

Tools and Training for Mother-Tongue Bible Translators

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ABSTRACT

This paper provides information about resources designed for translators, documents the need for training, and suggests ways to train translators to use available tools. Training must include assessing the needs and abilities of translators as well as honing their skills to ensure that they make effective use of the tools.

1.0 Introduction

Mother-tongue Bible translators (hereafter, "Bible translators" or "translators") the world over represent a dramatic spectrum in terms of education and experience. At one end of the continuum are those who have earned advanced degrees in linguistics, theology, biblical exegesis, or other studies, who have a deep knowledge of biblical languages and/or who are fluent in languages of wider communication. At the other extreme are those who have not graduated from high school or may not have mastered a language in which there is a Bible. What they have in common is the worthy goal of bringing the message of Scripture to their own people in their own language.

Such translators, particularly those on the lower end of the education continuum, face a problem—the paucity of appropriate translation helps. Bible translation organizations are working hard to provide a remedy, especially as electronic media become increasingly effective in distributing exegetical tools. But two related problems must also be addressed. Feedback from field locations where Bible translators have access to exegetical resources indicates that, in many cases, they are not making use of the resources and/or they are not receiving adequate training (in some cases, not *any* training) in using them. Putting such tools in the hands of translators without teaching them to use the tools is akin to providing a people group with the Scriptures in their language without teaching them to read. The tools are of limited use without the training and may be little used if they are not recommended by a trainer who can demonstrate their value.

It is very important to bear in mind that the ultimate purpose of training is not production but disciple-making. For example, an outside exegete working in a particular language might produce a front translation in a language of wider communication, suited to the culture and grammar of the people, and might train translators to use it as their source text for translating into their language. This method might yield an excellent translation of the Bible, but in the process, the translators would not have developed many skills that would enable them to work more independently, train others, or go help other language groups with translation.

On the other hand, if the exegete were to see his or her task as training the translators over the years in the use of exegetical tools, experience in checking one another's work, and other appropriate skills, they would not only produce a good Bible translation, but they would perhaps be able to move into other translation projects as exegetes, consultants, and trainers. For the purposes of this paper, this kind of personal development should be understood to be the goal of training.

2.0 Tools

In order for translators to make the best use of resources, three questions may be asked:

- What tools are available?
- What tools are appropriate?
- What training is needed to use these tools?

This section (2.0) will address the first two questions, and section 3.0 will address the third.

2.1 Availability of tools

Trainers should encourage translators to make full use of the resources at their disposal. In order to do that, they need to be aware of what is available. As more materials are being developed all the time, it is important to stay current in order to recommend tools to translators and to encourage them to try new materials. It is also important to know what materials are available in languages other than English, in what format materials are available (i.e., hard copy, electronic, by internet), and what limitations or impediments there might be to obtaining the materials, such as postal or import restrictions, cost concerns, or the status of translators' access to computers.

In Appendix One, there is a comprehensive list of Bible translation aids. The information includes identification of the material, description of its general usefulness and particular useful features, its source location (websites and ordering information), and comments. Appendix Two is a summary of how to obtain these resources. Being familiar with the contents of this material is an important starting-place for knowing what tools are available.

2.2 Appropriateness of tools

It does not take long to realize that not all of the aids that are available will necessarily be useful to the translators one may be working with or training. Clearly, different resources are designed for particular types of users. The key is to identify those which are appropriate for one's specific audience. The "general usefulness" section of Appendix One includes in many cases an idea of the target audience for which the aid is designed.

The level of skill or experience of the translator will make some materials more useful than others. Those with little education or only a basic facility in a language of wider communication will probably only be able to make use of materials specifically developed for that target audience, such as the *Translator's Notes* series, *French Guides de traduction*, or possibly *Translator's Reference Translation*. Those who have studied the original biblical languages or who have advanced education will be able to handle more difficult material, such as *Exegetical Summaries*, *Semantic and Structural Analyses*, and those commentaries that are beyond the comprehension level of other translators. The point is to evaluate resource material in the light of what will be most suitable or helpful to the translator.

Once resources have been identified and it has been determined which specific aids are appropriate, the final consideration is what is needed to ensure that the translator will be able to use these materials effectively. The following section addresses this issue.

3.0 Training

Ongoing training is essential in order for translators to make the best possible use of the resources and to develop their skills as they do so. A key principle in the effective use of resources is that translators are likely to continue patterns they establish early in their work. They are likely to use, misuse, or neglect to use translation tools depending on their acquaintance with these tools in the early stages of Bible translation. For that reason, it is recommended that trainers introduce appropriate resources early and give proper orientation and training in using them.

3.1 Training in light of available resources

Some SIL field entities or individual teams plan their translation schedule based on the actual and predicted availability of particular tools, such as the books in the *Translator's Notes* or *Translator's Handbook* series. Of course, the problem with coming to rely too heavily on a given exegetical tool is that the same tool may not yet be available for every book of the Bible.

One way to deal with this problem is to start the translation program with a book of the Bible for which there are several appropriate resources and to make sure the translators become familiar with using all of them. As a result, they will be more versatile in using what is available for a given book, rather than being limited to a particular exegetical tool.

Another way to build versatility in the face of the limited resources is to train translators to do their own preliminary study of the biblical text. A basic and essential skill is comparing two or more versions of the Bible and noting where they differ in structure or interpretation. What is more difficult for some translators is making decisions about what to do with these differences. In terms of structure, the requirements of clarity and naturalness in the receptor language will usually determine what to do. But in terms of interpretational differences between versions, the translator will usually need help. This is why appropriate resources and good training in their use are important.

There are tools for doing exegesis at a basic level which trainers should introduce and which translators should know how to use. For example, general resources suggested by Katharine Barnwell (2) include the following:

- other Bible versions (to consult if the meaning of a passage is not clear in the version being used)
- Bible cross-references (to help the translator find passages that may shed light on the one under study)
- a dictionary (for any words whose meaning is not clear)
- a Bible dictionary (for understanding matters of biblical culture or religion).

For those ready to go beyond the basics, Patricia Wilkendorf has designed a course to teach what she considers to be the three essential exegetical principles translators should master. She applies these principles to a given passage of Scripture by having the translators address three questions (42):

- What seems foreign or strange and why? (historical-cultural distance)
- What is the principal message of the author and how does he develop his main point or argument? (coherence)
- For any word or expression, what interpretation makes sense in light of the overall message? (literary context)

Some of the resources mentioned earlier in this paper (and listed in Appendix One) would be helpful in addressing these questions in the context of a particular book of the Bible, and it might therefore be appropriate for a trainer to introduce those resources in such a workshop.

3.2 Training at an appropriate level

It is important to assess the abilities of translators, not only in order to supply suitable materials and to train them to make the best use of those materials, but also to increase their skill level so that they may use more materials. One of the most basic things to determine is the translators' fluency in the language from which they are translating, which is usually also the language of the exegetical resources they use. Language level may be the main factor in determining the appropriateness of exegetical tools. If a translator's foreign-language level is not adequate for understanding at least some Bible versions, it may be necessary for that person to begin work from a front translation rather than to do exegesis.

