

Université de Montréal

**L'assurance qualité au sein des équipes de traducteurs non professionnels :
la recherche-action dans le secteur sans but lucratif**

*Quality Assurance Within Non-Professional Translation Teams:
Action Research in the Non-Profit Sector*

par
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**Thèse présentée en vue de l'obtention du grade de
Ph. D. en traduction
Option Traductologie**

Août 2019

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Université de Montréal

Département de linguistique et de traduction, Faculté des arts et des sciences

Cette thèse intitulée

***Quality Assurance Within Non-Professional Translation Teams:
Action Research in the Non-Profit Sector***

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RÉSUMÉ ET MOTS CLÉS

La traduction bénévole et collaborative, sous ses diverses formes telles que l'initiative *Wikipedia*, croît de jour en jour et requiert d'être encadrée pour garantir un contrôle de qualité. Et pourtant, la traduction non professionnelle est un domaine encore peu exploré. Dans le milieu de la traduction professionnelle, des critères assez sévères existent en ce qui concerne la formation et l'expérience du traducteur, l'assurance-qualité, les délais, et les droits d'auteur. Néanmoins, dans le cadre de la traduction qui implique la collaboration en ligne et des centaines de traducteurs (souvent bénévoles), ces aspects sont nettement plus flous.

Ce projet de recherche aborde la question centrale de l'assurance qualité au sein des équipes de traducteurs non professionnels. Cela se fait sous l'angle de la recherche-action effectuée dans le secteur sans but lucratif, précisément avec le groupe des Traducteurs du Roi que j'ai formé en 2011 pour combler le manque de documentation en français au sein de notre confession religieuse. Il me semblait que nous ne pouvions simplement appliquer à notre équipe les normes et méthodes de la traduction professionnelle pour assurer la qualité. La nature de la traduction non professionnelle exige une approche personnalisée.

J'ai décidé d'effectuer des recherches à l'intérieur des Traducteurs du Roi pour élaborer un système d'assurance qualité conçu spécifiquement pour la traduction non professionnelle. En adaptant des modèles professionnels au contexte non professionnel, j'ai été en mesure de créer un processus approprié de sélection des traducteurs, un processus global de révision des traductions et un processus ciblé de formation des traducteurs. Les critères de sélection comprennent les compétences et les traits de caractère qui favorisent

la réussite au sein du système d'assurance qualité. Des processus spécifiques de révision sont jumelés aux niveaux de qualité souhaités en fonction de l'objet des documents. La composante de formation se concentre sur les changements de paradigmes encapsulés dans un ensemble de meilleures pratiques pour les traducteurs non professionnels.

Ces trois éléments, la sélection, la révision et la formation, se complètent dans un système efficace d'assurance qualité. D'autres équipes de traducteurs non professionnels peuvent intégrer ce système, puisqu'il est spécifiquement adapté aux défis de travailler avec des traducteurs bénévoles et n'est pas spécifique à certaines langues. Mon projet apporte une importante contribution à la traductologie, premièrement en valorisant le domaine de la traduction non professionnelle et en soulignant le besoin d'une approche différente de celle de la traduction professionnelle. Je démontre que l'assurance qualité est possible au sein d'un groupe de traducteurs non professionnels et fournit un système efficace pour y arriver.

Plus largement, mes recherches visent à sensibiliser les traductologues à deux idées importantes. D'abord, l'apparition inévitable de nouvelles pratiques de traduction différentes des pratiques traditionnelles, pratiques qu'il conviendra de prendre de plus en plus en compte et dont les leçons pourront être tirées. En outre, les chercheurs pourraient s'efforcer davantage d'assurer que les concepts, les normes et le métalangage de la traductologie soient compréhensibles et applicables dans des contextes non traditionnels.

MOTS CLÉS :

traduction non professionnelle

traduction bénévole

traduction collaborative

assurance qualité en traduction

sélection des traducteurs

révision des traductions

formation des traducteurs

compétence traductive

recherche-action

secteur sans but lucratif

ABSTRACT AND KEYWORDS

Volunteer and collaborative translation in diverse forms, such as the Wikipedia initiative, is growing daily and needs direction in order to guarantee quality. And yet, non-professional translation is a field that remains largely unexplored. In the realm of professional translation, there are strict criteria related to translator training and experience, quality assurance, deadlines, and copyrights. However, in a context that involves online collaboration and hundreds of translators (often volunteers), these aspects are much less defined.

This research project addresses the crucial issue of quality assurance within non-professional translation teams. This is done through the lens of action research carried out in the non-profit sector, specifically with a group called The King's Translators which I formed in November 2011 to meet the need for French resources within our church denomination. It was apparent to me that we could not simply apply professional translation norms and methods within our team in order to ensure quality. The nature of non-professional translation requires a customized approach.

I decided to conduct research from within The King's Translators to develop a quality assurance system designed specifically for non-professional translation. By adapting professional models to the non-professional environment, I was able to create processes for appropriate translator selection, comprehensive translation revision/editing, and focused translator training. The criteria for translator selection include skills and character traits that enable a team member to succeed within the quality assurance system. Specific translation revision/editing processes are matched to desired quality levels based

on the purpose of the translated documents. The translator training component concentrates on paradigm shifts encapsulated in a set of best practices for non-professional translators.

These three elements of translator selection, translation revision/editing, and translator training harmonize in an effective quality assurance system. This system can be implemented by other non-professional translation teams, as it is specifically adapted to the challenges of working with volunteer translators and is not language specific. This project makes an important contribution to Translation Studies, first by highlighting the field of non-professional translation and emphasizing the need of an approach different than what is used for professional translation. I demonstrate how quality assurance is possible within a team of non-professional translators and provide an effective system for achieving it.

On a broader level, my research aims to make Translation Studies scholars more aware that while new translation practices running counter to traditional mindsets will inevitably emerge, this should not prevent us from investigating and learning from them. In addition, researchers could make a greater effort to ensure that Translation Studies concepts, norms, and metalanguage are understandable and applicable in non-traditional contexts.

KEYWORDS:

non-professional translation

volunteer translation

collaborative translation

translation quality assurance

translator selection

translation revision and editing

translator training

translation competence

action research

non-profit sector

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LIST OF ABBREVIATIONS AND ACRONYMS

ARTS	Action Research in Translation Studies
B2	Advanced or independent level (of the CEFR)
C1	Autonomous level (of the CEFR)
C2	Master level (of the CEFR)
CEFR	Common European Framework of Reference for Languages
CLF	<i>Coopérative de littérature française</i>
EMT	European Master's in Translation
EU	European Union
KJV	King James Version
NEG	<i>Nouvelle Édition de Genève</i>
NGO	Non-governmental organization
NIV	New International Version
NLT	New Living Translation
NPIT	Non-professional Interpreting and Translation
OTTIAQ	<i>Ordre des traducteurs, terminologues et interprètes agréés du Québec</i>
PACTE	<i>Procés d'Adquisició de la Competència Traductora i Avaluació</i>
QA	Quality assurance

TAP Think-Aloud Protocols

TED (Talks) Technology, Entertainment, Design

UPCI United Pentecostal Church International

DEDICATION

This thesis is dedicated to the faithful members of The King's Translators team.

Words cannot express how much I appreciate the energy
and passion you have contributed to our projects.

ACKNOWLEDGEMENTS

I would like to convey my sincere appreciation to those involved in bringing this research project to fruition:

- My research supervisor, Professor Georges Bastin, for his expert guidance;
- My other professors at *Université de Montréal* for their valuable instruction;
- FRQSC (*Fonds de recherche société et culture du Québec*), FESP (*Faculté des études supérieures et postdoctorales, Université de Montréal*), and my research supervisor, for the scholarships I received;
- My husband, Scott Grant, for his continual encouragement and support;
- My mother, Anne Johnston, and my sons, Joshua, Jared and Jonathan Grant, for helping me and The King's Translators team in so many ways including typing, proofreading, formatting, and promotion.

PART I — ACTION RESEARCH PROJECT

Volunteer and collaborative translation in diverse forms, such as the Wikipedia initiative, is growing daily and needs direction in order to guarantee quality. In the realm of professional translation, there are strict criteria related to translator training and experience, quality assurance, deadlines and copyrights.

However, in a volunteer translation context involving online collaboration and hundreds of translators, these aspects are much less defined. Non-profit organizations calling on volunteers who work without remuneration are often content with mediocre work and uncertain deadlines. These organizations may also resign themselves to being unable to adequately distribute material and protect copyrights, while hoping that an organic process will result in acceptable translations.

This research project addresses the issue of quality assurance within non-professional¹ translation teams. This is done through the lens of action research (defined in Section 2.2) conducted in the non-profit sector, specifically with a group called The King's Translators.

¹ As further explained in Sections 1.2 and 2.1.1, in this thesis I use the term “non-professional” to refer to someone who does not do translation work as a career.

SECTION 1: INTRODUCTION

In November 2011, I formed a group called The King's Translators to meet the need for French resources within our church denomination, the United Pentecostal Church International ("UPCI"), by translating existing English materials into French. It was surprisingly easy to find volunteers who shared my passion and were already familiar with Pentecostal terminology. In the very beginning, however, we faced the problem of quality assurance, since most of our volunteer translators had no translation training. In spite of the urgent need for French materials, I decided that a long-term approach of prioritizing quality over speed would best serve our organization.

Within eight years, as of 2019, our volunteer team members have translated over 2.6 million words, of which 1.6 million belong to texts that have been put through our revision/editing process and have been distributed or published. If we had paid professional translators in Quebec to translate these 1.6 million words, it would have cost about \$344,000.00 at average professional translation rates in Quebec of \$0.215 per word (OTTIAQ 2018). However, our only cost has been \$45,687.00 for revision, as this was needed only for Polished quality level materials (defined in Section 3.2.7). The contribution of our volunteers so far represents a value of almost \$300,000.00. Because we did not have funds to hire professional translators, most of our translations simply would not have existed without volunteers.

The lack of both materials and funds for translation is what motivated my quest for a process that would allow the participation of bilingual volunteers who did not have

university translation training. This problem is not unique to our organization; there are many non-governmental organizations who find themselves in the same situation. I set a goal of developing a process that would guarantee suitable translation quality based on the purpose of the documents, and also give non-professional translators an opportunity to develop their skills. My vision of translation for our team has developed over the past few years of action research, and is as follows:

The King's Translators team is committed to producing French translations of English apostolic resource materials that are: faithful to the source text content and style; idiomatic and readable in the target language; and in conformity with French language norms and our house style guide. (Traducteurs du Roi, n.d.)

My larger vision involves making the system I developed for The King's Translators available to other NGOs, so that they too can make their materials accessible to other language groups. According to Statista (2019), English is the most common language used on the internet, and since published theses are available online, an English thesis has the potential to reach the largest audience. This is one of the main reasons why I chose to write my thesis in English, to inspire as many as NGOs as possible which have budget constraints to consider developing a non-professional translation team.

1.1 Background

Before I began my doctoral studies in 2014, The King's Translators team was in a period of trial and error. We knew we needed translated materials, and we also knew that we should be concerned about quality, or nobody would want to read our translations. Balancing the urgent need for materials with a concern for quality assurance was difficult.

Although I was at the end of my master's studies and planning to devote more time to The King's Translators team, I realized that taking a few more years to invest in doctoral studies would be a great benefit to our long-term work. I decided to plunge into action research, which allowed me to work directly with The King's Translators and address our quality assurance issues in a much more comprehensive manner.

At the beginning of my research, the sparse amount of academic literature available on non-professional translation² offered little hope anyone but professional translators could produce quality work. While it is difficult to know precisely why a subject is not well researched, I believe there may be two main reasons why translation scholars are reticent to explore the area of non-professional translation. First of all, if enough research studies were produced about non-professional translation, this could appear to legitimize the activity and professional translators might fear losing work to non-professional translators who often serve as part-time volunteers. Coupled with the encroachment of machine translation, this is an understandable concern. However, as explained in more detail at the beginning of Section 2, volunteer translators generally take on projects for which there is little or no funding available, and therefore professional translators would never have the opportunity to earn remuneration from these projects.

The second concern is likely related to quality. Since non-professional translators generally lack the extensive training or experience that professional translators must have in order to succeed in their professional career, translation scholars may feel that the subject is not even worth researching, that what they presume is low-quality translation

² See Section 2.1.1 for an explanation of how this term is becoming standardized within Translation Studies.

does not even deserve to be acknowledged. In this way, they are simply trying to preserve the integrity of their field. It is my opinion that a true concern about the quality of non-professional translation should manifest itself in a desire to determine the cause of the lack of quality and find ways to improve it. In light of my experience in the preceding few years with The King's Translators and our funding constraints, I was determined to find a way to produce quality translations within a team of non-professional translators. Doing so would require addressing three issues that had already manifested themselves within our team: translator selection, translation revision/editing³, and translator training.

1.2 Research Question

The nature of non-professional translation requires a customized approach to quality assurance. Due to their lack of university training or extensive experience in translation, non-professional translators do not necessarily think or act like professional translators. It was apparent to me that success would not be achieved by trying to apply professional translation norms to a non-professional context. I therefore formulated the following hypothesis to test by way of action research:

If a customized approach to quality assurance is used for a non-professional translation team, then it will be possible to achieve a consistent and suitable quality level in relation to the purpose of the translated documents.

Working from this hypothesis, I constructed my research question as follows:

³ In this research project, I have chosen to use the term “revision/editing” to describe the overall process of finalizing a translation before its distribution or publication. This may include self-revision, bilingual revision, copyediting, stylistic editing, and proofreading. See Section 7.3 for definitions of these terms.

Since many non-profit organizations do not have the resources to hire professional translators, what processes would enable them to produce quality translations using a non-professional translation team?

1.3 Early Observations

As explained in Section 1.1, my first few years of leading The King's Translators predated my doctoral studies. During this time, however, I made some preliminary observations related to quality assurance in the areas of translator selection, translation revision/editing, and translator training, aspects that I began to study in more detail when I began my action research project.

1.3.1 Translator selection

At first, I accepted almost any volunteer who came forward, beginning with a team of 12 people. Some began translating, but after a while they realized they were either lacking the basic skills required or did not really enjoy the work. Others dropped off naturally because of a lack of reliability: they did not respect deadlines or delivered unsatisfactory work, and therefore I did not continue to assign projects to them. After the first couple of years, I began developing criteria to screen potential translators to raise the quality of our team members.

1.3.2 Translation revision/editing

Some professional translators may feel they are experienced and skilled enough to produce a quality translation with only self-revision. This is certainly not the case with

non-professional translators, as I discovered at the very beginning. Despite considering themselves bilingual, many of the French translators in the group make serious comprehension errors and thus often fail to accurately translate the meaning of the source text. In some cases, they say the opposite of what was intended, due to an incomplete knowledge of English syntax, idiomatic expressions, or preposition usage. For example, one of our translators rendered “gift basket... appropriate for whatever the occasion may be” as “*panier-cadeau approprié pour n’importe quelle occasion*”. The English text referred to a gift basket for a specific occasion, but the translation made it sound like the gift basket could be used for any occasion. On the other hand, the translations done by most of the English translators in the group need stylistic editing in order for the translation to sound natural (in fact, some of the French translators need this as well). I discovered that it was unrealistic to expect our translators, who did not have university training or extensive experience in translation, to instinctively employ strategies to compensate for their weaknesses. The short-term solution was to strengthen our revision/editing process.

As founder and project manager of The King’s Translators, I feel a responsibility to be involved in each of our publications, to ensure consistent terminology and verify that the values I have established for the team are respected. For the sake of quality assurance, I have therefore been involved in either the bilingual revision or the proofreading of every French translation that we have published, sometimes doing both of these steps. As project manager of The King’s Translators, I am also responsible for managing the budget. Since we have no income other than a small profit on the books we sell, we must seek sponsors for any material that requires professional revision. This financial constraint made me aware

of the need to establish quality levels directly connected to degrees of revision/editing, based on the purpose of the translated documents.

1.3.3 Translator training

One of the first ways I began training our translators was to prepare basic project guidelines. For Sunday School manuals, I provide a glossary for each series, which has helped in maintaining consistent terminology. In 2015, the first iteration of our house style guide was developed. I started experimenting with various ways of giving individual feedback to our translators, and encouraging them to consciously implement the suggestions they receive into their subsequent translations.

Also in 2015, I began holding four-hour translator training workshops every few months. About half of our translators who live in Quebec were able to attend each time. The first workshops addressed language interference and basic translation techniques. The evaluations completed by the participants indicated a consensus that the workshops were effective and that they had a desire to improve their skills. Beginning in 2017, I provided *Antidote* software to our team members to help them improve the language quality of their translations, and this reduced the time needed for subsequent editing. Those who use the software are more conscious of their language errors, and are beginning to self-correct.

My goal is that many of The King's Translators will desire to have a career in translation and therefore will acquire the training and experience required to become professional translators. With the amount of training I am able to provide to our team and the fact that most of them only translate for a few hours a month, it would take them many

years to achieve this goal. I therefore encourage our volunteers to pursue university training in translation if this is feasible for them. I regularly provide information on the university translation programs available in Quebec and have established an annual scholarship for a student enrolled in such a program. So far, two of our original volunteers have completed translation degrees and gained experience; they now serve our team as remunerated professional translators.

1.3.4 Sub-questions and objectives

In light of these early observations, I constructed the following sub-questions to address through my action research project:

- *What distinguishes the selection of non-professional translators from the selection of an employee in a translation agency or department?*
- *How does revision/editing within a group of non-professional translators differ from revision/editing in a professional context?*
- *Are professional training and feedback strategies effective for improving quality within a non-professional translation team?*

After answering those questions, my specific research objectives were as follows:

- **Establish a selection process for members of a non-professional translation team.**
- **Develop a revision/editing process for projects within a non-professional translation team, based on the purpose of the translated documents.**
- **Design a training and feedback process for a non-professional translation team.**

I then decided on a research design to carry out this action research project.

1.4 Research Design and Ethics

The primary goal of this action research project is to explore quality assurance in an area of translation activity which can no longer be ignored, namely non-professional translation. I employ three research methods to determine how The King's Translators group addresses quality issues with non-professional translators: a case study of The King's Translators, a corpus study of the group's documents, and a longitudinal study of three small groups within the team. This triangulation allows for the subject to be studied from several perspectives: the translated documents, the group processes, and the translators' progress. The data obtained from each of the three research methods harmonizes to provide direction for the development of a quality assurance system within our non-professional translation team.

In *The Map: A Beginner's Guide to Doing Research in Translation Studies*, Williams and Chesterman (2014) present three Translation Studies models: comparative, process and causal. I draw on each of these models throughout this project. The corpus study focuses on comparing translations to corresponding source texts, and the longitudinal study compares translations done before and after training. I use the case study to examine the processes of translator selection, translation revision/editing and translator training to determine their impact on quality. I chart the progress of translators and measure their role as actors in their own training (causal) through the longitudinal study as well.

I obtained an Ethics Certificate and prepared consent forms (see Appendix 1) from participants whose work is involved in the corpus study and the longitudinal study, including parental consent forms for those who were under the age of majority at the time I

began doctoral research. The consent forms were retroactive, to include questionnaires and translations completed prior to signing the consent form. The names of translators have been replaced by numbers in this thesis to preserve a measure of anonymity. There is a possibility that team members might try to identify other team members discussed in this thesis, but they could not be certain since we do not publish our team members' names on our public website (Traducteurs du Roi, n.d.). Also, since we have team members from around the world, and no official list of team members has been distributed, I am the only person who knows exactly who is on the team. In any case, I have endeavoured to discuss the work of each of The King's Translators respectfully in this thesis. In Section 6.2.3, I provide some examples of humorous mistranslations, but neither the translator nor the year are identified, so I have preserved anonymity in this case. All of the translators mentioned in this thesis have improved their skills, and they are to be commended for that.

1.5 Positionality

During the case study involved in this research project, I provide information based on my observations as project manager and main bilingual reviser of The King's Translators, but I attempt to temper my subjectivity in this regard. I am well aware of the shortcomings of both myself and our team, and of the issues we face in relation to quality. However, it is by virtue of this position that I have full access to examine the inner workings of this non-professional translation team, and full authority to implement changes to improve our processes. Gary Thomas (2013) comments on the aspect of subjectivity in research:

Oftentimes in case study you will be immersed in the subject and the situation of your research. You become an active, not passive, agent in acquiring knowledge of the processes, histories, events, language and biographies of the research context. You yourself will take a central role in interpretation. In doing this, it is important to recognise that you have an undeniable position, and this position affects the nature of the observations and the interpretations you make. . . In presenting an interpretative case study you should accept your subjectivity and not be ashamed or afraid of it. (68)

I am a white, female Anglophone, born and raised in Ontario, Canada. My elementary and secondary schooling was in English, although I took French courses throughout high school. I loved the French language from my very first opportunity to study it, and tried to maintain a basic knowledge of it after becoming an adult. Much later, in 2012, I received a bachelor's degree in Translation (English-French), then in 2014 a master's degree in Traductologie, both from Concordia University. Section 3.2 details my journey to becoming a translation practitioner and the founder/project manager of The King's Translators; this section is somewhat personal and subjective. Throughout the remainder of Part II (Data Collection and Analyses), I attempt to step back and address the project as an action researcher, objectively conducting experiments and analyzing the results. In Part III, I combine my roles as practitioner and action researcher to implement my learning in a way that improves practice.

1.6 Scope of Project

As further described in Section 2.1.4, The King's Translators group pays professional translators or revisers for certain types of books. I have not considered these workers as members of The King's Translators for the purposes of the corpus study or longitudinal

study, since they are not volunteers (we pay them for professional services), and they have university training or extensive experience in translation. Therefore, the corpus study and longitudinal study included in this action research project are limited to the translation work of thirteen non-professionals (who have never done translation work as a career). The members of Longitudinal Study Groups 1 and 2 were volunteers (unremunerated), while the members of Longitudinal Study Group 3 received remuneration under from a Canada Summer Jobs funding grant.

Finally, there are a few Anglophones on our team doing outward translation, the term I use to describe translating from a mother tongue into another language (Grant 2014). In this case, this involves translation from English into French; and Group 2 in the longitudinal study included two such Anglophones. The work of one other Anglophone team member is included in an experiment described in Section 7.2.3 comparing the efficiency of bilingual and unilingual revision. I addressed the topic of outward translation of religious texts as a way to ensure accuracy, in my master's thesis (Grant 2014). This document demonstrates that native English speakers can produce highly accurate French translations of English doctrinal texts. Rather than attempt to justify my qualifications here (as an Anglophone) for leading The King's Translators (a French translation team), I refer you to that thesis for more information. Section 3.2 also details my background and training.

1.7 Thesis Structure

In addition to this Introduction, Part I of my thesis includes Section 2 which contextualizes non-professional translation and action research. Part II presents my data collection and analyses, divided by research method: a case study in Section 3, a corpus study in Section 4, and a longitudinal study in Section 5.

In Part III, I provide a prescriptive approach to quality assurance within non-professional translation teams, based on an analysis of the data set out in Part II. I introduce the outcome of my research results: a quality assurance system that adapts professional translation models to the non-professional context. The three elements included are translator selection (Section 6), translation revision/editing (Section 7), and translator training (Section 8).

Section 9 presents the conclusion of my action research project. Since three research methods were used and three areas of quality assurance are addressed, the requisite components of my thesis appear with the elements to which they directly relate. Thus, there are no stand-alone chapters for Literature Review, Theoretical Framework or Methodology. These are rather addressed in various sections as they pertain to the topic under discussion.

SECTION 2: CONTEXT

Non-governmental organizations (“NGOs”) face a common challenge: providing bilingual or multilingual documents in order to reach a diverse population. For example, the Canadian non-profit sector is the second largest in the world, with over 170,000 organizations, of which 42% operate with an annual budget of less than \$30,000, and 54% have no remunerated employees (Imagine Canada 2016). Given the high cost of professional translation, which averages \$0.215 per word (OTTIAQ 2018), NGOs must often choose between recruiting untrained volunteers or not translating at all. Choosing to not translate would essentially mean their services are not offered to a large part of the population, even though Canada is officially a bilingual country.

In a non-professional context, the issue of translation quality is especially relevant. If volunteers who lack adequate training or experience are doing the translation work, it may be difficult to ascertain or guarantee quality. OTTIAQ, for example, does not allow candidates for certification to include volunteer work in their requisite experience (OTTIAQ, n.d.). Given the growth of the phenomenon of non-professional translation, quality assurance is very pertinent for NGOs desiring to produce reliable translations without hiring professional translators. The volunteers they recruit are unlikely to have the skills required of a professional translator.

In the field of Translation Studies, research related to competence and quality has typically been focused on projects carried out by professional translators or students in university training programs (see, for example, Angelelli 2009, Angelelli and Jacobson 2009, Beeby 2000, Campbell 1991, Depraetere 2011, Drugan 2013, Göpferich et al. 2011,

House 2015, Orozco and Hurtado Albir 2002, PACTE 2011, Pym 2003, Schäffner 2012).

Some professional translators do offer their services without charge to community organizations. This is the case of Translators Without Borders (n.d.), although the organization does have quite strict eligibility criteria.

However, it seems translation scholars have given little attention to the reality of a growing demand for teams of non-professional translators to complete structured projects, particularly within local NGOs which have no budget for translation. For example, out of 148 volumes produced from 1994 to 2019 by Benjamins Translation Library, only seven are dedicated to non-professional efforts, and five of those seven are specifically about interpretation:

Volume 131 — Crowdsourcing and Online Collaborative Translations — 2017

Volume 129 — Non-professional Interpreting and Translation — 2017

Volume 76 — Crossing Borders in Community Interpreting — 2008

Volume 70 — The Critical Link 4: Professionalisation of interpreting in the community — 2007

Volume 46 — The Critical Link 3: Interpreters in the Community — 2003

Volume 31 — The Critical Link 2: Interpreters in the Community — 2000

Volume 19 — The Critical Link: Interpreters in the Community — 1997

(John Benjamins Publishing Company, n.d.)

A thorough examination of what is meant by the term “non-professional translation” appears in Section 2.1. I use the term “non-professional translator” to refer to someone who has never done translation work as a career. I use the term “volunteer” in the strict sense of someone who does work without being remunerated.

2.1 Non-Professional Translation

This section aims to bring clarity to the various terms and ideas connected to non-professional translation, and situate The King's Translators group in this area of activity.

What are the motivations behind volunteer translation? Alberto Fernández Costales (2012) summarizes the primary motivations as being: for fun, to help other people, and to preserve cultural heritage. Julie McDonough Dolmaza (2011a) identifies several motivations of Wikipedia translators, including both intrinsic and extrinsic motivations. She defines intrinsic motivations as such things as an interest in the subject and a desire to disseminate it, while extrinsic motivations include attracting new clients or gaining experience that will improve their reputation as translators.

Maeve Olohan (2014) also delves into volunteer motivations in “Why do you translate? Motivation to volunteer and TED translation.” TED began in 1984 to share ideas about technology, entertainment and design; the program has since been expanded to cover diverse topics and is translated into over 100 languages (TED, n.d.). Olohan identifies six categories of motivations for translators of TED Talks [Technology, Entertainment, Design]: “(1) sharing TED benefits; (2) effecting social change; (3) deriving warm glow; (4) participating in communities; (5) enhancing learning; and (6) deriving enjoyment” (Olohan 2014, 24). Olohan’s article ends with a call for this subject to be investigated further.

Other researchers such as Mona Baker (2010) explore translation activity resulting from activism. Activist volunteer translation and interpreting groups include *Babels*, part of the anti-neoliberalism movement, and *Traduttori per la Pace*, an anti-war movement (Brownlie 2010). Activist translators show a high level of commitment to their subject, and

are willing to work without remuneration because they firmly believe in the cause they are supporting. I have found this to be the case with The King's Translators: they are devoted to their faith, active in their churches, and desire for others to have access to the materials they find inspiring.

2.1.1 Volunteer and non-professional translation

Volunteer translation, or translation without remuneration, covers a broad range of activities. Due to the rapid growth of this phenomenon, translation researchers have been giving it more attention in recent years. There are a number of agencies that serve as liaisons between professional translators and the NGOs which need their volunteer services; one of these is Translators Without Borders. Some 3,000 professional translators emulate the practice of lawyers taking on pro bono work, and over 500 non-profits are benefiting from their services (Stewart 2015). However, the organization estimates that only 1% of the need is currently being met (Translators Without Borders, n.d.).

In reality, it seems that most volunteer translation is completed by those who would be labelled “non-professional translators”, since they have never done translation work as a career and therefore may lack university training or extensive experience in translation. Yves Gambier (2016) calls their activity “amateur translation”, in his article “Rapid and Radical Changes in Translation and Translation Studies”, as does Sattar Izwaini (2014) in “Amateur translation in Arabic-speaking cyberspace”.

In addition to examining the literature available on volunteer translation, we can look at organizations which use volunteer translators. Coursera (n.d.) recruits volunteers

who use collaborative software to translate online courses. Kiva (n.d.) has a team of over 300 virtual volunteers who help with the translation, editing and review of microloan applications. Ashoka (n.d.), an organization that tackles complex social problems, has on-call volunteer translators at their disposal.

Still, it is difficult to find NGOs which provide systematic ongoing training for their volunteers. Even Translators Without Borders (n.d.), one of the largest and most well-known volunteer translation organizations, seems to only offer a couple of online training programs to potential volunteers, which take just a few hours to complete. Perhaps this is because they only accept experienced translators. While volunteer interpreting training seems to be readily available, I have not yet found a similar program for inexperienced volunteer translators.

In its broadest sense, **non-professional translation** includes both interpreting and translation. Beginning in 2012, there has been an International Conference on Non-Professional Interpreting and Translation. A review of the programs for the first three conferences (held in Italy, Switzerland, and Germany) reveals that they were heavily weighted toward interpretation (NPIT1 2012, NPIT2 2014, NPIT3 2016). The fourth conference held in South Africa (NPIT4 2018) included a few more presentations about translation. The fifth conference scheduled for 2020 in Amsterdam (NPIT5 2019) clearly invites presentations on both translation and interpreting, so perhaps the conference focus is becoming more balanced.

In the cover description of her book, *Non-professional Interpreting and Translation in the Media* released early in 2016, Rachele Antonini (2016) calls NPIT “a recent

discipline". The two activities were also grouped together in a special issue of *The Translator* (2012) entitled "Non-Professionals Translating & Interpreting: Participatory and Engaged Perspectives". The volume covers diverse subjects such as crowdsourcing, fansubbing, informal medical interpreting, independent media translations, translation at museums, and simultaneous church interpreting. While the book does not address structured projects within NGOs, it does present a detailed description of collaborative translation and an overview of the various activities it includes.

John Benjamins Publishing Company recently produced a volume entitled *Non-professional Interpreting and Translation* (Antonini et al. 2017). In light of its title, it is somewhat ironic that very little is said about translation, the focus being on interpretation. The Introduction by the editors points out that it is high time for academia to acknowledge and research NPIT, a long-standing practice that was not even mentioned in translation handbooks until a few years ago. This volume attempts to establish standard terminology for this activity. As an action researcher in this area, I have struggled with which term to use to classify my research. "Volunteer" seems too vague, and "ad hoc" appears to be too spontaneous. Brian Harris's term "natural translation" indicates unstructured activity, which does not correspond to our system at all.

Antonini et al. (2017) clearly state why they feel "non-professional" is the most unbiased term, since it is simply defined by its opposite: "professional". A professional interpreter or translator is remunerated, must meet certain quality standards, and gains prestige. A non-professional interpreter or translator is often unpaid, may not have to adhere to certain norms, and may remain unnoticed. The book points out that the correct way to understand "non-professional" is to focus on *who* rather than on *how*. This is what I

have chosen to do by labelling the volunteers within The King’s Translators group as non-professionals. A detailed description of how this term was chosen is set out in Section 2.1.4. In this thesis, I use the terms “non-professional translators” and “non-professional translation” to refer to people who have never done translation work as a career and to translation work carried out by such non-professionals. The main difference between my use of the term and Antonini’s description is that The King’s Translators are expected to adhere to certain norms, such as following our house style guide and glossary.

2.1.2 Types of volunteer translation

Volunteer translation can generally be divided into four categories: natural translation, collaborative translation, crowdsourcing, and community translation. The most basic form of volunteer translation occurs spontaneously in the community as the need arises and is often oral (interpreting). It is generally called **natural translation**, and is described by Brian Harris (1976) as translation that happens “in everyday circumstances by bilinguals who have had no special training for it” (96). The rationale is that “all bilinguals are able to translate, within the limits of their mastery of the two languages; therefore translating is coextensive with bilingualism” (Harris and Sherwood 1978, 155). Harris maintains a blog entitled “Unprofessional Translation” (n.d.) which, despite the connotations its tongue-in-cheek moniker evokes, holds non-professional translation in high esteem.

Another term often connected to volunteer translation is **collaborative translation**. The word “collaborative” simply means that more than one translator is involved, so this is

not exclusive to a volunteer setting. Costales (2012) discusses this type of activity in his article “Collaborative Translation Revisited: exploring the rationale and the motivation for volunteer translation”. Similarly, in “Co-creating a repository of best practices for collaborative translation”, Alain Désilets and Jaap van der Meer (2011) remark, “While there are many case studies which describe how collaborative translation was successfully implemented in specific organizations [. . .], there is a clear need for a more concise, summative body of knowledge that captures recurrent best practices.” (28) Collaborative translation software has proven very useful for NGOs when dealing with natural disasters (Kageura et al. 2011). Overall, collaborative translation has come to signify large-scale translations using sophisticated software platforms.

