The nations were enraged, but your wrath has come. The time has come for the dead to be judged and for you to reward your servants the prophets and God's holy people, and those who feared your name, both the unimportant and the mighty. The time has come for you to destroy those who are destroying the earth."	When the nations got angry, you became angry too! Now the time has come for the dead to be judged. It is time for you to reward your servants the prophets and all your people who honor your name, no matter who they are. It is time to destroy everyone who has destroyed the earth.

Chapter 26: Proofreading and Publication

Objective: Participants understand the general timeframe and steps of the publication process. They understand the necessity of proofreading and know that they will need to have a checklist for their own language standards, so that their proofreaders can use it.

Core Concepts:

- Publication for a printed Bible is at least a four-month process.
- Proofreading is the last step before publication.
- Careful proofreading is important for the correct meaning of the text as well as for community acceptance.

And in this I give advice: It is to your advantage not only to be doing what you began and were desiring to do a year ago; but now you also must complete the doing of it; that as there was a readiness to desire it, so there also may be a completion out of what you have (2 Corinthians 8:10-11).

Intro:

We've talked about the importance of planning from the beginning with the end in mind. We've also talked about what happens to your translation after you've finished the 8 steps of MAST: the community checking process that allows you to refine your translation before you produce your final publication. After the community refinement process is complete, you will be able to begin the process of publication.

In Chapter 12, we talked about the different formats that communities may choose for their completed Bible—printed, digital (online or in an app), or audio. The publication process will vary depending on the type of Bible your community needs. **Your church and community are the only ones who can decide what publication format to produce. This chapter will primarily focus on the process for a printed Bible.**

This part of the process **generally takes at least four months after all books are completed, community checked, refined, and uploaded to our server.** It includes thorough proofreading, conversations between WA and your community about your language's grammar rules, decisions by your translation team about formatting and grammar, and completing the formatting in the best way for your community.

Scheduled Time: 45-60 min.

Workbook p. 115

Materials:

- ✓ *Slide deck T3.Slides_26_Proofreadingand.Publication*
- ✓ *Proofreading Exercise (in Participant Workbook, also printed at the end of this chapter if extra copies are needed)*
- ✓ *Whiteboard and markers*

Teacher's Notes:



Proofreading and Publication
And in this I give advice: It is to your advantage not only to be doing what you began and were desiring to do a year ago; but now you also must complete the doing of it; that as there was a readiness to desire it, so there also may be a completion out of what you have (2 Corinthians 8:10-11).

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Written Publication



If the group has a goal of an oral-to-oral translation, the process is very different. If they plan to record their written translation to produce an audio translation, there will be additional steps *after* the print translation is published. Be realistic with the team about the extra time that will be needed for this process.

During the translation process, WA provides free storage for your drafts. We make sure your uploaded work is accessible to the translation team online throughout your translation project.

As checking is completed and revisions are made, the translation team will make edits in BTT Writer. Some teams choose to have one person manage the final drafts in BTT Writer, so that final uploads will have entire books in one file (rather than separate files for separate chapters).

The cleaner these files are, the faster the publication process will be. For example, if there is inconsistent punctuation in these files, they will have to be reviewed again by the translation team before they can be printed. Or, if the verse markers are not in place, the translation team will have to take the time now to put each verse marker in place. **The fewer issues there are with uploaded files, the faster the publication process can go.**

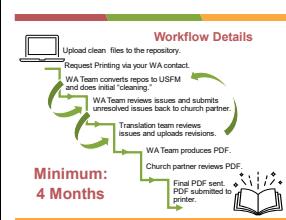
- **What are some ways your translation team can ensure that their uploads have the least issues possible?**

Careful, repeated review is essential to having a quality translation. Your community are the only authorities on your language. The more you have worked together to make decisions about your translation, and the more you carefully review your translation, the more acceptable your translation will be to your community. The last of these reviews is proofreading, which we will discuss in more detail below.

When you are ready to publish your translation, WA offers training and assistance with publication tools. Your WA contact is here to provide information and direction as you choose which tool to use. Your translation will be hosted online at bibleineverylanguage.org. If you desire an offline digital publication, we can assist with building an app, or train someone on your team to build the app for your translation.

To produce a print translation, we will convert your uploaded (repository) files into an editable format and help you review them for formatting, typographical, or other

Notes:



Possible answers include:

- Have experts in your language make a list of grammar rules for translators and typists to be aware of
- Agree early in the process (maybe before translation begins) about consistent spellings of names and places
- Carefully go through each check and refinement tool, such as the QAG and the RG
- Assign teachers or detail-oriented individuals to proofread before uploading

issues. Because our team doesn't speak your language or know all your grammar rules, **this review requires frequent dialogue with your translation team or community leaders who can identify and decide on needed changes.**

When your community has made all corrections and accepted final proofs, the Bible can go to print. Generally, communities use a local printer of their choice to publish their translation. Sometimes they have funds for this, but if not, WA can assist with fundraising.

Again, final printing is the choice of the church and community, but we are here to assist you in this process.

Proofreading

As we have mentioned, proofreading is the last step your team will complete before beginning the process of publication. Let's look at this step in further detail.

As you know, checking is done in the last 4 steps of MAST, but the translation still needs further review and quality checks.

- **What are some other checking and review processes we have already talked about?**

These quality reviews are done to make sure that the text clearly and consistently communicates the message of Scripture.

Proofreading is done to make sure that things like punctuation and formatting are correct throughout the text.

Most errors found during proofreading are not results of incorrect translation. The main translation will already be checked many times before proofreading! Instead, the errors found by proofreaders are usually typing (or typographical) errors.

Typographical errors can change the message.
Consider these English examples:

- **What does this sentence mean?**
 - This means I want to be called by the name "Pat."

Notes:

If you know the group is planning to print through WA, you may want to share that this is an essential step for them.

Possible answers include:

- Quality Assessment Guide
- Reviewers' Guide
- Spiritual Terms Evaluation

**Proofreading:
The Last Step Before Uploading**



- Proofreading finds mostly typing errors.
- These errors may affect meaning.

Show slides or write the following examples on the white board:

How Punctuation Changes Meaning
Call me Pat.

"Call me Pat."

- Now, I have added a comma after “me”—“Call me, Pat.” How does the comma change the meaning in English?
 - It now means that I am asking a person named Pat to call me.
- If I say, “I’m sorry I love you”, what does this mean?
 - To a native English speaker, this sounds like I regret loving another person.)
- Now, I have added a period after “sorry”—“I’m sorry. I love you.” How does the period change the English meaning?
 - Now this sounds like I am apologizing to a person I love.

These are just a couple of examples in English where punctuation affects meaning. Just as voice inflection and facial expression can change the meaning of what someone says aloud, in many languages, small differences like this can change the meaning of what is written.

- Can you think of an example in your language where punctuation, an accent mark, or another small change in writing or printing could change the meaning of the words?

Correct punctuation, capitalization, accent marks, and formatting are all important to clearly communicate what the Scripture says. Because these kinds of errors often happen during typing, and because they look especially obvious in print, corrections need to be done **before** Bibles are printed and distributed. When a language community creates a finished translation that avoids these types of errors, others see that it has been done well and carefully.

- What do you notice about these two examples?

Notes:

How Punctuation Changes Meaning

Call me Pat.
Call me, Pat.

“Call me, Pat.” Pause before “Pat”.

How Punctuation Changes Meaning

I’m sorry I love you.

“I’m sorry I love you.” Read without a pause.

How Punctuation Changes Meaning

I’m sorry I love you.
I’m sorry. I love you.

“I’m sorry. I love you.”



Proofreading and Community Acceptance

Correct typing and format are evidence of a quality translation.

From Galatians 5:

22But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faith, gentleness, and self-control; against such things there is no law. 24Those who belong to Christ Jesus have crucified the flesh with its passions and desires.²⁵ If we live by the Spirit, let us also walk by the Spirit?

²²But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faith, gentleness, and self-control; against such things there is no law. ²⁴Those who belong to Christ Jesus have crucified the flesh with its passions and desires. ²⁵If we live by the Spirit, let us also walk by the Spirit.

Give time to point out errors.

- Would one of these examples be easier to read?
- If you received a printed Bible with the first example of text, would you have a different opinion of its quality than if you received it with the second example? Why or why not?

Proofreading is the opportunity to find and correct typing errors in the text, as well as verse numbers in the Scripture. Each language has its own set of rules for punctuation and capitalization, and some languages may not have a fully developed set of rules yet. The translators will need to decide what rules and format they will follow. They may need to consult with leaders in the community. The proofreader will make sure that the text consistently follows the system they agreed on.

- Does your language have a set of rules for beginning and ending sentences?
- Does your language have rules about how to show that someone in the text is speaking?
- Does your language use capital and lowercase letters?

These are some of the things a proofreader should notice and mark in the text, if they are incorrect.

Before proofreading, a team will need to make a checklist for each proofreader to use. Here are some examples of categories to put on a checklist, based on English-language proofreading. Your language might have different or additional things to list:

1. Beginnings of sentences—each one starts with a capital letter.
2. Endings of sentences—each one has end punctuation appropriate for the sentence type.
3. Quotation marks—each one has a partner. (Long quotations with multiple paragraphs have opening quotes at the beginning of each paragraph, but only final quotes at the end.)
4. Parentheses or brackets pairs—each should have a partner.

Notes:

This text is also provided on Workbook p. 120.

It may be helpful to show examples from English rules, which are included here.

Briefly show the example slide for each item on the list. Point out the mistakes in the first example of text on each slide.

From Galatians 5: <i>Beginnings of Sentences</i>	From Galatians 5: <i>Endings of Sentences</i>
<small>22 But the fruit OF the spirit is love, joy, peace, patience, kindness, goodness, faith, ³ gentleness, and self-control; against such things there is no law. ²³ Those who belong to Christ Jesus have crucified the flesh with its passions and desires.²⁴ If we live by the Spirit, let us also walk by the Spirit.²⁵</small>	<small>22But the fruit OF the spirit is love, joy, peace, patience, kindness, goodness, faith, ³gentleness, and self-control; against such things there is no law. ²³Those who belong to Christ Jesus have crucified the flesh with its passions nd desires.²⁴If we live by the Spirit, let us also walk by the Spirit.²⁵</small>
<small>26 ²⁶ And the truth is: the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faith, ³gentleness, and self-control; against such things there is no law. ²⁷ Those who belong to Christ Jesus have crucified the flesh with its passions and desires. ²⁸ If we live by the Spirit, let us also walk by the Spirit.</small>	<small>26But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faith, ³gentleness, and self-control; against such things there is no law. ²⁷Those who belong to Christ Jesus have crucified the flesh with its passions and desires. ²⁸If we live by the Spirit, let us also walk by the Spirit.</small>
<small>29 ²⁹ After these things, Jesus went away to the other side of the Sea of Galilee, also called the Sea of Tiberias. A great crowd was following him because they saw the signs that he was doing. ³⁰ Jesus got into a boat and crossed the sea to Capernaum and there he sat down with his disciples. ³¹ Now the Passover festival was near, and many people were coming from the country side and even from the city to see Jesus. ³² They said to him, "Teacher, we saw a great crowd coming to you, and we said, 'Where are we going to buy bread so that all these people can eat?'" ³³ Jesus said to them, "Philip, do you have any bread?" Philip answered him, "Lord, we have two loaves." ³⁴ Jesus said, "I tell you, give the bread to the people."</small>	<small>29But the fruit OF the spirit is love, joy, peace, patience, kindness, goodness, faith, ³gentleness, and self-control; against such things there is no law. ³⁰Those who belong to Christ Jesus have crucified the flesh with its passions and desires. ³¹If we live by the Spirit, let us also walk by the Spirit.</small>
<small>30 ³⁰ Then Jesus asked his twelve apostles, "How many loaves do you have?" They answered him, "There are five." ³¹ He said, "Give them to the people." ³² His apostles said to him, "Lord, we know that there are five loaves among all these people. But if we give them to everyone, they will not have enough to eat." ³³ Jesus said to them, "You give them to the people."</small>	<small>30But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faith, ³gentleness, and self-control; against such things there is no law. ³¹Those who belong to Christ Jesus have crucified the flesh with its passions and desires. ³²If we live by the Spirit, let us also walk by the Spirit.</small>
<small>31 ³¹ Then Jesus took the five loaves and the two fish, and looking up to heaven, he blessed them and broke them. ³² Then he gave them to his apostles. ³³ His apostles gave them to the people, and everyone ate until they were full. ³⁴ When they had eaten, Jesus said to his apostles, "Gather the pieces left over, so that nothing goes to waste."</small>	<small>31But the fruit OF the spirit is love, joy, peace, patience, kindness, goodness, faith, ³gentleness, and self-control; against such things there is no law. ³²Those who belong to Christ Jesus have crucified the flesh with its passions and desires. ³³If we live by the Spirit, let us also walk by the Spirit.</small>
<small>32 ³² So they gathered the pieces left over. There were twelve basketfuls of broken pieces, and there were five thousand men who had eaten. ³³ Then Jesus sent his apostles away. ³⁴ He got into a boat and crossed the sea to Capernaum.</small>	<small>32But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faith, ³gentleness, and self-control; against such things there is no law. ³³Those who belong to Christ Jesus have crucified the flesh with its passions and desires. ³⁴If we live by the Spirit, let us also walk by the Spirit.</small>