3.3 Types of training

Training happens as readily through mentoring, modeling, and interaction as through formally transferring information. It happens during Scripture checking sessions as well as during workshops designed to prepare people to translate Scripture.

An important consideration in all types of training is follow-up and reinforcement. For example, SIL translation consultant Stephen Payne led a series of workshops in French for translators from eastern D.R. Congo. He introduced the French adaptation of *Translator's Notes* (*Comprendre pour traduire*, or CT) on the first day of the workshop and spent over an hour using the introductory material and Guidelines as the basis for orientation in how to use CT. He gave particular emphasis to the correct use of the Display feature (see 3.4.2). After the workshop, he concluded that this latter issue "might need to be emphasized at several points during the workshop in order to reinforce it, as it seems that in the history of *Translator's Notes* it has been a recurring problem" (personal letter, 2006).

3.3.1 Informal training

Trainers should learn to recognize the many informal opportunities they have to build translators' capacity for carrying on the work with increasing skill and independence. In many cases, it may be best for the trainer to orient translators to resources by using them together while seated at the translation desk, rather than by presenting a lesson on their use. An advantage of this method is that it models integration of the resources into the translation process. Translation consultants can also reinforce such integration by referring often to the resources as questions arise during checking sessions. Consultants should be familiar with the tools available to the translators with whom they work and make use of these tools as they interact.

Training and interaction often go hand in hand, not only to enable translators to use the appropriate tools, but to help them break habits of working without them. *Translator's Notes* Coordinator Randy Groff noted in a series of translation workshops held in Nigeria that when TN (the most appropriate tool for the skill level of the participants) was simply introduced as one of the tools available, translators tended not to refer to it for help as they worked. Nor did many of them use TN even after a trainer gave some formal teaching about how to use it. But when a trainer had translators in a workshop open TN and read it together to find solutions to issues they were dealing with in the text they were translating, they quickly came to appreciate its value and to use it themselves (personal conversation, 2007).

3.3.2 Formal training

Probably the most common method of formal training is to bring together translators for a workshop in a central location and to divide up the daily schedule into the theoretical and the practical—for example, several hours of training and review in translation principles or exegesis and several hours of drafting and/or checking the translation. One of the greatest benefits of any type of workshop is the

practical ideas that the participants give each other. This is a valuable form of collegial training. If the workshop includes teams from different languages, especially if there is common ground culturally and/or linguistically, the teams will have much to learn from each other in terms of translation.

Workshops are also excellent venues for training translators to use resources, provided the workshop planners and leaders build this training into the schedule rather than cause frustration by adding such training to an overcrowded agenda. Trainers and participants must be aware of how recommended resources relate to the goals of a given workshop. A translation principles workshop, for example, may be an appropriate context for introducing resources. However, follow-up training and reinforcement should be given later, when the translators are ready to begin translation in earnest.

3.4 Specifics of training translators to use TN

To illustrate some components of resources that require particular attention in training, the focus will now be specifically on *Translator's Notes*, as an example of a tool designed for those who would otherwise find it difficult to work independently. In some situations, it may be most appropriate to give informal training, with the trainer calling the translator's attention to various features of TN as they use it in the process of translation. In others, particularly in the case of a workshop, formal training may be appropriate.

A model for orienting translators to the most effective use of TN as an exegetical tool is provided in Appendix Three of this paper as one example of formal training. It is an adaptable lesson. Trainers may use the shorter version with those translators who are least able to work independently. They will learn to use TN as their main exegetical guide. But for those learning to work more independently, with TN as a reference tool, the longer version of the lesson will help them to see how to integrate the use of TN into their own exegetical work.

The following sections discuss particular features of TN with which translators should become acquainted, whether orientation and training are given formally or informally.

3.4.1 The Guidelines

Each document in the TN series includes a section entitled "Guidelines for Using the *Translator's Notes Series*." Ideally, every user of TN should carefully read this section before beginning to use a TN document. In reality, field reports indicate that translators tend to ignore the Guidelines. However, the trainer can use them as a lesson plan for teaching the features of TN and their proper use. It is therefore highly recommended that any trainer who introduces TN as a resource be familiar with the Guidelines.

The trainer should orient the translators to the main issues covered in the Guidelines, that is, to the Notes and Display and their purposes, to the significance of various types of formatting, and to the kinds of information given in the Notes. The following section focuses on a TN component that requires particular attention.

3.4.2 The Display meaning lines

The Display is a clause by clause restructuring of the biblical text, consisting of lines from a Bible version and "meaning lines." The purpose of the meaning lines is to apply the Notes to the biblical text and to express the meaning as clearly and directly as possible.

A concern expressed not only by consultants on the field, but by the TN editors themselves, is that translators often like to use the Display component of TN as a front translation. In other words, they simply translate the Display meaning lines directly, without taking time to study the biblical passage, read the Notes, and reflect on the best way to express the meaning in their language. Using this Display feature as a template for translation does not take into account the unique features of any particular language. Translating the meaning lines directly may help the translator express the meaning clearly, but the resulting translation will probably not sound natural to mother-tongue speakers, and it will miss much of the richness of idiom that is the treasure of any given language. These same remarks may be applied to the display structure of the *Guides de traduction* series.

Some translation consultants feel it is best not to provide translators with the "easy fix" the TN Display appears to offer. For example, in response to a questionnaire sent out by the authors of this paper, Phil and Chris Carr of SIL's Papua New Guinea branch stated the following. In the project in which they are involved, they supply the translators with the TN Notes, but not the Display, "because it is sometimes too tempting to them to shortcut their gaining of understanding of the text through reading thoroughly through the Notes," due to their "simply following one of the sample translation models, whether or not it is best suited to their language."

The Carrs also point out that even without the Display, the Notes often provide examples of different ways to translate. These translation examples are similar to the examples provided by the meaning lines of the Display. At its annual meeting in 2006, the CT (*Comprendre pour traduire*, the French adaptation of TN) team decided to take advantage of this built-in redundancy between the Display and the translation examples in the Notes by getting rid of the Display component altogether. CT therefore now uses more translation examples in the Notes. It was felt that since such examples are not a connected, exhaustive restatement of the entire biblical text, there would be less tendency for translators to use them as a front translation.

The Display can be helpful to translators. Therefore, TN editors stress that translators should be trained to use the meaning lines as intended.

4.0 Conclusion

As part of the preparation of this paper, the authors sent a questionnaire to a number of SIL field entities to solicit information about what resources translators in the area were using and what kinds of training they might be receiving in using those resources. While no hard conclusions may be drawn from the few responses to the questionnaire, it is probably safe to say that on a number of levels and in a number of places, people are leaving it to chance that translators are aware of resources at their disposal and know how to make the best use of them.