In the book *Collaborative Translation: From the Renaissance to the Digital Age*. (Cordingley and Manning 2017), the editors establish a clear definition of collaborative translation. It is validated as being a legitimate and positive activity, the wartime perceptions of “collaboration with the enemy” being long outdated. Not only has it existed for many centuries, but collaboration was actually the norm for both translation and writing until the Renaissance. At that time, it became a hidden activity as a result of the prevailing “myths of singularity” (Cordingley and Manning 2017: 4) which attributed genius to a single author. The advent of copyrights only reinforced the practice of labelling a text with a single name rather than recognizing the teamwork involved in most creative endeavours. The recent interest in collaborative translation signals a return to a historic activity and an acknowledgement that it has always existed. The editors conclude that a translation can be called collaborative if there is consistent interaction throughout the process, whether

simultaneous or successive. This can include the input of authors, advisors, revisers, and consultants.

One type of collaborative translation is **crowdsourcing**, which may be done either by volunteers or by remunerated translators; this term was introduced by Jeff Howe (2006). Later, Howe (2008) describes the growth of this phenomenon in his book, *Crowdsourcing: Why the Power of the Crowd is Driving the Future of Business*. He defines crowdsourcing as “the act of taking a job traditionally performed by a designated agent (usually an employee) and outsourcing it to an undefined, generally large group of people in the form of an open call” (99). Many crowdsourcing projects involve a huge number of translators who are not required to have experience. In this type of project, correction and editing are often organic, and it may be impossible to set deadlines and control copyrights.

Facebook used crowdsourcing to expand into other languages and provided volunteers with an application to facilitate the task. Thousands of members participated in the French translation alone, which was completed in a single day (Jiménez-Crespo 2011). A significant investment must be made in software to facilitate collaborative translation on this level. Several articles have been written about crowdsourcing, on topics such as internationalization (an intermediary step before localization). One such article deals with the way crowdsourcing allows businesses to quickly internationalize their efforts (Tran et al. 2016), as Facebook did. Jiménez-Crespo (2013) explores the use of corpora and shows that they foster translations that seem more natural within a crowdsourcing model. McDonough Dolmaya (2012) discusses the ethics of crowdsourcing in regard to lack of remuneration, public perception of translation, and the effect on minority languages. She also explores the activity from another perspective (2011b), describing how translators

who participate in crowdsourcing consider it stimulating on an intellectual level, which offers a valuable community service.

Closely connected to crowdsourcing, **community translation** is another activity usually performed by volunteers, although it can be done by remunerated translators. This translation effort is initiated by users or fans, who are motivated by a desire to share content with others. Users of an online “community” translate content, usually in small segments, and the resulting translation is freely accessible online to the entire community. Fan subbing (movie subtitles), scanlations (cartoons/comics) and romhacking (video games) are other types of community translation which, while sometimes very structured, raise questions from a legal standpoint because of copyright issues. Other examples of community translation include wikis, open-source software and manuals, and localization, especially of EU university websites (Costales 2012). *Linguistica Antverpiensia* (2011) dedicated an entire issue to *Community Translation 2.0*, covering topics such as ethics, best practices, approaches to translation quality, and translation as a social activity. This book includes numerous principles that can be applied or adapted to non-professional translation.

2.1.3 The King’s Translators

The King’s Translators team operates within the UPCI, an organization that includes over 40,000 churches, 35,000 licensed ministers and almost four million members in over 200 countries (UPCI, n.d.). As this denomination is distinctly Oneness Pentecostal and Apostolic, the doctrine, terminology, and manner of expressing spiritual viewpoints in its

printed material are unique: clearly dissimilar to Catholic writings or even those of other Protestant organizations. For this reason, The King's Translators group has chosen to work with volunteer translators from within the UPCI, to minimize the need for extensive terminology and doctrinal instruction, which are crucial to translations that harmonize with the tenets of the organization.

In general, The King's Translators are unremunerated and have no formal training, except for two who have gone on to pursue a university degree in translation. Our volunteer translators are mostly Francophone, although there are a few Anglophones. Their English comprehension and French writing skills vary, and most of them are not familiar with translation principles and strategies. Their work generally requires significant revision/editing prior to publication. In particular, our Quebec translators tend to use false cognates without thinking, since they are so commonly heard in conversation in the province. For example, I often have to correct terms such as: "*graduer*" (meaning "to gradually change", incorrectly used in reference to receiving a diploma); "*éventuellement*" (meaning "possibly", wrongly used to refer to something that will actually happen in time); and "*actuellement*" (meaning "currently", but erroneously used to indicate something that literally happened).

After founding The King's Translators, I have continued to serve as its project manager. I was also involved in establishing the *Coopérative de littérature française* ("CLF") of the UPCI in 2014, for which I serve as Secretary. This is a joint effort between entities that actively produce apostolic resources in French, primarily by translating existing English materials. It was established to eliminate duplication of translations and to promote collaboration on translation projects that will benefit the entire group. The

approach followed by most of the other entities is to use a single translator, preferably a native Francophone, for their translation projects. The translation then undergoes a unilingual revision prior to publication, usually by a Francophone.

My experience with The King's Translators has revealed the inadequacy of this method, mainly because of the risk of the translator misunderstanding the source text and therefore rendering an inaccurate translation. Therefore, I have been actively encouraging the other entities to develop translation teams to ensure comprehensive revision/editing. In 2017, one of these groups, Africa Aflame, began the process of establishing a translation team in West Africa. The King's Translators had been translating materials occasionally for UPCI missionaries in Africa since 2013. Africa Aflame invited me to present a workshop in Togo in June 2017, where I met the team members and shared what I had learned so far from working with our own translation team. I am returning in October 2019 to provide their team with additional training.

One of the projects we have been working on together, as members of the *Coopérative de littérature française*, is the creation of a UPCI glossary that contains terms and expressions unique to our denomination, to be shared with all our translators and teams. In addition to the materials produced by The King's Translators, I have been able to share the knowledge I have gained through this action research project.

2.1.4 Classifying The King's Translators

The King's Translators team, the subject of this action research project, is primarily involved in **volunteer** translation, since the only remuneration goes to professional

translators or revisers of material using an academic language register that requires the highest quality possible. The team's work is mainly **non-professional**, since I am the only professional translator on the team, and my current role involves more bilingual revision and proofreading than translation. As mentioned in Section 1.6, the corpus study and longitudinal study which form part of this action research project have been limited to the work of non-professionals. Research directly related to the type of translation The King's Translator's group is involved in has proven to be elusive, since it does not fit perfectly into any of the four categories of volunteer translation mentioned (natural, collaborative, crowdsourcing, community).

Our activity cannot be labelled **natural** translation, as our projects are planned, scheduled and structured. At first glance, it may seem to be **collaborative**, but we only have about 20 members and we do not use any special collaboration software, so it does not fit the commonly accepted definition of collaborative translation as described in Section 2.1.3. Nor is it **crowdsourcing**, because team members are selected using certain criteria, copyrighted material is tightly controlled, and there are set deadlines and guidelines, as well as a specific revision/editing process.

Finally, it does not fit the mold of **community** translation, since the group was formed for the users of the translated material, rather than by them. In other words, it was not the Francophone members of the UPCI who expressed a desire for translated material and took action to achieve it. Much like the *Coopérative de littérature française*, The King's Translators was initiated by UPCI leaders and missionaries who perceived the need to translate many of the UPCI's English materials into French. Their goal was actually to

acquire new “fans” or users in the French-speaking world, namely people who were unaware beforehand that these resources even existed.

It was difficult to settle on terminology for the type of translation in which The King’s Translators group is engaged. The term “non-professional translation” is more specific than “volunteer translation”, since there are many professional translators who volunteer their time to certain causes. The opposite expression, professional translation, in its strictest sense refers to translators who earn their living from a career in translation. This implies that they have sufficient training or experience to produce translations at a level of quality that allows them to obtain and maintain clients or employment. However, there are other professionals such as language teachers and translation teachers, who may not be considered professional translators because translation is not their primary source of income.

Since the adjective “non-professional” seemed somewhat unclear, I considered “inexperienced”. But is experience alone enough to become a good translator? The analysis of Longitudinal Study Group 2 in Section 5.3.2 demonstrates that without feedback⁴, a person could translate for years and gain experience without significantly improving his or her skills. The element of training must be added to experience, as it is crucial to the process of becoming a good translator. I also considered using the expression “untrained

⁴ When I refer to feedback in this thesis, it generally corresponds to the definition provided by Shirley V. Scott (2014): “Feedback is generally assumed to be something that teachers give to students in order to help them understand the result they have received and to improve their future work.” For non-professional translators, the “result” is not necessarily a grade, but the comments, corrections, or edited version of their translations with which they are provided.

translators”, but this would cause confusion in the context of this project, which includes the development of focused training for non-professional translators.

Although for certain projects such as books using academic language, The King’s Translators team uses professional revisers, this is a paid service and the revisers are not therefore part of our volunteer team. Therefore, to convey the concept of bilinguals who engage in translation, but have no university training in translation, I could have called our group of volunteers an amateur translation team. However, although the definition of “amateur” as a noun includes “a person who takes part in an activity for pleasure, not as a job”, it also includes a pejorative meaning of “someone who does not have much skill in what they do” (Cambridge Dictionary 2019). This word would not therefore convey a positive impression in a research project about translation quality, and would possibly offend our volunteer team members.

Other synonyms such as “novice”, “apprentice”, “beginner” and “recruit” did not seem to fit the context well, especially since the translators may participate over a period of years. To settle this internal debate, I returned to the fact that the Antonini et al. (2017) publication mentioned in Section 2.1.3 seems to have served to standardize the term “non-professional translation”. I therefore decided to use the term “non-professional translation” in this research project, to avoid the appearance of trying to create my own category. As mentioned in Section 2.1.1, the main difference between my use of the term and Antonini’s description is that The King’s Translators are expected to adhere to certain norms, such as following our house style guide and glossary. In this thesis, when I use the word “volunteer(s)” in the context of The King’s Translators, I am referring strictly to unremunerated translators or unremunerated translation work.

I had hoped to locate other small non-professional translation teams that operate within NGOs on a limited budget. So far, I have not had much success in this regard; perhaps due to their size, these teams do not have a web presence and no books or articles have been written about them. Or, as in the case of the other entities of the *Coopérative de littérature française*, perhaps many non-profit organizations are still using the single-translator model. It is possible that similar teams exist, but I simply have not been able to locate information about them if they do. While gleaning as much information as possible from larger-scale non-professional teams, The King's Translators group must work within its current constraints of time, human resources and budget. For example, collaborative translation software is presently out of reach.

Since the translation activity of The King's Translators appears to be distinct from the subject of current research on non-professional translation, it therefore represents an original research subject which will be of interest to smaller non-profit organizations with translation needs.

2.2 Action Research

Action research is a non-traditional approach in which the researcher works from inside a context rather than studying it from the outside. It is motivated by a desire to change or improve a situation. According to Martyn Denscombe (2010), action research is employed to address a problem and create best-practice protocols. The researcher not only studies a specific situation, but is also actively involved in improving that situation.

Luke Duesbery and Todd Twyman (2019) identify three types of action research:

- Technical action research: applying an existing practice from somewhere else and testing its effectiveness in your setting;
- Practical action research: designing changes in your setting;
- Critical action research: actively changing existing structures in your setting, even working against other participants.

As Part III of this thesis demonstrates, existing professional translation models require significant adaptation for a non-professional context, and cannot simply be applied outright. For this reason, this project is not technical action research. Since I am the project manager of The King's Translators with full authority to implement changes, I am not working against other participants, and thus am not engaged in critical action research. My project would therefore be classified as practical action research: I observed problems within The King's Translators group, researched ways to improve them, and designed changes within this non-professional translation team.

2.2.1 History of action research

The term "action research" was introduced to the field of social sciences in the 1940s by Kurt Lewin (1946), who presented it as a methodology that could bridge the gap between theory and practice by engaging practitioners in research. According to Duesbery and Twyman (2019), after creating initial interest, this approach lost ground in the next two decades until being revived in the social sciences during the 1970s by influential

scholars such as Chris Argyris, then reinforced by others such as Donald Schon in the 1980s. Greenwood and Levin (2006) describe how action research spread to other disciplines in the 1990s, particularly due to the influence of Morten Levin who focused on its application to technology and organizational change.

As the 21st century began, action research was gaining a foothold in Translation Studies. It drew the attention of scholars such as Don Kiraly (2005), Anthony Pym (2006), and Séverine Hubscher-Davidson (2008). Cravo and Neves (2007) suggested the acronym “ARTS” to establish the usefulness of Action Research in Translation Studies, especially in regard to practices such as audiovisual translation. Maria Piotrowska (2013) further examined ARTS as a new methodology, asserting that it is useful and relevant in translator training. In recent years, the topic of action research continues to appear within Translation Studies, in relation to such topics as:

- “Building competence and bridges: the potential of action research in translator education” (Massey et al. 2014);
- “Action Research” (Nicodemus and Swabey 2015);
- “Situated learning in translation research training: academic research as a reflection of practice” (Risku 2016);
- “Challenges in Teaching Literary Translation to Undergraduate Students” (Kodura 2018);
- “Beyond the margins of academic education: finding out translation industry training practices through action research” (Rodriguez De Cespedes 2019).

As action research becomes more common in other disciplines, the field of Translation Studies is likely to see an upsurge in action research projects as well. Since translation is a hands-on field where quality is a high priority for practitioners, it is well suited to action research, which focuses on improving practice.

2.2.2 Differences between action research and traditional research

Duesbery and Twyman (2019) describe the action research method as follows: “The *action* refers to doing something. The *research* refers to thinking critically and logically about a problem. Together, they form a powerful combination for making productive change in the workplace.” (36) These authors also provide a comparison of action research to traditional research, which includes these elements:

ACTION RESEARCH

Single setting

People you work with or know

Informal and dynamic

Easy-to-access descriptive measures

Looks to inform practice

TRADITIONAL RESEARCH

Large scale

Randomly selected participants

Rigorous methodology, long-term studies

Sophisticated statistical analysis

Looks to inform theory

The differences between action research and traditional research could be summarized by saying that action research prioritizes improving the specific context over generalizability. In action research, improving practice is more important than developing theory, although both can certainly occur. This is the case with my action research project. While my motivation was to improve quality assurance within The King's Translators group, the project enabled me to create models and best practices that will be useful to other non-professional translation teams.

Jean McNiff (2017) points out another particularity of action research: it is based on values that influence researchers' commitments, in these areas: ontological, epistemological, methodological, and social. According to McNiff, ontological commitments relate to the relationship of researchers and others; epistemological to the connection with knowledge; methodological to ways of conducting research; and social to motivations for research. In this action research project, my ontological values include my responsibility to help the non-professional translators in our group improve their skills. On an epistemological level, my values include sharing the knowledge I gain with other non-professional translation groups. My methodological values prioritize improvement in practice, and therefore I have chosen research methods for their practical value more than their theoretical contribution. Finally, my social values are grounded in the fact that I believe the Francophones in our church denomination deserve access to quality religious materials in their native language.

2.2.3 Guiding principles of action research

Since action research differs from traditional research, criteria for determining the validity of an action research project must include non-traditional elements. Kathryn G. Herr and Gary L. Anderson (2005) suggest that an action research dissertation should demonstrate:

- Generation of new knowledge;
- Achievement of action-oriented outcomes;
- Influence on the education of both researcher and participants;
- Production of results relevant to the local setting;
- Sound and appropriate research methodology.

Part II of this project presents new knowledge obtained by appropriate research methodology (case study, corpus study, and longitudinal study). Part III details models I developed from this knowledge, showing the outcomes, influence on education, and results for The King's Translators.

As is often the case in action research projects, there was a single researcher working within The King's Translators: myself, also acting as a practitioner in the role of project manager. McNiff (2017) observes, "Previously, the use of 'I' was avoided; today, in action research and much case study research, the use of 'I' is expected (but not for purposes of self-promotion)." (111) For the sake of clarity and to avoid being disingenuous, the pronoun "I" appears frequently throughout this thesis to refer specifically to my own

actions. At other times, the pronoun “we” appears when referring to corporate actions, such as those of The King’s Transaltors as a team.

Action research can involve both qualitative and quantitative data collection tools, but what sets it apart is the personal involvement of the researcher in the organization under study. The researcher has a vested interest in discovering ways to improve processes and products. This is an apt description of harmonizing my position as a researcher conducting a corpus study, case study, and longitudinal study of The King’s Translators with my practitioner role as the team’s project manager. In their book, *Doing Action Research in Your Own Organization*, Coghlan and Brannick (2014) reinforce the benefits of action research for practitioners:

The desired outcomes of the action research approach are not just solutions to the practical issues, but also important learning from outcomes both intended and unintended, and a contribution to actionable knowledge: that is, knowledge that is useful for practitioners and robust for scholars. (6)

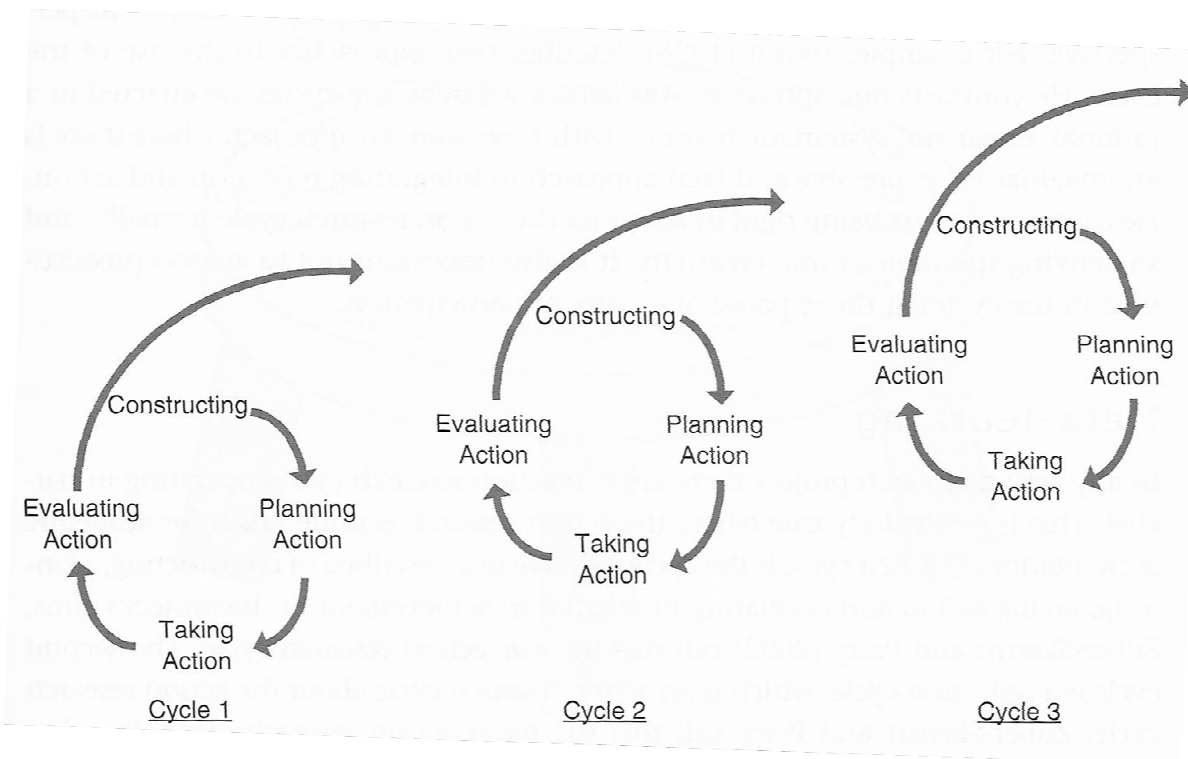
I chose action research methodology because my interest extended beyond merely examining and analyzing the existing methods of selection, revision/editing, and training processes within The King’s Translators team. I was seeking ways to improve these processes in order to raise translation quality within our team, and believed that my learning would also help other non-professional translation teams.

2.2.4 Action research cycles

Coghlan and Brannick (2014) describe action research as a spiral cycle as illustrated in Figure 1 on Page 56. The cycle begins with “Constructing”, which involves identifying the

issues to be addressed. The next step is “Planning Action”, in harmony with the context and the goal of the project. Following this is “Taking Action”, which is the implementation of the planned action. The final step is “Evaluating Action”, to examine the outcomes and determine if the construction and actions taken were suitable and effective. Once the cycle is completed, it is repeated over and over in an ascending pattern, leading to greater insight and more significant change.

Figure 1: Spiral of Action Research Cycles
(Coghlan and Brannick 2014, 11)

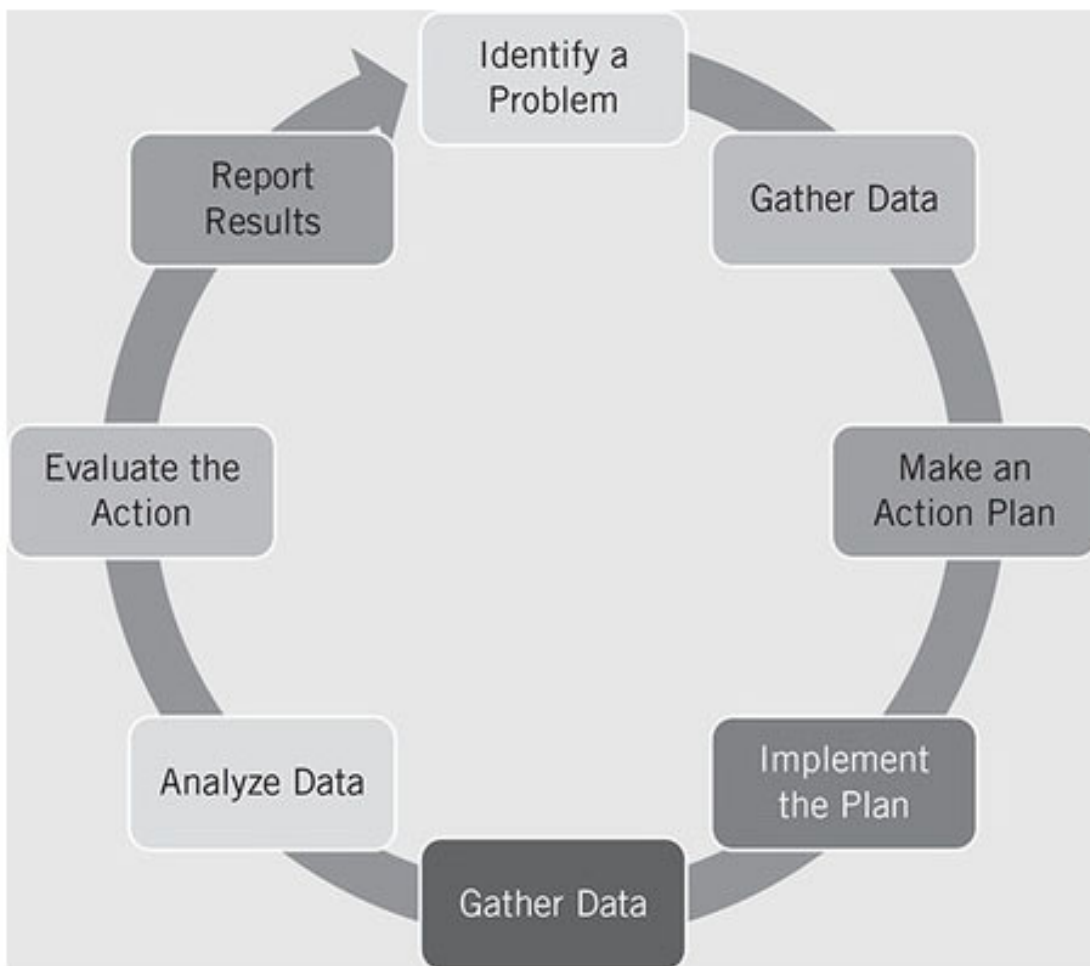


Coghlan and Brannick focus on action research from a managerial perspective. The case study of The King’s Translators in Section 3 reflects how, as project manager, I used a

similar cycle to tackle problem-solving within the team, even before I began this action research project (see Section 3.2).

Duesbery and Twyman (2019) present a more detailed action research cycle involving eight steps instead of four, as illustrated in Figure 2 below.

Figure 2: Action Research Cycle
(Duesbery and Twyman 2019, 54)



I followed this more detailed action research cycle in relation to the three areas of concern in relation to quality assurance that were identified at the beginning of this research project: translator selection, translation revision/editing, and translator training. The elements of the cycle appear in the indicated sections of this thesis:

1. Identify a problem: Make early observations (Section 1.3)
2. Gather Data: Carry out case study to identify corrective actions needed (Section 3)
3. Make an Action Plan: Gain further insight from a corpus study and a longitudinal study (Section 3.3.4)
4. Implement the Plan: Conduct corpus study and longitudinal study (Sections 4.1 and 5.1)
5. Gather Data: Summarize findings from corpus study and longitudinal study (Sections 4.2 and 5.2).
6. Analyze Data: Synthesize corpus study and longitudinal study findings (Sections 4.3 and 5.3), examine the literature relating to translator selection, translation revision/editing, and translator training (Sections 6.1, 7.1, and 8.1), and create adapted models (Sections 6.3, 7.3, and 8.3)
7. Evaluate the Action: Evaluate adapted models in terms of their integration of the corrective actions identified (Sections 6.3.6, 7.3.6, and 8.3.3)
8. Report Results: Present conclusion (Section 9)

This action research cycle allowed me to create an action plan based on the data gathered in the case study. In order to verify and gain further insight into the corrective actions needed, I implemented the corpus study and longitudinal study. After analyzing the additional data gathered and doing a literature review, I was able to create adapted models for translator selection, translation revision/editing, and translator training, which I then evaluated. My results are summarized in the concluding section of this thesis.

2.2.5 Suitability of action research for quality assurance projects

Quality assurance is at the core of this action research project, specifically how to achieve it within non-professional translation teams. Each discipline and industry sector has its own guidelines for quality assurance, which is described by Laura Muresan et al. (2007) as “a regulatory mechanism which establishes, monitors, controls, assesses, maintains and improves quality processes within an institution on an ongoing basis” (73). Within the broad field of education, Muresan et al. describe quality as “a multilevel concept [. . .] relevant definitions include the treatment of quality as excellence, as enhancement and development, as fitness for purpose and, most importantly, as transformation and ultimately client satisfaction” (73). Thus, quality assurance is multifaceted and requires a system, not just a single process.

Within Translation Studies, an intrinsic part of quality assurance is the quality of the translation product itself. Paul Horguelin and Michelle Pharand (2009) discuss checking the quality of translations in this way:

Tout texte peut faire l'objet de diverses formes d'intervention visant à améliorer ou à évaluer sa qualité. Si l'intervention a lieu au stade du produit semi-fini, elle consiste en une révision ou en une correction d'épreuves ; si elle porte sur un produit fini, elle revêt la forme d'une critique ou d'une évaluation." (3)

While revision/editing is an important step in the process, quality assurance goes beyond simply assigning a quality label to a translation. Rather, it uses the information obtained to adjust and enhance the process to achieve a higher quality. In *Research Methodologies in Translation Studies*, Saldanha and O'Brien (2014) describe the goal of research related to quality:

Quality is a very important topic in translation, both in professional and pedagogical settings, and research involving quality assessment is also of importance since it allows us to measure the impact and effect of different variables on the translation product and process and to subsequently change our techniques, training, or tools in order to better meet quality requirements. (96)

This corresponds perfectly to action research methodology, which seeks to improve practice through research. Saldanha and O'Brien also explain that:

Process-oriented QA models are quite different from product-oriented ones since they focus on what needs to be put in place in a company in order to ensure high quality translation from a translation process perspective (for example, hiring qualified translators, or ensuring that a terminology management process is in place)... (98)

Action research in quality assurance allows researchers to use their learning to create a more effective quality assurance system, by implementing changes to existing processes.

Nicole Martínez Melis and Amparo Hurtado Albir (2001) describe three functions of translation quality assessment. The diagnostic function analyzes translators' abilities and

shortcomings in order to categorize translators. The summative function judges the end results, meaning the quality of the translation. The formative function obtains information in order to design training (277). An examination of the processes of translator selection (diagnostic), translation revision/editing (summative), and translator training (formative) are part of this action research project, in relation to quality assurance. However, rather than simply studying selection, revision/editing, and training processes within a non-professional translation team, this action research project targets improvement of these processes to result in higher quality translations.

The next three sections, in Part II, describe the collection and analysis of data from The King's Translators group, which is used in Part III to improve the group's quality assurance system and provide models for other non-professional translation teams to use.

PART II — DATA COLLECTION AND ANALYSES

During the two data-gathering steps of my action research cycle (see Figure 2 on Page 57), I used three research methods to collect information. This triangulated approach allows for the subject to be studied from several perspectives. In the first data-gathering exercise, a case study provides a view of the group's processes, to determine how The King's Translators group addresses quality issues with non-professional translators. In the second data-gathering phase, further insights are gained by way of a corpus study that analyzes the data through the lens of the translated documents, and a longitudinal study that traces the translators' progress. These three research methods correlate to prevailing approaches to the acquisition of translation competence which generally fall into three categories: those focused on the process, the product, or the person (see Section 8.1).

The first research method, which is described in Section 3, was an instrumental case study of a single group, The King's Translators. The period of action research extended over several years, so it was possible through this case study to get an overview of the group's evolution. A specific month, August 2017, was chosen as the baseline to evaluate the group's quality assurance system. An analysis of the case study results identified corrective actions that were needed for the selection, revision/editing, and training processes of this non-professional translation team, in order to improve and assure quality. The ensuing action plan involved adding to this knowledge by way of two other research methods.

Section 4 presents the second research method, a corpus study of documents translated by The King's Translators, which revealed the need to establish a minimum age and use reliable instruments to test language knowledge during our selection process. This

study also allowed me to identify principal types of errors made by team members and create three error categories to use in our revision/editing process. Finally, the corpus study indicated the importance of focusing on tools and a non-traditional approach throughout our translator training process.

The third research method, appearing in Section 5, consisted of a longitudinal study of three small groups of members of The King's Translators. I traced the progress of these members throughout a specific time period, in terms of the increase in their translation quality. This study demonstrated the importance of initial selection criteria when choosing translators, and issues to be aware of during our revision/editing process. It also provided insights as to the content that should be covered in our training process.

SECTION 3: CASE STUDY

The first research method used in this action research project was a case study of The King's Translators. This empirical case study first gives an overview of The King's Translators group as of June 2019 (Section 3.1), then presents its evolution from its inception in November 2011 until June 2019 (Section 3.2). Finally, it provides an analysis of the operation of The King's Translators as it existed in August 2017 (the baseline evaluation point) prior to implementing my learning from this action research project (Section 3.3). The analysis describes the main processes used by the group and provides an evaluation of each of them. In Part III, I use this information to determine an appropriate translator selection process (Section 6), establish a comprehensive revision/editing process (Section 7), and design a focused training process (Section 8). Although the research includes a quantitative component, it is mainly qualitative since the group is relatively small.

3.1 The Organization

Below are some statistics about The King's Translators as of June 2019, which show some demographic information as well as what has been accomplished so far. Although this research project is focused on the volunteer component of our team, I have listed remunerated workers as well as books we published for which the translation was remunerated. For a detailed list of only the materials translated by our volunteers, see Appendix 8.

Date established: November 2011

Words translated: Over 2.6 million by our volunteers
(not including books involving remunerated translation)

Members (as of June 2019): 11 volunteer translators (1 also does bilingual revision)
2 remunerated translators
1 volunteer copyeditor
2 volunteer stylistic editors
4 remunerated stylistic editors
1 volunteer project manager/bilingual reviser (me)
1 volunteer typist and formatter of source texts
1 remunerated layout worker

Mother tongue: 6 out of 23 are Anglophone; the rest are Francophone

Location: 7 out of 23 live outside of Quebec

Age: 3 out of 23 are under age 20
12 out of 23 are between age 20 and 40
8 out of 23 are over age 40

Average time commitment: 5–10 hours per month for volunteers (one who is retired works 40–60 hours per month)

Number of live workshops: 7 from 2015 to 2018

Average workshop attendance: 9 members

Number of online courses: 1 in 2018–2019 (beta course)

Recurring Projects: Monthly prayer bulletin since 2013
(600 articles as of 2019) Bimonthly magazine since 2012

Sunday School Manuals: 6 translated and published
+ 4 more translated and in revision/editing

Books: 31 translated and published
+ 24 more translated and in the queue for revision/editing
5 books edited/published for the *Coopérative de littérature française*

Before 2011, the Francophones in our church denomination had access to fewer than ten published resources, although there were quite a few preliminary translations being used that had never been thoroughly edited. In less than eight years, the work of The King's Translators has more than tripled the number of published materials available. As mentioned at the beginning of Section 1, the contribution of our volunteers allowed the team to do this at minimal expense, only paying for professional revision of translations of academic-style books.

3.2 Methodology and Timeline

I chose to do an instrumental case study of The King's Translators to examine the positive and negative aspects of its quality assurance system as it existed in August 2017, and to identify ways to improve it through action research. Saldanha and O'Brien (2014) point out that one of the areas in which case studies are useful is:

... when they are used to test the viability of a new model, or in order to test the limits of more established ones. . . A case study can also challenge established theories and it may point to the need for a new theory in areas that have not received sufficient scholarly attention. (209)

As mentioned in Section 1.1. and at the beginning of Section 2, the field of Translation Studies has not adequately problematized non-professional translation, and I believe this leaves a theoretical gap that needs to be filled in regard to quality assurance in non-professional translation. My method is deductive, as I use the case study to test my hypothesis that quality is possible in non-professional translation when there is a

customized approach to quality assurance (see Section 1.2). I specifically examine the processes of translator selection, translation revision/editing, and translator training within The King's Translators team. The case study allows me to determine if: the selection process is appropriate (contains realistic criteria for a non-professional setting); the revision/editing process is comprehensive (involves extra steps to compensate for translators' lack of experience and training); and the training process is focused (targets a few vital concepts that will have the most impact on translation quality).

Saldanha and O'Brien (2014) also lay out some parameters for using a case study in Translation Studies research.