Proofreading and Publication

Chapter 26

5. Capitalization—names of people and places begin with a capital letter.
6. Miscellaneous—there can be other errors in punctuation, capitalization, accent marks, or spacing.
7. Proper number of verses. (The checklist will include how many verses are in each chapter.)
8. Chapter heading—correct number for the chapter of the book and consistent spacing around it.

Proofreading requires a different kind of “looking” than other types of review. This process will get faster once proofreaders gain experience.

Select individuals within the translation team who **care about details in printed material and notice them**. It is best to find proofreaders who notice such things easily and who enjoy this kind of work.

- Proofreaders should look at **one chapter at a time**.
- They should use the Proofreading Checklist to focus on **one category of rules and errors at a time**.
Proofreading will not be as effective if proofreaders try to find many things at the same time.
- When proofreaders find anything that should be fixed in the chapter, they should mark it or write it down.
- When a category has been checked throughout the chapter, proofreaders should mark the corresponding Checklist box to show that this category is completed for that chapter.
- If proofreaders notice something else other than what is on the checklist while looking through, such as misspelled or incorrect words, they should write a note for the whole translation team. The team will make decisions on such changes.

A typist, with the translation on a laptop, will need to make the corrections that the proofreaders found. Once proofreaders have completed their review of a whole book, they should come together with a team typist to enter the necessary changes in BTT Writer. Then the corrections can be saved, and the text can be uploaded to WACS.

Notes:

From Galatians 5: Capitulation (Names and Places in English)

22But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faith, gentleness, and self-control; against such things there is no law.

23Those who belong to Christ Jesus have crucified the flesh with its passions and desires.

24If we live by the Spirit, let us also walk by the Spirit.

25But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faith, gentleness, and self-control; against such things there is no law.

26Those who belong to Christ Jesus have crucified the flesh with its passions and desires.

27If we live by the Spirit, let us also walk by the Spirit.

From Galatians 5: Miscellaneous

22But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faith, gentleness, and self-control; against such things there is no law.

23Those who belong to Christ Jesus have crucified the flesh with its passions and desires.

24If we live by the Spirit, let us also walk by the Spirit.

25But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faith, gentleness, and self-control; against such things there is no law.

26Those who belong to Christ Jesus have crucified the flesh with its passions and desires.

27If we live by the Spirit, let us also walk by the Spirit.

From Galatians 5: Proper Number of Verses

28But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faith, gentleness, and self-control; against such things there is no law.

29Those who belong to Christ Jesus have crucified the flesh with its passions and desires.

30If we live by the Spirit, let us also walk by the Spirit.

At the end of this chapter, there is a chart of checklists for multiple chapters. This is one format that helps proofreaders easily keep track of the chapters they have completed.

Note that proofreading is usually done on paper. Printed text tends to make errors more noticeable.

WACS is the Wycliffe Associates Content Server, where drafts are hosted before publication.

Exercise: Proofreading

Workbook pp. 122-124 (also reproduced at the end of this chapter in case extra copies are needed).

We will practice proofreading independently with the chapter printed on p. 124 in your Workbook (using the checklist on p. 123). Remember to go through each item on the checklist, one at a time.

You will do some skimming and some reading, and you will go through the chapter several times in this process.

Notes:

This practice should be prepared ahead of time in the source language if not using English. Participants should follow the instructions given in the Exercise to search for errors in a portion of Scripture. For those training in English, this exercise is provided using Mark 16 of the English Unlocked Literal Bible—ULB.

Try it

Using the English standards in this chapter, students should circle or mark errors they find in the Exercise. An “answer” sheet (for the trainer only) is included at the end of this chapter. Do NOT give students the ULB to use as a comparison. Errors should be found using only the checklist in this lesson.

To the instructor training in English:

Reassure participants that, if they are not native English speakers, some of these errors may be difficult to notice. Help them understand that anything they find is helpful, but it is not expected to be perfect. Ask participants to think as they work about what kinds of errors they commonly see when their own language is written or printed.

Allow about 15 minutes to work, then discuss.

Discuss:

- How hard was this exercise? What did you struggle with?
- Did you find a lot of errors or just a few?
- If the errors you found got fixed, would it make it easier for readers to understand the text?
- Do you think the ways you marked the errors you found would be clear to someone else? What do you think would be a good way to communicate them to a typist who could fix them in BTT Writer?
- Did anyone notice how much easier it was to find a particular kind of error when that was the only thing you were looking for?
- Did anyone try to “cheat” and look for multiple types of mistakes at once? Did you miss errors when you did it this way?

Notes:

You may choose to have participants get together in groups of 2 to 4 to discuss the exercise, and write the discussion questions on the white board.

Allow some to share a few examples of the errors they found.

The next two pages have an answer key just for your own information, if needed for the discussion. Do not point out all the errors.

Point out that the mind will skip some errors if we are trying to look for too many things at one time. Focus is key.

Teachback:

- Why is proofreading important?
- What kind of person would best fill this role for your translation team?

Confirm: Participants understand that publication is a process. They also understand what proofreading is and how to perform it. They have ideas about how to create a checklist for their language standards.

Answer Key: Mark 16 with errors highlighted

Mark 16

¹ When the Sabbath day was over, Mary Magdalene, mary the mother of James, and Salome bought spices that they might come and anoint Jesus body. ² very early on the first day of the week, they went to the tomb when the sun had come up. They were saying to one another, Who will roll away the stone for us from the entrance to the tomb? ⁴ When they looked up, they saw that the stone had been rolled Away, for it was very large. ⁵ They entered the tomb and saw a young man dressed in a white robe, sitting on the right side, and they were alarmed.

⁶ He said to them, "Do not be alarmed. you seek Jesus, the nazarene, who was crucified. He is risen He is not here. Look at the place where they had laid him. ⁷ But go, tell his disciples and Peter, 'He is going ahead of you to galilee. There you will see him , just as he told you.'

⁸ they went out and ran from the tomb; they were trembling and amazed. They said nothing to anyone because they were so afraid . ⁹ [Early on the first day of the week, after he arose, he appeared first to Marymagdalene, from whom he had cast out seven demons.]¹⁰⁰ She went and and told those who were with him, while they were mourning and weeping¹¹ They heard that he was alive and that he had been seen By her, but they did not believe

¹² After these things he appeared in a different form to to of them as they were walking out into the country. They went back and told the rest, but they did not believe them.

¹⁴ Jesus later appeared to the eleven as they were reclining at the table ,and he rebuked them for their unbelief and Hardness of heart, because they did not believe those who saw him after he rose from the dead. ¹⁵ He said to them, 'go into all the world, and preach the gospel to the entire creation? ¹⁶ He who believes and is baptized will be saved, and he who does not believe will be condemned. ¹⁷ These signs will go with those who believe: In my name they will cast out demons. they will speak in new languages. They will pick up snakes with their hands, and if they drink anything deadly, it will not hurt them .They will lay hands on the sick, and they will get well"

¹⁹ After the Lord Jesus had spoken to them, he was taken up into heaven and sat down at the right hand of god. The disciples left and preached everywhere, while the lord worked with them and confirmed the word by the signs that went with them

Further explanations of English exercise errors

Verse 1: space missing after comma, capital M needed on Mary, apostrophe needed on Jesus'

Verse 2: capital needed on Very

Verse 3: (starts at "They were saying...") double quotes needed before Who, question mark needed before double quotes after tomb

Verse 4: lowercase needed on away, less space should be after period

Verse 5: delete one "were"

Verse 6: capital needed on You and Nazarene; exclamation point needed after risen

Verse 7: verse marker should be small and raised like others, capital needed on Galilee, no space should be between him and comma, double quotes as well as single quote needed at end

Verse 8: capital needed on They after verse marker, no space should be between afraid and period

Verse 9: should be less space after verse marker, bracket has no partner, should be a space after Mary, should be capital on Magdalene

Verse 10: verse marker should be a 10 and small and raised like others, there is an extra "and" (end and beginning of line), should be a period and space at end

Verse 11: by should be lowercase, period should be at end

Verse 12: too much space above verse, should be "to two of them" not "to to of them"

Verse 13: verse marker is missing (starts at "They went back")

Verse 14: should be capital on Jesus, space should be after comma instead of before it, hardness should all be lowercase

Verse 15: double quotes should be before capital Go, space should be after comma, should be period instead of question mark

Verse 16: "hewho" needs a space to be "he who"

Verse 17: capital needed on They to begin last sentence

Verse 18: verse marker is missing (starts at "They will pick up"), in first sentence space should be after period instead of before it, "get" is repeated (end and beginning of line), and in second sentence a period should go before double quotes

Verse 19: should be Jesus instead of jeSUs, capital needed on God

Verse 20: verse marker is missing (starts at "The disciples left"), capital needed on Lord, period should be at end of sentence

Typographical Error Example (Proofreading Exercise on next page)

From Galatians 5:

22But the fruit OF the spirit is love joy) peace, patience, Kindness, goodness, Faith, gentleness, and selfcontrol against such things there is no law . 24 those who belong to christ Jesus have cRucified the flesh with its passionsa nd desires25 If we live by the Spirit, let us also walk” by thespirit?

22 But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faith, 23 gentleness, and self-control; against such things there is no law. 24 Those who belong to Christ Jesus have crucified the flesh with its passions and desires. 25 If we live by the Spirit, let us also walk by the Spirit.

(Proofreading Exercise begins on next page)

Proofreading Exercise

Use the checklist with instructions below to find errors in the text of Mark 16. Skim through the text, looking for only one type of error at a time. Mark errors as you find them. You may circle them or write a suggested correction. When you complete each numbered task, mark its box. When you have finished, the group will review the exercise.

Important: If English is not your heart language, some English errors may be difficult to notice. As you work on this exercise, think about the kinds of errors you commonly see when your own language is written or printed.