Consultants and field teams need to know about different exegetical and translation tools and how they can be used. Those working with translators need to provide them with training in using the resources, and they need to follow up to see that translators are actually making consistent use of the resources outside the supervised setting of a workshop. Translation consultants can actually pre-empt much of the correcting they do in checking sessions by spending time, before translators go to work on a draft, teaching them to make good use of tools such as TN. Several people sending in comments from the field have reported seeing a marked improvement in translation portions that were drafted when translators used TN as a reference. It is not just the product that has improved. The training improves the translator.

Finally, it is important to solicit feedback from those who are using the resources. Trainers and consultants can encourage translators to write in the margins of hard copies or keep notes when working with electronic resources, interacting with the material and mentioning specifics of what is helpful and what is not, what information they could have used had it been there, what information is superfluous, what is difficult to understand. It may be more practical to gather this kind of information in an informal way through discussion between the consultants and the users. Trainers and consultants are also encouraged to share their own observations and suggestions with those producing the resources. Such evaluation from the users is welcomed by those producing the materials, who want to make the resources as practical as possible.

It is stated in the SIL Philosophy of Training that “Training is one of the primary ways in which our family of organizations can facilitate worldwide Bible translation and language development, using our God-given experience and expertise to equip people—particularly local citizens—to take responsibility for the Bible translation and language development tasks in their communities and countries” (1). Such training includes helping translators make the most effective use of the tools designed for them. In turn, evaluating the tools helps ensure that these will be as effective as possible in meeting the needs of translators, equipping them to take responsibility for the task.

Works Cited

Barnwell, Katharine. “Exegesis, Steps 1 & 2.” The Seed Company (unpublished training document), date unknown.

SIL Philosophy of Training. SIL, 2005.

Wilkendorf, Patricia. *Training Manual in Exegetical Principles for Mother-Tongue Translators with Application to the Translation of 1 Corinthians 9:1-18*. St. Louis: Covenant Theological Seminary (master’s thesis), 2005.

Appendix One **Descriptions of selected translation resources**

*Information was gathered from websites, public materials,
and individual correspondence with the developers of the material,
which is arranged in alphabetical order.*

(1) BART 5.2

Materials

“Biblical Analysis and Research Tool” computer program

Description

The Biblical Analysis and Research Tool is an interactive source language Bible program. The Hebrew Old Testament and the Greek New Testament have the source text with interlinear lines of analysis: a transliteration of each word, its grammar tag information, the base form (lemma) of the word in order to find it in a lexicon, and an English gloss. The Hebrew has an additional interlinear line to mark notes from the glossers. The interlinear information is word-by-word; there is no phrasing, except that the Greek New Testament English glosses have numbers to indicate the English word order. BART has other source language texts such as the Byzantine Greek New Testament and the Septuagint.

General Usefulness

This tool is designed for people who have some working knowledge of Greek and Hebrew and who want to research the biblical languages. The analysis of the biblical languages that BART provides helps increase the user’s understanding.

The interaction with the source language Bibles occurs on many levels. Any of the interlinear lines can be accessed in a search. Any combination of interlinear lines can be accessed in a search. Searches can also take context into account. The text can be marked. The text can be divided into propositions of the user’s design. Popup notes can be added. In order to share with others, BART has print capability and BART saves user-specific information, such as marking, so that it can be copied and shared.

Useful Features

The BART team has the procedure in place to incorporate other language glosses into the Hebrew Old Testament and the Greek New Testament. They have already incorporated Indonesian glosses into the Greek New Testament.

BART has a User’s Manual with accompanying exercises that can be accessed from BART’s Help menu. These are meant to provide self-guided training for someone new to the program. BART’s Help answers specific questions.

BART also links to Translator’s Workplace. This means all the lexicons (including the tri-lingual lexicons), grammars and commentaries, etc. are easy to access from BART. In fact, one can obtain training at TW for BART in the document TrngOutline.doc.

BART helps in discourse study because of its marking capabilities. Any work a user does can be shared with others.

Source

Available on Translator’s Workplace, obtained through the International Academic Bookstore by emailing Academic_Books@sil.org.

Comments

Dick Burke and Wolfgang Stradner are the main people who offer BART training. BART gets rave reviews from Nicolai Winther-Nielsen, who would love BART to be provided to the public, especially for students learning the biblical languages.

BART has English, Spanish, French and Indonesian Bibles which can scroll with the source language text.

(2) EXEGETICAL SUMMARIES

Materials

Exegetical Summaries of Bible books

Description

The books in this series present a summary of how commentators and translators have interpreted the Greek text of the New Testament. Their interpretations are presented by asking the types of questions that occur to translators as they study the Greek text. The questions include the meanings of words, genitive constructions, and figures of speech. They include the relationships between propositions, the identities of implied actors or objects of event words, the identification of ambiguities, and the implications of the text. The questions are answered by summarizing how the text has been interpreted in numerous commentaries and translations. Work has also begun on some Old Testament books.

General Usefulness

These books contain information that translators should consider as they make exegetical decisions regarding the message they will communicate in their translations, but they do not replace the commentaries that they summarize. Commentaries contain much more information about the meaning of words and passages. They often contain arguments for the interpretations that are taken and they may have important discussions about the discourse features of the text. In addition, they have information about the historical, geographical, and cultural setting. Translators will want to refer to several commentaries as they exegete a passage. However, since no one commentary contains all the answers translators need, these books will be a valuable supplement. They make available more sources of exegetical help than most translators have access to. Even if translators had all the books available, few would have the time to search through all of them for the answers.

In listing support for various statements of interpretation, the author is often faced with the difficult task of matching the different terminologies used in commentaries with the terminology he has adopted. Sometimes he can only infer the position of a commentary from incidental remarks. This book, then, includes the author's interpretation of the views taken in the various commentaries. General statements are followed by specific statements, which indicate the author's understanding of the pertinent relationships, actors, events, and objects implied by that interpretation.

Useful Features

A. The Semi-Literal Translation

A semi-literal translation of the Greek text is given so that the basis of interpretation(s) can best be seen.

B. The Text

The base text for the summaries is the fourth revised edition of The Greek New Testament, published by the United Bible Societies, which has the same text as the twenty-sixth edition of the Novum Testamentum Graece (Nestle-Aland). Variations in the Greek text are noted. Dr. J. Harold Greenlee

researched the variants and has written the notes for this part of the summary. It is deemed sufficient to list the versions which follow different variations, without evaluating their choices.

C. The Lexicon

The meaning of a key word in context is the first question to be answered. First, the lexical form of the Greek word is given, then the location number where, in the author's judgment, this word is defined in the *Greek-English Lexicon of the New Testament Based on Semantic Domains* (Louw and Nida 1988). If the specific reference for the verse is listed in *A Greek-English Lexicon of the New Testament and Other Early Christian Literature* (Bauer, Arndt, Gingrich, and Danker 1979), the outline location and page number are given. Then English translations by commentators and by twelve major versions are given. Sometimes further comments are made about the meaning of the word or the significance of a verb's tense, voice, or mood.