...[A] case can be anything from an individual person (translator, interpreter, author) or text . . . to a whole organization. . . It should be noted, however, that a case study also requires some form of conceptual structure. We cannot choose an institution or an event as the *aim* of our analysis; the study needs to be organized around research questions or issues. (208)

The King's Translators as an entity, along with its processes of selection, revision/editing, and training, is the object of this case study. I also conducted studies of individual translators in the group for the longitudinal study. In keeping with the directives of Saldanha and O'Brien, the case study is designed to address a specific research question, which concerns how a non-profit organization can produce quality translations using a non-professional translation team. Sections 3.2.2 to 3.2.13 use problem-solving methodology to describe the evolution of The King's Translators team, demonstrating how needs (particularly related to quality assurance) that became evident throughout the first few years of its existence were addressed. Throughout this time, three key issues emerged

to be addressed through action research: translator selection, translation revision/editing, and translator training.

In Section 3.3, for each of these three elements (selection, revision/editing, and training), my methodology is as follows: I describe the situation of the organization as of June 2017, then I analyze the positive and negative aspects of each element, and identify the corrective actions required to assure quality translations. The element of corrective action is crucial to an action research project, since as discussed in Section 2.2, the goal of action research is not only to develop theory, but to improve practice.

3.2.1 Evolution of The King's Translators

The King's Translators team was formed in November 2011 and my doctoral program officially began in September 2014, but my journey into action research actually began much earlier than that. In 2007, my husband and I were appointed as Metro Missionaries (UPCI Metro Missions, n.d.) to Quebec by the North American Missions division of the UPCI, whose headquarters is in St. Louis, Missouri. We then undertook 22 months of travel around Canada and the United States, visiting various churches to raise financial support for our missions work.

The following subsections detail the various problems encountered throughout the evolution of The King's Translators team. These sections demonstrate that even before I began doctoral studies, my approach to problem-solving within the team closely resembled the action research cycle identified by Coghlan and Brannick (2014) as described in Section 2.2. The terms from Figure 1 on Page 56 are used: Constructing, Planning Action,

Evaluating Action, Taking Action. Prior to and during my action research project, this cycle was being repeated in a continuing spiral where each phase led to more insight. Three times throughout my journey, as demonstrated in Sections 3.2.7, 3.2.9 and 3.2.11, my problem-solving tasks as project manager became action research tasks requiring my skills as a researcher. I was able to form a clear picture of the three main issues to address in relation to quality assurance within a non-professional translation team: translator selection, translation revision/editing, and translator training.

3.2.2 Need for French materials

During this time, I started trying to gather French materials for our work in Quebec, such as Bible studies, Sunday School lessons, and ministerial training materials. Our mandate would include starting new churches and establishing a ministerial training campus. I discovered that despite having had missionaries in French areas of the world for several decades, our church denomination only had a few doctrinal tracts and a handful of books available in French, as well as an outdated ministerial training course that was no longer being printed. As for Sunday School material, the French churches were using lessons from other denominations which did not accurately reflect our core doctrine as set out in the UPCI Articles of Faith entitled “Our Beliefs” (UPCI, n.d.).

The few texts that had been translated were under the umbrella of the Global Missions division and were difficult to procure. Often several years were required to prepare translations for publication, as they were mostly done in France by a meticulous revision/editing team.

PROBLEM-SOLVING CYCLE IN THIS PHASE:	
Constructing:	We needed materials for our missions work.
Planning Action:	Gather suitable French materials.
Taking Action:	Contact UPCI headquarters, missionaries, and other pastors.
Evaluating Action:	We could not gather the basic French materials we needed, because the supply was inadequate.

3.2.3 Need for translation

The awareness of my need for training was the genesis of my action research, although at the time I was not even aware of such a term and did not realize that I would spend the next decade studying translation in university. Trying to move forward in our mandate without support materials was not an option, so I attempted translating some ministerial training materials. Having grown up in bilingual Canada and having taken every French course available to me in secondary school as well as some tutoring in later years, I was somewhat familiar with the language.

I was not yet aware that being bilingual was not enough to be a good translator, and I was not even fully bilingual at that point. I did, however, have a desire to become completely fluent in French. During our travels, I did a considerable amount of self-study in French, but had no opportunity for immersion. Once we completed our fundraising and arrived in Quebec, I enrolled in full-time language study at an adult education facility. After a few months, I successfully passed the *Test de français international*.

I told my instructors that I wanted to learn how to translate into French, and they informed me that I would have to take university training for this. After completing secondary school about 25 years before, I had chosen to attend a Bible college instead of a

university, and I had no plans to return to post-secondary education. I hoped there was another way to become proficient as a translator.

However, every week as I tried to carry out our missions work, I was constantly confronted with the problem of needing to make everything bilingual: letters, emails, posters, sermons, etc. Sometimes other people were available to do the work, but usually I had to do it myself. I would have a French person look over my translation attempts, and it was obvious that my skills in the language were lacking.

PROBLEM-SOLVING CYCLE IN THIS PHASE:	
Constructing:	We had English materials, but they had to be translated into French.
Planning Action:	Make a list of materials to be translated.
Taking Action:	Try to translate them myself.
Evaluating Action:	The quality of the materials I was able to produce in French was not acceptable.

3.2.4 Need for translation skills

A couple of months after we settled in Quebec, we attended the annual meeting of Purpose Institute, the ministerial training campus network in which I serve as curriculum and translation coordinator. While we were discussing which languages the curriculum had already been translated into (six or seven at that point), I stated that we needed the curriculum in French, and that if necessary, I would start a university translation program to make it happen. We did not want to put that project on hold for three years while I became trained as a translator, so in the meantime, Purpose Institute hired someone to do the translation, and we started using it a year later. But this incident was the catalyst that caused me to apply to a university translation program.

My initial applications for English-French translation programs were refused because I was a native English speaker, and I was told that I should be translating into my mother tongue, not out of it. I later learned that this is a bias typical in North America, but is also present even in Europe where most translation programs include at least three languages. Studying French-English translation would obviously not solve the problem that of our lack of French materials. I was, however, accepted into the French studies program at Concordia University.

When I returned to the program advisor after one semester with high grades, I was allowed to transfer into the English-French Translation Specialization, which would eventually qualify me for the OTTIAQ fast-track certification (involving a mentoring program). Since no program existed for outward translation, I studied with French students who were translating into their mother tongue. This created some interesting challenges. My first translation professor was not very pleased about having an Anglophone in his class, but later became my supervisor when I did my master's in Translation Studies.

I was trying to develop native speaker intuition — instinctively knowing what sounds right in a language even if unable to recall grammar rules — and fill in the gaps in my knowledge of French. I began to read copiously in French, and that helped me expand my vocabulary and become more familiar with French syntax. I also took advantage of linguistic consultations, tutorials, and any extra help I could find. By the end of my bachelor's program, my higher grades indicated that my translation skills had improved, but I still had some issues with syntax, etc. and my work needed stylistic editing.

PROBLEM-SOLVING CYCLE IN THIS PHASE:

Constructing:	I needed university training in translation.
Planning Action:	Enroll in a university translation program.
Taking Action:	Do extra study to compensate for my lack of native speaker intuition.
Evaluating Action:	The quality of my work had increased, but it still needed stylistic editing.

3.2.5 Need for a volunteer translation team

When I was midway through my translation training, I began to realize that being trained myself was only part of the solution to our lack of French resources. Even if I honed my skills to the point where I could translate rapidly and accurately, a single person could only accomplish a certain amount of work. I became aware that it would take a team to accomplish all that needed to be done. We had no budget for translation and by this time I had some knowledge of professional translation rates, which seemed prohibitive in a non-profit context. I decided the only solution was to form a group of volunteer translators, but wondered how I would motivate people to do unremunerated work.

One day in our Translation History class, the professor displayed a picture of the translators of the first English Bible kneeling at the king's feet to present their translation as a gift. The name "The King's Translators" came to my mind. The Christian community refers to Jesus as the "King of kings". I realized I could ask people who were skilled in languages and writing to figuratively kneel at the feet of the King of kings to present their time and talents as a gift.

This idea began to take shape, and a few days later I laid out a plan to form and lead The King's Translators. I then asked permission to present my idea at the next UPCI French Evangelism Conference in Montreal, which would take place in two weeks' time. By the end of the conference, twelve people had offered their services.

PROBLEM-SOLVING CYCLE IN THIS PHASE:	
Constructing:	Due to budget constraints, we needed volunteer translators.
Planning Action:	Figure out how to gather a team of volunteer translators.
Taking Action:	Plan and present the need and gather names of those interested.
Evaluating Action:	Many people were interested in volunteering their time for translation.

3.2.6 Need for translation revision/editing

I formed an advisory team of three individuals interested in this translation effort. The first was the UPCI French Evangelism coordinator. The second was the Director of Global Operations for Purpose Institute, the previously mentioned ministerial training network which was translating its curriculum into French. The third was my husband, a pastor who was fully aware of the desperate need for French resources. The advisory team's function is to provide overall guidance as to the type of projects undertaken and the procurement of funding. As project manager of The King's Translators, I have always had full authority to select team members, carry out translation projects, publish materials and books, provide training, and modify processes within the team.

We decided to begin with Sunday School materials, as this need was the most urgent: our denomination had no French Sunday School material of its own. The idea of translating several levels of curriculum for various ages and grades was not feasible at the time, so we chose a series entitled "Kids Power Hour", a flexible children's church program

designed for ages four to eleven. I divided the 13 lessons among several volunteers, and they began to translate. I thought that we could simply compile the translation, proofread it and print it, but soon realized this was unrealistic. It became quite evident that extensive revision/editing would be needed, since we were using untrained translators. For example, in one of these Kids Power Hour lessons, every sentence had at least one vocabulary or terminology error, and most sentences had to be reformulated in order to be idiomatic. I believed that the quality of our very first publication would establish our reputation; therefore it was essential that we not rush the revision/editing process.

Our advisor from Purpose Institute had served as a missionary in France for several years, and he proposed a process that involved translation, bilingual revision by an Anglophone, and copyediting by a Francophone (see Section 7.3 for definitions of these terms). Since I do outward translation (see Section 1.6) as an Anglophone working into the French language, I was comfortable with including Anglophone translators in the group, even though the majority were and still are Francophone. As part of our commitment to quality assurance, we have a comprehensive revision/editing process that compensates for stylistic issues that may arise.

Within six months, we had completed and printed our first Kids Power Hour manual. When I presented the finished project at a French conference, I explained that if we had paid for professional translation, it would have cost thousands of dollars. Our volunteers had accomplished this project without any expense, demonstrating the power of leveraging volunteer efforts within a non-professional translation team.

PROBLEM-SOLVING CYCLE IN THIS PHASE:

Constructing:	We needed to create a process and begin our first project.
Planning Action:	Choose the first translation project and identify tasks to be done.
Taking Action:	Assign tasks to each volunteer translator.
Evaluating Action:	A review of the translations showed that extensive editing was required.

3.2.7 Need for a revision/editing process for each type of project

Once we had completed a few Kids Power Hour manuals, our advisory committee determined that we should expand into other areas where materials were lacking. We identified our next two priorities as materials for Christian women and books for ministerial training. The materials for Christian women were in electronic format and included a monthly Ladies Prayer International bulletin as well as a bi-monthly magazine. Both are distributed by email.

Since these electronic items are for temporary use (usually read only once on an electronic device), I deemed them appropriate for the same level of revision/editing as the Kids Power Hour manuals which serve as reference tools for Sunday School teachers. After translation by a volunteer team member, bilingual revision is conducted by an experienced reviser, who also checks for terminology and ensures that the translation does not contain anything contrary to UPCI doctrine. Then, a Francophone copyedits (to check grammar, spelling, punctuation, Anglicisms, etc.) and the translation proceeds to the layout stage. (See Section 7.3 for definitions of the various steps in our comprehensive revision/editing process.)

The publication of books for ministerial training required a different approach. These books are more formal and use academic language. Their permanent and official

nature called for a higher level of translation quality. Those within The King’s Translators group were unable, at least at the time, to produce translations at this level, so we had to look outside the group. We found a few people within our religious denomination (who were therefore already familiar with UPCI doctrine and terminology) who had either university training or extensive experience in translation. We embarked on some fundraising and were able to acquire sponsors to allow for paid bilingual revision and/or stylistic editing of our translations of these types of books. The cost is generally less than half of what it would cost to have a professional translator prepare the entire book. This demonstrates the value of the work done by our volunteer translators.

The King’s Translators volunteer team members have now translated over 2.6 million words, including numerous books and several Kids Power Hour manuals. Feedback from our paid revisers has made me aware that it is better to have a single translator for a book rather than divide it among several non-professional translators, as the first option requires less revision/editing in terms of style and cohesiveness. Section 3.3.2 discusses our quality levels in more depth, which include: Intelligible (temporary-use documents); Informative (material that is distributed electronically, manuals), Publishable (books using non-academic language), and Polished (books using academic language). The feedback we have received from readers has been positive in regard to quality.

PROBLEM-SOLVING/<u>ACTION RESEARCH</u> CYCLE IN THIS PHASE:	
Constructing:	We needed different editing processes for different types of projects.
Planning Action:	Identify required quality levels for each type of project.
Taking Action:	Establish an editing process for each quality level.
Evaluating Action:	When we follow this process, we receive positive feedback about the quality of our translations.

3.2.8 Need to adjust goals

When I started my university training in translation, I expected that by the time I received my bachelor's degree, I would be completely fluent in French and able to translate with no need of a stylistic reviser. However, after receiving my degree, I entered the OTTIAQ mentoring program in English to French translation, and both my mentor and I realized I was not yet at the level I needed to be. For this reason, I completed a French to English mentoring session instead, and became a certified French to English translator. This was an easier goal to achieve because I am more comfortable translating into my mother tongue.

In my role as project manager of The King's Translators, I found it necessary to focus my own efforts more on bilingual revision and proofreading than on translation. However, this experience was invaluable; I was able to further expand my French vocabulary and internalize the syntax of the French language. I observed a significant increase in the times I would instinctively know the best order in which to place words in a French sentence, without having to study similar phrasing in a concordancer, for example.

I continued my education, completing a master's in Translation Studies in 2014, and then immediately starting a doctorate in Translation. Over the years, I have been honing my French skills and plan to apply for English to French certification with OTTIAQ by 2020, once I have completed enough remunerated translation work, since as mentioned at the beginning of Section 2, OTTIAQ does not recognize volunteer work for its certification program. It is important to me that a professional order recognizes that I have reached an acceptable level of quality and skills in English to French translation.

Language ability takes time to develop, and I still use a stylistic editor for my own translations into French. However, most authors who write in their mother tongue also use a stylistic editor as a standard practice. My language abilities are progressing steadily, I am now much more comfortable in French, and am continuing to develop native speaker intuition. I decided that the fact that I am not yet perfect in French would not hinder me from leading The King’s Translators. As I teach them the translation principles I have learned throughout a decade of university training, they teach me the nuances of idiomatic French. It is a symbiotic relationship.

PROBLEM-SOLVING CYCLE IN THIS PHASE:	
Constructing:	I wanted to become a certified translator, to lead the team effectively.
Planning Action:	Increase my French skills and obtain OTTIAQ English-French certification.
Taking Action:	Try the OTTIAQ English-French mentoring program.
Evaluating Action:	I was not yet fluent enough in French; I needed more time to develop.

3.2.9 Need for selection criteria

When launching The King’s Translators, I initially welcomed anyone who was interested in volunteering for the team, in order to create some momentum. However, it soon became evident that I needed to establish a minimum standard for team members. It was important to me to operate in a structured way, and I eventually stopped giving assignments to those who did not meet deadlines, because their delay had a domino effect on the timeline for the project in question.

I also realized that some non-professional translations required so much revision/editing that it would probably be more efficient to retranslate them. In many cases, this stemmed from poor work habits and a lack of self-revision. A simple solution to

this was to return the work asking for them to redo it based on some standard guidelines to ensure quality. I often found that these volunteers were not really interested in doing self-revision, so they dropped off on their own and others came along to replace them. Later on, I developed a set of general guidelines for our translators to follow, as well as glossaries for longer projects. This helped to reduce revision/editing time.

I created a Questionnaire (see Appendix 2) whereby I could get some background information about potential team members. Through short Preliminary Exercises in French writing and English comprehension (also in Appendix 2), I could form a preliminary evaluation of their language ability. I also asked them to indicate how many hours a month they were available, in order to decide if investing time into developing them would benefit The King's Translators team's efforts. I discovered that people who seemed very interested in joining the group would not always follow through when presented with a one-hour questionnaire/exercise to complete. It was therefore an effective way to measure genuine interest and motivation.

PROBLEM-SOLVING/ACTION RESEARCH CYCLE IN THIS PHASE:

Constructing:	Some volunteers were not suited for translation work.
Planning Action:	Establish an entry requirement for potential team members.
Taking Action:	Create a questionnaire, and preliminary French writing and English comprehension exercises.
Evaluating Action:	It was possible to make a preliminary assessment of volunteers' language ability and motivation.

3.2.10 Need for layout and publishing

Another major obstacle that I encountered once our team began producing French books (other than manuals) was how to publish them. Starting out with no budget created many challenges. I did not want to produce something that was inferior in appearance, especially after we had used a rigorous revision/editing process to make sure the translation was of good quality. I invested some time learning how to create layouts in *Microsoft Publisher* and *Adobe Acrobat*, but found that this took too much time away from my other responsibilities within the team. I realized that this step did not require someone completely fluent in French, since there would be a proofreading of each book following the layout, so I found a volunteer solely for layout design. Later, when the workload increased, we hired a student to perform this task.

We also needed someone to prepare Word documents of the source texts for our translators. In some cases, we did not have access to digital files and had to physically type out the text from a paper book. For this task, we used an Anglophone volunteer who did not even speak French. As much as possible, I tried to protect the time of our bilingual volunteers so they could concentrate on translation and revision/editing.

Printing was another challenge. The only publishers I could find had a very high threshold for each book: 500 to 1,000 copies, which was not financially feasible for us. I purchased a hot glue binding machine and learned how to use it to bind books, but this also reduced the time I had available for my other responsibilities within the team, and I was not satisfied with the binding quality. A couple of years later, we found a short-run publisher that would print anywhere from one to 500 copies of a book at a reasonable cost.

In 2017, I took a self-publishing course and published my first book on Amazon. With the knowledge I acquired, we were able to begin publishing The King's Translators materials on Amazon with a print-on-demand option, making our endeavour much more affordable. Twenty-nine of our books are now available in Amazon print versions and our goal is to increase this to 100 by November 2021, the 10th anniversary of The King's Translators.

PROBLEM-SOLVING CYCLE IN THIS PHASE:	
Constructing:	We needed a way to prepare our translated books for distribution.
Planning Action:	Find a way to publish our translated books.
Taking Action:	Type, layout, and bind books ourselves.
Evaluating Action:	This was an inefficient use of bilingual volunteers' time, and the binding quality was inferior; it was better to hire out some of these tasks.

3.2.11 Need for team training

As I began to establish quality levels, I realized that it would be inefficient to simply continue correcting all types of errors throughout the revision/editing process. We needed a long-term solution, through which our translators would receive basic training in how to avoid errors and produce translations of a higher quality. While I encourage our translators to pursue university training in translation, this is not feasible for everyone.

In 2015, I began holding four-hour translation workshops every few months. These were organized around specific topics and included a mixture of teaching, practical exercises and discussions. The topics were chosen based on what seemed to be the greatest need at the time, as evidenced by the issues coming to light during the revision/editing of team members' translations. In other words, I tried to identify the translation principles which would have the greatest impact in terms of reducing errors and raising quality.

Anywhere from five to twelve team members attended each workshop; usually, it was not feasible for those living outside of Quebec to attend. It was very difficult to find a time that worked for everyone, so I began to consider developing online training that could be completed by members at their convenience. This would also address the need to provide new members with basic training that the other team members had already received.

PROBLEM-SOLVING/<u>ACTION RESEARCH</u> CYCLE IN THIS PHASE:	
Constructing:	Our non-professional translators needed training to produce quality work.
Planning Action:	Establish training content and a training method for our translators.
Taking Action:	Schedule workshops every few months.
Evaluating Action:	Volunteers find the workshops very helpful, but it is difficult to coordinate schedules; we need to consider online training.

3.2.12 Need to expand our efforts

Soon after forming The King’s Translators, I began to make inquiries into how we could collaborate with missionaries in French-speaking countries. In 2014, our group joined some other entities which were involved in producing French translations for our denomination, to form the *Coopérative de littérature française*. As stated on the “À propos de nous” page of its website (*Coopérative de littérature française*, n.d.), its vision is the “*large diffusion de la littérature apostolique française, conforme à un standard d’excellence*”. The CLF entities are all associated with the UPCI and are as follows: Global Missions, The King’s Translators, Purpose Institute, French Evangelism, Global Association of Theological Studies, Africa Aflame, and *Éditions A.C.T.E.* I have served as the secretary of the CLF from the beginning.

In our first CLF meeting, we discovered that a single book was being translated in three different areas of the world, each entity unaware of the other translations in progress. This motivated the creation of a website where we offer free public downloads of any translations deemed “final”, for which we have obtained appropriate copyright permissions. The CLF deals with only two quality levels: “final” and “preliminary”. Preliminary translations are not made public, but are shared with CLF members in a restricted-access area of the website: they can be used when the material is needed right away and will not be published until further revision/editing has been done. The website facilitates the coordination of translations and collaboration on projects.

In 2017, I travelled with my husband to four countries in Africa — Gabon, Ivory Coast, Ghana, and Togo — to represent CLF. At various conferences, we distributed 150 printed books and 300 flash drives loaded with translated resources, to leaders in our denomination from every French country in Africa. I also met with a translation team newly formed by Africa Aflame, to show them how The King’s Translators team selects translators, edits translations, and provides training.

This experience made me realize the value and potential impact of my doctoral research. After successfully defending this thesis, my goal is to publish two books: one about how to start and lead a non-professional translation team using a quality assurance system, and the other about how to become a non-professional translator engaged in continuous improvement. In the meantime, I will continue to avail myself of opportunities to share our materials around the world. I was invited to give a general presentation about translation, as well as a translation techniques workshop, at the UPCI *Sommet global francophone* in Togo in October 2019, so I travelled to Africa again. This time, The King’s

Translators group had raised enough funds to purchase 100 tablets, which we preloaded with all of our translated materials. Each UPCI minister in Togo, along with all the delegates in attendance, received one of these tablets.

PROBLEM-SOLVING CYCLE IN THIS PHASE:	
Constructing:	We wanted to expand French translation and distribution.
Planning Action:	Find a way to coordinate translation efforts within our denomination.
Taking Action:	Form the <i>Coopérative de littérature française</i> .
Evaluating Action:	Duplication of translations has been eliminated, and we are producing more together than we could have separately.

3.2.13 Need for a transition

In early 2018, the UPCI mandated The King’s Translators to translate its new reading list for ministerial licensing which they had produced in 2017. There are ten books that must be read in order to apply for licensure at each level: local, general and ordination, for a total of 30 books. The King’s Translators had already published two of them, and a few others were in process. Two other entities in the CLF offered to take care of two books each. Since The King’s Translators team is the largest entity in the CLF, we took responsibility for the remaining 24 books. We embarked on a rapid fundraising campaign and were able to raise \$130,000.00 in a few weeks. Our goal is to complete the translation of all three levels by 2021. Many of these books are being translated by our volunteers, so we only pay for revision, as they use academic language. For about ten of the books, we are exclusively using remunerated translators/revisers in order to accelerate the process, since our volunteers have limited time.

Since 2016, we have been able to hire at least one summer student each year using funding from the Canada Summer Jobs program. In the summer of 2018, we had three

students: two were already members of The King’s Translators and one was new. We also contracted a few people with translation experience to work full-time. At a given point in 2018, we had ten people doing remunerated work: three full-time, three part-time, three summer students, and one layout person. In July/August 2019, we again have three translators working under Canada Summer Jobs funding grants.

It is therefore apparent that The King’s Translators group is transitioning from a mainly volunteer organization into a more professional entity. I have no intention of eliminating our volunteer base, but the proportion of remunerated work to volunteer work has shifted. Since The King’s Translators has now published many books, which have been well received by our intended audience, the team is in a position where it can solicit donations to expedite translation projects. I again emphasize that the corpus study and longitudinal study have been limited to work done by non-professionals: volunteers or summer students who have never done translation work as a career.

PROBLEM-SOLVING CYCLE IN THIS PHASE:	
Constructing:	We needed more materials in our highest quality level.
Planning Action:	Produce more academic-type books more rapidly.
Taking Action:	Raise funds and hire translators with university training or extensive experience.
Evaluating Action:	The organization can shift and still maintain a volunteer base.

3.3 Analysis of Case Study Results

As detailed in Section 3.2, I had to solve various problems throughout the evolution of The King's Translators. Following is a summary of these problems, with the three major issues requiring action research identified in bold.

- 3.2.2 Need for French materials
- 3.2.3 Need for translation
- 3.2.4 Need for translation training
- 3.2.5 Need for a volunteer translation team
- 3.2.5 Need for translation revision/editing
- 3.2.7 Need for a revision/editing process for each type of project**
- 3.2.8 Need to adjust goals
- 3.2.9 Need for selection criteria**
- 3.2.10 Need for layout and publishing
- 3.2.11 Need for training**
- 3.2.12 Need to expand our efforts
- 3.2.13 Need for a transition

It became evident that three primary issues needed to be addressed through action research, in order to improve quality assurance practices within the team. These are related to the processes of translator selection, translation revision/editing, and translator training. While this section provides an analysis of each of these three processes and prescribes corrective actions, Part III addresses each process in more depth, showing how I instituted these corrective actions and developed a functional model for non-professional translation teams in each of the three areas.

3.3.1 Translator selection

Translator selection is a preventive action which has two facets. First, one must choose who will be on the translation team. Secondly, it involves deciding which translators are suitable for certain types of projects, based on the quality level required. In its beginnings, The King's Translators group welcomed any volunteer, and the selection process that I used from 2011 to 2013 was quite informal. Someone would hear about the King's Translators from a friend or during a conference, and email me to express an interest in joining the team. The following steps would then take place:

- The volunteer was invited to attend the next training workshop.
- At the workshop (or soon after), the volunteer was asked to complete the Questionnaire and Preliminary Exercises (see Appendix 2).
- A preliminary assessment was conducted of the volunteer's English comprehension and French writing skills.
- If the volunteer's skills were adequate, they were assigned a short article to translate from the Informative category (see Section 3.3.2).
- The translation assignment was edited, and feedback was provided to the translator.
- If the volunteer's translation ability seemed promising (i.e., it appeared they would be able to produce accurate translations within a few months with some training), they were assigned other Informative translation assignments.

Volunteers would occasionally drop off throughout the process, especially during the first four steps. If they did not follow through or to meet deadlines, I generally did not continue to contact them. Sometimes they contacted me again after some time had passed, and they were ready to continue. Self-motivation, the ability to work without supervision, is very important for volunteer translators who generally work at home. As project manager of The King's Translators, I choose to invest my time in those who are serious about being involved with our team, and who are self-motivated.

In 2014, as I was beginning my doctoral studies, it had become clear to me that a preventive process of translator selection was necessary to ensure quality translations. However, when it comes to translation competence in volunteers, NGOs must have realistic expectations. Non-professional translators simply do not have the same qualifications as professionals, since they have not acquired adequate experience and training to do translation work as a career. For example, the PACTE (2011) model of translation competence includes the following subcompetences: bilingual, extra-linguistic, knowledge about translation, instrumental, and strategic. In addition, the model contains psycho-physiological components which are further explained in Section 6.2.2. A potential non-professional translator is unlikely to possess all these competences.

From September 2014 to August 2017 (the baseline evaluation point of this case study), I used selection criteria that were more appropriate for a non-professional setting, to evaluate potential volunteers for The King's Translators team. These included the following elements which I had found to be essential in a non-professional setting, and which are described in more detail in Sections 6.2.2 and 6.3:

- Writing skills in the target language;
- Comprehension skills in the source language;
- Personal knowledge of the field (in this case, Pentecostalism);
- Typing and internet skills and access to a computer;
- Ability to work independently;
- Ability to recognize errors in logic;
- Willingness to be trained;
- Available at least five hours per month (to translate at least 1,000 words).

Other attributes in the PACTE model were incorporated into our translator training. I found it more feasible to teach basic techniques (such as our simple translation process outlined in Section 8.2.3) than to attempt to instill psychophysiological elements (such as perseverance or creativity). Since our non-professional translators only have access to condensed training such as workshops, they must already meet the seven criteria I have identified as essential. This type of translator will be an asset to the team and will be able to benefit from the training that is offered.

Within a non-professional translation team, translator selection obviously occurs after translators have either been recruited or have offered to be involved in the team's efforts. Building on the discussion in Section 2.1 of volunteer motivations, there are further insights from existing research that are useful in recruiting translators. Olohan (2014) applies research about volunteering from the fields of economics, sociology and social

psychology to the translation context. Among the six categories of volunteer motivations she identified (sharing benefits, effecting social change, deriving warm glow, participating in communities, enhancing learning, and deriving enjoyment), Olohan states that a desire to support the organization was the “most dominant motivation” of TED translators. (2014, 24–27).

A survey by McDonough Dolmaya (2012) of Wikipedia translators showed that “nearly all respondents sought to make information available to other language speakers, with a similar (and significant) percentage wishing to support the organization launching the initiative” (2012, 181). Marit Mesipuu (2012) studied user-translator motivations at Facebook (an open model with few restrictions, but dependent on participants’ motivation) and Skype (a closed model where participants have requirements and obligations). Generally, motivation in an open model is oriented to skill development and realizing potential, while in a closed model impetus comes from the chance to shape a product and belong to a community of people with similar interests.

My experience with The King’s Translators (a closed model with requirements and obligations) is in line with the research of Olohan, McDonough Dolmaya, and Mesipuu, in that the overriding motivation is support for the organization and its mission to produce religious materials in French, while working alongside other likeminded volunteers. Occasionally, people from outside our church denomination have expressed an interest in volunteering for The King’s Translators’ team, but so far none of them have followed through to become involved. Volunteers from within our denomination express a desire to help make our material available to Francophones around the world, and this motivates them to invest time into The King’s Translators. As project manager, it is my responsibility

to encourage and preserve that motivation, which of course must be accompanied by self-motivation to complete translation assignments. Since 2017, I have used a monthly electronic bulletin to sustain team members' motivation; it focuses on how we are achieving our mission, presents new materials that have been published, recognizes contributions of team members, and announces new training modules. Also, whenever I have an opportunity to recognize and congratulate members of The King's Translators during conferences and seminars, I do so.

This case study allowed me to identify the positive and negative aspects of the translator selection process used by The King's Translators group, and to determine corrective actions necessary for an effective quality assurance system. As well, it has provided insights about recruiting translators for our team.

POSITIVE ASPECTS:

- Team members already understand the perspective of Christians, especially Oneness Pentecostals, and are familiar with Pentecostal terminology.
- Training time can be used for translation techniques rather than needing to teach source language comprehension and target language writing skills.
- Volunteers who are not self-motivated do not remain on the team.

NEGATIVE ASPECTS:

- The minimum time commitment is too low, so we do not have enough translators to complete all our projects, and it takes a long time for the translators to gain experience.
- The one-page preliminary English exercise is not comprehensive enough to do a thorough evaluation of the potential translator's English comprehension skills.
- The one-paragraph preliminary French exercise is not comprehensive enough to assess the potential translator's attention to spelling and grammar.

CORRECTIVE ACTIONS REQUIRED:

- Increase the minimum time commitment to 8 to 10 hours, in order to expand training and allow translators to gain experience more rapidly.
- Expand the preliminary exercises to be more comprehensive.
- Add an error correction exercise to evaluate the potential translator's ability to notice spelling, grammar, and punctuation errors.

3.3.2 Translation revision/editing

As I was beginning my doctoral program, one of the most pressing needs within The King's Translators was to establish quality levels and a suitable revision/editing process for each level. The revision/editing process that we use for our translations is a corrective action that is crucial to ensure a suitable level of quality based on the purpose of the translated documents. Before 2017, most of our translators did not have *Antidote* software,

and their translations often included many spelling, grammar, and punctuation errors that required additional time to correct in the other phases of the revision/editing process. For example, many of our translators were not putting accents on capital letters, especially those who were raised in other countries where the common practice had been to leave accents off capitals. As well, prior to acquiring *Antidote*, our translators rarely inserted a space before the colon, question mark or exclamation mark as is required in standard French. In 2017, we provided *Antidote* software to our translators, and they are now expected to use self-revision and this software before submitting their translations. This has helped to reduce the amount of routine corrections required to their translation.

In August 2017 (the baseline evaluation point for this case study), I was in the process of defining quality levels for The King's Translators group. These corresponded roughly to those developed by Brian Mossop (2014) and I have used his category titles as follows:

- **Intelligible:** temporary-use documents (bilingual revision, to ensure effective transfer);
- **Informative:** material that is distributed electronically, manuals (additional step of copyediting by a Francophone, to ensure language quality);
- **Publishable:** books written in non-academic language (stylistic editing by a Francophone instead of copyediting, to ensure readability);
- **Polished:** books using academic language level (stylistic editing by a Francophone professional reviser, to ensure compelling presentation).

For temporary material resulting from an urgent need (Intelligible), bilingual revision was deemed satisfactory. Included in this category are documents such as Facebook posts for the *Coopérative de littérature française* and internal bulletins for The King's Translators. Other materials (Informative) such as electronic newsletters and magazines intended for immediate consumption, as well as Sunday School teacher manuals that serve as reference tools, do not justify paid revision and are often subject to time constraints. However, we added the step of copyediting by a Francophone to ensure language quality. The corpus study is focused on this Informative category.

The King's Translators group produces some books of a general nature (Publishable), which are written at a non-academic language level. We do not have the funds to hire a professional reviser for these texts, but they require stylistic editing by a Francophone rather than copyediting, due to their permanent nature once published. We use one of our volunteers for this step. So far, we have only been able to afford a professional reviser for books which fall into the final category (Polished), as they are written at an academic language level. Paying for the entire translation is out of the question, so using volunteers for the translation and only paying for stylistic editing significantly reduces the cost of publishing a book. On occasion, funds have been raised for specific projects and we have contracted professionals to translate certain books or to revise translated books. For both Publishable and Polished books, we conduct a proofreading before printing.