1. Make sure the number for the chapter is at the beginning.
2. There should be 20 verses in this chapter. Count through to make sure all the verse markers are present. On the side of the page, write any numbers that are missing.
3. Look through the chapter text quickly to check for anything that looks odd (examples: uneven spaces between words or sentences, or inconsistent sizes of letters or numbers).
4. Read through the text quickly for errors. You can simply circle them, or you can quickly write your suggestion for a change.
5. Look specifically at the endings of sentences. Make sure each sentence has end punctuation (a period, a question mark, or an exclamation point, as appropriate).
6. Look specifically at the beginnings of sentences to confirm that each one starts with a capital letter.
7. Look only for pairs of quotation marks. Does each one have a partner? Does what is inside the pairs of quotes sound like it is what someone is saying?
8. Look only for pairs of parentheses or brackets. Does each one have a partner?
9. Scan through for doubled words (two words in a row that are the same), including the same word at the end of one line and the beginning of the next.
10. Make sure each name is capitalized—in English, this should be done for both people and places. This also includes all names for God (Lord, Father, Son, Jesus, Holy Spirit).

Mark 16

¹ When the Sabbath day was over,Mary Magdalene, mary the mother of James, and Salome bought spices that they might come and anoint Jesus body. ² very early on the first day of the week, they went to the tomb when the sun had come up. They were saying to one another, Who will roll away the stone for us from the entrance to the tomb" ⁴ When they looked up, they saw that the stone had been rolled Away, for it was very large. ⁵ They entered the tomb and saw a young man dressed in a white robe, sitting on the right side, and they were were alarmed.

⁶ He said to them, "Do not be alarmed. you seek Jesus, the nazarene, who was crucified. He is risen He is not here. Look at the place where they had laid him. ⁷ But go, tell his disciples and Peter, 'He is going ahead of you to galilee. There you will see him , just as he told you.'

⁸ they went out and ran from the tomb; they were trembling and amazed. They said nothing to anyone because they were so afraid . ⁹ [Early on the first day of the week, after he arose, he appeared first to Marymagdalene, from whom he had cast out seven demons.¹⁰⁰ She went and and told those who were with him, while they were mourning and weeping¹¹ They heard that he was alive and that he had been seen By her, but they did not believe

¹² After these things he appeared in a different form to to of them as they were walking out into the country. They went back and told the rest, but they did not believe them.

¹⁴ jesus later appeared to the eleven as they were reclining at the table ,and he rebuked them for their unbelief and Hardness of heart, because they did not believe those who saw him after he rose from the dead. ¹⁵ He said to them, 'go into all the world, and preach the gospel to the entire creation? ¹⁶ He who believes and is baptized will be saved, and he who does not believe will be condemned. ¹⁷ These signs will go with those who believe: In my name they will cast out demons. they will speak in new languages. They will pick up snakes with their hands, and if they drink anything deadly, it will not hurt them .They will lay hands on the sick, and they will get get well"

¹⁹ After the Lord jeSus had spoken to them, he was taken up into heaven and sat down at the right hand of god. The disciples left and preached everywhere, while the lord worked with them and confirmed the word by the signs that went with them

Proofreading and Publication: Sample Chart

Matthew, part 4

Chapter 13 58 verses

- Verse numbers
- Chapter number
- Spacing
- Read through fast
- Ends of sentences
- Starts of sentences
- Pairs: () “ “ []
- Capitais on names
- _____
- _____

Chapter 14 36 verses

- Verse numbers
- Chapter number
- Spacing
- Read through fast
- Ends of sentences
- Starts of sentences
- Pairs: () “ “ []
- Capitais on names
- _____
- _____

Chapter 15 39 verses

- Verse numbers
- Chapter number
- Spacing
- Read through fast
- Ends of sentences
- Starts of sentences
- Pairs: () “ “ []
- Capitais on names
- _____
- _____

Chapter 16 28 verses

- Verse numbers
- Chapter number
- Spacing
- Read through fast
- Ends of sentences
- Starts of sentences
- Pairs: () “ “ []
- Capitais on names
- _____
- _____

Matthew, part 5

Chapter 17 26 verses

- Verse numbers
- Chapter number
- Spacing
- Read through fast
- Ends of sentences
- Starts of sentences
- Pairs: () “ “ []
- Capitais on names
- _____
- _____

Chapter 18 34 verses

- Verse numbers
- Chapter number
- Spacing
- Read through fast
- Ends of sentences
- Starts of sentences
- Pairs: () “ “ []
- Capitais on names
- _____
- _____

Chapter 19 30 verses

- Verse numbers
- Chapter number
- Spacing
- Read through fast
- Ends of sentences
- Starts of sentences
- Pairs: () “ “ []
- Capitais on names
- _____
- _____

Chapter 20 34 verses

- Verse numbers
- Chapter number
- Spacing
- Read through fast
- Ends of sentences
- Starts of sentences
- Pairs: () “ “ []
- Capitais on names
- _____
- _____

Chapter 26

Matthew, part 6

Chapter 21 46 verses

- Verse numbers
- Chapter number
- Spacing
- Read through fast
- Ends of sentences
- Starts of sentences
- Pairs: () “ “ []
- Capitais on names
- _____
- _____

Chapter 22 46 verses

- Verse numbers
- Chapter number
- Spacing
- Read through fast
- Ends of sentences
- Starts of sentences
- Pairs: () “ “ []
- Capitais on names
- _____
- _____

Chapter 23 38 verses

- Verse numbers
- Chapter number
- Spacing
- Read through fast
- Ends of sentences
- Starts of sentences
- Pairs: () “ “ []
- Capitais on names
- _____
- _____

Chapter 24 51 verses

- Verse numbers
- Chapter number
- Spacing
- Read through fast
- Ends of sentences
- Starts of sentences
- Pairs: () “ “ []
- Capitais on names
- _____
- _____

Quick Reference, Exercises, and Handouts

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Quick Reference:

Statement of Faith, Chs. 2, 5

Chapters 2, 5

Statement of Faith Found at

<https://bibleineverylanguage.org/statement-of-faith/> and BTT Writer

We consider essential beliefs to be those that define us as believers in Jesus Christ. These cannot be disregarded or compromised.

We believe:

- The Bible is divinely inspired by God and has final authority.
- God is one and exists in three persons: God the Father, God the Son, and God the Holy Spirit.
- Because of the fall of man, all humans are sinful, and in need of salvation.
- The death of Christ is a substitute for sinners and provides for the cleansing of those who believe.
- By God's grace, through faith, man receives salvation as a free gift because of Jesus' death and resurrection.
- The resurrection of all—the saved to eternal life and the lost to eternal punishment.

Chapter 3**Exercise: COBT 4 Beliefs Scenario Match**

Ability: The local believers of a language community understand their language and culture better than an outsider. Typically, at least some are multilingual and have a certain skill in transferring messages from one language to another. The knowledge of more than one language without having to spend years learning it also sets them up to begin translating right away.

Authority: God's Spirit provides wisdom and entrusts each believer with authority for stewarding God's Word in his or her community.

Responsibility: Local believers have a responsibility to their community that others outside the community don't have. This responsibility is for evangelism and discipleship. Scripture translation into the heart language of the people is an essential part of that responsibility.

Accountability: The local believers are accountable to one another and to God for the accuracy, clarity, and accessibility of Scripture in their heart language.

Example:

The Ontenu People of Papua New Guinea were clashing violently with neighboring clans. Despite the conflict, their church leaders decided to attend a MAST translation workshop with other language groups.

During the workshop, their village was raided, and half the homes were burned. The translators chose to keep working, rather than to join the fight.

At the end of the workshop, the Ontenu leaders had translated more Scripture than the other language groups.

Which Belief best matches the experience of the Ontenu People?

Consider the following scenarios and discuss which of the “4 Beliefs” drives the behavior.

1. When a young woman on the translation team arrived at the training event, she felt unqualified for translation. But as she learned the process and worked with her team, she realized God had uniquely prepared her. She understood the source language well enough to help others on the team. She was also comfortable with English and had learned to type while at college.

Quick Reference:

COBT 4 Beliefs Scenario Match, Ch. 3

2. The leaders of a translation project asked the school teacher in their community to help them with their checking efforts because he was respected for his knowledge of their mother tongue. He loved words and researching meaning. The leaders trusted him to help them find the best words when they were confused.

**Ability
Authority
Responsibility
Accountability**

3. A group of leaders from several language communities came together to be trained in specific checking tools. These leaders translated the resources into their trade language, so they could take it back to the community and use it in further checking.

4. A pastor provided his church as a place for translators to meet. People from the church volunteered to cook meals for the translators on the days they gathered to work on the translation.

5. The translation team split up the remaining portions of the New Testament to work on at home. They set a schedule to gather for checking every couple of weeks.

6. A Christian leader from the community mentors eight pastors to translate Scripture into their mother tongue.

7. A church is home to 3 minority dialects with no Scripture. The pastor wants to help them get Scripture. At first, he thinks he can only find help from the outside. But what he really wants is help to equip himself and the 3 communities to manage the task themselves. He decides to host a training event and invites a group from each language to learn specific skills in Bible translation. This pastor plans and manages the event and helps guide the translators for each language.

8. A Muslim man allowed his wife, who is a believer, to attend a translation training event for their language as long as she took him with her. He was not interested in the gospel, but he was interested in preserving their heart language. The leaders of the event allowed this non-believer to listen to the training. During the training, this young man read the Scriptures, heard the gospel, and was saved.

Chapter 4**Exercise: COBT 6 Behaviors Scenario Match****Example:**

A young pastor gathers other pastors and members of his community to be trained in Bible translation. They translate portions of Scripture during the day and gather in the evenings to check each other's work.

- **Accept Responsibility**
- **Make Bible Translation Accessible**
- **Refine and Revise**
- **Engage the Community**
- **Share COBT with Others**
- **Lead Future Generations to Update**

Which Behavior best describes this pastor and members of his community?

Consider the following stories. Which behavior is being shown?

1. A group of believers invites other Christians to their home once a month for Bible study. They use their time to read the newly translated Scriptures in their mother tongue and talk about what they have read.

2. A pastor worked with pastors outside his language community to help fund the publication of the New Testament his own community had just completed.

3. A translation team had completed their draft translation through each of the MAST eight steps. The pastors from the language community planned a regular time to meet together to undertake doctrine checking by using the Wycliffe Associates, 'Reviewers guide' doctrine checking resource.

4. A young woman joined the translation team for her community. She shared that she did it because of her grandfather. He could not speak or read the trade language well enough to read Scripture in that language. Her desire was for him and others of his generation to be able to read Scripture for themselves in the language of their heart.

5. The chief of a prominent tribe helped get a translation started with the church from his wife's language community. Then he traveled to the north of his country and met with a Bishop from another tribe. He invited them to partner in learning about Bible translation for their own tribe.

Quick Reference: Legal and Doctrinal Statement Signatures, Ch. 5

Chapter 5

(If multiple copies are needed, label pages after printing): Page ____ of ____

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Chapter 5

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Chapter 8**Quality Assessment Guide**

*Note to Trainers: Use this template for Chapter 8, Exercise 1. Please **do not** hand this out before the Exercise. Hand out at the end or have them create one.*

Accurate—The meaning of the translation is the same as the source text.

- Nothing added.
- Nothing missing.

Correct style—The translation uses the same style as the source text.

- Poetry is expressed as poetry, narrative as narrative,
- Prophecy is not explained
- Teaching sounds like teaching

Clear—The language and wording are simple and direct.

- When read, its meaning is easy to understand.

Natural—The translation uses language and style that is common.

- The translation sounds like the way people talk or write.

Faithful—The translation does not favor one opinion over another in theology.