D. The Questions

Typical questions concern the identity of an implied actor or object of an event word, the antecedent of a pronominal reference, the connection indicated by a relational word, the meaning of a genitive construction, the meaning of figurative language, the function of a rhetorical question, the identification of an ambiguity, and the presence of implied information which is needed to understand the passage correctly. Background information is also considered for a proper understanding of a passage. The question is answered with a summary of what commentators have said. If there are differences of opinion, the interpretations are numbered and the commentaries that support each are listed. Differences that are not treated by many of the commentaries often are not numbered, but are introduced with a contrastive 'Or' at the beginning of the sentence. No attempt has been made to select which interpretation is best.

Source

Available on Translator's Workplace and by separate order from the International Academic Bookstore: on the web at: www.ethnologue.com/bookstore.asp or email: Academic_Books@sil.org

(3) FIELDWORKS 4.0

Materials

SIL FieldWorks software

Description

FieldWorks is a suite of software tools to help language teams manage language and cultural data, with support for complex scripts. SIL Language Software 1.0 Plus is an updated set of 4 CD-ROMs that combines 18 computer programs and reference resources developed for use by language and culture learners and field researchers. The suite includes SIL FieldWorks, Speech Tools, LinguaLinks 5.0 (Library and Workshops), Linguist's Toolbox, Linguist's Shoebox, WordSurv, Keyman 6, IPA fonts, and many other programs included on SIL Language Freeware 2007 Disc 1 and SIL Language Freeware 2007 Disc 2.

General Usefulness

Language projects begin with careful study of the language and culture of a community by:

- entering cultural and linguistic observations
- analyzing and capturing linguistic and cultural rules and precepts
- writing papers, including dictionaries and writeups of linguistic and cultural phenomena

Useful Features

The following is a sampling of what FieldWorks supports:

- the Dictionary Development Process, for building and refining a dictionary
- the Outline of Cultural Materials, for categorizing cultural observations
- Unicode and SIL-developed Graphite, for complex non-Roman scripts
- most writing systems (except vertical script at this time)
- limited multi-user capacity, for cluster project work over the Internet or a LAN

FieldWorks stores data in a common set of databases, allowing for:

- integrated data
- integrated task work
- normalization of data

FieldWorks Bible Translators Edition (BTE) adds FieldWorks Translation Editor to the suite of tools, which can help a translator do the following:

- carefully analyze Scripture texts and then transfer the concepts from the source language to the receptor language
- document translation problems and questions as well as consultant comments
- complete a back translation to evaluate the accuracy of the receptor translation

FieldWorks includes:

- FieldWorks Data Notebook
- FieldWorks Language Explorer
- FieldWorks WorldPad

Source

Download from <http://www.sil.org/computing/fieldworks/> or order from International Academic Bookstore: Academic_Books@sil.org.

Comments

FieldWorks 4.2 is a stable release which is available for use. A stable release is not as thoroughly tested as a corporate release, such as 4.0. Users should be aware that 4.2 will be generally stable but is not guaranteed to be as stable as a corporate release. Fully updated documentation is also not guaranteed. However, every effort is made to make stable releases better than prior versions in functionality, stability and documentation.

Materials are available for software developers and testers who might be interested in Alpha and Beta versions and open-source development.

SIL FieldWorks is available under the SIL Open Source License. Because this license is granted to the user for no cost, the user is not entitled to free technical support from SIL. Service Bulletins are posted for known problem fixes and patches. Help files for the current version of FieldWorks are available.

(4) GUIDES DE TRADUCTION

Materials

The *Guides de traduction* series in French

Description

The *Translation Guides* were originally developed in English by Katy Barnwell in the days when there were very few exegetical resources available for the epistles. *Translation Guides* were produced for all the New Testament books except the gospels (select verses only were covered in John and Acts). The series was adapted into French in the 1980's by Mo Perrin of the Cameroon Branch. It was made available to other SIL entities as printouts. In the early 2000's, Wycliffe Associates in the UK retyped and formatted the *Guides de traduction* series, and it was made available on the Tools of the Trade CD in both PDF and Word format.

General Usefulness

This series is primarily geared toward national translators, though it can also be used effectively by expatriate exegetes and consultants. The *Guides* present different possible ways to translate each verse using a display format. Different options are presented between brackets. Occasional notes are included to help guide the translator through difficult passages. Suggested footnotes are also included.

The *Guide* series is very easy for less experienced translators to use. It presents different ways to translate the meaning of a verse, often in simple language or using constructions that follow a more African structure. Sentences are often shorter than in Bible versions, non-figurative renderings are provided, and the agent of passive expressions is made explicit for languages which do not use passive verbs in particular contexts. Implicit information is shown in parenthesis, in case the translator decides it would be helpful to include such explanations in the translation. In summary, the *Guides* spare national translators the trouble of wading through a lot of additional background reading by providing the main information they often seek.

As with any translation resource, it is not recommended that translators make a literal translation of the display. The options are provided to spark ideas on ways the translator can render the meaning naturally in the target language.

Useful Features

The *Guides* simplify structure and offer help such as giving the meaning of figures of speech, making passives explicit, simplifying vocabulary, using verbal rather than nominal constructions, adding implicit information, restructuring, breaking up complicated sentences, etc. The *Guides* also give an African "flavor" for grammar and wording.

Source

French *Guides* are available on the Tools of the Trade CD and on Le Pupitre du Traducteur. The English Guides are not currently available for order.

Comments

Work is currently being done for a *Guide de Traduction* for Luke, with plans to finish the remaining gospels, so that a complete set will be available for all the books of the New Testament.

(5) LE PUPITRE DU TRADUCTEUR 2.1

Materials

"Le Pupitre du Traducteur" (LPDT) CD in French

Description

LPDT is a French version of a reference library on CD-ROM called the "Translator's Workplace" in English.

General Usefulness

The emphasis of LPDT is to develop a tool, for translators who have had secondary level education, which is easy to use on a computer and with materials which are easy to read and understand. This does not exclude more sophisticated documents such as the Greek NT, the Hebrew Bible and scholarly Bible Commentaries, but priority is given to the various Bible versions available in French and as many Bible translation aids as possible.

Many resources are linked to the Bible text display. For instance, a commentary will open at the very verse where a Bible is open, or a Bible dictionary will be accessed directly from the word that needs an explanation in the text.

Useful Features

The content includes the following:

- Bibles (French, Hebrew, Greek and some African languages)
- Bible dictionaries and lexicons
- Study Bibles notes
- General Bible study commentaries and helps
- General introductions to the Bible
- Translation reference manuals
- Translation guides, notes and commentaries on how to translate various books of the Bible
- Some theological commentaries
- A variety of articles on how to organize Bible translation programs, how to tackle various problems, etc.

Source

Registration and orders can be made by emailing pupitredt@wycliffe.org. Registered users may also download new resources at lpdt.ch.

Comments

Several colleagues who run computer software workshops have taught LPDT along with other software. Such training sessions are entirely dependant on the various field entities. The LPDT development team does not run them. Possibilities of including more sophisticated tutorials have been discussed but not implemented yet.

The software includes an automatic installation tool and is supported by documentation in French. The new version (XML - Spring 2007) is based on the Internet Explorer.