As mentioned in Section 7.1.1, OTTIAQ (n.d.) recommends that a professional translator have a reviser look over their work. The revision/editing process that is used within the King's Translators group contains additional steps beyond what is suggested by

OTTIAQ, that I have found to be necessary in non-professional translation. Our revision/editing process was later refined to be even more comprehensive in relation to quality levels (see Table 12 on Page 227) and to use revisers and editors who meet specific criteria (see Section 6.3.5).

I originally established a basic set of translation and revision/editing guidelines for our team members (see Appendix 3), which was later revised. While the translators were expected to use these guidelines, revisers were also responsible to verify that the guidelines had been followed, since translators sometimes forget to refer to them. In addition to general advice about tools and translation strategies, the document included such things as:

- Punctuation and capitalization;
- Use of the *passé composé* instead of the *passé simple*;
- Contextualization of *tu* and *vous*; and
- Bible version and Bible reference format.

For quality control purposes, so far I have proofread all material published by The King's Translators at the Publishable and Polished levels. This allows me to ensure that UPCI doctrine has been respected, terminology is coherent, and that our style guidelines have been adhered to. This part of the process is particularly important if more than one translator has worked on the text. Proofreading is simply considered a best practice in the final stages of publishing any book, whether or not it is a translation.

The case study allowed me to identify the positive and negative aspects of the translation revision/editing process used by The King's Translators group, and to determine corrective actions necessary for an effective quality assurance system.

POSITIVE ASPECTS:

- Editing is matched to quality levels for the sake of efficiency and reader satisfaction.
- The guidelines provided are helpful to the translators.
- Bilingual revision ensures proper transfer of content (this topic will be explored further in Section 7).

NEGATIVE ASPECTS:

- Non-professional translators need more guidance (for example, how to deal with English names and titles of books, churches, organizations, etc.).
- There are too many variations in style and punctuation, and terminology is inconsistent among team members.
- The revision/editing process for each quality level needs to be further refined and use revisers and editors who meet specific criteria.

CORRECTIVE ACTIONS REQUIRED:

- Create (and update as needed) a style guide for The King's Translators, which includes the UPCI glossary we are developing.
- Refine the revision/editing process for each quality level and identify criteria for revisers and editors.
- Develop training for revisers and editors.

3.3.3 Translator training

Training begins as a corrective action, but over time it also becomes preventive as translators improve their skills and learn to avoid making errors. As the longitudinal study in Section 5 shows, we are beginning to see the results of our investment in translator training within The King's Translators group. Through training and experience, our bilingual volunteers are becoming better translators. Due to time constraints, training of non-professional translators must be very focused and should be designed to address the issues that have the most impact on translation quality.

The developmental model of Gideon Toury (1995) focuses on the process whereby a bilingual speaker becomes a translator. In *Descriptive Translation Studies and Beyond*, he discusses the difference between nature and nurture in this progression. He sees his concept of the native translator as a more complete description of Brian Harris's idea of natural translation. However, he points out that bilingualism does not imply a predisposition for translation, and that translation skills must be developed. The steps in

this process in a natural environment include interaction and feedback, socialization, creation of translation routines, and development of adaptability.

If non-professional translators do not receive feedback on their work, it is possible that they will continue to make the same mistakes over and over. David Bergen (2009) emphasizes that feedback on the final version of a translation is an important part of translation competence acquisition, as it helps students to modify their perceptions. The process of continuous improvement thrives on specific and timely feedback. In a non-professional context, when translators receive individual feedback, positive results should be emphasized, and only severe or repetitive errors pointed out. It would be counterproductive to discourage or alienate volunteers who have no salary to motivate them and may not yet have confidence in their translation abilities. This idea is further developed in Section 8.2.2.

In 2015, we started training workshops for the members of The King's Translators team located in Quebec. On average, nine members attended each workshop. Seven workshops were conducted over the next three years; the content of each is listed in Appendix 4. Each one was four hours long, and included:

- A report about the activities of The King's Translators, as well as the progress of my doctoral research project, to help members be aware of the big picture;
- Lessons about specific translation issues, techniques, or tools;
- Written exercises which were discussed together afterward;
- A question-answer period;

- A written evaluation of the workshop (see sample evaluation in Appendix 5).

Providing feedback to our team members is an area which needed to be developed. This was partly due to time constraints on my part, but also stemmed from a reluctance to use traditional methods of feedback in training our team. For example, a new volunteer translator who receives a “markup” or “legal blackline” version of a translation (produced using *Microsoft Word*’s “Compare Documents” feature) can be very intimidated and discouraged by all of the words crossed out and inserted. We have tried to avoid this method unless the translator specifically asks for it; our translators know that they can always compare the published version of their edited translations to their original version. We have also tried giving general feedback on a translation assignment by listing the strong points and mentioning any critical or repetitive errors of which the translator needs to be more aware. For our summer students, we have provided feedback using the insertion of “Comments” in the document. Though this is time-consuming, our translators find it very valuable.

I have provided *Antidote* software to our translators, and one of our workshops focused on how to use it as both a corrector and as a learning tool. I also conducted some experiments with a small group of translators in an attempt to measure whether or not using *Antidote*, and creating a personal list of errors to watch out for, had an effect on translation speed and quality. The participants did not follow the directions and process precisely, so the results were inconclusive. However, all of them stated that the experience

had helped them be more conscious of their spelling and grammar errors. In this case, the software is providing “training” to our translators.

This case study allowed me to identify the positive and negative aspects of the translator training process used by The King’s Translators group, and to determine corrective actions necessary for an effective quality assurance system.

POSITIVE ASPECTS:

- In the seven workshops, important translation techniques have been taught to several of our team members (see Appendix 4).
- Translators have been equipped with *Antidote* software.
- Translators have been provided with some feedback.

NEGATIVE ASPECTS:

- The workshops were not accessible to our team members who live outside Quebec.
- Team members who joined after 2015, as well as those whose work schedules did not allow them to participate, were not able to benefit from the material presented in previous workshops.
- Feedback has not been as frequent or as detailed as it should be to make a major difference in the development of our translators.

CORRECTIVE ACTIONS REQUIRED:

- Develop online training courses and modules.
- Use a training format that allows members to participate at their convenience.
- Develop a feedback method that is detailed enough to allow translators to develop their skills.

3.3.4 Synthesis of the three aspects of the case study

The result of the case study was an awareness of specific corrective actions to take in relation to our three objectives (see Section 1.3) connected to translator selection, translation revision/editing and translator training. Our selection process needed to include a higher expectation of time commitment, expand the preliminary exercises, and add an error correction exercise to them. Our revision/editing process required a style guide and UPCI glossary, a refined revision/editing process for each quality level which identifies criteria for revisers and editors, and training for revisers and editors. Our training process needs to be online, accessible at any time, and should include detailed feedback for translators.

Rather than embarking immediately on implementation of changes identified from the data gathered in the case study, following the action research cycle identified in Figure 2 on Page 57 called for the preparation of an action plan. I decided to conduct more research to add to the knowledge gained from the case study. The two sections remaining in Part II show how implementing this action plan, of conducting a corpus study and longitudinal study, allowed me to gather more data in relation to necessary corrective

actions for each of the three processes of selection, revision/editing, and training. To complete the cycle, in Part III I analyze this data, along with relevant literature, create and evaluate adapted models for the three areas, then report the results.

SECTION 4: CORPUS STUDY

The second research method used in this action research project was a corpus study of selected documents translated by The King's Translators from its inception in 2011 until 2018. The goal was to identify the principal types of errors made by non-professional team members, in order to address quality assurance concerns related to the processes of selection, revision/editing, and training. Identifying and categorizing translation errors can help reveal their causes as well. According to Christiane Nord (2005b), such errors stem from either translation problems related to the language combination itself or translation difficulties related to the translator's background and experience. However, Jean Delisle (2013) uses the word *difficultés* to describe translation issues related to language, identifying *difficultés d'ordre lexical*, *difficultés d'ordre syntaxique*, and *difficultés d'ordre rédactionnel*. In this research project, I have chosen to use the word "issue" to describe the challenges encountered by non-professional translators. The term "error" is used to identify elements that the comprehensive revision/editing process of The King's Translators (see Section 7.3.1) must modify in order to meet our quality assurance standards, whether their source is related to language or to the translator's background.

Mossop (2014) asserts that there are only two basic types of errors in translation: language errors and transfer errors. However, in order to obtain a thorough understanding of the challenges of non-professional translation, I decided to begin with a more detailed approach, identifying specific types of errors made by non-professionals. These errors are explained in more detail in Section 4.2.6, and include completeness, accuracy, terminology, vocabulary choices, idiomaticity, fixed expressions and collocations, spelling and

punctuation, verb tense sequencing, agreement (subject/verb, noun/past participle, etc.) and prepositions.

This knowledge of the types and frequency of errors by non-professional translators provides information to use during our revision/editing process, and also helps to establish a connection between the number of errors and the revision/editing time required. It therefore allows the establishment of a selection threshold for new team members: a quality score below which it becomes unrealistic to revise a member's translations, as it would be more efficient to just retranslate them. Section 5.2.2 presents my method for obtaining this quality score, and Section 6.3.4 indicates the quality score thresholds for various types of documents based on the quality level desired.

The error types also reveal what topics should be included in the training provided to group members. Other useful information that comes to light is the translators' self-assessment of English and French language abilities in correlation to their actual performance.

4.1 The Corpus

In her book *Introducing Corpora in Translation Studies*, Olohan (2004) discusses various types of corpora, including a parallel corpus:

...[A] corpus consisting of a set of texts in one language and their translations in another language. . . Parallel corpora can be unidirectional, i.e., source texts in language A and target texts in language B, or bidirectional, i.e., source texts in language A and translations in language B, and source texts in language B and their translations in language A... (24)

This study uses a parallel unidirectional corpus. The existing corpus of The King's Translators covers approximately seven years of translations from English into French, and includes over 2.6 million words of target text produced by our volunteers. Appendix 6 provides a detailed list of the contents of the corpus. Material from each of our quality levels described in Section 3.3.2 is included: Intelligible, Informative, Publishable, and Polished. The versions of each text have been carefully documented, from the first draft, to the various edited versions. Each file is identified by the name of the translator, bilingual reviser, copyeditor, or stylistic editor involved; however, in this thesis, numbers are used instead of names.

The parallel texts chosen from the corpus of The King's Translators for this corpus study meet the following criteria:

- The translator is a non-professional (has never done translation work as a career);
- The translator is a native French speaker;
- The required translation quality level was established as Informative.

The corpus study does not include work done by non-Francophone non-professional translators, or by professional translators and revisers who were remunerated for their work. The seven translators whose work is included in the corpus study were therefore all Francophone non-professionals (who have never done translation work as a career). All of them signed Ethics Certificate consent forms and since some were under the age of majority at the time of signing, a parent's signature was also obtained for these

participants. To preserve a measure of anonymity, I have assigned each translator a number and will therefore refer to them as Translator 1, Translator 2, etc.

4.2 Methodology and Tools

The data collection tools used for the corpus study include various documents that provide translator profiles, allow for the identification of translation errors, and give insight into the causes of these errors, as follows:

- Preliminary Questionnaire;
- Preliminary French writing and English comprehension exercises;
- English source texts;
- French translations and their edited versions;
- Translation Commentary exercises (described in Section 4.2.5).

4.2.1 Questionnaire

The original Questionnaire (see Appendix 2) was given to potential team members before they were assigned any translations. The basic information requested was their name, contact information, birthdate, and availability to do volunteer work for The King's Translators. The following language-related information was also requested:

- Mother tongue;
- Birthdate (to determine their age);
- Language of schooling (elementary, secondary, university);

- Self-evaluation of their French language skills (on a scale of 1 to 10) in each of four areas: listening, speaking, reading, writing;
- Self-evaluation of their English language skills (on a scale of 1 to 10) in each of four areas: listening, speaking, reading, writing;
- When, where, and how they learned English. (Since this questionnaire was used for all volunteers, Anglophones were instead asked when, where and how they learned French, although no Anglophones were included in the corpus study.)

Since the material translated by the group involves religious documents, specifically those which are Pentecostal in doctrine, the Questionnaire also asked:

- How long have you been a Christian?
- How long have you been Pentecostal?

This information was necessary to determine the potential translator's familiarity with Christian, and specifically Pentecostal, terminology and perspectives. (See Section 2.1.3 about the uniqueness of these elements.) The importance of this aspect was reinforced to me while supervising a summer student in 2016 whose only religious background was Catholic (non-practising). In addition to correcting errors that resulted from the student being a non-professional translator, I had to spend a considerable amount of time changing Catholic terms to Pentecostal terms. For example, a religious service is called *messe* by Catholics, but the term *culte*, or sometimes simply *réunion*, is used by Pentecostals. The ceremony involving bread and wine called *Eucharistie* by Catholics is labelled *Sainte Cène*

or *Repas du Seigneur* by Pentecostals, and in many churches involves crackers and grape juice. I also had to rephrase many sentences that were not faithful to the source text, simply because the translator did not have a Pentecostal perspective and therefore did not fully understand what the English author meant. Another issue was that she was not familiar with Protestant Bible terminology and therefore did not recognize when the source text author was using a biblical term or expression. In many cases, she used a synonym that while not inaccurate, was not what Christians would expect to hear in that context (see Section 7.3.2 for examples).

4.2.2 Preliminary Exercises

Two preliminary language exercises (see Appendix 2) accompanied the Questionnaire. The first was a short French writing exercise (eight blank lines provided) where the potential translator was requested to write a postcard to a non-Christian brother to persuade him that an experience with God could transform his life. The purpose of this exercise was to:

- Evaluate basic French writing skills;
- Establish the writer's level of conscientiousness regarding spelling and grammar;
- Determine how well the translator follows instructions;
- Identify the translator's ability to express Christian concepts and terminology.

The second exercise pertained to the translator's English comprehension. It was a short text (156 words) about types of volunteer translation, that also provided basic information about The King's Translators. Four multiple-choice questions followed, and the purpose of this exercise was to:

- Evaluate English comprehension when reading a text;
- Determine the translator's awareness of details in a text;
- Emphasize the importance of translation quality.

The Preliminary Questionnaire and Exercises therefore served a dual purpose. First, they enabled me to evaluate potential translators and decide if they were suitable for the team. Secondly, they familiarized the candidate with the work of The King's Translators and the role's basic expectations.

4.2.3 English source texts

As previously mentioned, the corpus study is limited to texts at our Informative quality level (see sample in Appendix 7). This includes electronic newsletters and magazines and Sunday School teacher manuals that serve as reference tools. The language generally falls into the formal register. The formal second person singular form *vous* is used instead of *tu*, and Pentecostal terminology is frequent, on the assumption that the target audience will be familiar with it. Apart from the use of *vous*, the vocabulary in these Informative materials is generally non-academic. The Sunday School teacher manuals

contain Bible stories, activities, and skits in an informal language register, and use the second person singular form *tu* except when addressing someone older or in authority.

4.2.4 French translations and their edited versions

As mentioned in Section 4.1, the corpus of The King's Translators includes over 2.6 million words of target text produced by our volunteers. The French translations used in this corpus study were all completed by Francophone non-professional translators. I chose to analyze translations they had completed soon after joining The King's Translators, as at that point they had not yet done much translation or had the opportunity to attend very many of our training workshops. Most of them did not have access to *Antidote* correction software at the time they did this translation exercise. A sample translation showing errors identified during the revision/editing process by Reviser 1 or Copyeditor 1 appears in Appendix 8. Later translations done by these team members are used as part of the longitudinal study in Section 5.

The two people involved in the revision/editing process of these translations were Reviser 1 and Copyeditor 1. Reviser 1 is me, an Anglophone with C1 French skills (see CEFR categories in Section 6.2.1), a bachelor's degree in Translation (English to French), a master's degree in Traductologie, and OTTIAQ certification (French to English). My training and several years of experience doing either the bilingual revision or proofreading of all translations in The King's Translators corpus for which the revision/editing process is now complete (over 1.6 million words of French translation; see Appendix 6) enables me to quickly notice errors in a translation, and I have learned what traps non-professional

translators are likely to fall into. Copyeditor 1 is a Francophone with C2 French skills, B1 English skills, and many years of personal experience in our religious organization; she has attended all of The King's Translators workshops. She is employed in an administrative position at a university, which requires her to use high-quality language; she quickly notices Anglicisms as well as spelling and grammar errors.

The edited versions of the translations in this part of the corpus study passed through bilingual revision by Reviser 1 and copyediting by Copyeditor 1. During the bilingual revision, Reviser 1 compared the target text to the English source text sentence by sentence, to specifically correct errors caused by incomplete English comprehension, and ensure that there was no information had been omitted or added. An element of this bilingual revision was to make sure that the translated text reflected the doctrine of the UPCI in the same way as the source text. The final step was to use *Antidote* correction software to correct spelling, grammar, and punctuation errors.

The translation was then sent to Copyeditor 1, whose mandate was to ensure that it conformed to French language norms. In this phase, any Anglicisms and grammar errors missed by *Antidote* or Reviser 1 were corrected. The goal was for the translation to be as international as possible, since our materials are used around the world.

To summarize, in order to control the variables as much as possible, the texts in this corpus study all followed this process:

1. Translation by a non-professional Francophone team member, generally without access to *Antidote*;

2. Bilingual revision by Reviser 1, including use of *Antidote* correction software;
3. Copyediting by Copyeditor 1.

In other words, for every text used in this part of the corpus study where translations were analyzed, two of the three people involved were constant; only the actual translator varied.

The translators whose work is included in this part of the corpus study (comparison of French translations to their edited versions) worked on different texts, as my intention was to get a broad view of the types of translation errors that might appear when working with varied content. The exception is the Translation Commentary experiment described in Section 4.2.5, during which translators worked on the same text for each of the three exercises. The elements I wanted to identify were different in that case, as explained in Section 4.3.3.

4.2.5 Translation Commentary exercises

In 2017 and 2018, I conducted an experiment with three short translation exercises, designed to give insight into the cause of our translators' issues. I adapted and simplified a method from the domain of psychology, described by Orozco and Hurtado Albir (2002) as the "introspective and retrospective techniques known as Thinking-Aloud Protocols (TAPs), i.e. the verbalization of mental processes" (379). In this method, also known by the name Think-Aloud Protocols, translators provide a running verbal commentary on what is going through their minds as they translate, which is recorded. TAPs began to be explored within Translation Studies in the 1980s. Scholars such as Wolfgang Lörcher (1992), Hans-

Peter Krings (1986), Don Kiraly (1990), and Paul Kussmaul (1989) focused on translation models that can be drawn from TAPs observation, as well as identifying translation issues experienced by students. TAPs researchers therefore work with both professional translators and translation students.

Since our experimental group was small, rather than investing in expensive equipment or software, we used an adapted method involving writing comments instead of speaking them. I simply call our method Translation Commentary exercises. Translators (who had varying experience with The King's Translators) were given a document divided into three columns (see Appendix 9). The first column contained a short text divided into sentences; for each of the three exercises all translators were given the same text. They were instructed to type or write their translation in the second column, each sentence adjacent to its corresponding source text sentence. They were directed to think about any words, expressions, or sentences that caused them to hesitate because they did not instinctively know how to translate them. In the third column, adjacent to the problematic element, they were to provide a short written commentary about why they hesitated, and what steps they took to solve the translation issue.

This exercise gives insight into what language elements represent issues for non-professional translators. It also reveals, and encourages, awareness of translation issues and the strategies (good or bad) employed to resolve them. Bilingual revision of the translations also shows where translators are unaware of their errors. The causes of repetitive errors (i.e., gaps in knowledge) can be identified and addressed in training. Since the translators recorded the time spent on the exercise, this allowed me to estimate their translation speed, after factoring in extra time for recording their notes.

Additional data gathered during the Translation Commentary exercises are referred to in Section 5.3.4 in relation to the longitudinal study.

4.2.6 Document interrogation

The first evaluation consists of a translation performed by each group member shortly after joining The King's Translators, which was compared to the edited version as described in Section 4.2.4. Each text was just over 300 words in length. Differences between the translation and the edited version were pointed out using *Microsoft Word's* "Compare Documents" feature, using the translation received from the non-professional translator as the "original document", and the version produced after the work of Reviser 1 and Copyeditor 1 as the "revised document". The errors were then coded by category, totalled and listed in Table 1 (Evaluation of First Translation) on Page 119. Appendix 8 shows a sample of one translation and the errors identified in it. Based on the errors observed in the translations, the areas of concern were identified and categorized, using an adaptation of Mossop's revision parameters (see Table 10 on Page 219). The resulting three categories of quality concerns are discussed in depth in Section 7.3. The errors and categories are as follows:

FIDELITY:

- Completeness (no omissions or additions)
- Accuracy (faithfulness to source text, factuality, and logic)

READABILITY:

- Religious Terminology
- Other Terminology (technical, but not religious)
- Vocabulary choices (appropriateness)
- Idiomaticity (syntax, phraseology)
- Fixed expressions and collocations

CONFORMITY:

- Spelling/Punctuation
- Verb tense sequencing (tenses appropriate to the order of events)
- Agreement (subject/verb, noun/past participle, etc.)
- Prepositions

Errors repeated in the same text (for example, an incorrect term) were only counted once.

Also, I eliminated corrections that on further examination appeared to be simply preferences of Reviser 1 (myself) or Copyeditor 1, for example replacing a word with a synonym that matched the style of the text slightly better.

The information gleaned from the Preliminary Questionnaire and Exercises has been assembled into Table 2 (Comparison of Translator Profiles) on Page 121 to compare translator age, where they learned English, self-evaluation of English comprehension skills and French writing skills, scores on preliminary exercises, and number of errors in the first translation evaluation. The total number of errors in each of the three categories from Table 1 on Page 119 was added to Table 2. Table 4 on Page 139 presents a Translation Quality Assessment Rubric which was later developed to quantify the severity of errors in each category, namely their impact on translation quality. However, for the purposes of this corpus study, I simply quantified the number of each type of errors, as the goal was to gather information to develop a comprehensive revision/editing process and a focused training process.

The data obtained from the Translation Commentary exercises have been summarized in Table 3 on Page 124. The elements examined include: tools and self-revision strategies used by the translators; excessive translation speed; whether or not the same issues were experienced by more than one translator; instances where a translation issue was commented on but solved incorrectly; and critical Fidelity errors (related to accuracy and completeness) for which the translator did not even indicate an issue.

4.3 Analysis of Corpus Study Results

While the number of translators included in the corpus study documents is small, it nevertheless provides real data from an existing non-professional translation team. The study can therefore be considered representative of non-professional translators. The data

provide a starting point for identifying common errors of non-professional translators, and this is explored more deeply in the longitudinal study. Part III draws on this information in relation to the design of a training system to improve translation skills, and therefore raise the quality of the translations submitted by non-professionals. The analyses involve the first translation evaluation of each translator, translator profiles, and Translation Commentary exercises.

4.3.1 First translation evaluation

Table 1 on Page 119 shows the total errors and number of each type of error in the first translation by seven of The King's Translators. Each text contained from 306 to 317 words. The goal was to identify the most common errors that are produced by volunteers in their first few weeks of attempting non-professional translation, before receiving any significant amount of training. As mentioned in Section 4.2.4, the translators worked on different texts, as my intention was to get a broad view of the types of translation errors that might appear when working with varied content. Appendix 8 provides a sample of one of these translations and indicates errors identified during revision/editing. In that one-paragraph sample, there were seven Fidelity errors, four Readability errors, and three Conformity errors. An example of one of the Fidelity errors was rendering "That Bible is divided into twelve-page daily increments" as "*Cette Bible était divisée en 12 parties successives à lire quotidiennement*". Rather than stating there were 365 sections each containing 12 pages, the translator conveyed the idea of 12 consecutive sections to be read daily.

Table 1: Evaluation of First Translation

TRANS-LATOR #	Total errors	FIDELITY CONCERNS		READABILITY CONCERNS					CONFORMITY CONCERNS			
		Completeness	Accuracy	Religious Terminology	Technical Terminology	Vocabulary choices	Idiomatichity (word order, phrasing)	Fixed Expressions and collocations	Spelling/Punctuation	Verb Tense Sequencing	Agreement (subject/verb, etc.)	Prepositions
1	16	0	3	0	0	1	3	0	8	0	1	0
2	26	3	4	0	0	1	10	0	1	2	1	4
3	13	0	2	1	0	1	2	0	3	3	1	0
4	43	4	6	0	6	3	8	1	11	3	0	1
5	18	1	3	2	0	4	2	1	4	0	0	1
6	28	1	4	2	1	2	7	1	3	2	3	2
7	31	2	3	0	1	0	12	1	8	3	0	1
TOTAL	175	11	25	5	8	12	44	4	38	13	6	9

Table 1 above shows the distribution of error types, categorizing them by the three quality concerns of Fidelity, Readability, and Conformity mentioned in Section 4.2.6. Note that for the three error types with the highest totals, one falls into each of the three quality concern categories. The most frequent error was in the Readability category and was related to idiomatichity (word order and phrasing). Our translators need to understand that they have the freedom to move words around to make the text as readable as possible in French. One way to do this is to read it aloud, as awkward phrasing sometimes becomes more obvious this way. The second most frequent error was in the Conformity category and involved spelling/punctuation. In order to make the most of their time, our translators need *Antidote* correction software to avoid these types of errors in the translations they submit.

The third most frequent type of error was in the Fidelity category and was related to accuracy (faithfulness to the source text), which has a strong connection to English

comprehension skills. Our translators need to be more conscious of carefully checking English vocabulary and expressions, and be equipped with tools and training to do this properly. In fourth and fifth place were verb tense sequencing and appropriate vocabulary choices. The translators need both training and tools in order to improve in these areas.

Five out of seven translators had completeness errors: they left out information in the translation that had appeared in the source text. This issue is related to work habits and conscientious self-revision — the importance of submitting a complete translation must be emphasized to them during their training. The remaining areas of concern were prepositions, terminology (religious and technical), agreement (subject/verb, noun/past participle, etc.), and fixed expressions and collocations. Our translators need to develop the habit of carefully reviewing their translations and be trained in where to find the answers they need.

4.3.2 Translator profiles

I conducted a cross-sectional study of the seven translators whose work was examined in Section 4.3.1, to look for correlations between their individual characteristics and the quality of their translations. Thomas (2017) describes a cross-sectional study as follows:

Here a group or groups are studied at the same time — as a snapshot. One variable may be looked at, providing a descriptive picture, or two or more variables, offering the possibility of seeing a relationship among them. . . The key thing is that the observations are all made at the same moment in time, with a group whose members share some characteristic.” (179)

My cross-sectional study involves a comparison of the translators' profiles in relationship to twelve variables measured at a similar point in time: just after they joined The King's Translators. The variables were taken from the Questionnaire and Preliminary Exercises (see Appendix 2) and include: age; self-evaluation of English reading and French writing skills; score on English comprehension exercise; number of errors in French writing exercise; number of years as a Christian or Pentecostal; and number of Fidelity, Readability, Conformity and religious terminology errors on first evaluation. The results appear in Table 2 below, and provide valuable information that specifically relates to translator selection, which is discussed at length in Section 6. In Table 2, the score on the English comprehension exercise was determined by their answers to the multiple-choice questions about the English text (see Appendix 2).

Table 2: Comparison of Translator Profiles

#	Age at 1st evaluation	Where did they learn English?	Self-evaluation of English reading skills	Score on English comprehension Exercise	Number of Fidelity errors on 1st evaluation	# years Christian	# years Pentecostal	Total # religious terminology errors on 1st evaluation	Self-evaluation of French writing skills	# errors French writing exercise	Number of Readability errors on 1st evaluation	Number of Conformity errors on 1st evaluation
1	22	School courses, media, reading, friends, church	90%	75%	3	22	2	0	80%	3	4	9
2	17	School courses, friends, church	100%	100%	7	17	2	0	100%	2	11	8
3	34	English courses in high school, CEGEP	80%	50%	2	2	2	1	100%	1	4	7
4	13	Bilingual school since age 12 (1/2 year E, 1/2 year F)	80%	75%	10	14	8	0	100%	0	18	15
5	17	English elementary school, 2 years English high school	100%	100%	4	4	4	2	100%	1	9	5
6	26	School/university courses, reading, media, work	70%	67%	5	26	1	2	90%	1	13	10
7	16	Parent, school courses, reading	90%	100%	5	16	16	0	95%	6	14	12

From the information in Table 2, it is interesting to compare the translators' self-assessment of their English reading skills to their score on the English comprehension exercise. This exercise used a text about The King's Translators with general vocabulary; it included a few specialized terms, but these were thoroughly explained. Four translators had a higher self-evaluation of English reading skills than what was indicated by their score on the English comprehension exercise; one was lower; two were the same.

All of the translators had several Fidelity errors in their translations, which may be indicative of lack of either English comprehension or attentiveness. The two who estimated their English reading skills at 100% (Translators 2 and 5) received 100% on the English comprehension exercise, but had seven and four Fidelity errors in their respective translations. Translators 3 and 4 both self-assessed at 80% and scored 50 and 75% respectively on the English comprehension exercise, but had 2 and 10 Fidelity errors respectively in their translations. The translator with the least Fidelity errors (Translator 3) did not self-assess at 100%. Translators 1, 6 and 7 self-assessed at 90%, 70% and 90% respectively, scored 75%, 67%, and 100% respectively on the English comprehension, but had 3, 5 and 5 respective Fidelity errors. From these data, we can conclude that translators do not necessarily have a realistic view of their English comprehension skills.

Next, we can compare the number of years the translator has been a Christian or Pentecostal to the number of religious terminology errors on the first translation evaluation. The four translators who had no religious terminology errors (Translators 1, 2, 4 and 7) had been Christians for 22, 17, 13 and 16 years respectively. However, Translator 6 who had been a Christian for 26 years had 2 religious terminology errors. The number of

years being Pentecostal did not seem to have a strong incidence on the number of religious terminology errors.

Another useful comparison is of the translators' self-assessment of their French writing skills to their number of Readability + Conformity errors in the first translation evaluation. (The number of errors in the French writing exercise is indicated, but not commented upon since it was such a short exercise.) Four translators (Translators 2, 3, 4 and 5) self-assessed their French writing skills as 100%, but had 11 + 8, 4 + 7, 18 + 15, and 9 + 5 Readability + Conformity errors respectively. Translator 1 self-assessed at 80%, but had 4 + 9 errors. The conclusion that can be drawn is that translators do not necessarily have a realistic view of their French writing skills.

Finally, we can compare the translators' ages to their number of Readability + Conformity errors in the first translation evaluation. The oldest (Translator 3) had the least errors, and the youngest (Translator 4) had the most errors. Translators 2 and 5 were both 17 years old and had 11 + 8 and 9 + 5 respective errors. Translators 1 and 6 were 22 and 26 years old respectively and had 4 + 9 and 13 + 10 respective errors. Generally, the younger members made more errors, and this information is useful for setting a minimum age for new members. This is further explored in Section 6.3.

4.3.3 Translation Commentary exercises

Five of the seven translators included in Tables 1 and 2 (Pages 120 and 122) participated in the Translation Commentary exercises. However, they were all at different levels of experience in terms of the time that had passed since they joined The King's

Translators. Table 3 below gives the details of each of the three exercises in the experiment, beginning with the number of words in the source text and the average translation time. The fourth column is a calculation showing the average number of translated words per hour, though it must be taken into consideration that some time was spent writing the required comments. The next few columns show how many of the five translators experienced similar issues. It also shows the number of issues that translators mentioned, but solved incorrectly. The final column indicates the number of Fidelity errors for which the translator did not even mention an issue; these relate to completeness and accuracy.

Each of the three Translation Commentary exercises used a different text, but all translators worked on that same text. Exercise 1 was the longest (342 words); Exercises 2 and 3 contained 183 and 182 words respectively.

Table 3: Translation Commentary Exercises

Experiment #	# of words in source text	Average translation time	Average words per hour	Issues found by 1 of the 5 translators	Issues found by 2 of the 5 translators	Issues found by 3 of the 5 translators	Issues found by 4 of the 5 translators	Issues found by all 5 translators	Total issues found by the translators	Total issues solved incorrectly by the 5 translators	Total Fidelity errors (accuracy, omission) where no issue was mentioned
1	342	0:47	436	17	3	2	1	1	24	6	7
2	183	0:36	305	8	1	0	0	0	9	1	6
3	182	0:34	321	9	3	3	1	0	16	11	9
			TOTALS:	34	7	5	2	1	49	18	22
			Percentage:	69%	14%	10%	4%	2%	100%	37%	45%

Although not indicated in Table 3, the experiment form asked the translators to identify which tools they use when translating. A variety of electronic tools were used, such as *Linguee*, *Reverso*, *Larousse*, verb conjugators, Bibles, and *Antidote*. *DeepL Translator*, a free online machine translator, was not mentioned by any of the translators; since it was new at the time, they may not have been aware of it. I have not yet discussed *DeepL Translator* with The King's Translators, as it is a tool that may not work as well for specialized texts such as ours, and it requires users with training in post-editing. Some translators mentioned that they used *Google Translate*; more training is required in this area to ensure that they are using it with caution and not blindly accepting translations that may or may not be correct. The experiment form also asked the translators which self-revision strategies they used. The responses were varied:

- look for false cognates;
- read the translation aloud;
- wait overnight and then edit again;
- compare the translation to the source text;
- use a personal error checklist, do bilingual self-revision, and research difficult words;
- use the *Microsoft Word* corrector.

This indicates that our translators are incorporating some useful strategies, but structured training in this area would be beneficial.

While analyzing the translations, I observed that Experiment 3 contained significantly more Conformity errors, such as spelling and punctuation, than the other experiments. Experiment 3 was handwritten rather than typed, since it took place during a workshop presented by The King's Translators. We could conclude that the translators probably rely on technological means to notice and correct spelling and punctuation errors, namely the *Microsoft Word* corrector, *Antidote*, or it could be simply that errors are more noticeable when typed as opposed to written.