- No denominational bias, such as adjusted wording to support a particular baptism practice

Historical—The translation maintains the geography and environment of its time.

- Names of people and places are consistent and correct.
- Vegetation and animals are accurate to the historical environment of the Scripture.

Grammatically correct—The grammar and punctuation of the target language is consistent and correct.

- Capitalization and punctuation rules are followed.
- Spelling and grammar are correct.

Add any other qualities you feel are important to make your own Quality Assessment Guide. Define your qualities in simple, clear terms.

What questions could you ask to check the translation for each of these qualities?

Examples: For **accurate**, you may want to ask someone to read a verse/chunk and ask, “Is any information added?” “Is anything missing?” “Is the meaning the same as in the source text?” If any answer reveals a weakness, that should be noted for the translation team to check and edit. For **historical**, you may want to ask someone to read a verse/chunk and ask, “Are all the names of people and places consistent?” “If there is content from the Scripture’s historical environment in this section, is it translated to reflect the correct place and time?”

Questions

Questions for accurate:

1. Does the text in your language say the same thing as the source text?
2. Are there any additions?
3. Is any information missing?

Questions for correct style:

1. Does this passage sound like a story (If it is a narrative portion) or a poem (if it is poetry) or teaching (if it is an epistle) or prophecy (if it is Revelation)?

Questions for clear:

1. Are the words used simple?
2. Is the meaning straightforward?

Questions for natural:

1. When read, does the translation sound like people talk or write in your language?
2. Is it easy to read?
3. Does it read smoothly?

Questions for faithful:

1. Does the passage use any words or wording that could imply a theological bias?
2. Does the passage have specific church lingo?

Questions for historical:

1. Are names of places kept the same as the source text?
2. Are any words about the setting such as names for plants and animals correct to the original environment? (ie—a fig tree is called a fig tree not some other kind of tree.)
3. Are weights, measures, dates, and other historical words represented equally and consistently?

Questions for grammar:

1. Is all capitalization correct? (ie—names of people and places, first word of sentences, and other capitalizations according to your grammar rules.)
2. Is the proper format for quotes (exact words people speak) used?
3. Is proper end punctuation used?
4. Are all words spelled correctly?
5. Are all verses marked?
6. Are the paragraphs marked/indented?

Quick Reference: Quality Assessment Exercise 2: Practice, Ch. 8

Chapter 8

Quality Assessment: Exercise 2

Practice using the Quality Assessment Guide:

Read through this passage, referring to the source text on the next page, and use your Quality Assessment Guide to check for any errors. When you and others in the group are confident you have caught the errors, the Trainer will guide you through checking your work.

“Translation”

Matthew 1:18–25 Sample Draft for Checking

18 The birth of Jesus Christ happened in the following way. His mother, Mary, was engaged to marry Joseph, but before they came together, she was found to be pregnant by the Spirit.

19 But Joseph, her husband, was a meritorious man and did not want to publicly disgrace her, so he intended to divorce her quietly.

20 As he thought about these things, an angel of the Lord appeared to him in a dream, saying, "Joe son of David, do not fear to take Mary as your wife, because the one who is conceived in her is conceived by the Holy Spirit.

21 She will bear a child, and you will call his name Jesus, for he will save his people from their sins.

22 Now all this happened to fulfill what was spoken by the lord through the prophet, saying,

23 "Behold, the virgin will become pregnant and will bear a son, and they will call his name Immanuel."

24 Joseph up from his sleep arose and did as the angel of the Lord commanded him, and he took her as his wife.

25 But he did not know her until she gave birth to a son in Bethlehem. Then he called his name Jesus.

Quick Reference: Quality Assessment Exercise 2: Practice, Ch. 8

Source Text

Matthew 1:18–25 ULB

18 The birth of Jesus Christ happened in the following way. His mother, Mary, was engaged to marry Joseph, but before they came together, she was found to be pregnant by the Holy Spirit.

19 But Joseph, her husband, was a righteous man and did not want to publicly disgrace her, so he intended to divorce her quietly.

20 As he thought about these things, an angel of the Lord appeared to him in a dream, saying, “Joseph son of David, do not fear to take Mary as your wife, because the one who is conceived in her is conceived by the Holy Spirit.

21 She will bear a son, and you will call his name Jesus, for he will save his people from their sins.”

22 Now all this happened to fulfill what was spoken by the Lord through the prophet, saying,

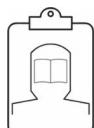
23 “Behold, the virgin will become pregnant and will bear a son, and they will call his name Immanuel”—which being translated is “God with us.”

24 Joseph got up from his sleep and did as the angel of the Lord commanded him, and he took her as his wife.

25 But he did not know her until she gave birth to a son. Then he called his name Jesus.

Chapters 9, 10

MAST Steps Handout



M.A.S.T. – Mobilized Assistance Supporting Translation

Step 1: Consume – Read your entire chapter. Try to understand the meaning and the main point of the chapter.



Step 2: Verbalize – In your mother tongue, say aloud what the chapter communicates. Focus on understanding and key points, people, places, and things.



Step 3: Chunk – Break the chapter into smaller pieces. These pieces should be complete thoughts and will generally be 1–4 verses.



Step 4: Blind Draft – Repeat Consume and Verbalize for a chunk, turn your paper over, then write what you remember from your chunk. Complete as much as you can remember from the chunk without looking at anything. Don't worry: if you miss anything, you will have the chance to add it in the checking steps. Repeat with each chunk until you finish the chapter.



Step 5: Self-Edit – Make sure you have both your draft and the source text in front of you. Compare the draft to the source text. Look for any errors. Check for correct spelling, punctuation, and missing or added content. Correct your draft. Use resources in this step.



Step 6: Peer-Edit – Share your translation with a partner. Ask the partner to look for mistakes or points of confusion, or any place where the wording does not sound natural. Work through corrections together. Use resources in this step.



Step 7: Key Word Check – For this step, use or create a key word list for this passage of Scripture. Work with a partner to check that every key word is represented in the text. If something is missing, work together to correct it. If there are more than a few words missing, go back to self-edit. If most words are there, ask for definitions of each word to make sure they are the appropriate words. Use resources in this step.



Step 8: Verse-by-Verse Check – Get two partners to be your checkers. Read your translation aloud to them one verse at a time. The first checker will translate each verse aloud back into the source language, while the second checker looks at the source text and listens to make sure that the translation is accurate and complete. Work together to give a final check to everything, making sure it is all correct. Use resources in this step.

You should try to involve many different group members at different steps, so that many translators are adding suggestions to improve the quality of the translation—as well as to make any appropriate changes. If you are not

satisfied at any point, pray about it and ask God for guidance, and then ask others for input. Some things may not be resolved within one sitting or even one event and may require further help from others for improvement.

Chapters 9, 10**MAST Steps**

M.A.S.T.—Mobilized Assistance Supporting Translation



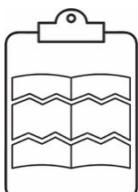
Step 1: Consume – (On your own) Read the whole portion of text for understanding. Everyone will privately read their passage of scripture, trying to understand both the meaning and details of the text to get a general overview of the text.

(This step should take no more than 5—7 minutes. If the passage is longer and needs more time, that is okay, but in this situation the translator should stop at the 10-minute time, reflect on what has been read so far, and then continue reading.)



Step 2: Verbalize - (With a partner) – In your mother tongue speak out loud to a partner some brief thoughts on the scripture that you have just read. This is not a discussion or analysis, but a summary of the main people, events, and ideas.

- What are the big ideas?
- What events and people were in the passage and what did they do?
- The important thing with this step is that you express the passage out loud to help you remember and understand what it was about. (This should take about 2—3 minutes).



Step 3: Chunk – (On your own) Look at the passage of scripture and break it into smaller parts (complete thoughts) that you can remember and rewrite quickly. This will usually be about 1—4 verses but push for the maximum amount of text that you can remember. Mark lines on your source text to show where you have chosen to separate the chapter into chunks. (This should take 5-7 minutes.)



Step 4: Blind Draft – (On your own) Look over the first chunk in your passage, repeating the Consume and Verbalize steps for that chunk. Then, hide the source text from your view, and write that chunk in your mother tongue. Express the meaning of the chunk in natural language. Repeat this process for each chunk, one at a time, until all the chunks of scripture in that passage are written. The goal is to express the meaning in natural language. Do not expect the blind draft to be perfect! Remember, this is your first draft; it will be refined.

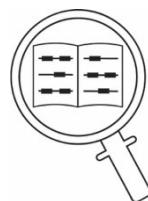


Step 5: Self-Check – (On your own) Open the source text and look at it again. Compare what you have written to the source text and make appropriate changes. Make sure that all the key elements are included – check details, key words, and key terms. You may use any resources such as translation notes, translation questions, and translation words. If you are uncertain on any part of your translation, make a note to ask others.



Step 6: Peer-Check – (With a partner) Switch papers and have another member of your team edit what you wrote while you edit theirs.

- Read the translation and compare it to the source text. You are not looking for word-forword or even verse-to-verse translation; you are looking to make sure the AUTHOR'S INTENDED MEANING is communicated. Is anything missing? Is it natural and smooth? Does it sound good in your language? Is it pleasing to your ear? Is it clear and understandable? Is it accurate? Are all the details there?
- Ask questions and make suggestions of ways the writer can improve the translation.



Step 7: Key Word Check – (With a partner) There are three parts to completing a key word check.

- First: Using BTT Writer or the source text, locate the key terms for the passage. Your team may also choose additional words to check. (*Note: a key term is any term that is important for communicating the theology of the passage: Holy Spirit, glory, or sanctification. A key word is any word of meaning-based importance. In other words, if that word were left out, the verse would not be the same. For example: Therefore, so, because.*)
- Second: With a partner compare the source text to the translated text checking that each key term and word is included. If a key term or word is missing redraft the chunk to be sure it is included. If several are missing, the translator should return to step 5.
- Third: Once all the key words and terms are present, work with your partner to check the accuracy of each key term asking, “What is the definition of the key term in the source text? Is the original meaning of this key term accurately translated?”

This whole process usually takes about 7-10 minutes for each chunk: a few minutes to identify terms and then time to define each word.



Step 8: Verse-by-Verse Check – (This step requires three people.) The translator will read their translation chunk by chunk, out loud, in the mother tongue. Without using any resources, one partner will listen to the mother tongue translation and, chunk by chunk, will verbally translate the mother tongue to the source language. A second partner will listen to the first partner's verbal back-translation and compare it to the source text. The two partners will suggest edits where appropriate.

The wording will not be exactly the same between the source text and the back-translation, but it is important that (1) the meaning in the translation is the same as the meaning in the source text and (2) that all of the events and important details found in the source text are present in the translation. If the meaning is not the same or all of the events and important details are not present, the text should be edited. The group should remember that resources and translation helps are available for use in this step, too.

Try to involve many different members at different steps so many people are adding suggestions for improving the quality of the translation. If the team is not satisfied at any point, pray about it and ask God for guidance. Also ask others for input. Some things may not be resolved within one sitting or even one event and may require further involvement of others for improvement.