In order to facilitate synergy within the Francophone world, the software used is a French software rather than the software used for TW in English.

Since the spring of 2007, a site is available to LPDT users for them to download new resources or revised versions of existing materials. We are aware it is only a minority of Bible translators who can connect to the internet, especially to download LPDT files, which can be quite huge. However, most translators relate to some central base in cities from which such files can be downloaded. We expect that internet availability will become more and more common and easy. So far, publishers have waived copyright charges for materials included in LPDT, but this goes with the condition that its distribution is strictly limited to Bible translators. A database of users is kept up-to-date.

(6) LINGUALINKS LIBRARY

Materials

Lingualinks Library CD

Description

Lingualinks Library provides information, instructions, training, and advice in a “show-and-tell” mode designed to support fieldwork.

General Usefulness

LinguaLinks is electronic helps for language fieldwork. LinguaLinks brings the user an array of helps to make the user more productive in language work. Its integrated computer resources are designed to support fieldwork by providing on-demand: advice, tools, information, instructions, and training.

Useful Features

Lingualinks Library contains the entire contents of 223 journal issues, 149 online books, glossaries, bibliographies, and other reference resources. Included are useful computer applications for language learning and literacy. The material is organized into bookshelves:

- Anthropology
- Sociolinguistics
- Language Learning
- Consulting
- Linguistics
- Scripture Use (CWE only)
- Literacy
- Translation

Also, there are entire general reference works on practical aspects of village living, with illustrations.

To learn more about LinguaLinks Library and the Catalog of Whole-Text Works see: www.ethnologue.com/LL_docs/show_contents.asp.

Source

LinguaLinks is included in SIL Software 1.0, Software tools: <http://www.ethnologue.com/tools.asp>

(7) PARATEXT 6.1

Materials

USB Paratext software

Description

Paratext and related tools are a collection of Bible translation software programs for Windows, developed by the United Bible Societies, which allow users to input, edit and check a translation of the Scriptures. The Translation Notes Editor is a resource tool that provides access to information for exegesis and checking. It works best when used with Paratext. Additional information about TNE is available on Paratext.

Paratext comes with various embedded helps, guides, tutorials, overviews, and exercises to teach and remind users how to perform translation tasks with this software.

General Usefulness

Paratext is useful to translators, translation consultants, and publications people working with Scripture texts.

Useful Features

Paratext 6.1 allows users to:

- Display selected texts in parallel with simultaneous scrolling
- Input, edit, and perform Scripture checks
- Create notes or view existing reference notes on a given verse or word
- Display models for new translations
- Display Translation Handbooks for references on translation issues
- Generate and analyze word lists
- Access and study source languages of the Bible and related materials
- Import and export text
- Edit Unicode data
- Display training materials

Source

<http://paratext.ubs-translations.org/Home.html> or <http://paratext.ubs-translations.org/Register.html>

Comments

Paratext training exercises and help files are available in English, Spanish, and French. Existing and new materials for training may be found by visiting the registered users area (with website user ID and password).

(8) SEMANTIC AND STRUCTURAL ANALYSES

Materials

Semantic and Structural Analysis series (SSAs)

Description

The books in this series are analytical commentaries on the Greek text of New Testament books. Each book first identifies the high-level semantic components of the text and indicates the relationships between them. These components are then further analyzed to identify sub-components and their relationships. This process is continued until the basic units of communication, called propositions, are identified. These propositions are stated in semantically unskewed English glosses. Theme statements for paragraphs and larger units are derived from the analysis. A discussion of the evidence supporting the analysis is also given.

Two of the various goals that an SSA author-analyst has in doing exegesis are (1) to understand how a Biblical book functions as a whole rather than as a compilation of unrelated parts and (2) to provide the information translators and consultants need to know to translate accurately and meaningfully, especially those working in languages that do not have a literary tradition, that express abstract concepts in verbs, adjectives and adverbs rather than in abstract nouns, that do not (often) use passive constructions, and that have various other features distinct from those of Indo-European languages.

General Usefulness

The *Semantic and Structural Analysis* series is built to provide the translator or consultant with a unified/structured presentation of the information found on all levels of the discourse.

Useful Factors

While an SSA generally contains the same type of information found in many other exegetical helps and commentaries, its unique features are:

- Its analysis and presentation of the relationship of each unit with other units, from the clause level up to the full discourse. By looking at the diagram, the user gets a full presentation of the relationships within a paragraph. If one looks for such information in a commentary, he has to look at the note for each verse, and he may find that information, or he may not. The relationships used in an SSA are ones of a well-defined set, and their formal markers in the display text do not vary. “Because” will always show a reason relationship, “since” will always show a grounds relationship, etc.
- The theme statement of a paragraph is based on the most prominent features of the formal structure of the Greek text, except where normally prominent features are overridden by some marked feature.

Source

Available on Translator’s Workplace and by separate order from the International Academic Bookstore: on the web at www.ethnologue.com/bookstore.asp or email: Academic_Books@sil.org

(9) SIL LANGUAGE FREEWARE

Materials

SIL Language Freeware Bible Translator’s Edition

Description

- SIL FieldWorks 4.0 BTE
Data management tool for language and cultural fieldwork using Graphite. BTE adds Translation Editor to the Standard Edition.
- Keyman 6.2 Standard (requires licensing via internet) and Keyman 6.2 Home (licensing not required) keyboard enhancer
- Adapt It 3.2.4
 - Non-Unicode version
 - English
 - French
 - Indonesian 2.4.1.l
 - Spanish 2.4.1.l
 - Unicode version
 - English
 - French
 - Indonesian 2.4.1.l
 - Mandarin
 - Spanish 2.4.1.l

General Usefulness

The SIL Language Freeware CD-ROMs contain products that are recommended for language projects worldwide. The Bible Translators Edition (BTE) includes software with specific application for Scripture translation.

Source

http://www.ethnologue.com/tools_docs/freeware1bte_intro.asp

Comments

The software contained on the SIL Freeware disks is copyrighted by SIL, but may be freely copied and shared. The user must agree to comply with the terms in the [SIL Language Freeware End User](#)

[License Agreement](#). Because this license is granted to the user for no cost, the user is not entitled to free technical support from SIL.

- [SIL Language Freeware Introduction](http://www.ethnologue.com/tools_docs/freeware_intro.asp) (http://www.ethnologue.com/tools_docs/freeware_intro.asp)
- [Contents of SIL Language Freeware, Disc 1 SE](http://www.ethnologue.com/tools_docs/freeware1_intro.asp) (http://www.ethnologue.com/tools_docs/freeware1_intro.asp)
- [Contents of SIL Language Freeware, Disc 2](http://www.ethnologue.com/tools_docs/freeware2_intro.asp) (http://www.ethnologue.com/tools_docs/freeware2_intro.asp)
- [Other SIL software products](http://www.ethnologue.com/tools.asp) (<http://www.ethnologue.com/tools.asp>)

(10) SIL LANGUAGE SOFTWARE

Materials

SIL Language Software 1.0 Plus

Description

The suite includes: SIL FieldWorks, Speech Tools, LinguaLinks 5.0 (Library and Workshops), Linguist's Toolbox, Linguist's Shoebox, WordSurv, Keyman 6, IPA fonts, and many other programs included on SIL Language Freeware 2007 Disc 1 and SIL Language Freeware 2007 Disc 2.