When considering the time required to write comments, the average number of words translated per hour (305–436) seems high for non-professional translators, considering statistics from the *Bureau de la traduction*:

Pour l'exercice 2012-2013, les traducteurs internes au Bureau de la traduction ont traduit en moyenne 249 mots à l'heure. Ce taux est inférieur aux taux de productivité du secteur privé, qui représentent de 250 à 300 mots ou même plus dans certains cas. (Government of Canada 2014, no. 79)

The average translation speed has likely increased since the time those statistics were gathered, because of advances in translation software. However, our non-professional translators do not use such software, and it would therefore appear they are working too fast. This means that they are not being thorough and are not doing enough self-revision, as evidenced by the fact that they are still making a significant number of errors.

As shown on Table 3 on Page 124, 69% of the issues commented on were only encountered by one translator, probably due to a wide variation in vocabulary and experience within the group. Only 2% of the issues were encountered by all five translators. In Experiment 2, translators commented on fewer issues than in the other experiments, but the average number of translated words per hour was in fact the lowest.

The translators must have hesitated in certain places or had issues that they decided not to record.

About 37% of the issues commented on by the translators were still solved incorrectly. This indicates that they still need more training and tools. In addition, there were Fidelity errors related to completeness or accuracy that equalled 45% of the number of issues mentioned by the translators. This shows that for many errors made by the translators, they are unaware of the existence of a translation issue. They need strategies to help them be more conscious of errors, such as self-revision, knowledge of common error types, and traps to avoid.

4.3.4 Synthesis of the three elements of the corpus study

Each element analyzed in the corpus study provides crucial information related to the three objectives (see Section 1.3) of this action research project: translator selection, translation revision/editing, and translator training. From the first translation evaluation, we glean insights to inform the revision/editing process. The three most frequent errors our revisers need to watch for are: idiomaticity, spelling/punctuation, and accuracy (faithfulness to the source text). Each of these errors is from a separate error category — Readability, Conformity, and Fidelity respectively — which bolsters our decision to focus on these three categories during our comprehensive revision/editing process, and also when attributing a quality score to translations.

From the translator profile analysis, we gain knowledge needed for our selection process. It is clear that potential translators are not always able to accurately self-assess

their English comprehension skills or their French writing skills. A reliable selection instrument must be used to measure translation competence, which is the subject of Section 6 of this thesis. Even those who self-assessed their English comprehension skills at 100% made Fidelity errors, and those who self-assessed their French writing skills at 100% made Readability and Conformity errors. The data also clearly show that the younger the translator, the higher the number of errors, and for this reason a minimum age should be established when selecting translators.

From the Translation Commentary exercises, I drew several conclusions to direct our training process. Non-professional translators make significantly more Conformity errors when they do not have access to *Antidote*, and this is therefore a very important tool to provide. Translators also need coaching about reducing their translation speed and using the right tools to find solutions for translation issues; they often did not correctly solve the issues they recognized. Challenges encountered while translating vary among translators, depending on their existing knowledge and experience; it is therefore not feasible to teach about every issue they face. In this regard, I decided it was necessary to design an alternate approach to training (Section 8.2.4) that is non-traditional, being based on general paradigm shifts that equip non-professional translators to work through specific issues on their own.

The purpose of the corpus study in this action research project was to add to the knowledge gained from the case study by gathering more data. The outcome of the corpus study is threefold. First, two elements of our appropriate translator selection process have been solidified: comprehension/writing assessment tools and minimum age. Secondly, three error categories for our comprehensive translation revision/editing process have

been established: Fidelity, Readability, and Conformity. And finally, two aspects of our focused training process have been determined: tools and paradigm shifts. In the following section, the longitudinal study provides further insights into each of the three processes of selection, revision/editing, and training.

SECTION 5: LONGITUDINAL STUDY

The third research method used in this action research project is a longitudinal study. It includes three small groups of non-professional translators within The King's Translators team (people who have never done translation work as a career). The members of Longitudinal Study Groups 1 and 2 were volunteers (unremunerated), while the members of Longitudinal Study Group 3 received remuneration from a Canada Summer Jobs funding grant.

The goal was to identify the improvement in translation quality of members within a non-professional translation team over time, and as a result of specific interventions such as training workshops, translation tools and individual feedback. Also, I wanted to glean insights from the translators that would be pertinent to an appropriate translator selection process and a comprehensive revision/editing process. It was not possible to conduct a longitudinal study with a large group due to the limited availability of volunteers, the restrictions of deadlines, and the need to tightly control the variables with translators working remotely. However, a pattern emerges from the data produced by the longitudinal study: the correlation between training/translation tools/feedback and translation quality. Technically, the longitudinal study could be considered an extension of the corpus study, since the translations and interviews used form part of The King's Translators corpus.

Part of the data in the longitudinal study are quantitative, based on translation evaluations of work done by the participants at the beginning, in the middle and at the end of each individual study. Qualitative data were also obtained from data collection tools which included semi-structured interviews and questionnaires, as well as the Translation

Commentary exercises described in Section 4.3.3. The results of this study caused me to reconsider both our training format (workshops) and training content, and the revised system is discussed in Section 8 which concerns translator training. The translators chosen for this longitudinal study include six of the seven translators whose translations were analyzed in the corpus study in Section 4; they form Longitudinal Study Groups 1 and 3. The work of three additional translators is examined as well (Longitudinal Study Group 2); while they were not actively participating in the longitudinal study since they received only minimal feedback and did not engage in training, an analysis of their progress in terms of translation quality serves as a foil to highlight the importance of translator training, translation tools and feedback.

5.1 The Participants

According to Thomas (2017), a longitudinal study “involves the study of a group of individuals or cases over an extended period, regularly examining them for the effect of time on the variable or variables of interest” (176). Three groups were formed for the longitudinal study in this action research project, the first and second group each being observed over a period of three years, and the third being observed during a summer job placement. The translators in the first and third groups invested approximately the same number of hours. The second group received very minimal intervention, but an analysis of their work is used for the purpose of comparison.

5.1.1 Longitudinal Study Group 1

The first longitudinal study group includes three volunteer members of The King's Translators team whose work was used in the corpus study (Translators 1, 2 and 3), and who have several characteristics in common. They are all Francophone females whose ages at the beginning of the longitudinal study were 22, 17, and 34 respectively. Each of them has two Francophone parents, and most of their English learning took place in secondary school. None of them had any translation experience prior to joining The King's Translators. Their participation in The King's Translators began in 2015, at which point the baseline evaluation was conducted. Each of the three translators attended two of the three workshops offered by The King's Translators in 2015–2016 (see Section 1.3.3), prior to the second evaluation. They attended two of the three workshops offered between 2016 and 2017, and were provided with *Antidote* software prior to the third evaluation and semi-structured interview.

From this first group, near the end of 2017, Translator 1 participated in three Translation Commentary exercises (as explained in Section 4.3.3), Translator 3 participated in two of these exercises, and Translator 2 participated in one. A year later in 2018, they completed a semi-structured questionnaire in relation to the impact of the workshops on their translation ability. In addition to translating Sunday School material, these three translators worked on articles for a Christian ladies' magazine. Longitudinal Study Group 1 is based on the latter type of material, so the style and difficulty level were consistent throughout the study. On average, they were involved around five hours per month over three years, for an approximate total of 180 hours each.

5.1.2 Longitudinal Study Group 2

The second longitudinal study group involves three volunteer members of The King's Translators team who were not included in the corpus study at all (Translators 8, 9 and 10), but share some common traits. All three are females over the age of 50. Each of them lives quite far from the province of Quebec, and were unable to attend any of the workshops: so they received no training during this period. Intervention in this group was very minimal as the translators also did not receive any direct feedback on their translation work (for various reasons including their busy schedules and mine). Translator 8 is Francophone, while Translators 9 and 10 are Anglophones; all three are fluently bilingual, however, because they live in countries where they must use their second language daily.

Translator 8 has been active in the group almost since its beginning in 2011. She translates for many hours each month as a volunteer (working on large projects such as books for The King's Translators). Despite her large investment of time, she would not be considered a professional translator since she does not do remunerated translation work; also her work requires significant revision. For the purposes of this study, I only analyzed the translations she did for a Christian ladies' magazine from 2016 to 2018, since the style and difficulty level were similar to the other documents evaluated in this longitudinal study. Anglophone translators 9 and 10 were involved with the group from 2015 to 2017, and translated articles for the same magazine. On average, they were involved in translating articles for the magazine about three hours per month over three years, for an approximate total of 108 hours each. (Translator 8 worked on large projects such as books as well, which are not included in this study.) The purpose of studying Longitudinal Study

Group 2 was to determine the impact of experience on translation quality when there is no training or specific feedback.

5.1.3 Longitudinal Study Group 3

The third longitudinal study group focuses on three other translators whose work was used in the corpus study (Translators 4, 5 and 7) and who also share common characteristics. They are all Francophone males with at least one French parent, and at the beginning of their longitudinal study were ages 16, 18, and 16 respectively. Translator 4 attended a bilingual school in Grade 6 and studied enriched English in secondary school. Translator 5 grew up in a French home in a country whose official language was English, so most of his primary and secondary education was received in English. Translator 7 has one French and one English parent and therefore learned English at home, as well as in secondary school. The three translators worked as summer students in 2018 (Translator 4 also did this in 2017) for The King's Translators. Although they were paid from a Canada Summer Jobs funding grant during this period and were therefore not volunteers at the time, they are still considered non-professional translators since they have never done translation work as a career. These students were being remunerated for a job focused on gaining experience, as opposed to someone being remunerated to do a job for which they already have the required experience. Their baseline evaluation was conducted on their translations prior to receiving feedback during the summer 2018 work period.

From this third group, Translators 4 and 5 benefited from two workshops before the longitudinal study and participated in three Translation Commentary exercises. Since

Translator 7 joined the group later than the other two, he simply reviewed the PowerPoint slides from the workshops and completed the accompanying exercises on his own. The second evaluation was conducted on translations these three students did after receiving individual feedback from a reviser about two weeks into their summer work placement. Translators 4 and 5 made more rapid progress and benefited from a second feedback interaction about halfway through the placement, so they also received a third evaluation of their work.

All three students were provided with *Antidote* software before the placement began. Near the end of the placement, they jointly participated in a two-hour semi-structured interview (a focus group) that included some instruction on dealing with issues as they were mentioned. These three translators worked on some Informative material about the history of the UPCI, so the style and difficulty level were consistent throughout the study. The three students worked under a Canada Summer Jobs funding grant which covered their salary for 30 hours per week over six weeks, for a total of 180 hours each. Although Longitudinal Study Group 3 worked for a short period of time, the number of hours involved matches the hours invested by the participants in Longitudinal Study Group 1, which allows for an interesting comparison of translators' progress in relation to the time period during which interventions such as training and feedback occurred.

The remaining translator from the corpus study (Translator 6) attended workshops in 2017, but did not become active in The King's Translators until March 2018. Therefore, she had not produced enough translations or benefited from enough workshops to be included in the longitudinal study. However, her work forms part of the unilingual/bilingual revision experiment in Section 7.2.3.

5.2 Methodology and Assessment Rubric

Orozco and Hurtado Albir (2002) offer guidelines for a longitudinal study in the translation field in an article entitled “Measuring Translation Competence Acquisition”, which I found to be useful in designing a longitudinal study of non-professional translators. The authors identify three indicators that affect the entire translation process, are measurable, and provide an indirect glimpse into translation strategies. The authors created measuring instruments to be used before the study and again after eight months of translation training, for each of these three variables:

- Behaviour when faced with translation problems (measured by a text to translate, followed by a questionnaire);
- Behaviour related to translation errors (measured by a text to translate, after which errors are counted and classified); and
- General notions about translation (measured by a questionnaire).

5.2.1 Data collection tools

Since the primary goal of my longitudinal study was to obtain data relevant to a focused training process for non-professional translators, these three elements were important to include in my longitudinal study. Behaviour when faced with translation problems and general notions about translation relate specifically to a focused training process.

Behaviour related to translation errors is crucial to a comprehensive revision/editing process.

I therefore adapted the longitudinal study method of Orozco and Hurtado Albir for use with non-professionals in The King's Translators group, using the following data collection tools:

- Translation Commentary exercises (to identify behaviour when faced with translation issues);
- Evaluations of randomly selected translated texts before and after training workshops or individual feedback (to identify behaviour related to translation errors);
- Semi-structured interviews and questionnaires (to determine general notions about translation).

As outlined in Section 5.1, the variables for each of the three longitudinal study groups were controlled as tightly as possible, by dividing the participants into distinct groups sharing common characteristics. I was not able to control the variable of Antidote software usage as closely as the other variables, since the translators did not all receive it at the same time. From the translations randomly chosen for evaluation, I used excerpts that each contained approximately 300 words, in continuity with the evaluations conducted in Section 4. Since I am the project manager of The King's Translators and responsible for bilingual revision, I am very familiar with the texts, and therefore could not evaluate them blindly in terms of the identity of the translator and the order in which the translations were completed. It is possible that there may have been an unconscious bias that caused me to evaluate earlier translations more strictly. However, if that is the case, I assert that

my close work with The King's Translators over the past few years has resulted in a clear overall impression that all our translators are improving their skills over time.

5.2.2 Assessment rubric

My original approach to evaluating translations for the longitudinal study was based simply on the total number of errors (see Table 1 on Page 119). Using this assessment method, Longitudinal Study Groups 1 and 3 showed remarkable progress in terms of error reduction, but Longitudinal Study Group 2 showed no progress at all over a three-year period since their total number of errors had not decreased. I realized this evaluation method was superficial because it did not account for the severity of errors in terms of their impact on translation quality. I needed a reliable assessment rubric for determining translation quality. As described in more detail in Part III, throughout my action research project, it has not been feasible to use professional models for our non-professional translation team; they must be adapted to this context.

Translation quality assessment models for evaluating professional translation typically use complex language. For example, the ARTRAQ assessment presented by Malcolm Williams (2004) includes the following parameters, among others: argument schema, propositional functions, conjunctive functions, and narrative strategy. In a non-professional context which usually involves working with volunteers, a more simple and concise approach is needed. I therefore developed a simple Translation Quality Assessment Rubric for the three groups in this longitudinal study, which appears in Table 4 on Page 139. The three quality categories in the rubric (Fidelity, Readability, and Conformity)

correspond to the error categories that I identified through the corpus study in Section 4.2.6, as well as to our revision/editing parameters described in Section 7.3. This rubric allows me to evaluate members of The King’s Translators team, and also enables me to match translators to projects requiring an appropriate quality level (see Section 6.3.4).

Table 4: Translation Quality Assessment Rubric

Classification of severity of error in this category	CATEGORY	Maximum points for this category	Suggested penalty range for each error in this category (based on a 300-word text)
Critical	FIDELITY	55	3–10
Moderate	READABILITY	30	2–5
Routine	CONFORMITY	15	0.5-2
N/A	Bonus: STYLE	5	N/A
	QUALITY SCORE:	(maximum 100) %	

The parameters in this rubric were chosen to reflect the vision of The King’s Translators set out at the beginning of Section 1. Since our team works with religious texts, I feel that we have a responsibility to carefully preserve doctrine and not produce any mistranslations that could harm a religious author’s reputation. Fidelity is considered the most critical issue, and includes both completeness (no omissions or additions) and accuracy (faithfulness to the source text, factuality, and logic). Readability is the second concern, as I believe it is important that our reading audience has an enjoyable experience;

I consider errors in this category moderate in terms of severity. Readability encompasses the areas of religious and technical terminology, the appropriateness of vocabulary choices, idiomaticity (word order and phrasing), fixed expressions and collocations. The third category of errors, related to Conformity, is classified as routine since it relates to language norms, and many of these errors can be corrected when the translators use correction software such as *Antidote*. Errors of this type that are missed by the translator can be quickly corrected by revisers or editors. Conformity errors include spelling and punctuation, verb tense sequencing, agreement (subject/verb, noun/past participle, etc.), and prepositions. For this experiment, I did not include conformity to the house style guide and glossary since it was not yet fully developed.

On the Translation Quality Assessment Rubric, each category has a maximum number of points that can be awarded, and a suggested penalty range for this category based on a 300-word text. As in the corpus study document interrogation (see Section 4.2.6), errors repeated in the same translation were only counted once, and corrections that seemed to be simply preferences of the reviser or copyeditor were not counted at all. The Fidelity Category in the rubric is the decisive element (55%) so that even if the other two areas have high scores, a translation cannot “pass” without being complete and accurate. The Readability Category is set at 30%, reflecting the importance I place on the reader having an enjoyable experience. It is important that The King’s Translators produce accurate translations, but I also realize it is pointless to produce translations if they are not engaging for readers. The Conformity category accounts for 15%, and while small errors and nonconformity to house style guidelines can be addressed by revisers and editors, translators need to learn to be conscientious about details.

Of course, most evaluation tools are subjective by nature, so discretion is given to use a penalty range for each type of error. There is a bonus category of 5% for Style, which can be awarded for a particularly clever translation solution or an elegant or compelling turn of phrase. Even though the translators are not in the position of needing to earn a grade, this rubric allows for a reasonable assessment of their work. The progressive quality score for each translator over the longitudinal study was transferred to a table. Next, I summarized comments from the translators who participated in the Translation Commentary exercises described in Section 4.3.3. I also listed general ideas about translation of the participants in Longitudinal Study Groups 1 and 3 who participated in semi-structured interviews and questionnaires.

5.3 Analysis of Longitudinal Study Results

In this section, I analyze the results of each of the three longitudinal study groups. Although the situations differ in each study, the data show significant improvement in translation quality over time among the translators who benefited from interventions such as training workshops, *Antidote* correction software and feedback. Translators who had no training, no *Antidote* software, and minimal feedback showed less improvement than those who benefited from these interventions. It also appears that the amount of translation and interventions is the determining factor, not the length of the period during which they occur.

5.3.1 Analysis of Longitudinal Study Group 1

A summary of the first longitudinal study group appears following this paragraph. The edited versions of the translations passed through bilingual revision by Reviser 1 (me) and copyediting by Copyeditor 1, in the same way as the corpus study and as described in Section 4.2.4 (which also lists their qualifications). The translation evaluations were based on the combined results of this revision/editing process compared to the original translation. While the translations were spread out over three years (2015 to 2017), for the sake of consistency the evaluations of translations done in the three preceding years were conducted all at once (in November 2018) using the Translation Quality Assessment Rubric in Table 4 on Page 139, rather than using progressively evolving evaluation tools.

Participants:	3 volunteer translators
Translation time:	Approximately 5 hours per month for 3 years = 180 hours
Source texts:	Articles from <i>Reflections</i> , a magazine for Christian ladies (300-word excerpts)
Quality level:	Informative
Data Collection Tools:	First translation evaluation (translation done in 2015) Second translation evaluation (translation done in 2016) Semi-structured interview (July 2017) Third translation evaluation (translation done in 2017) Translation Commentary exercise (part of 3 rd translation) Semi-structured questionnaire (December 2018)
Interventions:	Opportunity to compare published articles to their translation 2 four-hour workshops (between first and second evaluations) 2 four-hour workshops (between second and third evaluations) Use of <i>Antidote</i> software (before third translation)

Table 5 below shows the results of the three evaluations for each translator in Longitudinal Study Group 1, and the progression of their quality scores over time. The Fidelity, Readability, Conformity, and Bonus scores are calculated using the Translation Quality Assessment Rubric in Table 4 on Page 139. When totalled, these numbers provide a quality score that demonstrates translators' skill level at certain points, so that their progress can be tracked.

Table 5: Longitudinal Study Group 1

TRANSLATOR #	YEAR	Length of text	Fidelity score out of 55	Readability score out of 30	Conformity score out of 15	Bonus for style (maximum 5)	Quality Score
1	2015	317 words	30	15	0	0	45%
	2016	317 words	42	20	4	0	66%
	2017	304 words	47	26	3	2	78%
2	2015	310 words	34	20	1	0	55%
	2016	322 words	41	19	8	0	68%
	2017	294 words	43	28	7	2	80%
3	2015	306 words	39	30	10	0	79%
	2016	320 words	45	28	14	0	87%
	2017	307 words	49	28	13	2	92%

The translators began with quality scores of 45%, 55%, and 79% respectively. In general, all three improved in the areas of Fidelity, Readability, and Conformity over the

time of the study, except for Translator 3 whose first evaluation scored perfect on Readability, but later evaluations were slightly lower.

The most beneficial data collected from Longitudinal Study Group 1 is that steady progress in terms of translation quality is observable in all three translators, even though they only did translation work for an average of five hours per month. Translator 1 increased by 32 percentage points. For Translator 2, there was a gain of 25 points, and Translator 3 increased by 13 points. This represents an average overall gain in quality of 24 percentage points over a period of three years. I submit that the improvement in quality displayed by the three translators cannot be attributed solely to experience, since all of them benefited from various interventions during the longitudinal study. The translators in this group did not have any structured translation training other than what was provided by The King's Translators workshops; each of them was involved full-time in either unrelated university studies or employment.

First of all, within Longitudinal Study Group 1, the translators were provided with the final edited versions of their work (as published in the magazine), so that they could compare them to their original translations. Occasionally, general comments were offered by one of the revisers, but this was not done systematically. Therefore, the feedback (see Footnote 4 in Section 2.1.4 for definition) in this case was minimal. The final questionnaire asked the translators if they had actually compared their translations to published versions. Two of them indicated that they did this occasionally but not regularly, and the third one did not take advantage of this opportunity.

Secondly, even though feedback was minimal in this group, each of the translators attended two 4-hour training workshops (out of three that were offered) between the first and second evaluations, and two more between the second and third evaluations. Thirdly, before the third evaluation, they were also provided with *Antidote* software. In total, these translators received approximately 16 hours of training (four 4-hour workshops). It is important to recognize the interventions in this study because, as we will see from the contrasting Longitudinal Study Group 2, it appears that translators who gain experience but do not benefit from feedback, translation tools or training demonstrate slower progress in terms of translation quality.

To obtain qualitative data, a semi-structured interview was conducted with each of the three translators a few months before the end of the study of Longitudinal Study Group 1 (see Appendix 10 for the interview questions). Some of this information was already mentioned in Section 5.1.1 which described the participants, and in Table 2 (Comparison of Translator Profiles) on Page 121. Additional information obtained from these interviews has been summarized as follows (the response categories relate to the questions shown in Appendix 10):

Translator 1 Enjoyment: discovering new content

Challenges: time management, terminology research

Equipment: desktop computer, no additional monitor

Method: typing translation into the source document

Strategy: rereading each paragraph before continuing to translate

Translator 2 Enjoyment: decoding a message and trying to express it in other language

Challenges: translating expressions accurately and with the same impact

Equipment: borrowed computer, no additional monitor

Method: typing translation into the source document

Strategy: translating carefully to reduce amount of self-revision needed

Translator 3 Enjoyment: looking for words, making things pleasant to read in French
Challenges: translating wordplay/expressions even if she understands them
Equipment: laptop, printer, no additional monitor
Method: types translation into the source document
Strategy: does self-revision after a day or two has passed

From the information in this interview, I drew the following conclusions, which are integrated into Section 6 about translator selection, and into Section 8 regarding the design of a training program.

1. These translators all enjoy their work, and that could be a key to their continual improvement with training. This should be considered in translator selection; rather than assume people volunteer because they enjoy translating, I should dig deeper into their motivations and make sure they are not just participating because of the need for translated material.
2. Additional training is needed on how to use translation tools to accurately translate terms and expressions.
3. The translators need direction about optimizing their translating time by improving their equipment: for example, purchasing a second monitor or using an iPad or phone as an additional screen. Rather than constantly opening and closing windows for terminology searches, they could use the second screen for this.
4. The translators should be encouraged to split their main computer screen into two windows, with the source text on the left and the target text on the right. This would save time moving and deleting text and could avoid omissions like

accidentally deleting parts of the source text and therefore neglecting to translate these sections.

5. The strategies currently in use should be reinforced and encouraged (translating carefully, reviewing each paragraph before continuing, conducting self-revision after some time has passed). Additional strategies should also be introduced.

In addition, the three translators in Longitudinal Study Group 1 were asked to complete a semi-structured final questionnaire at the end of the longitudinal study (see Appendix 11), and I have summarized the responses:

	Translator 1	Translator 2	Translator 3
Self-evaluation before translation workshops	3/10	8/10	7/10
Self-evaluation after translation workshops	8/10	9/10	8/10
Most useful concepts from translation workshops	False cognates Proper Nouns	False cognates Verb tenses	Calques Verb tenses
Tools they began using as a result of workshops	<i>Antidote</i> <i>Linguee</i> <i>Reverso</i>	<i>Antidote</i> <i>Linguee</i> Termbases (not specified)	<i>Antidote</i> <i>Linguee</i>
Has translation method/strategy changed as a result of workshops?	Yes	Yes	Yes
Greatest current need in translation training	Verb tenses Expressions	Use of tools Using feedback	Phrasal verbs Expressions

These data allow us to draw some conclusions about the effectiveness of the training workshops that were offered and about the content that should be covered in future training (this is addressed in Section 8).

1. All three translators felt that the workshops helped them improve their translation skills.
2. They were all able to identify important concepts they learned at the workshops.
3. They all began using some translation tools after the workshops.
4. They all said that their translation methods and strategies changed after attending the workshops.
5. More training is needed in the areas of verb tenses and sequencing, expressions, using tools, and using feedback as a learning tool.

The overall impression that emerges from the data is that the training workshops enabled all three translators to improve their skills by implementing translation tools, methods, and strategies. However, more training is needed.

5.3.2 Analysis of Longitudinal Study Group 2

A summary of the second longitudinal study group appears following this paragraph. The members of Longitudinal Study Group 2 were not actively participating in the longitudinal study in terms of receiving more than minimal feedback or engaging in training. However, an analysis of their work was conducted to verify the importance of

feedback and training in translation quality improvement by non-professional translators, by comparing their progress to Longitudinal Study Groups 1 and 2. The edited versions of the translations passed through bilingual revision by Reviser 1, and copyediting by Copyeditor 1, in the same way as the corpus study and Longitudinal Study Group 1. Similarly, the translation evaluations were based on the combined results of this revision/editing process compared to the original translation. While these translations were spread out over three years, the evaluations were all conducted at the same time, in December 2018, using the Translation Quality Assessment Rubric in Table 4 on Page 139, to ensure consistency.

Participants:	3 volunteer translators
Translation time:	Approximately 3 hours per month for 3 years = 108 hours
Source texts:	Articles from <i>Reflections</i> , a magazine for Christian ladies (300-word excerpts)
Quality level:	Informative
Instruments:	First translation evaluation (translation done in 2015 or 2016) Second translation evaluation (translation done 1 year after first) Third translation evaluation (translation done 1 year after second)
Interventions:	(No training and no direct feedback) Opportunity to compare published articles to their translation <i>Antidote</i> software installation — Translator 8 (before first translation)

Table 6 on Page 150 shows the results of the three evaluations for each translator in Longitudinal Study Group 2 and their quality score progression over time, which is significantly lower than the improvement shown by the participants in Longitudinal Study Group 1.

Table 6: Longitudinal Study Group 2

TRANSLATOR #	YEAR	Length of text	Fidelity score out of 55	Readability score out of 30	Conformity score out of 15	Bonus for style (maximum 5)	Quality Score
8	2016	299 words	43	22	14	0	79%
	2017	308 words	46	24	12	0	82%
	2018	305 words	39	30	12	2	83%
9	2015	312 words	39	14	5	0	58%
	2016	313 words	46	15	3	0	64%
	2017	311 words	45	12	8	1	66%
10	2015	314 words	39	13	4	0	56%
	2016	307 words	40	15	4	0	59%
	2017	307 words	47	16	0	1	64%

The translators began with quality scores of 79%, 58%, and 56% respectively.

Translator 8 seemed to lose ground in the area of Fidelity and Conformity over the time of the study, but her Readability score increased. Translators 9 and 10 showed improvement in most areas. Overall, Translator 8 had significantly higher quality scores than the other two translators; this can be attributed to two things: 1) Translator 8 had been provided with *Antidote* software; and 2) Translators 9 and 10 were Anglophones performing outward translation (defined in Section 1.6) into French, which is more challenging.

The analysis of Longitudinal Study Group 2 shows that progress in terms of translation quality is slow without feedback, translation tools and training. These three translators did translation work for at least three hours per month. Translator 8 improved

by 4 percentage points (this is the translator who was also investing significant amounts of time per month in other large translation projects such as books). Both Translators 9 and 10 showed a gain of 8 points. This represents an average improvement of 7 points over a period of three years. This is significantly less than the average 24-point increase of the participants in Longitudinal Study Group 1 over the same time period, amounting to only 29% of that increase. This is despite the fact that the number of hours invested by each translator in Longitudinal Study Group 2 (108 hours for Translators 9 and 10, much more for Translator 8) was at least 60% of the hours invested by each translator in Longitudinal Study Group 1 (180 hours).

The only real intervention for Longitudinal Study Group 2 (aside from Translator 8 receiving *Antidote* software) was a form of self-directed feedback, in that the translators had the opportunity to compare the edited and published versions of the texts to their original translations. Translator 8 indicated that she did this from time to time and was aware that corrections had been made to her translations. Translators 9 and 10 stated that they often compared the final version to their translation. The slower progress in translation quality observed in Longitudinal Study Group 2 indicates that a non-professional translator does not improve as quickly without feedback and training; they may continue to repeat errors, perhaps unconsciously. Training is therefore a critical component of a quality assurance system within a non-professional translation team.

To further support this conclusion, throughout the study period of Longitudinal Study Group 2, the translator beginning with the highest quality score (Translator 8) actually translated about 10–15 hours per week. This amounts to 1500–2250 hours throughout the three-year period, as compared to 180 hours for the translator beginning

with the highest quality score in Longitudinal Study Group 1 (Translator 3). Note that Translators 3 and 8 both began with a quality score of 79%. Over three years, Translator 3's score increased by 13 percentage points, yet Translator 8's score only increased by 4 points, even though Translator 8 invested at least eight times as many hours in translating. Furthermore, she occasionally compared her translations to the edited versions, which apparently only had a small positive impact on the quality of her translations.

The other two translators in Longitudinal Study Group 2 (Translators 9 and 10) stated that they often compared their translations to the edited versions, and they improved 8 percentage points over three years, which is double the improvement of Translator 8 who said she only did this comparison occasionally. This indicates that coupled with experience, the simple act of comparing one's translations to their edited versions seems to have a positive impact on the quality of future translations. Perhaps a debriefing exercise would produce a more significant impact on quality: reinforcing information and allowing it to be retained to influence the quality of later translations. This is further explored in Section 8.2.2.

When considering this analysis of Longitudinal Study Group 2, it should be kept in mind that the progress of Translators 9 and 10 may have been hindered by two situations. First of all, they were both doing outward translation as defined in Section 1.6; they were translating into French as Anglophones, which is more challenging than translation into a mother tongue. Secondly, they did not have the benefit of *Antidote* software, whereas all the other translators in the longitudinal study did acquire this software before or during the study. This indicates that translation tools such as *Antidote* are of great value. Also, the

three translators were much older (over age 50) than the others in the longitudinal study, which may have had an impact on their ability to learn new skills quickly.

5.3.3 Analysis of Longitudinal Study Group 3

Below is a summary of the third longitudinal study group. Note that although a new reviser is introduced in this section, a similar revision/editing process to the corpus study and Longitudinal Study Groups 1 and 3 was used. It included bilingual revision by Reviser 2 (a bilingual Francophone) who has a degree in French literature, but no translation experience. This was not ideal, since he did not have revision experience, but in the context of non-professional translation teams in NGOs, practices sometimes must be adjusted based on availability of volunteers. To ensure accuracy, an additional bilingual revision was conducted by Reviser 1 who does have revision experience (see my qualifications in Section 4.2.4). As with Longitudinal Study Group 1, the translation evaluations were based on the combined results of this revision/editing process in comparison to the original translation. This study spanned six weeks, but the evaluations were all conducted at the same time in November 2018 using the Translation Quality Assessment Rubric in Table 4 on Page 139, to ensure consistency.

Participants: 3 summer students

Translation time: 30 hours per week for 6 weeks = 180 hours (June to August 2018)

Source texts: Material about the history of the UPCI (300-word excerpts)

Quality level: Informative for the purposes of the longitudinal study due to its fairly simple content, although it may later be edited and published.

Instruments: First translation evaluation (June 2018)
 Second translation evaluation (July 2018)
 Semi-structured interview/focus group (July 2018)
 Third translation evaluation (August 2018)
 Semi-structured questionnaire (December 2018)

Interventions: *Antidote* software installation (before beginning)

Feedback by way of comments inserted in translation by Reviser 3 (between translations used for the first and second evaluations)

Instruction given in semi-structured interview in response to translation issues mentioned by students (July 2018)

Feedback by way of comments inserted in translation by Reviser 3 (between translations used for the second and third evaluations)

Table 7 below shows the results of the three evaluations for each translator in Longitudinal Study Group 3 and their quality score progression over the six-week period.

Table 7: Longitudinal Study Group 3

TRANSLATOR #	YEAR	Length of text	Fidelity score out of 55	Readability score out of 30	Conformity score out of 15	Bonus for style (maximum 5)	Quality Score
4	Before any feedback	307 words	46	5	14	0	65%
	After 1st feedback	314 words	43	25	11	0	79%
	After 2nd feedback	310 words	49	24	12	0	85%
5	Before any feedback	320 words	45	15	10	0	70%
	After 1st feedback	308 words	48	18	12	0	78%
	After 2nd feedback	305 words	49	20	13	0	82%
7	Before any feedback	309 words	42	10	0	0	52%
	After 1st feedback	303 words	39	19	7	0	65%
	2nd feedback	N/A					n/a

The translators began with quality scores of 65%, 70%, and 52% respectively. While the progression in each of the three areas of Fidelity, Readability, and Conformity is not clear-cut, all three translators showed significant improvement in their overall quality scores.