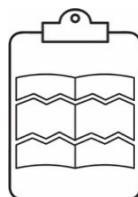
Quick Reference:

MAST Steps to Translate, Chs. 9, 10

M.A.S.T. - Mobilized Assistance Supporting Translation







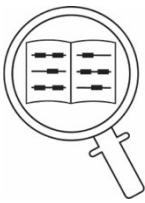


Quick Reference:

MAST Steps to Translate, Chs. 9, 10





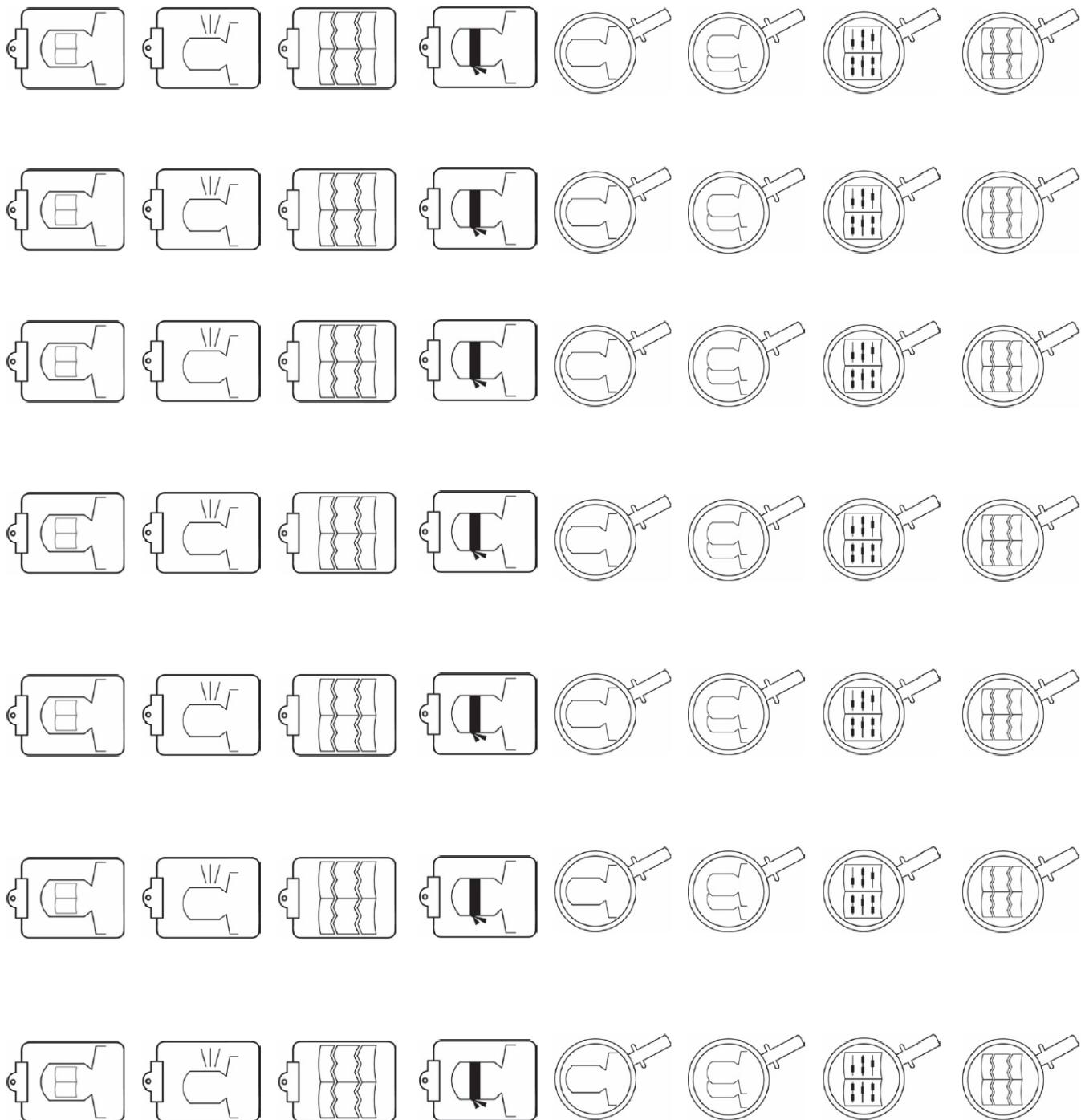




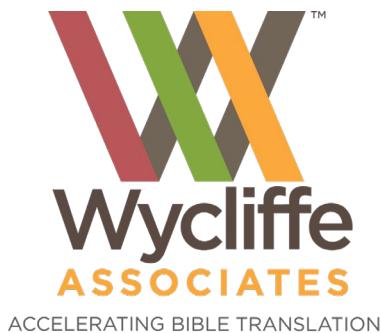
Quick Reference:

MAST Steps Bookmarks, Chs. 9, 10

Chapters 9, 10: This page can be copied and cut into bookmarks as a quick reference for participants, if desired. Printing on cardstock is recommended, if available.



Quick Reference: Reviewer's Guide: God the Father Terms, Ch.11



Review of Terms Used for God the Father

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Quick Reference: Reviewer's Guide: God the Father Terms, Ch.11

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If you have any questions or comments about this guide, please email us at:
COBT@wycliffeassociates.org

Introduction

Statement of purpose

It is the commitment of Wycliffe Associates to support only Bible translations that use accurate and literal common language terms for "Father" and "Son" when referring to God and Jesus.

The purpose of this guide is to help the church review their Bible translation to check that all instances of the word "Father" that refer to God are translated correctly.

About this review guide

This document provides a table showing every instance of "Father" in the New Testament that refers to God the Father. Reviewers will check each instance in their translation and record what word was used to translate "Father."

Different meanings for the word "father"

The word "father" has several meanings in the New Testament.

1. Biological, male parent

- When used literally, the term "father" refers to a person's male parent.
- Example:
 - Matthew 1:1-2, "Abraham was the father of Isaac, and Isaac the father of Jacob"

2. Ancestor

- The terms "father" and "forefather" are often used to refer to a male ancestor of a certain person or people group. This could also be translated as "ancestor" or "ancestral father."

Quick Reference: Reviewer's Guide: God the Father Terms, Ch.11

- Example:
 - Matthew 3:9, "Abraham for our father"

3. Someone older

- "Father" is sometimes used as a polite way of referring to an older man.
- Example:
 - 1 John 2:13, 14, "I am writing to you, fathers"

4. Spiritual father

- The apostle Paul figuratively called himself the "father" of those he had helped to become Christians through sharing the gospel with them.
- Example:
 - 1 Corinthians 4:15, "I became your father in Christ Jesus through the gospel"

5. Source of a characteristic

- The expression "the father of" can figuratively refer to a person who is the source of something.
- Examples:
 - John 8:44, "The devil ... is a liar and the father of lies"
 - 2 Corinthians 1:3, "The God and Father of our Lord Jesus Christ ... is the Father of mercies"

6. God the Father of his people

- The terms "God the Father" and "heavenly Father" refer to Yahweh, the one true God. God is called the father of his covenant people. In the Old Testament his covenant people were the Israelites. After God the Father sent his Son, Jesus, to die for the sins of his people, anyone who believes in God the Son becomes a child of God the Father, and God the Holy Spirit comes to live in that person.
- Example:
 - Romans 1:7, "Grace to you and peace from God our Father"

7. God the Father of Jesus

- God is also referred to as the Father of Jesus.
- God is three persons: God the Father, God the Son, and God the Holy Spirit. Each one of these persons is fully and equally God, and yet they are only one God. This is a mystery that humans cannot fully understand.
- The Father, the Son, and the Holy Spirit have the same character.
- The Father sent the Son (Jesus) into the world, and the Father and the Son send the Holy Spirit to his people.

Quick Reference: Reviewer's Guide: God the Father Terms, Ch.11

- Though the Father, Son, and Holy Spirit are equally God, in most instances in the New Testament, the word “God” implies “God the Father.”

Translating the word “Father”

When referring to God as “God the Father,” it is important that translators use the same word for

“father” as they do when referring to a biological, male parent. As stated above, the word “father” means something different in each case; that is, God did not father Jesus or his people in the way that a human male fathers a child. However, God has chosen to use the word “father” to reveal himself and his character. It is the responsibility of Christian preachers and teachers to explain to their churches the meaning of “God the Father.”

“God the Father” terms table

How to use the terms table

This section has every instance in the New Testament that refers to God as “Father.” As reviewers read through their Bible, they may notice that there are verses with the word “father” that are not in this list. In those verses the word “father” has a different meaning than what is being reviewed here. The purpose of this review is to check the word “father” only when it refers to God.

The first column in the table includes the verse reference. In a few cases there is a note explaining a difficulty in the translation.

The second column includes the Greek text; the word for “Father” or “God the Father” is in bold letters. The purpose of including the Greek is to give a reference for those who can read Greek and to demonstrate that the decision of Wycliffe Associate to use the word “Father” is supported by the original language.

The third column includes the text from the ULB with the word “Father” or “God the Father” in bold letters. Usually the complete text of the verse is not included. The phrase that includes “Father” or “God the Father” is included. Sometimes there are ellipses (...) in the table “Father” or “God the Father” occurs more than once in a verse. If it is hard to understand the text included in the chart, refer to the source text used for the translation.

The fourth column is for recording how “Father” or “God the Father” was translated in each verse of the Bible you are reviewing.

The fifth column is for comments and questions. For each verse, ask the following questions. If the answer is “no” to any of them, write about it in the fifth column. Also, if there are questions or issues to discuss with the reviewers, write them in this column.

Quick Reference: Reviewer's Guide: God the Father Terms, Ch.11

- In this verse, does the word used in your translation for “Father” normally refer to a literal, biological, male parent?
- In this verse, is this the same word for “Father” that was used in previous passages?
- If it is not the same word, does it also normally refer to a literal, biological, male parent?
- If your language has a way of showing that your word for “Father” refers to God (for example, in English the word “father” is capitalized when it refers to God), has this been done in this verse?
- If you fill this document out on a computer, and you want to write about a verse in the comment section, put your cursor in the comment section. Then hit the ENTER key on your keyboard until the cursor is next to the verse you want to write about. Also, write the verse reference with your comment.

Sample Table

This sample table shows what a table may look like after it has been completed. It also shows what kinds of comments a reviewer may make and where those comments would be written.

Verse reference	Greek	English	Your language	Comments
Matthew 5:16	τὸν πατέρα ύμῶν τὸν ἐν τοῖς οὐρανοῖς	your Father who is in heaven	Dad	
Matthew 5:45	τοῦ πατρὸς ύμῶν τοῦ ἐν οὐρανοῖς	your Father who is in heaven	Dad	
Matthew 5:48	ώς ὁ πατὴρ ύμῶν ὁ οὐράνιος τέλειός ἔστιν	as your heavenly Father is perfect	Papa	5:48 This word is different. Do we need it?
Matthew 6:1	παρὰ τῷ πατρὶ ύμῶν τῷ ἐν τοῖς οὐρανοῖς	from your Father who is in heaven	Pops	6:1 I do not think this is appropriate .

Quick Reference: Reviewer's Guide: God the Father Terms, Ch.11

Terms Table

Verse reference	Greek	English	Your language ¹	Comments
Matthew 5:16	τὸν πατέρα ύμῶν τὸν ἐν τοῖς οὐρανοῖς	your Father who is in heaven		
Matthew 5:45	τοῦ πατρὸς ύμῶν τοῦ ἐν οὐρανοῖς	your Father who is in heaven		
Matthew 5:48	ώς ὁ πατὴρ ύμῶν ὁ οὐράνιος τέλειός ἔστιν	as your heavenly Father is perfect		
Matthew 6:1	παρὰ τῷ πατρὶ ύμῶν τῷ ἐν τοῖς οὐρανοῖς	from your Father who is in heaven		
Matthew 6:4	ὁ πατήρ σου ὁ βλέπων ἐν τῷ κρυπτῷ ἀποδώσει σοι	your Father who sees in secret will reward you		
Matthew 6:6	πρόσευξαι τῷ πατρί σου ... ὁ πατήρ σου	Shut the door and pray to your Father , who is in secret. Then your Father who sees in secret will reward you.		