General Usefulness

This software is an updated set of 4 CD-ROMs that combines 18 computer programs and reference resources developed for use by language and culture learners and field researchers.

Source

http://www.ethnologue.com/tools_docs/software_intro.asp

(11) TRANSLATOR'S NOTES

Materials

Printed and electronic volumes in the *Translator's Notes* series on individual books of the Bible, being developed in English and adapted in French, Portuguese, Spanish, and several SE Asian languages.

Description

Translator's Notes goes a step beyond most translation helps by suggesting which interpretation the translator should follow. In addition, *Translator's Notes* presents the material at a language level appropriate for non-native speakers of the language the *Notes* are written in. The *Notes* are written using basic vocabulary, few passives and idioms, and simple sentences.

General Usefulness

The goal of the *Translator's Notes* is to help national translators who have at least a basic level of English to be more independent translators. Some expatriate translators and consultants have found that they can work with several national translation teams at once when the national translators use *Translator's Notes*. This is an excellent way to multiply our efforts toward the fulfillment of Vision 2025.

Useful Features

The *Translator's Notes* in each language, except as noted below, has two parts, the *Notes* and the *Display*.

The Notes:

- The Notes provide information about the larger units of the biblical text and about the details of meaning in each verse. The individual notes explain in detail the meaning of the biblical text in the original language and alert the reader to possible translation problems.
- The Notes contain information about the following:
 - Textual issues
 - The meaning of the original text
 - Alternative interpretations
 - Translation problems
- When the meaning of the text is not obvious, the Notes provide an explanation. Examples of this include:
 - Words and phrases that are used by the biblical writer in a secondary sense, such as metaphors, rhetorical questions, and idioms.
 - Words and phrases with multiple meanings.
 - Concepts that are likely to be unfamiliar, such as certain biblical customs.
 - Unfamiliar grammar, such as passives and ellipses.
 - Larger portions of text, such as proverbs and parables.
 - Discourse level features, such as conjunctions.
- For some verses or passages in the Bible there are *alternative interpretations*. Some Bible scholars think the verse or passage means one thing, and others think it means something else. The Notes do not explain all possible alternative interpretations, but only those that will directly affect the translation.
- Translation advice is provided when there may be some difficulty in rewording the meaning in the receptor language because of linguistic or cross-cultural differences. Translation problems include, for example:
 - Figurative language
 - Relationships between clauses
 - Passives
 - Possible reordering
 - Repetition
 - Poetry
 - Implied information

The Display:

- Each verse in the biblical text is shown with a *Source Line* and a *Meaning Line*.
- The top line of the Display text is the Source Line, taken from a relatively literal Bible version (in English, usually from the NIV for New Testament books and the RSV for Old Testament books)
- Below the Source Line is the Meaning Line. This states the meaning of the text in a way that is as understandable and direct as possible. For example, this line expresses the meaning of any idioms or figurative language. Sometimes a second Meaning Line is added, which expresses the same meaning in a different way.
- The primary aim of the Meaning Line is to help the translator understand the text. The user should decide how to translate that meaning and whether or not any of the implied information needs to be made explicit in the translation.

Source

English: Available on Translator's Workplace (some of the *Translator's Notes* available on TW are in a pre-publication stage). Printed editions are also available by separate order: International Academic Bookstore: on the web at: www.ethnologue.com/bookstore.asp or email: Academic_Books@sil.org

French: older version files, named *Notes de traduction*: available on Le Pupitre du Traducteur ; new files, named *Comprendre pour traduire*, will be available on Le Pupitre du Traducteur and on Translator's Workplace

Portuguese and Spanish: Available on Translator's Workplace, which can be obtained through the International Academic Bookstore: Academic_Books@sil.org

Comments

Questions about *Translator's Notes* may be directed to Translator's_Notes@sil.org.

The *Comprendre pour traduire* series, the French adaptation of *Translator's Notes*, has much of the information from the Display incorporated directly into the Notes rather than having a separate Display.

(12) TRANSLATOR'S REFERENCE TRANSLATION

Materials

Translator's Reference Translation (TRT)

Description

The TRT uses notations to help translation teams make decisions which are guided by three principles:

- The translation must be accurate
- The translation must be natural
- The translation must be acceptable to the intended audience; not too literal and not too free.

General Usefulness

The *Translator's Reference Translation* shows:

- choices between phrases or larger units
- choices between words
- implied information
- information found literally in the Greek text that may be left implied for more naturalness in English, and whose inclusion in the translation should be considered

Useful Features

TRT also helps translators as follows:

- distinguishing second person singular and plural
- distinguishing whether first person plural includes the audience
- suggesting information that could be supplied in footnotes
- summarizing issues concerning Greek textual variants

Source

Available on Translator's Workplace and by separate order from the International Academic Bookstore: on the web at: www.ethnologue.com/bookstore.asp or email: Academic_Books@sil.org

(13) TRANSLATOR'S WORKPLACE

Materials

Translator's Workplace 4.0 (TW) CD

Description

Translator's Workplace is a library of reference materials in electronic form for Bible translators.

General Usefulness

The target audience is the average translation team. TW provides reference material that will be helpful to translators in exegesis, translation issues, and Scripture checking. Most materials are in English, but some resources in other languages are included.

Useful Features

The content includes the following:

- Bibles
- Dictionaries, Lexicons and Grammars
- Exegetical Resources
- Other Translation Resources
- Other Programs
- Resources available for each Biblical book
- Documents en français (Resources in French)
- Buku-buku dalam Bahasa Indonesia (Resources in Indonesian)
- A língua portuguesa (Resources in Portuguese)
- Materiales en Espanol (Resources in Spanish)
- Alphabetical list by resource title
- Alphabetical list by resource author
- Alphabetical list by resource file name

Training for using the tools is included on the CD.

Source

Distribution is limited to those involved in Bible translation.

TW can be obtained through the International Academic Bookstore: Academic_Books@sil.org.

For information on the Translator's Workplace CDs, see <http://www.sil.org/translation/twinfo.htm> or write to Computer_Sales_Jaars@sil.org.

(14) UBS TRANSLATION HANDBOOKS

Materials

UBS Translation Handbooks

Description

The handbooks in the United Bible Societies' (UBS) *Translation Handbooks* series are detailed commentaries providing exegetical, historical, cultural, and linguistic information on the books of the Bible. They are prepared primarily to assist Bible translators.

General Usefulness

In these handbooks, the scriptural text is discussed verse by verse. *Translation Handbooks* complement and enhance the resources of the major Bible versions included with Paratext.