The most helpful conclusion that can be drawn from Longitudinal Study Group 3 is that progress in terms of translation quality can occur even when translation work is condensed into a short period of time, and is accompanied by training and feedback interventions. Each of these three translators worked for 180 hours over a period of only six weeks, but their quality scores increased by almost two thirds of the quality score improvement of the translators who worked 180 hours over three years. This occurred in spite of the fact that no training workshops took place during the study period of Longitudinal Study Group 3.

Within Longitudinal Study Group 3, Translator 4 increased by 20 percentage points, and Translator 5's score rose by 12. Translator 7 increased by 13 points, although he did not complete enough translations to receive a second evaluation. This represents an average gain in quality of 15 percentage points over a period of only six weeks, as compared to 24 points for the participants in Longitudinal Study Group 1, whose work was spread out over three years and who benefited from 16 hours of training workshops between their beginning and ending evaluations.

The beginning quality score of the translators in Longitudinal Study Group 3 should be considered in light of prior benefit of tools and training. Before the summer placement, all three translators were provided with *Antidote* software. Although no workshops were

offered during the six-week placement, Translators 4 and 5 had acquired some skills in the in two 4-hour workshops they had previously attended. Translator 7 began with a significantly lower quality score than the other two, likely because he did not attend any workshops prior to the longitudinal study; he was simply provided with the PowerPoint slides and exercises for self-directed learning. As with Longitudinal Study Group 1, I submit that the improvement in quality displayed by the three students over the six weeks cannot be attributed solely to the translation experience they acquired during that time, since all of them benefited from interventions and feedback as well.

First, the feedback provided to Longitudinal Study Group 3 was specific, by way of comments inserted in the translations that were directly connected to certain words or phrases (see Appendix 12 for a sample). The translators were instructed to carefully review this information and incorporate the knowledge gained into their succeeding translations, and also to revise their previous translations based on this feedback. I estimate that this self-directed training required about two hours each time feedback was received. Translators 4 and 5 therefore had two 2-hour self-directed training sessions based on feedback received, and Translator 7 had one such session.

Secondly, each of the translators attended a two-hour semi-structured joint interview/focus group halfway through the period of Longitudinal Study 3 (see Appendix 13 for the interview questions). They responded in turn to various questions and received instruction about how to resolve translation issues they were experiencing. Some of the data gathered during this interview was already mentioned in Section 5.1 describing the participants, and in Table 2 (Comparison of Translator Profiles) on Page 121. Additional data obtained from this interview has been summarized as follows:

Translator 4 Independent work: finds it enjoyable, likes the flexibility
Translation career: thinks it is an interesting option
English: finds writing in English more difficult than in French
Challenges: poetic language or numerous adjectives, idiomaticity
Guidelines: useful for consistency
Speed: increasing because of translation and revision tools
Strategy for unfamiliar concepts: look at options, or highlight for reviser
Antidote: [did not respond]

Translator 5 Independent work: prefers to work alone without any distractions
Translation career: sees it as more of a side job
English: finds speaking in English difficult
Challenges: balancing faithfulness to the text and freedom, punctuation
Guidelines: helpful with consistency, capitals, and verb tenses
Speed: increased once he became familiar with the text
Strategy for unfamiliar concepts: ask other people, come back to it later
Antidote: finds it very helpful to identify older words no longer used

Translator 7 Independent work: sometimes needs motivation, easily distracted
Translation career: not appealing because he prefers to be moving around
English: has a hard time expressing himself clearly
Challenges: retaining the meaning of the text in its context
Guidelines: helpful for knowing what's expected
Speed: slowly increasing as he gets more familiar with the text
Strategy for unfamiliar concepts: check online, ask other people
Antidote: likes the explanations so he understands why something is wrong

A few conclusions arise from this information, which will be used in Section 6 in relation to translator selection, and in Section 8 regarding the design of a training program:

1. When selecting translators, it is important to determine if they are suited to independent work and gauge their long-term interest in translation, so that time is not invested training someone who will lose interest and leave the team.
2. None of the students mentioned difficulty with understanding English, just with expressing themselves orally or in writing. When selecting translators, English

comprehension skills represent a crucial qualification, but English expression skills are not as relevant.

3. All of the students seem to need further training in translation techniques and translation tools, including using the advanced options of *Antidote*. Future student placements should incorporate more training time.
4. Familiarity with the style and content of a text seems to be a strong factor in increasing translation speed. Perhaps it would be more effective to have a translator work only on similar text styles while building skills, rather than trying out various types of texts.

The three students were asked to complete a semi-structured final questionnaire at the end of the study of Longitudinal Study Group 3 (see Appendix 14). The responses are summarized as follows:

	Translator 4	Translator 5	Translator 7
Self-evaluation before summer job placement	7.5/10	6/10	6/10
Self-evaluation after summer job placement	8.5/10	9/10	8/10
Most useful concepts from translation workshops*	Common errors Verb tenses	Self-revision Idiomaticity	Expressions Idiomaticity
Tools they began using as a result of workshops	<i>Antidote</i> <i>Linguee</i>	<i>Antidote</i> <i>Reverso</i>	<i>Antidote</i> <i>Linguee</i>
Has translation method/ strategies changed as a result of workshops?	Not really, just became more efficient	Yes, no longer translating one word at a time	Yes, now uses different method than interpreting
Was the feedback from the reviser helpful? (inserted comments)	Too simple Didn't always explain reason	Prefers "markup" feedback directly in text	Yes, it helped the translator adjust his methods
Greatest current need In translation training	Respect source text Expressions	Idiomaticity Fluidity	Respect style Expressions

*Translator 7 did not attend any workshops, but did review the PowerPoint slides and exercises.

These data allow us to draw some conclusions about the effectiveness of the feedback and the training workshops in which the students participated, and about the content that should be covered in future training:

1. All of the students stated that they believed their translation skills improved over the summer, with feedback and translation practice.
2. They were all able to identify important concepts they learned at the workshops.
3. They all began using some translation tools after the workshops.

4. Two of them said that their translation method and strategies changed after attending the workshops, while the other said his became more efficient.
5. Two of the students did not find that the reviser's method of feedback (comments inserted in the text) was very helpful. They would have preferred to see the actual changes in the text ("markup" version) and receive explanations for these changes.
6. More training is needed in the areas of respecting the source text and its style, translating expressions, and idiomaticity/fluidity.

The overall conclusion from the data is that the training workshops occurring before the summer placement seemed to have more of an impact on the students than the feedback received from Reviser 2, which was in the form of comments inserted in the translations.

When considering this analysis of Longitudinal Study Group 3, it should be kept in mind that these three translators were receiving remuneration under a Canada Summer Jobs grant, rather than serving as volunteers. There may have therefore been an implicit motivation to work harder and to improve their work, since they were being paid for it. Also, the three translators were younger than most of the others in the longitudinal study, which had an impact on how developed their language skills were.

5.3.4 Synthesis of the three longitudinal study groups

The summary following this paragraph compares the results of the three longitudinal study groups. Duration refers to the time elapsed from the beginning to the end of the study. The time spent translating indicates the estimated total amount of time each participant invested in translation during the study. The amount of training shown includes mostly workshops, but also interviews with instruction and self-directed feedback exercises. The quality score improvement displayed is calculated as an average of the translators in each group.

	Study Group 1	Study Group 2	Study Group 3
Duration:	3 years	3 years	6 weeks
Time spent translating:	180 hours	108 hours*	180 hours
Amount of training:	16 hours	None	6 hours (+ 8 before)
Average improvement:	24 points	7 points	15 points
Characteristics:	All Francophone All female Ages 17-34	1/3 Francophone All female Over age 50	All Francophone All male Ages 16-18

*One of the translators spent about 1,500 to 2,250 additional hours, because she was involved in other large projects such as books for The King's Translators. She is retired and works a few hours each day by choice and at her own pace, as we give her flexible deadlines for book translations.

Even though these data are drawn from a combined longitudinal study with a relatively small sample size (nine translators), we can conclude that:

- Translation quality improves more slowly without training, translation tools and feedback, even if a large amount of time is spent translating and translators have the opportunity to compare their translations to edited versions.
- Improvement in translation quality can occur in an accelerated manner by condensing the hours spent translating and the interventions (training, translation tools and feedback) provided into a shorter time period.

One of the participants in Longitudinal Study Group 1 (Translator 1) participated in three Translation Commentary exercises (described in Section 4.3.3). Translator 3 participated in two of these exercises, and Translator 2 participated in one. From Longitudinal Study Group 3, two of the three participants (Translators 4 and 5) completed all three Translation Commentary exercises, while Translator 7 did not complete any. Following is a summary of additional data collected during the Translation Commentary exercises. [Note: wph = words per hour translated, based on the word count of the English source text.]

Translator 1 Average speed: 285 wph

Tools used: *Reverso, Linguee, Google*

Self-revision: rereading/reading aloud, researching words or phrases that seem wrong, using *Word* corrector, waiting a day before reviewing

Issues: unfamiliar words and expressions, ensuring sentences are a reasonable length, punctuation, typography

Translator 2 Average speed: 410 wph
Tools used: *Linguee*
Self-revision: did not give this much attention
Issues: unfamiliar words and expressions

Translator 3 Average speed: 484 wph
Tools used: *Google Translate, Linguee*
Self-revision: rereading, using *Antidote*
Issues: unfamiliar words and expressions, some verb tenses

Translator 4 Average speed: 558 wph
Tools used: *Linguee*
Self-revision: rereading
Issues: unfamiliar words and expressions

Translator 5 Average speed: 351 wph
Used *Google Translate, LaRousse, Linguee*
Self-revision: rereading, looking for better words, using *Antidote*
Issues: unfamiliar words and expressions, prepositions, long sentences

From this information, we can draw a few conclusions to use in the appropriate selection process outlined in Section 6 and the focused training process set out in Section 8:

1. The translators seem to be working at a speed which is too high for their skill level. As mentioned in Section 4.3.3, the average speed of professional translators in 2012–2013 was 250–300 words per hour, which has probably increased over the years with translation technology. However, the participants in this longitudinal study were non-professional translators without translation software typically used by professionals, such as translation memories. Coaching is needed to help set a realistic pace and complete thorough self-revision to reduce errors.

2. The translators need to be trained in the proper use of appropriate translation tools, become aware of what tools are available, and exercise caution with automatic translation sites such as *Google Translate*.
3. Some of the translators did not use *Antidote* while performing self-revision of these exercises, even though all of them had the software. This could be due to the format of the exercise (columns with space to type in comments, etc.). In future experiments, they could be instructed to cut and paste the text into a separate document if necessary, in order to use *Antidote*.
4. All of the translators faced a common issue: translating unfamiliar words and expressions. This is indicative of a need to increase their English language skills. While the focused training process of The King's Translators does not allow time for training in this area, the translators should be encouraged to read extensively in English to increase their vocabulary. English comprehension levels should also be considered in translator selection criteria.

As a final step, in Table 8 on Page 165, we compared the self-assessments from the final questionnaire (see Appendices 11 and 14) of each of the six translators from Longitudinal Study Groups 1 and 3 to their translation evaluations, both initial (at the beginning of the longitudinal study) and final (at the end of the longitudinal study). The self-assessments, made on a scale of one to ten, have been converted to percentages to correspond to the translation evaluations.

Table 8: Comparison of Self-assessments to Translation Evaluations

TRANS-LATOR #	Initial Self-assessment	Initial Evaluation	Final Self-assessment	Final Evaluation	Improved (in percentage points) according to Self-assessment	Improvement (in percentage points) according to Evaluation
1	30%	45%	80%	78%	50	33
2	80%	55%	90%	80%	10	25
3	70%	79%	80%	92%	10	13
4	75%	65%	85%	85%	10	20
5	60%	70%	90%	82%	30	12
7	60%	52%	80%	65%	20	13

*Note that for Translator 7, the “Final Evaluation” was actually a midway evaluation, as the student did not complete enough work to receive a final evaluation.

In terms of its importance to translator selection, note the difference in Table 8 between the translators’ perceptions and the actual evaluation of their skills when their translations were compared to the edited versions. At the beginning of the longitudinal study, three of the translators self-assessed lower than the score indicated by their beginning evaluation, from 9 to 15 percentage points. The other three translators over-assessed, by 8 to 25 percentage points. At the end of the longitudinal study, only one of the translators self-assessed lower than the actual ending evaluation, by 12 percentage points. One self-assessed at the same level as the ending evaluation, and the other four over-assessed by 2 to 15 percentage points.

The initial assessment at the beginning of the longitudinal study, when translators' skills were undeveloped, related to their predisposition for translation, or natural translation skills resulting from being bilingual. The final assessment at the end of the longitudinal study related to translation skills which were still in development. As was concluded from Table 8 on Page 165, as well as in Section 4.3.2 in the corpus study, it is apparent that non-professional translators do not necessarily have a realistic view of their own skills. For this reason, it is important to conduct a thorough evaluation of existing source and target language skills when selecting new translators, rather than relying on their self-assessment.

The purpose of the longitudinal study in this action research project was to add to the knowledge gained from the case study and corpus study. This composite longitudinal study has yielded evidence in the form of quantitative data that in order for translation quality to improve significantly over time, feedback, and training must be provided. The rate of improvement can be accelerated by concentrating translation experience, feedback, and training into a shorter period. In addition, the qualitative data gleaned from the semi-structured interviews and questionnaires relates to the three specific objectives (see Section 1.3) of this research project, providing direction for an appropriate translator selection process, potential issues to be aware of during a comprehensive revision/editing process, and suggestions for the content of a focused translator training process.

In relation to the action research cycle identified in Figure 2 on Page 57, with the completion of the case study, corpus study, and longitudinal study, it is now time to analyze the data gathered, examine relevant literature, and use both to create selection, revision/editing, and training models for non-professional translation teams, which will be evaluated, then reported on in the conclusion of this thesis.

PART III — A QUALITY ASSURANCE MODELS FOR NON-PROFESSIONAL TRANSLATION TEAMS

The main purpose of an action research project is to improve practice, so Part III of this thesis focuses on the creation of a quality assurance system customized to a non-professional translation setting, in an affirmative response to the original research question stated in Section 1.2):

Since many non-profit organizations do not have the resources to hire professional translators, is it possible to produce quality translations using non-professional translation teams?

Throughout the project, my specific objectives (see Section 1.3.4) were related to providing answers to my original research sub-questions:

- *What distinguishes the selection of non-professional translators from the selection of an employee in a translation agency or department?*
Objective: Establish a selection process for members of a non-professional translation team.
- *How does revision/editing within a group of non-professional translators differ from revision/editing in a professional context?*
Objective: Develop a revision/editing process for projects within a non-professional translation team, based on the purpose of the translated documents.
- *Are professional training and feedback strategies effective for improving quality within a non-professional translation team?*
Objective: Design a training and feedback process for a non-professional translation team.

Strategies are set out for appropriate translator selection, comprehensive translation revision/editing, and focused translator training, to ensure the quality of non-professional translation projects.

In Section 6, I discuss a preventive aspect connected to the first sub-question: how choosing non-professional translators is different than choosing translation students or professional translators, in relation to the appropriate competence profile. In Section 7, I address the second sub-question, which relates to a corrective aspect of the system: how revision/editing of non-professional translations differs from revision/editing in a professional setting, in terms of the steps of the process and the level of quality appropriate for each type of project. Finally, Section 8 deals with the third sub-question, which could be considered both corrective and preventive: how non-professional translators require training and feedback that is customized to their context, and supports a quality assurance system.

When I founded The King's Translators in 2011, I was in the final year of my bachelor's program in Translation and had not yet undertaken any research about non-professional translation teams. As detailed in Section 3.2, I addressed issues in the order I became aware of them, the first being the need for a revision/editing process, which was a corrective action that was required immediately. This led me to take preventive action that would reduce the amount of revision/editing required: establishing a translator selection process. This was in turn followed by the development of a training process that was both corrective and preventive.

In retrospect, it would have been much more efficient to develop a translator selection process before launching The King's Translators team. However, at the beginning I was using a problem-solving approach as project manager of the team; it was not until three years later that I began doctoral research about non-professional translation. During that period, I completed my bachelor's program in Translation and a master's program in Translation Studies. When I began my doctoral studies in 2014, I realized that the order in which I had structured my preliminary efforts to address the three quality concerns within The King's Translators (revision/editing, selection, training) was not ideal.

For this reason, in Part III of this thesis, I discuss these elements in a more logical order: selection, revision/editing, training. Throughout this action research project, I have used a case study, corpus study, and longitudinal study to gather data which I now use to design an appropriate translator selection process, a comprehensive translation revision/editing process, and a focused translator training process. Other NGOs who use the quality assurance system for non-professional translation teams that I have developed based on these three processes will have the benefit of a clear strategy that addresses the elements in logical order.

SECTION 6: QUALITY ASSURANCE THROUGH TRANSLATOR SELECTION

The process of selecting competent translators is an integral part of the quality assurance system of any translation effort, and it is particularly crucial for a non-professional context. An appropriate translator selection process is the first quality assurance concern that should be addressed in a non-professional translation team. It is complemented by a comprehensive translation revision/editing process and a focused translator training process, discussed respectively in Sections 7 and 8. Section 6 is specifically related to my first research sub-question (see Section 1.3.4):

- *What distinguishes the selection of non-professional translators from the selection of an employee in a translation agency or department?*

I will also demonstrate how my first research objective has been achieved (see Section 1.3.4):

- **Establish a selection process for members of a non-professional translation team.**

This section presents: a literature review about translation competence and translator evaluation in relation to quality assurance; the theoretical framework used in this aspect of my action research project; and an adapted Selection Model for Non-Professional Translation Teams. Since translation revision/editing is also an important part of quality assurance, as described in Section 7, I also provide criteria for selecting bilingual revisers, copyeditors, stylistic editors, and proofreaders. In addition to selecting translators

for a non-professional translation team, the concept of selection extends to choosing which projects to assign to certain team members, which I will also address.

6.1 Literature Review

Before 1990, many translation scholars such as Brian Harris and Bianca Sherwood (1978), Jean Delisle (1980), and to a certain extent Wolfgang Lörcher (1986), focused on bilingualism as the core element in translation. According to Gregory M. Shreve (1997), the more translators developed their natural translation ability, the more competent they became. This was a very general approach that was destined to change as the translation discipline became more organized and specialized.

6.1.1 Basic translation competence models

As the field of Translation Studies developed, cultural knowledge, domain-specific knowledge, and transfer competence came to be considered essential in a translator's toolkit. As a result, the four basic elements of translation competence espoused by many translation scholars such as R. T. Bell (1991) and Albrecht Neubert (2000) were:

- A. Linguistic/textual competence (language comprehension and writing skills;)
- B. Cultural competence (an understanding of the influence of culture on language);
- C. Subject competence (familiarity with the field of knowledge);
- D. Transfer competence (ability to reformulate ideas in another language).

However, other researchers including Stuart J. Campbell (1991), Jean Vienne (2000), and Pym (2003), advocated minimalistic models distilled into two elements of competence. Campbell's model involves disposition (tendencies) and a broad category called competence (ability to decode meaning, overall skill in the target language, and proficiency in lexical transfer). Vienne's model is based on the ability to first analyze a variety of translation situations and then choose an appropriate strategy to deal with them. As for Pym, the focus is on the ability to produce a series of possible target texts, then choose the best from among them.

6.1.2 Holistic translation competence models

With technological and professional advances, it became evident to many researchers that not only are all of these basic elements important, but translators require additional competences. The four additional competences most commonly mentioned by translation scholars fall into these general categories:

- E. Research competence (ability to find terminology and necessary information);
- F. Technological competence (software and internet skills);
- G. Strategic competence (knowledge of specific translation strategies);
- H. Mental/emotional competence (cognition, attitude, etc.).

Researchers suggest various labels, combinations, and subdivisions of these elements, sometimes add in other components, and attribute varying degrees of importance to each element.

In her model, Christina Schäffner (2000) includes two of these additional competences along with the four basic elements, but excludes technological and mental/emotional competences. In contrast, the holistic models designed by PACTE (2011), Dorothy Kelly (2005), and Nord (2005a) include all four of the additional competences. PACTE is a Spanish research group which studies the process of translation competence acquisition and evaluation. PACTE (2011) refers to its approach as holistic and empirical-experimental, using the following six categories which include all eight elements (basic and additional). Each element is accompanied by the letter attributed to it in the preceding paragraph.

1. [A] Bilingual sub-competence;
2. [B,C] Extra-linguistic sub-competence;
3. [D] Knowledge about translation;
4. [E,F] Instrumental sub-competence;
5. [G] Strategic sub-competence;
6. [H] Psycho-physiological components. (30–33)

In *A Handbook for Translator Trainers*, Kelly (2005) presents her holistic model of translation competence, using a slightly different grouping:

1. [A] Communicative/textual competence in at least two languages and cultures;
2. [B] Cultural and intercultural competence;
3. [C] Subject area competence;
4. [D,E,F] Professional and instrumental competence;
5. [H] Attitudinal or psycho-physiological competence;
6. [H] Interpersonal competence;
7. [G] Strategic competence. (64)

Kelly specifies that her approach is intended to prepare students for the real world of professional translation as a career, so she emphasizes elements that are not specific to translation.

The holistic approach of Nord (2005a) is even more detailed than that of Kelly and PACTE, containing nine categories:

1. [G] Professional knowledge;
2. [A] Metacommunicative competence (influence of situations/culture);
3. [B] Intercultural competence (solving cultural conflicts objectively);
4. [D] Distribution (frequency and use of similar language structures);
5. [A] Writing abilities;
6. [F] Media competence (use of translation aids and knowledge sources);
7. [C,E] Research competence;
8. [H] Stress resistance;
9. [H] Self-assertion. (209–211)

It seems that Nord could have condensed her model somewhat by using the psychophysiological category to encapsulate the last two elements in her list.

6.1.3 Specialized translation competence models

In addition to these holistic models and the minimalist models briefly mentioned in Section 6.1.1, there are specialized models which emphasize specific translation competences. Ronald J. Sim (2000) developed a model for Bible translation based on his work with translators of Hebrew and Greek into African languages, since neither the source nor the target language was the translator's mother tongue. While he does not mention subject competence as it is implicit to the task of Bible translation, he does include the other three basic elements. He also adds a category based on the acronym P.A.L.M, which relates to the fourth additional competence found in holistic translation competence models:

1. [A] Source language competence;
2. [A] Receptor language competence;
3. [B] Source culture competence;
4. [B] Receptor language competence;
5. [D] Translation competence;
6. [H] P.A.L.M. implementation skills: Planning, Administration, Leadership, and Management. (172–173)

The European Commission (2017) has a profile specifically for European Master's in Translation students which includes many of the basic and additional competences. While subject competence is not specifically mentioned, it is likely implicit in the idea of translation skills. This profile also includes the element of service provision, which is considered essential for professional translators, and could be connected to the fourth additional competence found in holistic translation competence models.

1. [A,B] Language and culture;
2. [C,D,G] Translation;
3. [E,F] Technology;
4. [H] Personal and interpersonal;
5. [H] Service provision. (4)

There are many other specialized translation competence models, including that of Allison Beeby (2000), a member of PACTE who constructed a model for Spanish speakers who do outward translation (defined in Section 1.6) into English, which emphasizes skills in comparing languages. Also, Peter Kastberg (2007) designed a model specifically for technical translation, in which domain-specific competences are crucial.

As seen throughout Sections 6.1.1 to 6.1.3, over time, the simple models that included the four basic competences (linguistic/textual, cultural, disciplinary and transfer)

have expanded to become holistic by incorporating four additional competences (research, technological, strategic, and mental/emotional). In the context of non-professional translation teams, a holistic model is certainly appropriate to ensure quality. However, this area of translation involves unique challenges in regard to quality, such as finding volunteers with adequate skills. It therefore requires a specialized, more feasible translation competence model. In Section 6.3, I present the Selection Model for Non-Professional Translation Teams that I have developed for The King's Translators as a result of analyzing the data gathered in the case study, corpus study, and longitudinal study during this action research project.

6.1.4 Translator evaluation

Of the many articles and books dedicated to evaluation/assessment and translation, the majority seem to concentrate on evaluation of the translation rather than of the translator. However, a book compiled by the American Translators Association, entitled *Testing and Assessment in Translation and Interpreting Studies* (Angelelli and Jacobson 2009) contains several interesting articles on the latter subject. For example, in "Using a rubric to assess translation ability: Defining the construct", Claudia Angelelli (2009) proposes a process for identifying the good and bad points of a translation. Using her rubric, which is divided into competence categories, allows the strengths and or weaknesses of the translator to be revealed.

Assessment Issues in Language Translation and Interpreting (Tsagari and van Deemter 2013) also contains some insightful articles, such as "Translation Competence and

the Practices of Translation Quality Assessment in Turkey” by Nilgun Dungan (2013). The author highlights the importance of a holistic evaluation of potential translators, ensuring that they possess the competences referred to in the preceding paragraph, based on the European Standard for Translation Services. An evaluation of a written translation alone is insufficient to determine if a candidate has all the skills necessary to succeed as a translator.

Within The King’s Translators team, I have developed an evaluation process for selecting translators, which contains several components besides the simple evaluation of a written translation. This is presented in Section 6.3.1.

6.2 Theoretical Framework

Translation performance and competence are difficult to measure definitively, particularly when recruiting potential non-professional translators. Still, translator selection is one of the key factors that influence translation quality, and therefore care must be taken when choosing team members. It would be unrealistic to use professional translator criteria in this context, as this could prevent a non-professional team from finding an adequate number of translators. By reducing the minimum competence required to a reasonable level for non-professionals, forming a team becomes feasible. Alongside this, complementary systems of translation revision/editing and translator training must be established to ensure quality (see Sections 7 and 8).

6.2.1 Common European Framework of Reference for Languages

In regard to translator selection, a frame of reference is needed to evaluate language skills, including comprehension skills in the source language and writing skills in the target language. The Common European Framework of Reference for Languages (“CEFR”) provides a tested rubric for evaluating language skill levels. The CEFR table provided on the DELF DALF Canada website (2019) is reproduced in Figure 3 below.

Figure 3: Common European Framework of Reference for Languages (“CEFR”)

Level	User	Details
A1	Basic	Introductory (capable of understanding and using simple expressions in response to concrete situations in daily life).
A2	Basic	Intermediate level (Capable of understanding simple expressions pertaining to personal and family life, work, and shopping. Users at this level can also give simple descriptions of their training and discuss their day-to-day lives).
B1	Independent	Threshold level (capable of understanding key points when addressed in clear, standard language about such familiar subjects as work and hobbies. Users at this level are also capable of expressing themselves about familiar subjects and fields of interest).
B2	Independent	Advanced or independent level (capable of understanding key points in complex texts or technical discussion within the user’s field of expertise. Users at this level are capable of expressing themselves in a clear and thorough fashion on a wide range of subjects).
C1	Experienced	Autonomous level (capable of understanding long texts and implicit information. Users at this level are capable of expressing themselves in an effective, flexible, and well-structured manner on complex subjects).
C2	Experienced	Master level (capable of understanding practically all information, without significant effort, in both oral and written circumstances. Users at this level are capable of expressing themselves spontaneously, precisely, and with a great deal of fluency on complex subjects).

A non-professional translator must be able to understand complex texts in the source language in their field of experience (the NGO's domain, such as religion, health, etc.), which corresponds to the B2 level. A lack of C1 or C2 skills, such as understanding implicit information, can be compensated by the bilingual revision component of the comprehensive revision/editing process described in Section 7.3. Regarding the target language, a non-professional translator must be able to express complex subjects effectively in writing, which corresponds to the C1 level. A lack of C2 skills, such as precise expression, can be compensated by copyediting or stylistic editing (see Section 7.3). I do not require members or potential members of The King's Translators to take a CEFR examination, but use my own evaluations to categorize members on the CEFR scale.

6.2.2 The PACTE model

Many models from the professional translation sector which relate to translation quality and revision/editing, as well as those connected to competence and training, cannot be applied outright to non-professional translation. They are designed for contexts involving translators with training and experience, which is simply not the case in a non-professional translation team. However, I found the PACTE (2011) model described in Section 6.1.2 adaptable while creating a specialized model for a non-professional setting.

While it would be ideal to have non-professional translation team members who are already competent, this is unlikely because they will generally be volunteers who have never done translation work as a career. A more appropriate approach is to base the selection criteria on skills that take many years to develop and are considered non-

negotiable. Other competences could be considered as optional if they can be compensated by a comprehensive revision/editing process (see Section 6) and later acquired, to some degree, through a focused training process (see Section 8).

From this perspective, it is useful to examine each PACTE competence, to determine its relevance in the selection criteria of a non-professional translation team, based on it being a non-negotiable or optional component.

1. Bilingual sub-competence (ability to communicate between two languages):

Non-negotiable: Language comprehension and writing skills take many years to develop. The limited time and resources of a non-professional translation team do not generally allow for teaching a potential translator to understand the source language or to express themselves in writing in the target language. However, it is not necessary to insist on 100% ability in either of these areas, as the comprehensive revision/editing process in place can compensate for small gaps in language comprehension and writing skills.

2. Extra-linguistic sub-competence (general, cultural, and field-specific knowledge):

Non-negotiable: General knowledge about life and the world, as well as cultural knowledge related to differences of expression in the source and target languages, develops slowly with life experience. It is not within the scope of a non-professional translation team to try to impart such knowledge. Field-specific knowledge is also

extremely important, particularly in the area of religious translation as in the case of The King's Translators. It not only involves being able to choose correct terminology, but also understanding the perspective and values of the organization, which generally only comes with experience.

3. Knowledge about translation (basic understanding of how translation works and knowledge of the translation profession):

Non-negotiable (1st part): Potential non-professional translation team members must have already developed an ability to make connections between the source and target languages, rather than treating them separately. This is a competence that seems to develop naturally over the years when someone is in a bilingual environment, whether at home, at school, in the community, or at work. It may be difficult to achieve if exposure to one language has always been separate from exposure to the other language. This is also not within the scope of training in a non-professional team, where it is a high priority to produce translations relatively quickly.

Optional (2nd part): Team members do not necessarily need to understand every facet of the translation profession, as they are volunteers. For example, they will not be responsible for promotion or administration; and, within The King's Translators group, they do not have to deal with page formatting since we have other workers to do this step.

4. Instrumental sub-competence (ability to use technological/other resources):

Non-negotiable: Typically, a non-professional translation team will work remotely (exchanging documents digitally), and therefore each member must be computer literate and capable of navigating the internet. If these skills are lacking, it would be more efficient for the potential translator to take a course elsewhere to reach the required skill level. *Exception:* Instrumental skills that are specific to translation can be incorporated into the team's focused training process, such as how to use dictionaries, terminology databases, bilingual concordancers, and spelling and grammar correctors to aid in the translation process. Therefore, the potential team member would not need to already possess these skills, as the revision/editing process allows for the correction of errors made prior to gaining this knowledge.

5. Strategic sub-competence (knowledge of translation techniques):

Optional: Even if potential non-professional translation team members are not aware of translation techniques, they can begin working on translations right away based on their basic knowledge developed as a result of bilingual exposure (see Point 3). Specific translation techniques are incorporated into the training provided to team members, as part of a continuous improvement process. In the meantime, the revision/editing process corrects errors resulting from a lack of knowledge of these techniques.

6. Psycho-physiological components — cognition (memory, attention, etc.), attitude (perseverance, confidence, etc.) and other abilities (creativity, reasoning, logic, etc.):

Non-negotiable: These types of abilities take a long time to develop, and the degree to which they form part of a translator’s character may be somewhat fixed by the time they reach adulthood. It is noteworthy that PACTE refers to them as components rather than competences, the term used for the other five elements. It is simply not feasible to try to incorporate the acquisition of such core characteristics into a non-professional translation team’s training program, but they are crucial to quality and to practical considerations such as working remotely and meeting deadlines.

6.2.3 Adapting the PACTE model to a non-professional translation team

Table 9 on Page 185 compares the PACTE (2011) model to the basic and additional competences commonly used in professional translation models (see Section 6.1), and to my proposed specialized Selection Model for Non-Professional Translation Teams. The latter model includes some additional elements of a more practical nature, including directionality (defined later in this section) and a minimum time commitment. If team members are available for less than 8 to 10 hours per month, they are unlikely to be able to put into practice the training they receive. CEFR language skill codes are used in this table, as described in Section 6.2.1.

Table 9: Comparison of Translation Competences in Various Models

TRANSLATION THEORY: Elements of Translation Competence	PACTE (2011) Model	Selection Model for Non- Professional Translators
<i>BASIC COMPETENCES:</i>		
Linguistic/textual	Bilingual	B2 source text comprehension skills; C1 target language writing skills
Cultural	Extralinguistic	Cultural knowledge related to source and target languages
Disciplinary	Extralinguistic	Field-specific knowledge
Transfer	Knowledge about translation	Bilingual exposure and ability to make connections between source and target languages
<i>ADDITIONAL COMPETENCES:</i>		
Research	Instrumental	
Technological	Instrumental	Computer and internet skills
Strategic	Strategic	
Mental/emotional	Psycho-physiological	Short and long-term memory skills, ability to work independently, willingness to be trained, ability to recognize errors in logic
<i>PRACTICAL CONSIDERATIONS:</i>		
		Access to a computer and internet
		Available 8 to 10 hours per month (translate at least 1,500 words and participate in at least 2 hours of training)
<i>DIRECTIONALITY:</i>		
Native speaker of target language		Native speaker of target language, or native speaker of source language with C1 writing skills in target language

As noted on the chart, some psycho-physiological components that are particularly pertinent for non-professional translation team members are memory, ability to work independently, willingness to be trained, and ability to recognize errors in logic. The nature of translation work requires short-term memory skills, to ensure cohesiveness within documents, as well as long-term memory skills to recall specific procedures to use when confronted with translation issues. Members of a non-professional translation team must be able to work independently, as they will often be working remotely without direct supervision.