Chapter 14**Translation Notes****Matthew 12:9****General Information:**

Here the scene shifts to a later time when the Pharisees criticize Jesus for healing a man on the Sabbath.

Then Jesus left from there

"Jesus left the grainfields" or "Then Jesus left"

their synagogue

Possible meanings are 1) the word "their" refers to the Jews of that town. Alternate translation: "the synagogue" or 2) the word "their" refers to the Pharisees that Jesus had just spoken to, and this was the synagogue that they and other Jews in that town attended. The word "their" does not mean that the Pharisees owned the synagogue. Alternate translation: "the synagogue that they attended"

Matthew 12:10**Behold**

The word "Behold" alerts us to a new person in the story. Your language may have a way of doing this.

a man who had a withered hand

"a man who had a paralyzed hand" or "a man with a crippled hand"

The Pharisees asked Jesus, saying, "Is it lawful to heal on the Sabbath?" so that they might accuse him of sinning.

"The Pharisees wanted to accuse Jesus of sinning, so they asked him, 'Is it lawful to heal on the Sabbath?'"

Is it lawful to heal on the Sabbath

"According to the law of Moses, may a person heal another person on the Sabbath"

so that they might accuse him of sinning

They did not just want to accuse Jesus in front of the people. The Pharisees wanted Jesus to give an answer that contradicted the law of Moses so they could take him before a judge and legally charge him with breaking the law. (See: "Assumed Knowledge and Implicit Information")

Matthew 12:11**Connecting Statement:**

Jesus responds to the Pharisees' criticism.

What man would there be among you, who, if he had just one sheep ... would not take hold of it and raise it out?

Jesus uses a question to respond to the Pharisees. He is challenging them to think about what kind of work they do on the Sabbath. Alternate translation: "Every one of you, if you only had one sheep ... would grab the sheep and raise it out." (See:

https://read.bibletranslationtools.org/u/WA-Catalog/en_tm/jit.html#figs-rquestion)

raise lift

Matthew 12:12

How much more valuable, then, is a man than a sheep!

The phrase "how much more" adds emphasis to the statement. Alternate translation: "Obviously, a man is much more valuable than a sheep!" or "Just think about how much more important a man is than a sheep"

it is lawful to do good on the Sabbath

"those who do good on the Sabbath are obeying the law"

Matthew 12:13

Then Jesus said to the man, "Stretch out your hand."

This can be translated as an indirect quotation. Alternate translation: "Then Jesus commanded the man to stretch out his hand." (See:

https://read.bibletranslationtools.org/u/WA-Catalog/en_tm/jit.html#figs-quotations)

to the man

"to the man with the paralyzed hand" or "to the man with the crippled hand"

Stretch out your hand

"Hold out your hand" or "Extend your hand"

He stretched "The man stretched"

it was restored to health

This can be stated in active form. Alternate translation: "it was healthy again" or "it became well again" (See: https://read.bibletranslationtools.org/u/WACatalog/en_tm/jit.html#figs-activepassive)

Matthew 12:14

plotted against him

"planned to harm Jesus"

were seeking how they might destroy him

"were discussing how they might kill Jesus"

https://read.bibleineverylanguage.org/WycliffeAssociates/en_tn?_gl=1*19wo67c*_ga*NDQ0MTM2Mzg2LjE2NTM0MTYxNTY.*_ga_ZJECQPPTKR*MTcwOTA0ODk3NS4xMzkuMS4xNzA63MDQ5M...

Quick Reference:

Translation Words (Mat. 12:10): Ch. 14

Chapter 14

Translation Words

Matthew 12:10

¹⁰ Behold, there was a man who had a withered hand. The Pharisees asked Jesus, saying, “Is it lawful to heal on the Sabbath?” so that they might accuse him of sinning.

- hand
- lawful
- heal
- Sabbath
- accuse

accuse

Related Ideas:

accusation, accuser

Definition:

The term “accuse” and “accusation” refer to blaming someone for doing something wrong. A person who accuses others is an “accuser.”

- A false accusation is when a charge against someone is not true, as when Jesus was falsely accused of wrongdoing by the leaders of the Jews.

Wycliffe Associates Bible Translation Reviewers' Guide

Luke

17:11-19

Background: Leprosy was a terrible skin disease. People who had leprosy had to stay far away from other people so that others would not also get the disease.

Part 1

Tell in your own words what you just read in these verses.

- Ten men who had leprosy called out to Jesus and asked him to have mercy on them. [17:12-13]
- Jesus told them to go and show themselves to the priests, and as they went, they were healed. [17:14]
- One man came back to Jesus, glorifying God and thanking Jesus. [17:15-16]
- That man was a Samaritan. [17:16]
- Jesus told the man, "Go, your faith has made you whole" [17:19]

Part 2

Answer the following questions.

1. What happened as Jesus was entering a village? [17:12] Ten men who had leprosy met him.
2. Where do you think the men were? [17:12]
They stood far away from Jesus. They were probably outside of the village.
3. What did the ten men who had leprosy call Jesus? [17:13]
They called him "Jesus, Master."
4. Why do you think the men asked Jesus to have mercy on them? [17:13]
They wanted Jesus to heal them. They had probably heard that Jesus was a healer.
5. What did Jesus tell them? [17:14]
He told them to go and show themselves to the priests.

Luke 17:11-19 continued

6. What happened to the men as they went? [17:14] They were cleansed which meant they were healed.
7. What did one of the men do? [17:15]
He went back to Jesus and glorified God with a loud voice.
8. What did that man do when he returned to Jesus? [17:16]
He bowed down with his face to the ground and thanked Jesus.
9. Why do you think Jesus asked where the other nine were? [17:17-18]
He was pointing out that they did not give glory to God. Only the man who came back gave glory to God.
10. Why do you think Luke mentioned that the man was a Samaritan, and Jesus called the man a foreigner. [17:16, 18] Luke and Jesus were showing that it was not a Jew who praised God and thanked Jesus. The people listening to Jesus would have been surprised by this.
11. What did Jesus say had healed the man? [17:19] The man's faith had healed him.
12. Why do you think Jesus said that the man's faith had healed him? [17:19]
When the man gave glory to God after he was healed, that showed the man had trusted God before he was healed.

Comment Section:

Quick Reference: Community Acceptance Exercise Part 1, Ch. 18

Chapter 18

Community Acceptance Exercise Part 1

Thinking through the following questions will help the translation team plan for their community's acceptance of the translated Scripture. Record your plan in the table in Part 2.

1. What are some current cultural and social challenges in your local church regarding scripture in your own language?

2. Are there expectations in your culture about how sacred writings should be formatted, printed, and bound?

3. What leaders or groups of people need to be involved in the translation so that the community will accept the translation?

4. If your community uses a Bible in another language, what form of Bible do they use? (printed text, digital text, audio)

5. If your community uses written content in your language, what form is it in? (Are there printed texts, digital texts?)

6. How much do people use audio recordings for listening to the Bible or learning other things?

7. Will everyone be able to use the written text, or will some people need an audio Bible?

8. What type of finished product will the church want? (text, audio, both)

Please see "Community Acceptance Exercise Part 2" on the next page and fill in the chart with action steps for the kind of Bible you will need.

Quick Reference: Community Acceptance Exercise Part 2, Ch. 18

Chapter 18

Community Acceptance Plan

Community Acceptance Exercise Part 2

Based on your discussion above, make a plan for how you will make the Scripture acceptable to your language community.

Action Step	Who is responsible?	Check when Completed

Chapter 19**Accessibility Exercise**

Break into small groups and discuss accessibility. Thinking through the following questions will help you plan for accessibility of the translation for your language community.

Make a plan using the chart on the final page.

1. Have you chosen text or audio for your translation product?

2. Do you expect everyone to be able to get a copy of your product?

3. How will you let people know when the translation is available?

Print Translations

1. Are there options in your area or region for printing your Bible? What are they?

2. Will you make scripture portions available before you finish the entire New Testament?

3. Will some people have trouble paying the full cost of their Bible?

4. If yes, what can the church do to help these people?

5. Where will the books be made available?

Digital Text Translations

1. Do people in your language community access digital text? _____

a. How many people do this? (Most adults, a few adults, young people?)

2. How do they access digital text?

a. Do they have to go far to get access to the internet? _____

b. Do they read online? _____

c. What devices do they use? _____

d. Do they download texts and save them on their devices? _____

e. What formats do they download? (pdf, epub, something else?)

f. Do they share what they have downloaded with other people?

3. Will people be able to read the Bible in Bible in Every Language website?

a. Will they have easy access to the internet? _____

b. Will they be able to navigate the website? _____

4. Will people want to read the digital text offline? _____ If so, there are two ways of dealing with it.

a. Is there someone who could be trained to download the translation and share it with others? _____

b. Is there someone who could be trained to make the app?

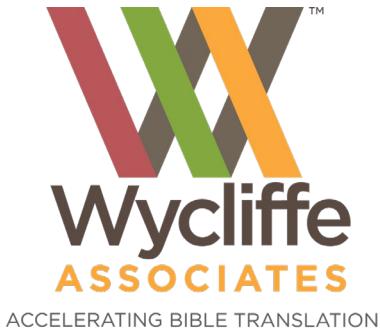
Audio Translations

1. Do people access audio files? _____
2. What devices do they use?
 - a. Would people use an app? _____
 - b. Do people share files or apps on microSD cards? _____
3. When audio translations are available, will people have trouble downloading the translation from audio.bibleineverylanguage.org? _____
4. If yes, what can the church do to help these people? _____

Chapter 19**Accessibility Plan**

Based on your discussion above, make a plan for how you will make the scripture accessible to your language community.

Action Step	Who is responsible?	Check when Completed



Application Guide for Doctrines

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December 2018



ACCELERATING
BIBLE
TRANSLATION

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Introduction

2 Timothy 3:15-17 ULB

15 You know that from childhood you have known the sacred writings. These are able to make you wise for salvation through faith in Christ Jesus. 16 All scripture has been inspired by God. It is profitable for doctrine, for conviction, for correction, and for training in righteousness. 17 This is so that the man of God may be competent, equipped for every good work.

Scripture tells us what Scripture is good for and what it produces:

1. Knowing the Scriptures will help you to be wise and to understand the way of salvation.

2. Scripture teaches us how to live our lives.
3. Scripture gives us the measure of right and wrong.
4. The Christian who studies Scripture will be trained in godliness, will be shown how to live, will be taught how to have a relationship with God, and how to live with love toward others.
5. The Christian who studies the Word of God has everything needed to live for the glory of God.

The purpose of this guide is:

1. To provide a resource within the Christian community to gauge the effectiveness of Scripture in their lives.
2. To teach believers who can read the Scripture in their own language, new ways to study the Bible and apply it so they can experience the full measure of God's design for their life in him.
3. To provide the Christian community with a transferable, expandable, training guide to lead Christians to a deeper understanding and knowledge of the Bible.
4. To explain difficult words and ideas that are found in the Bible.
5. To help Christians discover ways of expressing love for God in worship that is built on the teaching of the Word of God.

The results of using this guide are:

1. The believing community will grow in their understanding of the Bible, and they will learn how to understand its message and to follow the instructions for Christian living and the worship of God.
2. Those in the churches will learn to serve and love other people as Christ has loved them.
3. Christians will experience growth, the disciplines of the Christian life (prayer, generosity, purity, and the like) as they live out their faith and as they grow in their trust in God.