Source

<http://www.biblesociety.org/index2.htm>

<http://www.ubs-translations.org/cms/index.php?id=73,0,0,1,0,0>

http://www.ubs-translations.org/ubs_scholarly_catalog/helps_for_translators/handbooks/

(15) WORD & DEED

Materials

Word & Deed (W&D) provides three journals a year, software, and updates to individual subscribers.

Description

W&D was created to integrate domain knowledge and increase the impact on entire language projects, compared to previous SIL publications that were aimed at specific domains (Anthropology, Linguistics, Literacy, Sociolinguistics, and Translation).

General Usefulness

W&D includes digital information such as e-journals, www.sil.org selections, survey reports, book reviews, e-books, Pike's Perspectives, some branch publications, and Life in Ancient Times.

Source

JAARS Information Technology Services, PO Box 248, Waxhaw, NC 28173, USA
or software_sales_jaars@sil.org

Comments

W&D subscriptions including registered licensed software are limited to members of SIL International, due to copyright agreements. The non-registered software is available to subscribers from other organizations.

Appendix Two

Translation Tools Contact and Ordering Information

International Academic Bookstore Publication orders:

For language information and research, visit www.Ethnologue.com and www.sil.org. Ethnologue.com is owned by SIL International. Ethnologue.com is a place where one can conveniently find many resources to help with research of the world's languages. SIL International partners in language development by facilitating language-based development. SIL International serves the peoples of the world through research, translation, and literacy.

- Website: <http://www.ethnologue.com>
- E-mail: Academic_Books@sil.org
- Phone: 972-708-7404 FAX: 972-708-7363
- 7500 W. Camp Wisdom Rd. Dallas, TX 75236 USA
- Books in series may be ordered as a set or individually, or a Standing Order may be placed for the series so the books are shipped as they are published, and at a 25% discount.

■ **BART 5.2**

Translator's Workplace, obtained through the International Academic Bookstore by emailing Academic_Books@sil.org

■ **Exegetical Summaries Series**

Available on Translator's Workplace and by separate order from the International Academic Bookstore: on the web at: www.ethnologue.com/bookstore.asp or email: Academic_Books@sil.org

■ **FieldWorks 4.0**

Download from <http://www.sil.org/computing/fieldworks/> or order from International Academic Bookstore: Academic_Books@sil.org or <http://www.sil.org/computing/fieldworks/index.html>

■ **Guides de Traduction:**

French Guides are available on the Tools of the Trade CD and on Le Pupitre du Traducteur. The English Guides are not currently available for order.

■ **Le Pupitre Du Traducteur 2.1**

Registration and orders can be made by emailing pupitredt@wycliffe.org. Registered users may also download new resources or revised versions of existing materials at lpdt.ch.

■ **LinguaLinks Library**

LinguaLinks is included in SIL Software 1.0, Software tools: <http://www.ethnologue.com/tools.asp>

■ **Paratext 6.1**

<http://paratext.ubs-translations.org/Home.html> or <http://paratext.ubs-translations.org/Register.html>

■ **Semantic and Structural Analysis Series**

Available on Translator's Workplace and by separate order from the International Academic Bookstore: on the web at: www.ethnologue.com/bookstore.asp or email: Academic_Books@sil.org

■ **SIL Language Freeware**

http://www.ethnologue.com/tools_docs/freeware1bte_intro.asp

■ **SIL Language Software**

http://www.ethnologue.com/tools_docs/software_intro.asp

- **SIL Software Catalog:**
<http://www.sil.org/computing/catalog/index.asp>
- **Software tools:**
<http://www.ethnologue.com/tools.asp>
- **Translator's Notes:**
English: Available on Translator's Workplace (some of the *Translator's Notes* available on TW are in a pre-publication stage). Printed editions are also available by separate order: International Academic Bookstore: on the web at: www.ethnologue.com/bookstore.asp or email: Academic_Books@sil.org

French: Older version files, named *Notes de traduction*: available on Le Pupitre du Traducteur; new files, named *Comprendre pour traduire*, will be available on Le Pupitre du Traducteur and on Translator's Workplace.

Portuguese and Spanish: Available on Translator's Workplace, which can be obtained through the International Academic Bookstore: Academic_Books@sil.org
- **Translator's Reference Translation**
Available on Translator's Workplace and by separate order from the International Academic Bookstore: on the web at: www.ethnologue.com/bookstore.asp or email: Academic_Books@sil.org
- **Translator's Workplace 4.0:**
TW can be obtained through the International Academic Bookstore: Academic_Books@sil.org. (For information on the Translator's Workplace CDs, see <http://www.sil.org/translation/twinfo.htm> or write to Computer_Sales_Jaars@sil.org.)
- **UBS Helps**
http://www.ubs-translations.org/ubs_scholarly_catalog/helps_for_translators/
- **UBS Translation Handbooks:**
<http://www.ubs-translations.org/cms/index.php?id=73,0,0,1,0,0> or
http://www.ubs-translations.org/ubs_scholarly_catalog/helps_for_translators/handbooks/
- **Word and Deed**
software_sales_jaars@sil.org or JAARS Information Technology Services, PO Box 248, Waxhaw, NC 28173, USA

Appendix Three

Sample Lesson: Integrating *Translator's Notes* Training and Exegesis

The following is a model for presenting Translator's Notes (TN) for the first time in a workshop in which translators will begin work, for example, on the Gospel of Luke. This model may be adapted for TN in languages other than English and/or for other books of the Bible. The important point is to give translators practice in correct use of TN from the outset of their work on a particular book of the Bible. It is assumed that the translators have already been trained in translation principles, have recently read the entire gospel of Luke in at least one version, and have been introduced to one another and to the purposes of the workshop before beginning this lesson.

For a shorter, less integrated introduction to TN, the trainer may simply use Step 1, point 6 and Step 3, points 2-4.

Step 1: Introduce the book to be translated

The translators should have a basic understanding of the background, organization and general content of the book they will translate. The following is a suggested way to introduce these elements.

- 1.) The translators divide into small groups. Each group should have several Bible versions (including a range from more literal to more dynamic), a copy of TN: Luke, and any commentaries available.
- 2.) Each group reads a different introduction to Luke, for example, from a Bible version, a commentary, TN.
-OR-
Each group reads an assigned subject area from the TN Introduction and the introduction in a Bible version and/or commentary. For example, one group reads the section called "The Writer" in the TN Introduction to Luke and the section called "Author and Date of Writing" in the NIV introduction to Luke, etc.
- 3.) The translators discuss in their groups what they have read and make notes about such things as the author, historical setting, and themes.
- 4.) The translators come back together and each group presents its findings. The trainer should be prepared to fill in any gaps or correct misconceptions.
- 5.) The whole group looks at Luke's own introduction to his gospel (1:1-4) as follows:
 - someone reads, from TN: Luke, the introductory paragraphs under the heading "Division 1:1-4";
 - the translators read aloud Luke 1:1-4 from a Bible version, or from several versions;
 - the trainer guides the group in a brief discussion of the content, drawing on what they have learned from the introductions to Luke—for example, the identity of the "eyewitnesses" and Theophilus, what is meant by "from the first" and "from the beginning."
- 6.) The trainer leads the group in looking at the Outline in TN: Luke, with two purposes in view: showing how TN presents the organization of the content and introducing the corresponding formatting used in TN. For TN formatting examples:
 - refer translators in the TN Notes to the Division 1:5-4:13 heading, the Section 1:5-25 heading, and the Paragraph 1:5-7 heading;
 - refer translators to the corresponding division and section boxes in the TN Display and to the paragraph marker (¶) at the beginning of the meaning lines for 1:5a in the Display.