Translators must also be willing to be trained, since they are not required to have knowledge of translation strategies when they begin, and because continuous improvement is crucial to a quality assurance system. As well, the ability to recognize errors in logic is crucial to avoid ambiguous or nonsensical translations. The corpus of the King's Translators contains some humorous translation errors that resulted from a translator's lack of logic; here are a few examples:

- Translating “makeup” (referring to composition) by “*maquillage*” (cosmetics), which was illogical in the context.
- Translating “hope chest” (in which a young woman collects household articles in anticipation of marriage) by “*poitrine d’espoir*”, which was nonsensical.
- In a story about someone who woke up on a plane and then sat up in her seat, the translator used the verb “*s’asseoir*” as if the person woke up and then sat down. This ambiguity might cause the reader to wonder if this person was sleeping on the floor or was asleep while standing up on the plane. The translator failed to recognize the error in logic.

In addition, non-professional translators often fail to recognize or use logical markers that are crucial to the reader's understanding of the text, such as the words "and", "but", "although", "while", "as", etc.

Of course, professional translators are not as likely to make these types of errors in logic, because they have been trained to watch for translation traps and to translate on a sentence, paragraph, and text level rather than word-for-word. In a non-professional translation team, members may have not yet received adequate training to be aware of such traps. However, if they have the ability to recognize and avoid errors in logic, they can at least highlight the phrase in question to indicate to the reviser or editor that it needs their intervention, rather than attempting to translate an expression when they are not sure how to do so.

The last item in the chart, directionality, refers to translating from a mother tongue or into a mother tongue. This relates to the bias against outward translation as discussed in Section 2.3.3; a bias which is not present within The King's Translators group. Since language ability is directly connected to experience, I have observed that those with advanced writing skills who invest years into learning another language can become fluent enough to translate into it from their mother tongue. A non-professional translation team has enough challenges to overcome without limiting their potential team members by setting unreasonable expectations, such as refusing to accept volunteers who do outward translation (defined in Section 1.6). The comprehensive revision/editing process described

in Section 7 incorporates a stylistic editor to correct any quality issues related to Readability that may arise from outward translation.

6.3 Adapted Model: Non-Professional Translator Selection Process

As a result of the data gathered and analyzed during this action research project, I have developed a more appropriate translator selection process for The King's Translators. I now use the criteria from the Selection Model for Non-Professional Translators presented in Section 6.2.3; some of the elements have been combined into logical groupings in the following list for the sake of concision. Although our source language is English and our target language is French, broader terms are used in this list to make them suitable for other NGOs. The codes related to language skills correspond to the CEFR levels described in Section 6.2.1. These criteria are listed in order of their importance, namely their non-negotiability from the perspective of The King's Translators group:

1. Advanced (B1) source language comprehension skills; Autonomous (C1) target language writing skills;
2. Computer/internet access and skills, and ability to work independently;
3. Available 8 to 10 hours per month (translate at least 1,500 words and be willing to participate in at least 2 hours of training);
4. Cultural knowledge related to source and target languages, bilingual exposure, and ability to make connections between the two languages;
5. Field-specific knowledge;
6. Short and long-term memory skills, and ability to recognize errors in logic.

Each of these criteria must be evaluated in a potential translator, and I have therefore redesigned and expanded our Preliminary Questionnaire and Exercises to create a more thorough evaluation and selection process. Translators who are chosen for the team are then invited to engage in training as described in Section 8.3, and begin to receive translation assignments.

6.3.1 Translator evaluation process

As a result of this action research project, the translator selection and evaluation instruments used by The King's Translators have evolved. The original Questionnaire and Preliminary Exercises that appear in Appendix 2 have been replaced by those appearing in Appendix 15. The content of the texts and exercises is designed to familiarize the candidate with the vision, quality concerns, and operating procedures of The King's Translators. In this way, those who are not in harmony with these elements can opt out before investing any more time. In addition, I am developing an online introductory course for potential translators, to further enhance our selection process.

The Translation Quality Assessment Rubric in Table 4 on Page 139 is used in evaluating some of the selection criteria. Based on my years of experience doing either bilingual revision or proofreading of 1.6 million words produced by The King's Translators, I have chosen a minimum quality score related to each of the six criteria in our Selection Model for Non-Professional Translators described at the beginning of Section 6.3. These minimum quality scores may appear arbitrary, but they represent the threshold below which I have found the volunteers' contribution does not justify the effort required to work

with them. For example, it may be inefficient to revise their translations because so many corrections are necessary, and it would take less time to simply retranslate. Or, if they are not available for a certain amount of translation work per month or are unwilling to be trained, keeping them on the team is not realistic.

The six criteria in our Selection Model for Non-Professional Translators will be evaluated as follows.

1. **Evaluation of language skills:** In the Preliminary Exercises, the English comprehension section contains a longer text and the number of multiple-choice questions used to determine comprehension has been increased. The French writing exercise has also been lengthened, and a short error correction exercise has been added to test the candidate's ability to notice spelling and grammatical errors.

ASSESSMENT: Determine the scores for the English comprehension exercise (number of questions answered correctly), the French error correction exercise (percentage of errors identified), and the French writing exercise (evaluated using the Translation Quality Assessment Rubric shown in Table 4 on Page 139, with the Fidelity category referring only to ability to factuality and logic, since there is no source text to refer to).

MINIMUM SCORE REQUIRED FOR EACH EXERCISE:

70% for the English comprehension exercise

70% for the French writing exercise

50% for the error correction exercise (since candidates will be provided with *Antidote* software if they become part of the team)

2. Evaluation of computer/internet access and skills, and ability to work

independently: The paper Questionnaire and Preliminary Exercises are being migrated to an online introductory course. This will naturally eliminate candidates who do not have computer/internet access and who are unable to work independently or do not finish what they start.

ASSESSMENT: What percentage of the course did the candidate complete?

MINIMUM SCORE REQUIRED: 100% complete

3. Evaluation of availability and willingness to be trained: The introductory course referred to in Point 2 will require 8 to 10 hours to complete, and is set up with a one-month deadline that activates when the course is first accessed. Similar to the beta course referred to in Section 8.3.1, it will incorporate short training videos with follow-up quizzes to evaluate attentiveness and engagement. As discussed in Section 8, future training will be presented in this online format and this introductory course therefore familiarizes the candidate with the training system. The section of

the Questionnaire that asks how many hours the candidate is available per month now indicates that 8 to 10 hours are required. It also contains questions about their age, their motivations for doing volunteer work and their long-term interest in translation.

ASSESSMENT: How many hours per month is the candidate available?

MINIMUM SCORE REQUIRED (ANSWER): 8 hours

4. **Evaluation of cultural knowledge, bilingual exposure, and language**

connection ability: The Preliminary French writing exercise now involves potential translators writing a 500-word biography which includes information about their experience in the source and target languages and cultures, as well as their religious experience. I plan to incorporate short translation and revision exercises into the introductory course to test language connection ability, and to see if the candidate recognizes Fidelity errors in a translation when comparing it to the source text.

ASSESSMENT: Determine the scores for the quiz (number of questions answered correctly) and the translation exercise (number of Fidelity errors identified).

MINIMUM SCORE REQUIRED FOR EACH EXERCISE:

70% for quiz

50% for translation exercise

5. **Evaluation of field-specific knowledge:** The introductory course will include a multiple-choice quiz to evaluate the candidate’s familiarity with terms and concepts specific to the Bible and to our religious organization, both in the source and target languages. The French writing exercise involves providing information about the candidate’s religious experience.

ASSESSMENT: Determine the score for the quiz.

MINIMUM SCORE REQUIRED: 70%

6. **Evaluation of short and long-term memory skills and the ability to recognize errors in logic:** The introductory course will include an exercise that is designed to test short-term memory, long-term memory, and the ability to recognize errors in logic.

ASSESSMENT: Determine the score for the exercise.

MINIMUM SCORE REQUIRED: 70%

6.3.2 Translator selection process

The level at which I have established the minimum scores when selecting translators reflects both our commitment to quality, as expressed in my vision for The

King's Translators set out at the beginning of Section 1, and our consciousness of the limitations of our system. First, our comprehensive revision/editing process described in Section 7 can compensate for the quality gap above this minimum score level in the short-term. However, investing time in revising/editing material produced by translators below that threshold would be inefficient, as it would be quicker to simply retranslate. Secondly, our focused training process outlined in Section 8 can move the translator upward from this minimum level in a continuous improvement cycle. However, candidates scoring below that threshold require skills and experience that take years to develop, and this is simply not within the scope of our training process.

Provided that the candidate has obtained the minimum score in relation to each of the six criteria (see Section 6.3.1), the overall score is calculated and the answers to the Questionnaire will be used to decide when to integrate the new team member. Those with higher overall scores, as well as Questionnaire answers that indicate they will be a good fit for the team, will be given priority if the number of team members must be limited in order to provide adequate feedback and training. We have more translated material than our revisers and editors can handle currently, but I continue to assign translations to our volunteers anyway. First, there are times when a team member may not be available for a while. For example, at different times two of our most engaged team members were unavailable for several months due to health and family situations. Second, I intend to train other bilingual revisers and stylistic editors, so I have decided to keep our translators working even if their material does not get finalized and published until later.

6.3.3 Recruiting process

The King's Translators group has an ongoing recruiting process and regularly receives inquiries from volunteers who are interested in joining the team. The introductory course referred to in Section 6.3.1 will be used to select new team members. However, the course will require my intervention as project manager, in applying the correction code to exercises, reviewing the Questionnaire answers and determining if the candidate's scores meet the minimum requirement. To avoid wasting time, I will use a simple pre-screening instrument designed to identify candidates who best fit the profile in our Selection Model for Non-Professional Translators.

This will be done by way of a recruiting brochure that will be distributed at conferences, through the website of The King's Translators, and by email when a potential translator contacts me to express interest. This recruiting brochure appears in Appendix 16 and contains a brief introduction to The King's Translators. It includes a checklist for the candidate to use, to determine if they have the basic skills required to join our team. A minimum age of 18 is now required, as I have found this to be important to ensure that the candidate's language comprehension and writing skills are adequately developed.

The recruiting brochure concludes with an invitation to the online introductory course. The candidate must then take the initiative to complete the course. I will likely do minimal follow-up in this area, because I want our team to include members who are self-motivated. The exception is if I am aware of someone who has the skills but is hesitant to take action; in this case, I will encourage the candidate to move forward. The introductory course will provide a true picture of the candidate's language skills, which is important

since we have observed that self-assessments are not always accurate in this area (see Section 4.3.2).

6.3.4 Assigning projects to translators

Table 12 on Page 227 displays the four quality levels established for documents produced by The King's Translators. Each level is connected to certain types of documents. Similarly, I have begun to assign quality levels to translators based on the current quality score of their translations, using the Translation Quality Assessment Rubric in Table 4 on Page 139. These quality levels correspond to the quality level of the documents they have the skills to translate. I may adjust the percentage ranges for each level, if necessary, as we move forward.

LEVEL 1 (volunteer): Translators with a quality score of 60–69%

— Intelligible quality level (temporary documents that are needed quickly)

LEVEL 2 (volunteer): Translators with a quality score of 70–79%

— Informative quality level (electronic newsletters and magazines for immediate consumption, and reference materials such as Sunday School manuals)

LEVEL 3 (volunteer): Translators with a quality score of 80–89%

— Publishable quality level (books written in non-academic language)

LEVEL 4 (remunerated): Translators with a quality score of 90–100%

— Polished quality level (books written in academic language)

Attributing translation quality scores and levels helps me to appropriately assign projects and encourages translators to commit to continuous improvement. Knowing they will be eligible for paid projects when they reach the highest level is motivating to our volunteers. I will conduct periodic evaluations of our members to determine when they are ready to take on translation projects at a higher quality level (see Section 8.3.2 about periodic evaluations).

6.3.5 Selection of bilingual revisers, copyeditors, stylistic editors, and proofreaders

As summarized in our Editing Model for Non-Professional Translation Teams (described in Section 7.3), in addition to translators, our revision/editing process also includes bilingual revisers, copyeditors, stylistic editors, and proofreaders (see Section 7.3 for definitions of these roles). Projects are assigned to them based on the quality level required. For published books of an academic nature (Polished), we pay professional Francophone revisers to do stylistic editing; if funds are available, the professional reviser may also conduct the bilingual revision. As project manager of The King’s Translators, I also proofread each Publishable and Polished text.

While our translators have their own criteria as set out in Section 6.3, our other team members (bilingual revisers, copyeditors, stylistic editors, and proofreaders) must meet these basic criteria:

- Computer/internet access and skills; ability to work independently;
- Available when needed for projects;
- Field-specific knowledge;
- Short and long-term memory skills, ability to recognize errors in logic.

I use the following additional guidelines to select members for each role and to assign tasks to them. CEFR language skill codes have been used, as described in Section 6.2.1, indicating the minimum level required.

Volunteer bilingual revisers (Intelligible, Informative, and Publishable levels):

- Master (C2) source language comprehension skills (understands practically all information without significant effort);
- Autonomous (C1) target language writing skills (effective expression of complex subjects);
- Experienced in bilingual revision of translations (knowledge of translation and revision techniques);
- Familiarity with values and style guide of the organization;
- Cultural knowledge related to source and target languages, and ability to make connections between the two languages.

Volunteer copyeditors (Informative level):

- Autonomous (C1) target language writing skills (effective expression of complex subjects);
- Ability to recognize spelling and grammatical errors, as well as language interference like Anglicisms and literal translations that seem awkward in the target language.

Volunteer stylistic editors (Publishable level):

- Master (C2) target language writing skills (precise expression of complex subjects);
- Advanced (B2) source language comprehension skills (understand complex texts within field of expertise) in the event the source text must be consulted;
- Ability to recognize spelling and grammatical errors, as well as language interference such as Anglicisms and literal translations that seem awkward in the target language.

Professional revisers or professional stylistic editors (Polished level):

- Professional translator/reviser with adequate experience, training, or certification in the source-target language combination [Autonomous (C1) source language comprehension skills and Master (C2) target language writing skills].

Volunteer proofreaders (Publishable and Polished levels)

- Autonomous (C1) target language writing skills;
- Familiarity with values and style guide of the organization;
- Knowledge of language and page layout norms;
- Ability to quickly notice typographical errors.

Copyeditors do not need to be bilingual, but revisers, stylistic editors, and professional revisers do. Stylistic editors must have more advanced writing skills than a copyeditor. Appendix 17 demonstrates the various degrees of intervention in the text by a volunteer copyeditor, a volunteer stylistic editor and a professional reviser/stylistic editor. In this case, all three were Francophone. The source texts they worked on are different, since the element on display is the amount and depth of corrections that are made in each of the quality levels that correspond to the role being filled: Informative level document for the volunteer copyeditor; Publishable level document for the volunteer stylistic editor; and Polished level document for the professional reviser/stylistic editor.

One way that I select new bilingual revisers, copyeditors, and stylistic editors is to have them work on a short text for which we also have a version previously edited by a team member whose work meets our quality standards. Of course, care must be taken to ensure that the candidate does not have access to the edited text; this can be achieved by using a document whose translation has not yet been published. In comparing the candidate's version of the text to the previously edited version, I can determine if the potential bilingual reviser, copyeditor, or stylistic editor can perform at the quality level

required for the project. So far, I am the main proofreader, but we could use a similar process when the need for more proofreaders arises.

6.3.6 Selection Model for Non-Professional Translation Teams

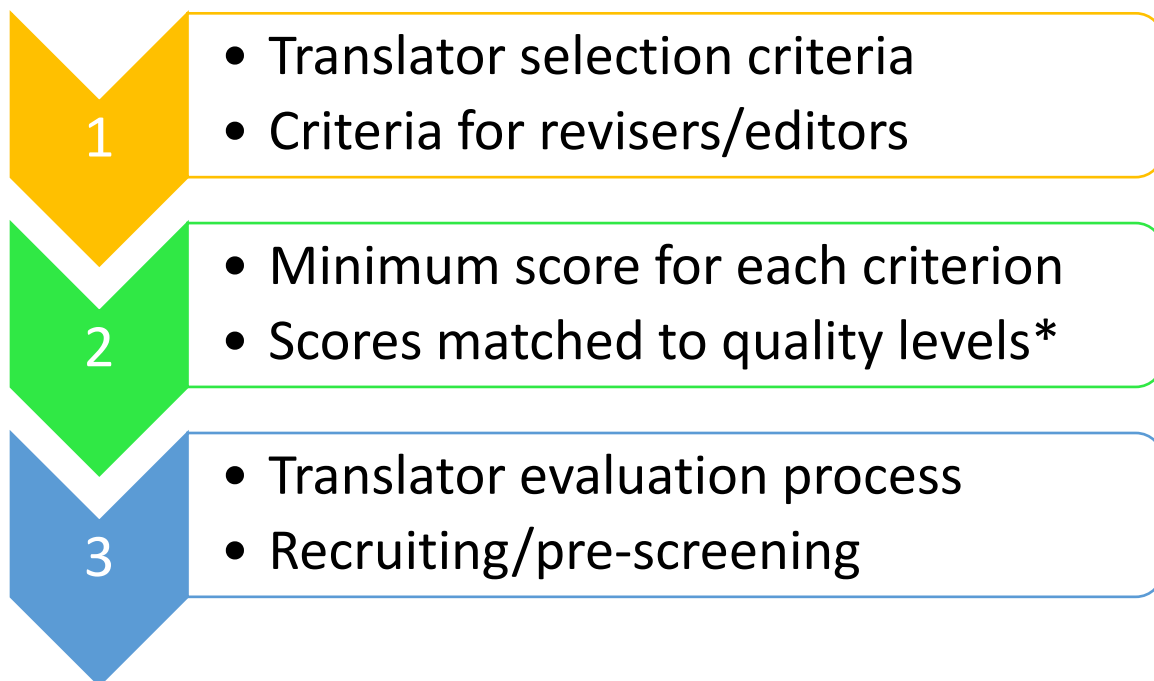
Although the work of The King's Translators involves religious translation, and is specific to translation from English into French, the translator selection process I have developed is easily applicable to other non-professional translation teams. I will now provide a recommended model for setting up an appropriate selection process within such a team. This model demonstrates how my first research objective was achieved: **Establish a selection process for members of a non-professional translation team.**

- Establish clear criteria that is appropriate for non-professional translators.
- Adapt translator selection criteria to develop guidelines for selecting bilingual revisers, copyeditors, stylistic editors, and proofreaders.
- Decide on a minimum score for each criterion in the selection model, below which the potential translator will not qualify to join the team.
- Decide on appropriate translator quality score ranges to associate with each quality level established for the various types of documents to be translated, based on how urgently they are needed and their degree of permanence.
- Develop an evaluation process containing various instruments to determine to what degree potential translators match each element in the selection model.

- Recruit potential translators using a pre-screening method, then choose team members from those who complete the evaluation process.

Figure 4 below provides a visual representation of this Selection Model for Non-Professional Translation Teams. (The item with an asterisk * is connected to a step in the Editing Model for Non-Professional Translation Teams described in Section 7.3.) This recommendation assumes that the organization has a project manager available, who is experienced in translation and qualified to select translators.

Figure 4: Selection Model for Non-Professional Translation Teams



In relation to the action research cycle identified in Figure 2 on Page 57, the data gathered during the case study, corpus study, and longitudinal study, was analyzed along with relevant literature and used to create this appropriate translator selection model for non-professional translation teams. The next step in the cycle calls for evaluation of this model in terms of its integration of the corrective actions identified during data collection and analysis.

To evaluate this Selection Model for Non-Professional Translation Teams, we can refer to Section 3.2 (case study) where the stated goal in this regard was to determine if the selection process was appropriate, namely that it contained realistic criteria for a non-professional setting. The data gained from the corpus study and longitudinal study provided information allowed me to improve the original selection process, by developing realistic criteria for a non-professional translation team. The resulting model integrates learning in two ways to develop a realistic selection process. First, it implements all elements of corrective action related to a selection process that were identified during the case study in Section 3.3.1, namely to:

- Increase the minimum time commitment to 8 to 10 hours in order to expand training.
- Expand the preliminary exercises to be more comprehensive.
- Add an error correction exercise to evaluate the potential translator's ability to notice spelling and grammar errors.

Secondly, this model also incorporates insights gleaned from the corpus study and the Longitudinal Study related to the necessity of establishing a minimum age (see Section 4.3.2), identifying volunteer motivations (see Section 5.3.1), and determining suitability for independent work, long-term interest in translation, and English comprehension skills (see Section 5.3.3). As a result of this action research project, my Selection Model for Non-Professional Translation Teams is much more appropriate than the one I used initially with The King's Translators. It has been designed to ensure that candidates who are chosen will be able to improve their skills as part of The King's Translators.

In Section 7, I continue the discussion of quality assurance within non-professional translation teams by exploring the process of translation revision/editing. Since the appropriate translator selection process suitable for such a team does not require 100% proficiency, a comprehensive revision/editing process is necessary to ensure quality.

SECTION 7: QUALITY ASSURANCE THROUGH TRANSLATION REVISION/EDITING

The issue of translation quality is central to this action research project and is especially pertinent to the revision/editing process. A comprehensive translation revision/editing process is the second quality assurance concern that needs to be addressed when forming a non-professional translation team, and harmonizes with an appropriate translator selection process and a focused training process. This section is specifically related to my second research sub-question (see Section 1.3.4):

- *How does revision/editing within a group of non-professional translators differ from revision/editing in a professional context?*

I will also demonstrate how my second research objective has been achieved (see Section 1.3.4):

- **Develop a revision/editing process for projects within a non-professional translation team, based on the purpose of the translated documents.**

This section presents: a literature review on the subject of quality assurance and translation quality evaluation in relation to translation revision/editing; the theoretical framework used in this aspect of my action research project; and an adapted Editing Model for Non-Professional Translation Teams. As mentioned in Section 1.1, I use the term “revision/editing” to describe the overall process of finalizing a translation before its distribution or publication. This may include bilingual revision, copyediting, stylistic editing, and proofreading (see Section 7.3 for definitions of these terms).

7.1 Literature Review

There is no shortage of research material in the area of revision/editing translations to ensure quality. This project does not allow for a full exploration of all literature on this topic, but a brief summary of the general categories is provided.

7.1.1 Quality assurance in translation

In addition to assessing translation quality, it is crucial to ensure quality, namely to incorporate quality assurance into a translation system. In *Perspectives on Translation Quality* (Depraetere 2011), various authors address the topic of quality assurance, from the standpoint of the specific domains of legal and literary translation, and in relation to software such as quality assurance tools and translation memories such that facilitate the process. OTTIAQ (2012) devoted an issue of *Circuit* to *Les normes de qualité en traduction*, which included an article about the development of Canada's National Standard for Translation Services. This closely resembles the European Standard referred to in Section 6.1.1. OTTIAQ formed a committee to examine the European Standard and took steps to ensure that its certification process was in complete conformity, by making minor revisions to the *Code de déontologie*, the *Profil des compétences*, the *Guide des normes de pratique professionnelle en traduction*, and the *Contrat type*. The goal of these standards is to ensure that translators meet certain qualifications so that translation quality can be guaranteed. OTTIAQ (n.d.) also recommends to its certified translators that they have another translator edit their work.

In *Quality in Professional Translation: Assessment and Improvement*, Joanna Drugan (2013) discusses best practices and provides examples of top-down (hierarchical, led by management) and bottom-up (led by users or suppliers) translation quality models. These models address several aspects of a quality assurance process: recruitment, qualifications, training, document preparation, tools, revision/editing and checking, document storage, feedback, performance reviews and planning.

From the standpoint of non-professional translation, quality assurance must specifically be a high priority in three of the areas mentioned by Drugan: translator selection (qualifications), translation revision/editing, and translator training. However, a non-professional context involves unique challenges of quality assurance, such as the need for greater revision/editing since the work is done by untrained volunteers. It therefore requires a specialized translation revision/editing model that is more feasible. In Section 7.3, I present the Editing Model for Non-Professional Translation Teams that I have developed for The King's Translators as a result of analyzing the data gathered in the case study, corpus study, and longitudinal study during this action research project.

7.1.2 Evaluating translation quality

A translation quality assurance system requires a method for evaluating translation quality and there are various approaches to this process. Complete issues of *The Translator* (2000) and *META* (2001) have been dedicated to the subject. In her recent book, *Translation Quality Assessment: Past and Present*, Juliane House (2015) analyzes several approaches to quality assessment, encountered throughout her 40 years of research. Then,

House describes her revised model of translation quality assessment, the comparison of a translation to the source text in terms of Genre (purpose) and Register (relationship between text and context). Register is subdivided into Field (subject matter and social action), Tenor (participant relationship), and Mode (medium, participation).

While I feel that the terms House chose are not self-explanatory and would be difficult for non-professional translators to relate to, her approach to translation quality assessment is relevant and adaptable to the non-professional translation context because the categories in House's model are easily identifiable in the work of The King's Translators. In our work, Genre is obviously religious translation. Regarding Register, the Field is material related to biblical doctrine and Christian living; the Tenor involves the author conveying the importance of the reader accepting and personally applying this material; the Mode is generally written monologue.

Although House dismisses other approaches to quality assessment, some are relevant to the work of our non-professional translation team. For example, she dismantles behaviouristic approaches such as those of Eugene Nida's dynamic equivalence and Hans Vermeer's *skopos* theory, commenting that they are inadequate, because they do not give enough attention to the source text or to its function. I disagree with her comments, as I find that Nida's original approach to dynamic equivalence advocated stayed fairly close to the source text, but simply reformulating sentences to make them more suitable to the target language. Also, it seems clear that Vermeer's *skopos* theory was very concerned about the function of the text, and I find it useful when examining formal, dynamic, and functional (or optimal) equivalence translations of the Protestant Bible (TGC 2019). The following section takes a close look at both Nida's and Vermeer's approaches as they relate

to translations of the Protestant Bible, which is intrinsically connected to the work of The King's Translators.

7.1.3 Quality evaluation of the Protestant Bible based on *skopos*

Each translation project has a purpose — a certain objective and target audience — or as Vermeer (1998) calls it, a *skopos*. Vermeer's translation theory gives much freedom to the translator and therefore is applicable to many styles of translating. "Faithfulness' in translating is relative and, what is more, depends on the 'skopos' (purpose/aim envisaged) of the translation" (44). Based on their *skopos*, various Protestant translations of the Bible can be classified as **formal equivalence** translations (i.e. *King James Version*: "KJV"), **dynamic equivalence** translations (i.e. *New International Version*: "NIV"), or **functional equivalence** translations (i.e. *New Living Translation*: "NLT").

In the latter part of the 20th century, Bible scholar and linguist Eugene Nida (Nida and Taber 1982) was instrumental in revolutionizing the field of Bible translation, defining formal equivalence and dynamic equivalence. Nida used the term "formal equivalence" for literal or word-for-word translations which privilege the source language. He used the term "dynamic equivalence" for sense-for-sense translations, which focus on conveying the meaning of a text as it is expressed on a phrase or sentence level rather than on a word-for-word basis. Nida preferred this latter approach, emphasizing that a translation should not sound like a translation; it should instead incorporate the closest natural equivalent of the source language expressions. Peter Newmark (1981) was influenced by Nida's approach, but whereas Nida focused on the function of a translation, Newmark highlighted

translation methods suitable for certain text-types. Newmark's "semantic translation" concentrates on meaning and is similar to Nida's "formal equivalence"; Newmark's "communicative translation concentrates on effect and is similar to Nida's "dynamic equivalence".

Formal equivalence translations of the Bible were the first to appear. William Tyndale was the first to translate the New Testament directly from Greek into English, in the early 16th century. Later, King James commissioned 50 scholars to create a new version (originally called the *Authorized Version*) because he felt that other translations undermined royal authority. The *skopos* was to create a Bible translation which was accurate, easy to understand, and appropriate for reading in church. Appearing in 1611, the Bible now known as the KJV became the most popular English Bible and is still widely used today. The translators carried out their responsibility to the *skopos* of King James for this version of the Bible. "Its faithfulness to the original languages and its fluid expressions as literature guaranteed its success. . . So dominant did the *King James Version* become that for 270 years it had no peers." (Brake 2008, 204)

Dynamic equivalence translations of the Bible began in the 20th century. The NIV appeared in 1978 and became very popular, even outselling the KJV. Although the NIV abandons formal "thee/thou" language, it is not written in a conversational style. Its *skopos* was to convey the meaning of the Bible clearly in modern English while preserving as much of the form and structure of the original languages as possible. Later revisions of the NIV use gender-inclusive language and are described as accurate, clear, beautiful, and trustworthy (Biblica, n.d.). Since the NIV has seemingly replaced the KJV as the Bible of choice, it appears that popular opinion has shifted to valuing Bible translations that are

more dynamic than literal. The translators of the NIV fulfilled their *skopos* and have produced a new standard, which has been praised as a “balanced translation” (Dewey 2004, 144).

Nida later published *From One Language to Another* (1986), in which he replaced his term “dynamic equivalence” with “functional equivalence”. He believed that sense-for-sense translations did not go far enough in conveying meaning, and that a certain amount of adaptation was necessary in order for the readers of a translation to have an experience as similar as possible to that of the original readers. For example, this could involve substituting items in a parable with ones more familiar to the target reader. Nida was the inspiration behind the **functional equivalence** NLT Bible produced in 1996. It was a revision of the *Living Bible* of 1971, a paraphrase that a man named Kenneth Taylor had written for his own children. The revisers worked from the original Hebrew and Greek in order to increase accuracy, but the NLT could be described as a somewhat free or easy-reading translation. The *skopos* was a combination of Taylor’s original purpose and the revision committee’s goal: “. . . to make a translation that is accurate with the original languages, yet lively and dynamic” (Bible Researcher 2012, 2). Another term used for functional equivalence Bible translations is “optimal equivalence” (TGC 2019). Although the NLT has been criticized as being overly simplistic and unsuitable for study purposes, the translators met the requirements of their *skopos*. It fills a need for readers who are looking for a basic Bible that they can easily understand.

The *skopos* of a Bible translation relates to the degree of faithfulness or freedom on the part of the translators, as well as its intended use and target audience. Although Nida (Nida and Taber 1982) espoused dynamic equivalence translations of the Bible, he

admitted that languages with long literary traditions may need three translations of the scriptures: a traditional one for liturgical purposes, a literary translation for well-educated people, and a popular language translation for the common people. Despite the ongoing debates over which is the right English Bible to use, the translators of each of these three Protestant Bible translations —KJV, NIV, and NLT — were faithful to their individual *skopos*. By choosing to focus on either the source language, the target language or the reading audience, they endeavoured to preserve accuracy by means of formal, dynamic, or functional equivalence. Each translation tried to ensure the reader’s comprehension in terms of clarity, dynamism, or understandability. Each had a unique approach to aesthetics from the perspective of appropriateness, beauty, or liveliness. The KJV, NIV, and NLT can therefore all be considered successes as far as complying with their individual *skopos*.

Although The King’s Translators team does not perform Bible translation, our source documents are based on biblical doctrines and include numerous citations from the Bible. The denomination with which we are affiliated, the UPCI, places high value on faithfulness to the Bible (UPCI n.d.). Books which its publishing label, Pentecostal Publishing House, distributes for authors or publishes under its label Word Aflame Press, are examined by a review committee to ensure that they conform to biblical doctrine (Pentecostal Publishing House, n.d.). Therefore, translations produced under the UPCI banner (virtually all of the work of The King’s Translators, including electronic newsletters and books) must also be faithful to this aspect.

However, UPCI publications are not expected to use only formal equivalence Bible translations, as evidenced by the fact that although the KJV (or its updated version, the *New King James Version*) is very commonly cited, the NIV and similar versions also appear often

in UPCI writings. This demonstrates an acceptance of dynamic equivalence Bibles. However, functional equivalence versions such as the NLT are used sparingly and not to teach about doctrine. More recent functional equivalence versions such as *The Message* raise even more concerns doctrinally. For example, the word “repent” in Acts 2:38 which is a specific and essential doctrinal component of salvation for Pentecostals, is translated vaguely as “Change your life”⁵ in *The Message*. Dynamic equivalence Bible versions are usually paraphrases and are not considered very reliable by the UPCI. As UPCI General Superintendent David Bernard (2005) states:

Our best option is to read the Bible in its original languages. If that is not possible, we should select relatively literal translations for primary reading and study [...] A good literal translation attempts as much as possible to translate word-for-word but not so rigidly that it violates normal English usage. The classic literal translation in English is the King James Version (1611), but because of significant changes in word meaning and use over the centuries, readers of the KJV need the assistance of modern dictionaries, word studies, and translations. The New King James Version, the New American Standard Bible, and the English Standard Version are good choices for a literal translation in contemporary English. A paraphrase, on the other hand, is a restatement in different words in an attempt to clarify the meaning of the text. As such, it can serve as an introduction, Bible story book, or minicommentary, but it should not be equated with Scripture. (25)

For this reason, within *The King’s Translators* I have chosen to follow a dynamic equivalence approach to translation, situating our work in a balanced position between the two extremes of word-for-word translation and adaptation. Consequently, comparing the translation to the source text is a crucial part of our comprehensive revision/editing process. This occurs during bilingual revision, when we verify that there is dynamic equivalence between the translation and the source text. In cases where the author makes

⁵ All Bible versions and quotations referred to in this document are taken from www.biblegateway.com.

a point by referring to specific words in an English Bible text, and the wording in the French Bible does not match, we insert a translator's footnote to further explain the point being made. We privilege a formal equivalence translation when citing Bible passages, using the NEG. This Bible is based on the *Louis Segond* version, with slight modifications for the sake of readability, in much the same way as the *New King James Version*, which is more readable than the original KJV.

As mentioned at the beginning of Section 1, throughout my research with The King's Translators, I have developed a vision of translation, or *skopos*, for our team. This vision incorporates the three quality concerns introduced in Section 4.26: fidelity, readability, and conformity.