The primary audience for this guide is:

1. Christians who want to understand the message of the Bible and who want to follow the teaching of the Bible, so that God is honored and that Christians grow in spiritual maturity.
2. Spiritual leaders in communities who have learned to teach the message of the Bible, and so by their teaching they would encourage spiritual growth in the Church and that would lead to spiritual maturity in those who worship and serve together in the local Church.

The expected outcome of this guide is:

1. Christians and those who are interested in the Christian faith will find a deeper understanding of the meaning of the Bible and they will be encouraged to apply the message of the Bible in their own lives.
2. Those who use it will understand and apply the message of the Bible individually as they live their lives for God, and in the broader community of their neighbors, and especially with other Christians in the worshiping community.
3. Those who use it will gain confidence in their translation of Scripture and be bold to share it with others.
4. Those who use it will help others to understand and apply the Word of God to their lives.
5. Those who use it will be inspired and challenged to help other language groups to get Scripture in their own language.

This guide is designed to be:

1. An additional resource that stands alongside and supports the teaching found in the Reviewers' Guide.
2. A series of questions based on the passages used in the Reviewers' Guide that ask the participants to apply what they are reading to their own experience and life.
3. A group or community process overseen by a team leader.

To use this guide, a group of Christians with new access to Scripture in their heart language could agree together to read and study the Bible together, and to discuss together the questions that are included in this study guide. One spiritual leader from a Christian church (a pastor, teacher, or leader, or perhaps one of the translators, etc.) should give leadership to the group so that the Applications Guide would be studied together in a group.

How to use this guide:

1. Scripture passages are listed before a series of questions. Read these passages in the newly translated Scripture.
2. The group leader will then ask the group the questions that follow the passages.
3. If possible (in places with high literacy) one person should be assigned to take notes on the answers to questions, especially any questions where individuals disagree or where an answer is unknown.
4. Work through the questions slowly--allow time for everyone to think about the passages and to answer if they choose.
5. At the end of each section of questions is a set of conclusion questions. The answers to these questions should be recorded whenever possible to be shared with a larger audience.

If you have any questions or comments about this guide, please email us at:
COBT@wycliffeassociates.org

Doctrine: God loving relational nature**Read: Matt 11:28-30; Heb 4:14-16**

1. How do you know that God loves you?
2. How have you experienced Christ's love since you started believing in him?
3. What was your life like before coming to Christ?
4. What burdens have you laid down since following Christ?
5. What steps did you take to lay down your burden?
6. Based on the loving nature of God the Father and Jesus, how should you treat other people?
7. How can God's love for you help you carry the burdens of this life?
8. What in these passages encourages you to go to Christ for strength when you are tempted and for forgiveness when you give into temptation?
9. Considering what this passage says about Christ's attitude toward us, how should you treat other people when they are spiritually weak or have sinned?
10. If you know someone who has sinned and they are ashamed to pray to Jesus, how could you use this passage to encourage them?
11. Where do you go when you "go the throne of grace"?
12. Where is the throne of grace? How do you go there? What do you do when you get there?

Conclusion:

1. What do you understand better about God, yourself, and others from studying these passages?
2. Can you list five ways you could apply the message of these passages to your life?
3. When you pray, what can you thank God for from these passages?
4. Based on these passages, can you think of anything you need to repent of before God?

Doctrine: Holy Spirit (the work and person)**Read: John 14:16-17; John 16:12-14; Romans 8:9-11; 1 Cor 2:9-12**

1. In what ways does the Holy Spirit confirm that he lives within you?
2. Describe a time when the Holy Spirit has taught you a spiritual truth or revealed to you the spiritual gift God wants to give you?
3. In what ways does the Holy Spirit communicate with you?
4. In what way has the Holy Spirit taught you to glorify God?
5. What are some steps you can take that would help you follow the Holy Spirit as you give God glory in your life?
6. Describe a time when the Holy Spirit helped you to resist temptation
7. What promises does the Holy Spirit give to you about your future (life, death)? What are specific ways the Holy Spirit comforts you?
8. What do you need to do to receive the comfort of the Holy Spirit?
9. In what ways does the Holy Spirit confirm that what he teaches you is true?

Conclusion:

1. What do you understand better about God, yourself, and others from studying these passages?
2. Can you list five ways you could apply the message of these passages to your life?
3. When you pray, what can you thank God for from these passages?
4. Based on these passages, can you think of anything you need to repent of before God?

Doctrine: God the Father**Read: Matthew 6:1-13; 11:25-27; Mark 14:32-39; John 5:17-18; 5:36-47; 6:32-40; 20:16-17; Revelation 1:4-6**

1. How has Jesus revealed to you what the Father is like?
2. What does it mean to you that you can call God “Father” when you pray?
3. Knowing that God is the Father of Jesus, how does that help you to trust in Jesus and pray to him?
4. Give examples of ways we give praise to God the Father of Jesus Christ?
5. What are some ways that we can praise the God and Father of Jesus Christ?
6. What are the spiritual blessings that God has blessed you with?

Conclusion:

1. What do you understand better about God, yourself, and others from studying these passages?
2. Can you list five ways you could apply the message of these passages to your life?
3. When you pray, what can you thank God for from these passages?
4. Based on these passages, can you think of anything you need to repent of before God?

Doctrine: Jesus (Resurrection)**Read: Matthew 28:5-7; Acts 2:22-32; Romans 6:8-10; 1 Corinthians 15:12-20**

1. In what ways does the resurrection give you confidence about your future and the future of other Christians?
2. What is different about your life today, since you know that Christ died, and is now alive?
3. When do we typically think about the resurrection of Christ?
4. As the women told others about the resurrection, who have you told about the resurrection of Christ?
5. The first disciples saw the risen Christ. How are all Christians witnesses to the resurrection? How do you know that Jesus has risen from the dead?
6. What is true about you and every believer because of Christ's resurrection?
7. Describe how Christ's resurrection was unique.

Conclusion:

1. What do you understand better about God, yourself, and others from studying these passages?
2. Can you list five ways you could apply the message of these passages to your life?
3. When you pray, what can you thank God for from these passages?
4. Based on these passages, can you think of anything you need to repent of before God?

Doctrine: Jesus (Deity of Christ)**Read: John 1:1-4; 14-18; John 20:26-29; Philippians 2:5-8; Colossians 1:15-20**

1. In what ways is your worship different when you are living a life of obedience to God's purpose?
2. How does the life of Christ (the Word) give light to your life?
3. When Christ (the Word) gives you light, how does this give you direction (about what you should do and where you should go)?
4. Knowing that all things were made through Christ (the Word), how does that teach you to praise and worship Christ?
5. What specific things do you worship Christ for?
6. How have you seen the glory of Christ (the Word)?
7. In what ways does learning more about Christ from Scripture give you new ways to worship?
8. How have you been blessed from the fullness of Christ's grace?
9. What is a sign that you have received the fullness of the grace of Christ?
10. What do you learn about the Father from Jesus Christ? What do you learn about Jesus Christ from the Father?
11. Just as Jesus helped Thomas to believe, when has Jesus helped you when you struggled to believe in him?
12. Why is it important that our faith is in Christ and not in ourselves?
13. How does Jesus' decision to let go of his divine qualities and to humble himself as a human, teach you how Christians should live their lives?

Conclusion:

1. What do you understand better about God, yourself, and others from studying these passages?
2. Can you list five ways you could apply the message of these passages to your life?
3. When you pray, what can you thank God for from these passages?
4. Based on these passages, can you think of anything you need to repent of before God?

Doctrine: Jesus (the Savior)**Read: Luke 2:8-14; 1 Timothy 1:15-16; 1 John 4:14-15**

1. How have you changed spiritually now that you have believed in Jesus Christ as your Savior?
2. In what ways do you share the joy with others of the Savior coming to earth?
3. What do you learn about the character of Christ that he was born in a place where animals were kept?
4. In what ways do you celebrate the coming of Jesus as our Savior?
5. What does God expect us to do, to say, to think, now that we believe that Christ has died for our sins?
6. How does your salvation show others the great patience that God has with people?
7. How do you bear witness that God has sent Jesus as savior of the world?

Conclusion:

1. What do you understand better about God, yourself, and others from studying these passages?
2. Can you list five ways you could apply the message of these passages to your life?
3. When you pray, what can you thank God for from these passages?
4. Based on these passages, can you think of anything you need to repent of before God?

Doctrine: The Son of God

Read: Matthew 3:16-17; 4:1-7; 14:22-33; 17:2-7; Luke 1:26-38; 10:21-22; John 3:16-18; 5:16-23; 10:25-39; Romans 1:1-4; 5:8-10; 1 Corinthians 15:20-28; Colossians 1:13-20; 1 John 2:22-24; 5:5-13.

1. In what ways did the Father show his love for Jesus?
2. How does the love the Father has for the Son teach us how we should love the Son?
3. What helps us to have faith in the Son of God?
4. Make a list of the ways that God helps you trust in the Son of God?
5. What does it mean to believe in the Son of God?
6. Share some examples of how you trusted the Son of God and how this brought you victory and peace.
7. How have you experienced the love of God through the Son?
8. Describe what it was like to feel that God had condemned you. Now describe how it feels when you remember that you are no longer condemned because of what Christ did for you. How has knowing this changed your life?
9. How has God set you apart for the Gospel about the Son of God? How do you show others the good news of the Son of God?
10. What is it like when God gives you confidence that he has chosen you, set you apart, loves you, and has forgiven you? What changes in you when these wonderful promises fill your life?
11. How does the resurrection prove to you that Jesus is the Son of God?
12. What about the resurrection builds your confidence in God?
13. What does it mean to you to hold firmly to your faith? How does knowing what the Son of God has done for you help you hold firmly to your faith?

Conclusion:

1. What do you understand better about God, yourself, and others from studying these passages?
2. Can you list five ways you could apply the message of these passages to your life?
3. When you pray, what can you thank God for from these passages?
4. Based on these passages, can you think of anything you need to repent of before God?

Doctrine: Man**Read: Acts 17:24-28; Romans 3:9-18; Romans 5:12-14; Ephesians 2:1-3**

1. What should man's attitude be towards God? Why?
2. When men and women come to God, what do they expect from God?
3. What does God expect of men and women who come to him?
4. If God does not need anything from man, what do you think is the purpose of man?
5. Describe what man is like before receiving God's grace.
6. What do all people deserve from God?
7. Do people who do not trust in the grace of God have a right to demand anything from him? Do they deserve anything from him?
8. What would you say your life was like before God saved you, forgave your sins, and promised you life with God forever?
9. What is your life like now that God has saved you, forgiven your sins, and given you the promise that you will live with God forever?
10. How does knowing the utter sinfulness of man affect how you praise and worship God?

Conclusion:

1. What do you understand better about God, yourself, and others from studying these passages?
2. Can you list five ways you could apply the message of these passages to your life?
3. When you pray, what can you thank God for from these passages?
4. Based on these passages, can you think of anything you need to repent of before God?

Doctrine: Salvation**Read: John 3:16-18; Romans 3:23-26; 1 Corinthians 15:1-4; Ephesians 2:8-9**

1. What does God know about you?
2. What does he know about every human being?
3. How would you explain God's view to someone who is not a believer?
4. How would you explain to them the good news of Jesus Christ and his provision for the condition of mankind?
5. What would you say to someone who told you that Jesus is one good way to be forgiven and have a relationship with God, but that there are other ways as well?

Conclusion:

1. What do you understand better about God, yourself, and others from studying these passages?
2. Can you list five ways you could apply the message of these passages to your life?
3. When you pray, what can you thank God for from these passages?
4. Based on these passages, can you think of anything you need to repent of before God?