Step 2: Begin exegesis *without* reference to TN

The translators should look at various Bible versions to do their own initial exegesis, to find basic information, and to determine what questions they have. The following is a suggested way to do so. If they are not yet ready to do this exercise on their own, the trainer could lead the whole group in the following procedure for one of the sections. First read aloud through the entire first chapter of Luke in one Bible version, then...

- 1.) The translators divide into small groups, and each one is assigned a section of Luke 1 (Introduction excluded) as follows:

- 1:5-25 (or break it into 1:5-17 and 1:17-25)
- 1:26-38
- 1:39-45
- 1:46-56
- 1:57-66
- 1:67-80

If there are not enough translators to assign at least 2 to a section, assign the earlier sections and skip the later ones.

- 2.) Have the translators in each group read together from one Bible version their assigned passage and discuss among themselves its main points. This is not a time to discuss how to translate the verses.
- 3.) The translators come back together. Each group presents its section to the others. They may just summarize the story, but if appropriate, invite each group to prepare a dramatic re-enactment or storytelling of their part of the story to present to the others. Once all have presented, discuss the flow of the discourse and any over-arching concerns, without getting into detailed analysis of particular passages.
- 4.) The translators divide into the same small groups. They go through their section again, this time reading verse-by-verse in several versions. They should make notes of any differences of interpretation or structure between the versions and should also note any translation challenges they encounter, such as unknown concepts or figures of speech.

Step 3: Continue exegesis using TN

The translators may at this point use TN as an exegetical resource. The following is an orientation to the basic components of TN and suggestions for practicing using TN.

- 1.) With the whole group together, each small group writes or diagrams on the board an example where Bible versions differed. If a group did not find such an example, they should write up an example of a translation challenge they found in their passage. Each example should include a verse reference.
- 2.) Together, open TN: Luke to 1:5 in the Notes and Display. The trainer points out the following:
 - TN has two main components: the Notes and the Display.
 - Verses are divided into parts for easier reference.
 - The bold “source lines” in the Display are the whole NIV text. Parts of the text are cited in bold type in the Notes, followed by comments and advice about the cited text.
 - The Notes should always be studied before the Display.
- 3.) Going in order of the verses referenced on the board, the group looks at each difference of interpretation or translation challenge in turn and works together to find whether the Notes offer advice. The following examples give references to elements of the Notes of which the translators should be aware. The trainer may refer the translators to these examples if they have not already noted these or similar examples of challenges with which the Notes deal.
 - 1:7a—There is an interpretational difference regarding the Greek conjunction; see the note on “But.” The trainer should point out the way alternative interpretations are shown in the Notes:
 - The issue is stated first, then two or more possible interpretations are given, each with a list of Bible versions that follow that interpretation.
 - The first interpretation (1) is always the one recommended by TN, but the other interpretations are also valid, being used in some Bible versions and/or supported by some commentaries.
 - If any group did not find an example of a difference in interpretation, the trainer can lead a discussion of an example appropriate to that group’s section from the following list, referring to the corresponding note in TN:
 - Section 1:5-25—see alternative interpretations at 1:7a and/or 1:17d
 - Section 1:26-38—see alternative interpretations at 1:35c
 - Section 1:39-45—no alternative interpretations in the Notes, but see the note on the rhetorical question at 1:43a

- Section 1:46-56—see alternative interpretations at 1:51a and/or 1:55a
 - Section 1:57-66— no alternative interpretations in the Notes, but see the general note on the Greek conjunction at the beginning of 1:60b
 - Section 1:67-80—see alternative interpretations at 1:72 and/or 1:78a
 - 1:8b—The NIV phrase “before God” can be expressed in different ways; see the note. The trainer should point out that the bullets used in this note indicate equally valid suggestions for expressing the phrase. The trainer should also point out the General comment on 1:8a-b that follows this note. General comments are a feature that gives general suggestions concerning the preceding passage.
 - 1:11a—There is a cross-reference to the Glossary in the note on “angel.” The Glossary provides more detailed information on key terms. Take a few minutes for the translators to look at the Glossary.
 - 1:11b—There is an illustration with the note on “altar of incense.” Illustrations help provide a clearer idea of aspects of biblical culture. They also provide examples of places in the translation where an illustration might be helpful to readers.
 - 1:14-17—This passage is in poetic form. There is a note about the form before the notes on smaller parts of the passage.
- 4.) After leading the whole group in looking in the Notes for advice on the issues the groups wrote on the board, the trainer gives the following basic orientation in using the Display:
- Refer translators to 1:1a in the Display, as an example of these characteristics of the meaning line:
 - Under each NIV source line is the meaning line. This states the meaning of the text in as understandable and direct a way as possible. For example, this line expresses the meaning of any idioms or figurative language.
 - Sometimes a second meaning line is added which expresses the same meaning in a different way. When more than one meaning line is shown, the word -OR- appears between the lines to show that they are different ways to represent the same meaning.
 - If there are alternative interpretations of the text, they are listed and explained in the Notes, but they are not represented in the Display. Only the recommended (first) interpretation is represented in the Display.
 - Point out the implied information in half brackets in the meaning lines of 1:1a. Note that there is more implied information in the second and third meaning lines than in the first. This is because the first meaning line always follows the text more literally than other meaning lines. The implied information supplied in the second and third meaning lines for 1:1a is based on the Notes, where the note on “most excellent Theophilus” in 1:3b advises that it may be more natural to put the term of address at the beginning of the passage.
 - Refer translators to 1:51a in the Display, where the Revised English Bible (REB) is cited as a second source line. Refer them to 1:51a, “He has performed mighty deeds” in the Notes. REB is cited in the Display because it follows the recommended interpretation (1) in the Notes, whereas NIV follows interpretation (2).
 - The most important thing to teach about the Display is that **IT SHOULD NEVER BE USED AS A FRONT TRANSLATION**. That is, one should never directly translate the meaning lines. The Display is meant to illustrate points made in the Notes and to show ways to express the meaning without any figurative language. But if one translates it directly, one will have a translation devoid of all the richness of the receptor language. Like the Notes, the Display is a tool for “unpacking” the meaning of the text. The translator must still “repack” the meaning according to the structures and idioms of the receptor language. The trainer should discuss these concepts with the translators and make sure they understand.

Finally, the trainer should refer the translators to the section called “Guidelines for Using the Translator’s Notes Series,” found in every volume of TN. The Guidelines contain further details concerning the purpose, contents, and correct use of TN. They may be used for continued training as the translators develop their skills in using TN.