Doctrine: The Church (Body of Christ)**Read: Romans 12:4-8; 1 Corinthians 12:12-31; Ephesians 1:22-23**

1. What are some of the gifts (skills, abilities, talents, and the like) that God has given to you?
2. In what ways can you use those gifts that God has given you to honor him?
3. Everyone has a different set of gifts. What are some ways that people with different gifts can work together to honor God?
4. What can the church do to show the world the character of Christ?
5. In what way does the church differ from other human organizations?

Conclusion:

1. What do you understand better about God, yourself, and others from studying these passages?
2. Can you list five ways you could apply the message of these passages to your life?
3. When you pray, what can you thank God for from these passages?
4. Based on these passages, can you think of anything you need to repent of before God?

Doctrine: Holiness of the Believer**Read: Romans 12:1-2; Ephesians 4:17-24; Colossians 3:12-14**

1. A sacrifice given to God in the Old Testament was killed, and then burned up for an offering. What is the difference between a dead sacrifice and a living sacrifice?
2. Describe how a person could offer themselves as a living sacrifice to God.
3. Tell about a time when you were able to know God's will for what he wanted you to do.
4. What are some ways that people can discover how God wants them to serve him?
5. What gift or gifts has God given you?
6. What are some skills or talents He has given you?
7. What opportunities has God given you to use those gifts and skills?
8. In what ways can you encourage other believers to use their gifts to serve the Lord and his people?
9. In what ways should the church support and encourage you in using your gifts and skills?
10. In what ways does the church community confirm that what you think may be a gift, is truly a gift God has given you?
11. In what ways has the way you think about yourself, about other people, and about God, changed since you became a Christian?
12. Why is what we think about so important to our life with God and with other people?
13. Why do you think it is important for Christians to be loving, compassionate, patient, and forgiving?
14. If a Christian is not loving, kind, forgiving like Christ, how would that affect his witness when he tells other people about Christ?
15. If a Christian is loving, kind, forgiving like Christ, how would that affect his witness when he tells other people about Christ?

Conclusion:

1. What do you understand better about God, yourself, and others from studying these passages?
2. Can you list five ways you could apply the message of these passages to your life?
3. When you pray, what can you thank God for from these passages?
4. Based on these passages, can you think of anything you need to repent of before God?

Doctrine: Scripture (Divinely Inspired)**Read: 2 Timothy 3:14-17; Hebrews 4:12; 2 Peter 1:20-21**

1. Why is it important to read the Bible?
2. How do we know that we can trust everything written in the entire Bible?
3. How has the Bible taught you?
4. In what ways has the Bible corrected you?
5. In what ways does the Bible prepare you for doing the good works God calls you to?
6. Describe how the Bible is alive and active in your life?
7. What would you tell a person who believes that some or all of the Bible is not true?

Conclusion:

1. What do you understand better about God, yourself, and others from studying these passages?
2. Can you list five ways you could apply the message of these passages to your life?
3. When you pray, what can you thank God for from these passages?
4. Based on these passages, can you think of anything you need to repent of before God?

Doctrine: Missions**Read: Matthew 28:18-20; Acts 1:8; Romans 10:13-15**

1. Why do you think it is important for Christians to tell other people about Jesus?
2. What are several ways you can tell other people about Jesus?
3. Where on the earth are people supposed to go and tell others about Christ?
4. What do you need to know about Jesus to tell others about him? What do you need to know about the person you are speaking with?
5. What gives you the courage and boldness to tell other people about Jesus?
6. How can a person make another person a disciple of Christ?
7. What is a good way to describe what a disciple is?
8. What are some activities that a disciple would do?
9. What would be some of the ways a disciple would prepare to serve God?
10. When Jesus said to 'make disciples' what did he mean?
11. What steps have you taken in making disciples as Jesus commanded?

Conclusion:

1. What do you understand better about God, yourself, and others from studying these passages?
2. Can you list five ways you could apply the message of these passages to your life?
3. When you pray, what can you thank God for from these passages?
4. Based on these passages, can you think of anything you need to repent of before God?

Doctrine: The Christian Family**Read: Ephesians 5:21-33; Ephesians 6:1-4; 1 Timothy 5:1-4**

1. In what ways should husbands and wives worship and serve Christ together? What are some activities that they could do together as husband and wife who are followers of Christ?
2. In what ways could wives submit to their husbands out of reverence to Christ?
3. How is the sacrificial love of the husband like the sacrificial love of Christ for his church?
4. In what ways could husbands love their wives the way Christ loves the Church?
5. How is the submission of the wife like the submission of Christ to the Father?
6. In what ways could children honor their parents?
7. What kinds of things do parents do that frustrate or make their children angry? What can parents do to avoid these kinds of things?
8. In what ways can a family honor the older members of the family? What are some ways that serving parents and grandparents strengthen the family and help the whole family work together?
9. What could you do in your family so that your family reflects the love of God to the world?

Conclusion:

1. What do you understand better about God, yourself, and others from studying these passages?
2. Can you list five ways you could apply the message of these passages to your life?
3. When you pray, what can you thank God for from these passages?
4. Based on these passages, can you think of anything you need to repent of before God?

If you have any questions or comments about this guide, please email us at:

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Chapter 20**Biblical Impact Questionnaire****Learning from God's Word about the Impact of Scripture in our Lives—New Testament**

Scripture itself says what God's Word does and how it changes lives. Each verse below says something about what God's Word is and does. Consider the questions related to the verse references and seek answers from the local community.

Scripture: Read John 17:17.

Understand: What does this verse say about God's Word?

Apply: Do you read the translated Scripture, accepting it as the truth?
How does this affect your behavior?

Scripture: Read Romans 15:4.

Understand: What does this verse say about Scripture? What is the impact of Scripture in our life?

Apply: Do you have an example of the translated Scripture comforting those who read/hear it?

Have you seen the Scripture increase hope? How?

Scripture: Read Romans 10:17.

Understand: What does this verse say about Scripture? How is faith linked to hearing God's Word?

Apply: Has your faith grown since having the translated Scripture? In what way?
Have you seen others growing in faith through using the Scripture? Can you share an example?

Scripture: Read Hebrews 4:12-14.

Understand: What does this verse say about Scripture? Describe what Scripture does?

Apply: Do you see the translated Scripture exposing truth and identify error for you and your community? Can you give examples?

Scripture: Read 2 Timothy 3:16.

Understand: What does this verse say about Scripture? What practical ways is Scripture to be used?

Apply: Has the church used translated Scripture for teaching?

What was taught?

What was the result of that teaching?

In what other ways has the translated Scripture been used? (To correct, to instruct, to train?)

What has been the result?

Quick Reference:

Biblical Impact Questionnaire, Ch. 20

Scripture: Read 2 Timothy 4:1-5.

Understand:

What does this verse say about Scripture? What are we to do with Scripture? What does this verse command?

Apply: Have you (or your community) used the translated Scriptures to preach to others?

Have the translated Scriptures helped you to combat wrong behaviors and traditions?

What evidence have you seen of spiritual growth from translated Scripture?

Scripture: Read 2 Peter 1:19-21.

Understand: What does this passage say about Scripture? How do we have God's Word?

Apply: Has our community listened and obeyed the translated Scriptures?

Can you give examples?

Quick Reference: Action Steps for Leadership Team, Ch. 23

Chapter 23 Action Steps for Leadership Teams

This chart can help you keep track of what needs to be done for a successful translation, and who will be leading each step. You may want to customize this list to fit the needs of your team. The individual or groups responsible for each action step do not have to be part of the leadership team; they may be translators or tech assistants.

<u>Preparation Steps</u>	<u>Person(s) Responsible</u>	<u>Date begun</u>	<u>Date complete</u>
Recruit translators			
Secure commitments from at least 6 translators; gather names and contact information			
Plan a schedule for regular prayer		(Ongoing)	(Ongoing)

<u>Translation Process</u>	<u>Person(s) Responsible</u>	<u>Date begun</u>	<u>Date complete</u>
Set up a schedule for regular meetings to work and check drafts		(Ongoing)	(Ongoing)
Help with organizing and planning meetings		(Ongoing)	(Ongoing)
Keep track of translators' contact information		(Ongoing)	(Ongoing)
Manage communication with the translation team and the leadership team		(Ongoing)	(Ongoing)
Finalize your own <u>Quality Assessment Guide</u> (with added qualities for your community, if desired)			
Translate the <u>Quality Assessment Guide</u> and make it available to all translators			
Assign laptops to those who will type and upload			
Conduct a Skills Inventory of each translator			
Assemble translation teams (minimum of 6 on each team)			
Assign books/chapters to each translator			
Document who is translating each chapter			
Agree on consistent translations of key concepts and terms (such as grace, redemption) and make this list available to all translators			
Agree on consistent spelling of names and make this list available to all translators			
Keep track of goals and set deadlines for each goal		(Ongoing)	(Ongoing)
Follow up with translators to confirm and affirm progress; keep translators accountable		(Ongoing)	(Ongoing)
Document as each MAST step is completed		(Ongoing)	(Ongoing)
Type translation drafts			
Upload translation drafts			
Check for consistent spelling and correct punctuation			
Check for consistent book and chapter headings			

Quick Reference: Action Steps for Leadership Team, Ch. 23

Mark drafts as complete (online) when all 8 steps are completed			
Keep track of files and documents		(Ongoing)	(Ongoing)
Continue training or provide refresher training for translators (when needed)			
Recruit more translators (when needed)			
Train, assess Skills Inventory, and assign new translators to teams (when needed)			
Keep track of translators' signatures for the Statement of Faith and CC-BY SA license agreement		(Ongoing)	(Ongoing)
Complete a <u>Community Acceptance Plan</u> and make available to the translation team			
If more than one draft is uploaded for a chapter, choose the preferred draft			

<u>Community Checking Process</u>	<u>Person(s) Responsible</u>	<u>Date begun</u>	<u>Date complete</u>
Invite translators/teachers/pastors to lead reading groups to read Reviewers' Guides and Application Guides			
Invite the community to regular reading groups			
Make the <u>Quality Assessment Guide</u> available to all community reviewers (reading groups, churches, etc.)			
Distribute Scripture portions to churches and invite feedback			
Distribute Scripture portions to individuals and invite feedback			
Refine/revise translation for publication			

<u>Publication Process</u>	<u>Person(s) Responsible</u>	<u>Date begun</u>	<u>Date complete</u>
Choose a printer			
Check punctuation			
Check spelling			
Check chapter and book headings			
Go through all steps in <u>Community Acceptance Plan</u>			

Quick Reference:**Team Skills Inventory Chart 1, Ch. 24****Chapter 24 Team Skills Inventory Chart 1, Individual**

Note: You may have translators rate themselves in each category before assessing them.

	Gateway Language	English
1. Reading fluency		
2. Comprehension		
3. Speaking fluency		
4. Writing fluency		
Final score: average		

	Heart Language
1. Speaking fluency	
2. Writing fluency	
3. Reading fluency	
Final score: average	

	Thinking Styles
1. Spinning Direction	
2. Right/left brain (from list)?	
3. Right/left brain (from picture)?	
4. Personality Shape	
5. Identifying an item	
6. Talking about an item	
Final score: letter combination	

	Bible Knowledge
1. Self-score	
2. Books of the New Testament	
3. Author of Romans, Revelation, Hebrews	
4. Amount read or listened to	
5. Bible training/education	
Final score: average	

	Technology Skills
1. Turn on computer	
2. Open writing app	
3. Type 3 sentences	
Final score: average	

Quick Reference:

Team Skills Inventory Chart 2, Ch. 24

Chapter 24

Team Skills Inventory Chart 2: Master Team Chart