The King's Translators team is committed to producing French translations of English apostolic resource materials that are: faithful to the source text content and style; idiomatic and readable in the target language; and in conformity with French language norms and our house style guide. (The King's Translators, n.d.)

While employing the same *skopos* for a translation as was used for the original document represents a balanced approach to translation quality, there must also be parameters to use during the revision/editing process.

7.1.4 Editing parameters

A recent publication entitled *Traduire à plusieurs/Collaborative Translation* (Monti and Schnyder 2018) emphasizes the fact that no translator truly works in isolation: numerous other actors are involved in the process, including authors, revisers, publishing

houses, sponsors, etc. I believe that collaboration is vital in the revision/editing process of a non-professional translation team, as revision/editing is a crucial component of quality. It is important that more than one person be involved before a translation is finalized, since translators (especially non-professionals) do not always notice their own errors. The comprehensive revision/editing process used within The King's Translators is based on collaboration and involves several participants.

Editing was the subject of an issue of *Circuit* (OTTIAQ 2015), with topics ranging from motivations to procedures and teaching techniques. It should be noted that self-revision is an important first step to ensure translation quality. The 3rd edition of *La traduction raisonnée* (Delisle 2013) included a chapter on self-revision written by Georges Bastin. In *La révision professionnelle : processus, stratégies et pratiques*, Jocelyne Bisailon (2007) covers self-revision, revising/editing the work of others, rewriting, web adaptation, the risks of unilingual revision, and the pros and cons of using editing software.

Another key writer in this area is Horguelin, who taught the world's first ever course about translation revision/editing, in 1974 at the *Université de Montréal*. He was the co-creator of a revision/editing manual for French university translation students (Horguelin and Pharand 2009), of which a 4th edition has recently been published. Other scholars in the area of translation revision/editing include Mossop (see Section 7.2.2) and Isabelle Robert (see Section 7.2.3). In general, a revision/editing process is used to both assess and ensure the quality of a final translated text. This subject has been well researched; I have chosen to discuss just a few approaches to this topic that are especially pertinent to non-professional translation.

7.1.5 Editing based on quality levels

In order to assess and assure translation quality, we must follow clear criteria. More and more translation service providers offer varying rates based on the desired quality level. For example, Eurologos (n.d.) offers these levels: translation, adaptation and publishing quality. Zab Translation (n.d.) offers four levels: machine translation, reference quality, reading quality, and publication quality; these are correlated to quality, cost, and speed. Quality and cost increase along with the amount of revision/editing, but speed decreases.

Daniel Gouadec (2010) discusses this trend of translation quality levels in the *Handbook of Translation Studies*, suggesting three quality grades: rough-cut, fit-for-delivery, and fit-for-broadcast. The approach by Mossop (2014) to quality levels includes: intelligible, informative, publishable, and polished, which, as mentioned in Section 3.3.2, are the four quality levels used by the King's Translators team.

7.2 Theoretical Framework

A comprehensive process is essential to a translation quality assurance system. Of necessity, such a process will be more extensive within a non-professional translation team, because the translators' skills are not as developed as those of professional translators. Therefore, professional models of translation revision/editing must be adapted to this context. Alongside this, complementary systems of translator selection and translator training must be established to ensure quality (see Sections 6 and 8).

7.2.1 Quality assessment models and quality assurance

As established in Section 7.1.3, the comparison of a translation to its source text is a vital part of the revision/editing process in a non-professional translation environment, where there may be a wide range of translation abilities and experience. Instructing translators to seek dynamic equivalence as described in Section 7.1.3 creates an optimal setting for quality translations in this environment. Non-professional translators should concentrate on accurately conveying the source text information idiomatically in the target language and not take unnecessary liberties with the content. Faithfulness to the source text is particularly important in religious translation, as is the case for The King's Translators since we work with material related to sacred texts. Faithful translation is also vital for the sake of religious authors: a translation that misconstrues an author's beliefs or teachings damage his or her reputation.

Of the various top-down quality assurance models described by Drugan (2013), the one most easily adapted to non-professional translation is the content-dependent model. In this model, translators are matched to documents to be translated and translators are given assignments based on their skills; in a volunteer environment, these skills can vary greatly. In this model, project managers and specific quality assurance processes such as revision/editing are crucial to success. Also, a failure to provide training to volunteers can impede them from producing high-quality translations. Both revision/editing and the proper matching of translators to assignments are important elements of a non-professional translation system, in order to ensure quality. Section 6.3.4 shows how assignments within The Kings Translators group are given to team members who have attained an appropriate quality score for documents at a certain quality level.

7.2.2 Adaptation of Mossop's revision parameters

In the 3rd edition of *Revising and Editing for Translators*, Mossop (2014) addresses topics similar to those dealt with by other translation scholars, but provides a more in-depth look at the following aspects: house style guides, revision/editing traps to avoid, procedures, and degrees of revision/editing (which he links to quality levels). He provides revision parameters grouped into the categories of transfer, content, language, and presentation, which are described in more detail in Table 10 on Page 219. Mossop also warns against over-editing, encouraging a focus on what must be changed rather than on what could be changed.

In creating adapted models, I have endeavoured to use simple language and processes that are suitable for a non-professional context. For this reason, I have condensed nine of Mossop's 12 elements into three simple categories: Fidelity, Readability and Conformity, and eliminated the remaining three related to presentation because our translators, revisers and editors are not responsible for page formatting. Table 10 compares Mossop's revision parameters to the three revision/editing parameters we use in The King's Translators group, which correspond to the three error categories described in Section 4.2.6.

Table 10: Adaptation of Mossop’s Revision Parameters

MOSSOP	THE KING’S TRANSLATORS
Group A — TRANSFER:	
Accuracy (convey meaning of source text)	Fidelity (faithfulness to the meaning of the source text)
Completeness (no omissions in relation to the source text)	Fidelity (faithfulness to the contents of the source text)
Group B — CONTENT:	
Logic (sequence of ideas, no contradictions)	Fidelity (faithfulness to logic and to the value of our organization)
Facts (free of conceptual or mathematical errors)	Fidelity (faithfulness to the facts in the source text)
Group C — LANGUAGE:	
Smoothness (flow, connections)	Readability (fluidity that allows the reader to move through the sentence without hesitating)
Tailoring (suited to audience and their use of material)	Readability (suitability to target audience)
Sub-language (style, terminology, etc.)	Readability (incorporation of appropriate terminology)
Idiom (word combinations, etc.)	Readability (idiomatic language and proper syntax)
Mechanics (grammar, spelling, punctuation, house style, correct usage)	Conformity (adherence to standard writing practices and language norms, as well as the house style guide and glossary)
Group D — PRESENTATION:	N/A — Translators/revisers are not responsible for this as someone else does the formatting
Layout (text arrangement on page)	
Typography (fonts)	
Organization (page numbering, footnotes, etc.)	

The next subsection deals with another important aspect of the revision/editing process: deciding between bilingual and unilingual revision.

7.2.3 Bilingual or unilingual revision

Whereas during bilingual revision a translation is compared to the source text, unilingual revision generally involves only consulting the source text when an apparent error or ambiguity is identified. In an article contained in *Tracks and Treks in Translation Studies*, Robert (2013) describes four types of revision: minimal, functional, loyal and full. Her analysis of a research study comparing the effectiveness of bilingual and unilingual revision in each of these four categories appeared in a later TTR article (2014). Minimal revision involves checking for specific accuracy and linguistic errors; in Robert's experiment, there was very little difference in quality or duration between bilingual and unilingual revision. The same result was true for functional revision, which focuses mainly on spelling, punctuation, and appropriate word choice. Loyal revision concerns itself only with accuracy (corresponding to our Fidelity category), in which case bilingual revision proved to be significantly higher in quality and only slightly longer in duration. Full revision combines the previous three elements; in this case, unilingual revision was slightly lower in quality than bilingual, but slightly more efficient in terms of duration.

Robert's conclusion is that bilingual revision is preferable and more loyal, and I concur with her. When I founded The King's Translators, I believed that comparing a translation to its source text to ensure quality was a crucial component of the revision/editing process for a non-professional translation team. After several years of being involved in bilingual revision and proofreading of the work of this group, I developed an even stronger opinion on this issue in relation to non-professional translators, which I decided to test through a research experiment to determine if bilingual revision is a non-negotiable step in the quality assurance system of a non-professional translation team.

Whether it stems from an insufficient knowledge of the source language or of the English Bible, or lack of experience using translation techniques, the non-professional translators in our team make significant errors that I classify as critical (Fidelity category). A large percentage of these only come to light through bilingual revision, since at first glance the translation of those sections seems to be appropriate for the context. However, when the translation is compared to the source text, it is discovered that these sections contain Fidelity errors.

Table 11 on Page 222 shows the results of the experiment I conducted to verify this observation. I conducted a unilingual revision of five texts of similar length, all from the bimonthly ladies' magazine that our group translates. I did not read the source texts prior to this revision, so that I would not be influenced by previous knowledge of the content. Three of the translators (1, 6, and 8) have been previously mentioned. Of the other two, one (12) is a Francophone with several years of volunteer translation experience. The last one (13) is an Anglophone who had some translation training over a decade ago but has never worked as a translator full-time. Despite their varied backgrounds, the results were similar.

Table 11: Errors Missed During Unilingual Revision

TRANSLATOR #	Length of text	Total Fidelity errors observed during unilingual revision	Additional Fidelity errors observed after bilingual revision	TOTAL FIDELITY ERRORS from unilingual and bilingual revision	% of Fidelity errors that would have been missed without bilingual revision
1	1244 words	6	9	15	60%
	1252 words	3	8	11	73%
6	1249 words	5	9	14	64%
	1267 words	3	9	12	75%
8	1251 words	4	8	12	67%
	1252 words	3	8	11	73%
12	1257 words	6	8	14	57%
	1255 words	2	2	4	50%
13*	1249 words	3	7	10	70%
	1256 words	2	2	4	50%
	*Anglophone				
				Average:	64%

The first column shows the total number of Fidelity errors (as described in Section 4.2.6) identified during unilingual revision. These are considered critical errors because the translator has not accurately or completely conveyed the meaning of the source text. The table then shows the additional Fidelity errors discovered during the ensuing bilingual

revision. After the total number of Fidelity errors, the final column reveals that, on average, 64% of the Fidelity errors in the translations would have been overlooked if the translation had not undergone bilingual revision. This demonstrates the risk of overlooking errors within the context of a non-professional translation team if the only revision that is done is unilingual.

Appendix 18 provides examples of Fidelity errors that came to light during bilingual revision, errors which would likely have been missed in unilingual revision because the translation of those sections seemed to fit the context. For example, one of our translators rendered the title “Great at Falling” as “*La grande chute*”, failing to connect the adjective “great” to the person doing the action of falling, and thereby losing the inference that the person falls repeatedly. It is possible that readers would not notice some of these Fidelity errors, since on the surface and within the context the words and expressions used by the translator appear to make sense. It is errors of logic that are the most readily apparent to readers, while they remain unaware of details that have been omitted. The King’s Translators group makes accuracy its highest priority, in order to properly respect the Bible, doctrinal tenets, and authors’ reputations. Also, because our work is related to spiritual matters, it is important that we carefully convey nuances from the source text that have an emotional or spiritual impact.

For this reason, our translation process always includes bilingual revision by an experienced reviser. For our highest quality level (Polished), this may be done by a professional translator/reviser along with stylistic editing. For the other three levels (Intelligible, Informative, and Publishable), the bilingual revision is done by a volunteer (which is often me). I have observed that an Anglophone can often conduct the bilingual

revision more quickly and accurately than a non-professional Francophone translator or reviser, since the focus is on accurate transfer from the source language. None of our Francophone team members have yet attained adequate revision experience or Master level comprehension in English (C2 on the CEFR scale), as evidenced by Fidelity errors in their translations caused by source text comprehension issues. A lack of English knowledge often requires them to take additional steps to determine the meaning of English expressions and idioms, whereas an Anglophone usually understands these automatically.

My master's thesis (Grant 2014) demonstrates how an English speaker can produce highly accurate French translations of English doctrinal texts. Even if the Anglophone's proposed correction is not as idiomatic as it could be, accuracy in terms of faithfulness to the source text has been maintained, and the stylistic editor will take care of the idiomaticity issue. In this way, quality assurance is implemented with respect to both accuracy and idiomaticity. While this may be considered a personal preference, my years of experience doing either bilingual revision or proofreading of 1.6 million words produced by The King's Translators have reinforced my decision to primarily use Anglophone bilingual revisers and Francophone copyeditors/stylistic editors. In this way, Anglophone bilingual revisers use their native speaker intuition to ensure accuracy, and Francophone stylistic editors employ their native speaker intuition to ensure readability.

The following observation by Mossop (2014) harmonizes with this position, although for him the revision task is not divided into bilingual revision for Fidelity purposes and stylistic editing for Readability purposes as it is within The King's Translators:

It is often said that revisers should be native speakers of the target language, but this may in fact not be necessary. It depends on which features of the translation are important. If revision is mainly for accuracy and completeness, it does not matter which language is the reviser's native language. Indeed, it may be easier for a native speaker of the source language to spot a mistranslation! However, if writing quality is important, and the translation is to be published, then the reviser should be a native or near-native writer (not just speaker) of the target language. (120)

For the Polished quality level, if funds are available, one professional reviser can perform both bilingual revision and stylistic editing of a translation. However, within NGOs such as The King's Translators, funds available for translation are usually minimal and must be carefully budgeted. The more work that can be done by volunteers, the more translations can be produced. For this reason, we often have an Anglophone volunteer team member do bilingual revision, and then we only have to pay for stylistic editing by a professional translator/reviser.

7.3 Adapted Model: Non-Professional Translation Editing Process

As a result of the data gathered and analyzed during this action research project, I have made the revision/editing process I originally developed for The King's Translators more comprehensive. I had previously defined the types of projects that correspond to each level of quality according to the urgency of the need and the permanence of the text. When establishing a revision/editing process for a non-professional translation team, in addition to considering the type of material, we must also consider the time factor. As with any project, an appropriate balance between quality and speed must be attained, as one directly influences the other. Another important aspect is the demand for the material. Potential readers may not be as demanding of writing quality when the translation is filling

an obvious literature gap or solving an urgent problem. This was true in our case for Sunday School manuals which were previously in scarce supply in French within our denomination, and electronic newsletters and magazines intended for immediate consumption.

I further refined the revision/editing process for each quality level by establishing clear steps to follow, as outlined in Table 12 on Page 227. Following that table is a description of the responsibilities to be fulfilled by each person involved, according to their respective roles. These responsibilities incorporate the three elements of Fidelity, Readability, and Conformity as described in Section 7.3.1. This revision/editing process is reinforced by the fact that I also developed specific criteria for translators (see Section 6.2.1) and for revisers and editors involved in the process (see Section 6.3.5). The table does not list all of these criteria, but does include the CEFR codes indicating the minimum level required in both source and target languages.

Table 12: Quality Levels and Editing Process

QUALITY LEVEL	TYPES OF DOCUMENTS	EDITING PROCESS
Intelligible	Temporary documents that are needed quickly, such as Facebook posts and internal bulletins	<ul style="list-style-type: none"> • Translation by someone with B2 source language comprehension skills and C1 target language writing skills, followed by self-revision including use of <i>Antidote</i> • Bilingual revision by an experienced reviser with C2 source language comprehension skills and C1 target language writing skills
Informative	Electronic newsletters and magazines (immediate consumption) and reference materials, such as Sunday School manuals	<ul style="list-style-type: none"> • Translation by someone with B2 source language comprehension skills and C1 target language writing skills, followed by self-revision including use of <i>Antidote</i> • Bilingual revision by an experienced reviser with C2 source language comprehension skills and C1 target language writing skills • Copyediting by a Francophone with C1 target language writing skills
Publishable	Books written in non-academic language	<ul style="list-style-type: none"> • Translation by someone with B2 source language comprehension skills and C1 target language writing skills, followed by self-revision including use of <i>Antidote</i> • Bilingual revision by an experienced reviser with C2 source language comprehension skills and C1 target language writing skills • Stylistic editing by a Francophone with C2 target language writing skills and B2 source language comprehension skills • Proofreading by someone with C1 target language writing skills

Polished	Books written in academic language	<ul style="list-style-type: none"> • Translation by someone with B2 source language comprehension skills and C1 target language writing skills, followed by self-revision including use of <i>Antidote</i> • Bilingual revision by a professional translator with C1 source language comprehension skills and C2 target language writing skills, or by an experienced reviser with C2 source language comprehension skills and C1 target language writing skills • Stylistic editing by a professional Francophone translator with C1 source language comprehension skills and C2 target language writing skills • Proofreading by someone with C1 target language writing skills
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The various steps in our comprehensive revision/editing process use specific terminology generally accepted in the fields of translation and publishing. The term “revision” generally refers to actions which involve comparing the translation to the source text. The term “editing” generally refers to actions involving only the translation, although stylistic editors may consult the source text if an idea is unclear in the translation. The following terms are used:

- **Translation:** A faithful translation of the source text is produced (Fidelity) following the house style guide (Conformity).
- **Self-revision:** The translation is reviewed to make sure it is idiomatic (Readability), and *Antidote* software is used to correct spelling/grammar errors (Conformity).

- **Bilingual revision:** The translation is compared to the source text to ensure that it is both accurate and complete (main focus: Fidelity). Any necessary adjustments to match the house style guide and *Antidote* software is used a second time (secondary focus: Conformity).
- **Copyediting:** The translation is examined to correct any language interference issues such as Anglicisms or awkward expressions (main focus: Readability), and any remaining spelling/grammar errors are corrected (secondary focus: Conformity).
- **Stylistic editing:** The translation is reformulated as needed to ensure it is as idiomatic and readable as possible in the target language, by making necessary modifications to syntax, expressions, vocabulary, and specialized terminology (main focus: Readability) and any remaining spelling/grammar errors are corrected (secondary focus: Conformity).
- **Proofreading:** A book proof is examined from cover to cover, to identify and correct any typographical or formatting issues (Conformity).

The revision/editing process of our non-professional translation team may seem longer and more involved than the process used in a translation agency, particularly for documents in our higher quality levels. However, this process allows as much work as possible to be done by volunteers while maintaining a focus on quality.

The principle of having more than one set of eyes on a document is connected to the fact that translators often see what they meant to type rather than what they actually

typed. When revisers or editors read a text, they are not as familiar with it as the translator who worked on it, and therefore are more likely to notice errors, particularly those related to logic. Some premium translation agencies, such as Anglocom (2019) in Quebec City, even use two proofreaders as part of their quality assurance process. Mossop (2014) advocates for extensive revision when there is lower reliability in the translators' skills. Within The King's Translators group, our non-professional translators obviously have lower reliability, since their training and experience are not on par with professional translators. Our system is designed in such a way that the higher the quality level required, the more extensive the revision/editing process. A comprehensive revision/editing process is an important part of a quality assurance system for a non-professional translation team.

7.3.1 Three quality concerns; three revision/editing parameters

The error categories described in Section 4.2.6 address the three major concerns of The King's Translators team in regard to translation quality. As a result of this action research project, the comprehensive revision/editing process I have developed focuses on these three quality concerns, using them as parameters in the revision/editing steps detailed in Section 7.3:

1. **FIDELITY (critical):** We honour our obligation to sacred texts, to the values of our denomination, and to religious authors by conducting bilingual revision in which the translation is compared to the source text. This is done to ensure that no information has been omitted from or added to the translation, and that the

original meaning has been properly conveyed. Since our target audience involves members of our religious denomination, we ensure that the doctrine of our organization have been respected, in other words, that passages reflecting doctrine have been accurately conveyed from the source text to the translation. Logic and factuality are an important component of fidelity as well.

2. **READABILITY (moderate):** We ensure that the target audience of our translated texts finds them readable and easy to follow, by having copyediting done by a Francophone for documents requiring lower quality levels, and stylistic editing done by a Francophone for documents requiring higher quality levels. This step addresses issues of terminology, vocabulary, idiomaticity (syntax, phraseology), fixed expressions and collocations, as well as grammatical issues which *Antidote* does not easily correct, such as prepositions.

3. **CONFORMITY (routine):** We respect our commitment to quality by implementing standard writing practices, first by using a house style guide and glossary. Also, *Antidote* correction software is used twice throughout the revision/editing process. Translators use the software during self-revision. Then, *Antidote* is used again during the bilingual revision, to ensure that any changes introduced to the translation have been checked for obvious spelling, grammar, punctuation, and preposition errors. Although *Antidote* does not catch every error, the software does save time during revision. Documents in our

Publishable and Polished levels also undergo proofreading to ensure higher quality.

In Section 3.3.1 (Case Study), the corrective action of creating a more detailed style guide and glossary was identified as a priority. Appendix 19 shows the revised guidelines and glossary that our translators and revisers are now using, which is divided into the three areas of quality concern: Fidelity, Readability, and Conformity . I have found that our non-professional translators do not instinctively know this information, and must be provided with clear guidelines to follow while translating and performing self-revision. Bilingual revisers also check to make sure that the guidelines have been followed. These guidelines are in place to ensure consistency of style in our translated material, and they also help the translators to avoid the three categories of errors directly related to our quality concerns, which are discussed in more detail in the following subsections.

7.3.2 Fidelity errors

In the comprehensive revision/editing process which forms part of the quality assurance system used by The King's Translators, Fidelity errors have been labelled as critical errors that must be corrected. Our method for dealing with them is bilingual revision, which is painstaking, but necessary. The translation is compared to the source text, sentence by sentence and paragraph by paragraph, to ensure that:

- no information has been omitted;
- no information has been added;
- no information has been misinterpreted (especially in regard to the values of our organization or the doctrine of our church denomination);
- the translation is logical.

Portions of the text that deal specifically with doctrine and Christian living are very closely examined to ensure that the translation is accurate and in harmony with the beliefs of our denomination. While completing bilingual revision, if I find something in one of our translations that is not in harmony with these beliefs, upon consulting the source text I invariably find that there has been a translation error. Sometimes this is due to the wording of an English passage being difficult to understand, particularly by a non-Anglophone.

A single misunderstood preposition can sometimes cause a translator to express the opposite of the source text. For example, in the phrase in bold following this paragraph, relating to the doctrine of baptism, the phrase “call upon for oneself” means to call out to someone for help. In the case of baptism, it means to call on God for one’s personal salvation. This was incorrectly translated by three out of four Francophone non-professional translators whom I asked to translate a passage containing this phrase in the context of my master’s thesis (Grant 2014).

... in Acts 22:16 the verb means “to call upon for oneself. . .

Incorrect translations produced:

... dans Actes 22 : 16 le verbe signifie « appeler quelqu'un »

... dans Actes 22 : 16 le verbe signifie « de faire appel à soi-même »

... le verbe dans Actes 22 : 16 signifie « faisant appel en soi-même »

Appendix 20 contains a chart showing several other examples of errors by non-professional Francophone translators, where the meaning of an English doctrinal source text was distorted during translation. It is taken from an analysis also done for my master's thesis (Grant 2014). This underscores why within The King's Translators group I prefer to have an experienced Anglophone reviser conduct the bilingual revision. Non-professional translators do not yet have the skills to recognize and avoid the traps of complicated doctrinal translation from a non-mother tongue. Since part of our Fidelity concern is faithfulness to the values and doctrine of our organization, bilingual revision is very important.

In addition to issues with doctrinal points, non-Anglophone non-professional translators often miss English biblical references and allusions that are not within quotation marks, as mentioned in Section 4.2.1. English religious authors frequently use biblical terminology without identifying it as a direct quote. French translators should consult the Bible verse from which the term originates and use the corresponding French biblical term for the sake of faithfulness to the source text. This is only possible if they recognize the expression as being from the Bible; these terms are familiar to Anglophone

members of the religious organization because they are common in sermons and printed material. For example, “a still small voice” is a phrase from I Kings 19:12 in the KJV, and should be translated using the phrasing in the French Bible version used by The King’s Translators, the NEG: “*un murmure doux et léger*” — which might not be what a translator would think of naturally. The phrase “in the twinkling of an eye” is an expression from I Corinthians 15:52 in the KJV, and the NEG translation is “*en un clin d’œil*”; translating it using a synonym would not necessarily allow the reader to recognize that it is a biblical expression. The phrase “the gift of God” is from Romans 6:23 in the KJV, which appears in the NEG as “*le don gratuit de Dieu*”, but *Antidote* correction software identifies this as a pleonasm and a translator might think that the word “*gratuit*” should be removed.

Anglophone revisers from within our church denomination tend to quickly recognize these types of references and allusions to the English Bible. This is especially true for those who have been involved in church from an early age, participating in in Sunday School, Bible Quizzing programs, Bible reading programs, and youth groups, as well as hearing Bible sermons on a weekly basis. This implicit knowledge is invaluable when conducting bilingual revision of translations. Reproducing a biblical allusion respects the fact that the author of the original text intended to evoke an entire story by using a short phrase. For instance, one of our translators rendered “standing in the gap” (which did not appear in quotation marks in the source text) as “*se tenir dans le fossé*”. During my bilingual revision, I recognized the English phrase as being from Ezekiel 22:30 in the KJV. The major French translations of the Bible including the NEG translate this phrase using “*se tenir à la brèche*”, and this formulation would cause readers familiar with the French Bible to recall the story recounted in Ezekiel along with all its pathos. The translator’s choice of “*fossé*”

might not have the same effect or impact on French readers as the original expression did on English readers.

In order to correct Fidelity errors, bilingual revision by an experienced reviser is an essential component of our revision/editing process and quality assurance system.

7.3.3 Readability errors

The second type of errors, which I classify as moderate in terms of importance are Readability errors. To identify and correct them, at a minimum, we incorporate into our process copyediting by a Francophone (whose native speaker intuition naturally equips him or her for this task). One exception is documents at the Intelligible quality level, which are temporary documents that are needed quickly. Documents in the Publishable or Polished category undergo thorough stylistic editing by a Francophone as opposed to simple copyediting. The distinction between copyediting and stylistic editing is in direct correlation to the amount of time available and the degree of permanence of the document.

As an example of the Informative quality level, The King's Translators team translates and distributes a monthly electronic newsletter for ladies on the subject of prayer. The turnaround is only two weeks, and during that time the document must go through the stages of translation, bilingual revision, copyediting, and page formatting. Because of these time constraints, copyediting by a Francophone after bilingual revision is deemed sufficient before publication. The copyeditor focuses on Readability issues such as spelling and grammar errors, as well as language interference (i.e. Anglicisms, awkward expressions, etc.). For example, our translators often translate English expressions in their

own way rather than searching for the most common co-occurrence, such as rendering “working mother” as “*mère à l’emploi*”, and “worldview” as “*vision des choses*”.

Similarly, every two months our team translates an electronic ladies’ magazine that contains ten articles; five volunteer translators are involved. The page layout contains many graphics and takes much longer to create, so time is also an issue even though the magazine is produced less frequently than the newsletter. Therefore, simple copyediting by a Francophone is done after the bilingual revision.

Both the newsletter and the magazine are documents for immediate consumption that are distributed electronically. I believe that readers will only look at them once or twice and will benefit from the content, even though it has not undergone comprehensive stylistic editing. I use the same rationale for reference material such as Sunday School teacher manuals, which are consulted while planning a lesson and gathering ideas. By keeping the revision/editing process to a minimum, we can make these translations available quickly.

Publishable and Polished books that are produced by *Éditions Traducteurs du Roi* (the publishing label of The King’s Translators) are considered permanent, and fluidity of language and expression is important. We want our readers to enjoy each book they read, so they will purchase other books we publish and recommend them to other readers. The Publishable category includes books written in non-academic language. Copyediting by a Francophone is replaced by stylistic editing by a Francophone. The stylistic editor deals with the same aspects as the copyeditor, but in addition is requested to make deeper interventions in the text such as reformulating sentences while preserving the content. The

goal is to enhance the readability of the text and keep it from sounding like a translation by focusing on:

- religious and technical terminology (international rather than region specific);
- appropriate vocabulary for the language register and context;
- natural syntax and conciseness;
- collocations and fixed expressions.

It is possible that some language and expression issues may remain in a revised translation when the bilingual reviser is Anglophone, but the step of having a Francophone copyeditor or stylistic editor compensates for this.

The second type of books published by *Éditions Traducteurs du Roi* fall into the Polished quality level. They are books written in academic language (often about detailed doctrinal subjects), and generally include chapter endnotes and historical references. This type of material is too advanced for our non-professional translators and revisers, and I have therefore established a different process for it. Instead of using volunteers to do stylistic editing, we hire a professional Francophone reviser. (I would consider hiring a professional Anglophone translator provided he or she holds a second certification by OTTIAQ in the English to French language combination; see Section 6.2.3 about directionality.) Of course, this involves securing funding, but by using our volunteers for translation (and often bilingual revision) and only paying for stylistic editing, we are able to complete projects for a fraction of what it would cost for a complete professional

translation. The professional reviser carries out more in-depth stylistic editing than our volunteers could achieve, seeking the highest quality possible in terms of readability. We then proceed with our usual proofreading before publishing the book.

Appendix 17 shows sample “legal blackline” versions of three texts of approximately the same length, that were worked on by a volunteer Francophone copyeditor, a volunteer Francophone stylistic editor and a professional Francophone reviser. This demonstrates the varying degrees of intervention in the translation as it pertains to the quality levels of Informative, Publishable, and Polished. As mentioned in Section 6.3.5, the source texts they worked on are different, since the element on display is the amount and depth of corrections that are made in each of the quality levels that correspond to the role being filled.

Correcting Readability errors by way of copyediting or stylistic editing is a non-negotiable step in our process for any document that is not classified as simply Intelligible (a temporary document needed quickly). The fact that we pay great attention to this step has allowed The King’s Translators group to develop high quality translations and see repeat purchases of our books on Amazon by buyers in France, a country known for its elevated language standards.

7.3.4 Conformity errors

Conformity errors represent the third category which I call “routine”, since some of them pertain to respect of our house style guide and glossary. This document was not yet fully developed when the corpus study and longitudinal study were conducted. It is

important, however, that our translators consult and conform to the house style guide and glossary in order to reduce the amount of time needed for bilingual revision. For this reason, all our translators are now provided with the revised style guide and glossary (see Appendix 19) and expected to follow it. Our bilingual revision process often begins with a quick “search and replace” of words or terms that are frequently misspelled or incorrectly used by our non-professional translators and may be overlooked by *Antidote*. For example, *Matthieu* is often incorrectly typed as *Mathieu*. *Antidote* accepts this latter spelling, but the name is spelled differently in the Bible.

The other component of Conformity involves standard writing practices and language norms. This includes issues with spelling, punctuation, verb tense sequencing, agreement (subject/verb, noun/past participle, etc.) and prepositions. Most of these Conformity errors can be rectified with correction software and attentive self-revision by the translators. Any that are missed are corrected by the bilingual reviser, copyeditor, or stylistic editor. While there are many free online spelling and grammar correctors, The King’s Translators group has chosen to use *Antidote* software because of its robustness, fairly high reliability, and integrated dictionaries and language guides. All our translators have been provided with this software, and the professional translators we hire also use it. The revised guidelines in Appendix 19 contain a section that ensures that we all use the same *Antidote* parameters, for the sake of consistency. These were selected in an effort to make our translations as international as possible, since they are distributed around the world. For instance, we set the parameters to insert a space before the semicolon, even though this space is often omitted in Quebec.

Before requiring the members of our group to use *Antidote*, I conducted an evaluation and analysis of the French module of the software version available at the time, *Antidote 8*. (In 2018, a new version was released, *Antidote 10*; my evaluation comments refer only to the prior version.) At the time, the *Antidote* website (2015) made a claim that I believed was unrealistic: “*D’un seul trait, le correcteur d’Antidote souligne **toutes** les fautes, de l’accent oublié à l’accord difficile, de la virgule malvenue au pléonasme bête.*” [my **emphasis**]. I wanted to know if this claim was true, and if not, how effective *Antidote* really was at finding errors. I selected a 10,000-word excerpt from a book translated by The King’s Translators. I then chose eight types of errors to test: verb conjugation, use of subjunctive tense, spelling, accents, noun-article agreement, noun-adjective agreement, punctuation, and prepositions. I tested each error category separately, by inserting 100 instances of that type of error into a clean copy of the French text (at any given time, only one type of error appeared in the text; they were not mixed together).

The results of the experiment show that overall, *Antidote* noticed about 67% of the errors, and suggested a solution for most of these. Its performance was almost perfect with noun-article agreement (99%), accents (98%), spelling (94%), and noun-adjective agreement (94%). The software scored high with verb conjugation (88%), and medium with use of subjunctive tense (77%) and punctuation (65%). The results were very low for prepositions (20%).

This evaluation was somewhat disappointing, as there is a large gap between the claim of indicating **all** mistakes and the reality of only catching 67%. The software’s difficulty with punctuation was particularly surprising, as there are fixed rules about this aspect of grammar. In some cases, *Antidote* completely ignored random exclamation or

question marks inserted into the middle of sentences. However, having software indicate two thirds of the errors in a text is still helpful. I therefore decided to recommend that the members of our group use *Antidote*, but with awareness of its shortcomings. The software does not replace a thorough self-revision, as is discussed further in Section 8.2.1. It is, however, a valuable learning tool for translators, since explanations are given for errors that need to be corrected. With time and use of the software, translators should begin to self-correct after seeing the same explanations over and over.

I do have to remind our team to be very careful about implementing corrections suggested by *Antidote* in Bible verses or other quotations. If there is a grammar issue in the quotation it should remain as is, to avoid plagiarism. Generally, we would restrict making changes to such things as adding missing accents on capitals and employing ligatures (such as the joined “oe” in *cœur*) or correcting obvious typographical errors appearing on a website from which scriptures are cut and pasted. The team also needs to avoid allowing *Antidote* to change the names of Bible characters and places, as these must match the French biblical text. They also should not add a hyphen to “*Jésus Christ*” or “*Saint Esprit*” within a Bible quotation, even though a hyphen is generally used to connect these pairs of words outside of this context.

While some readers may not notice spelling and grammar errors, those who do may find them so annoying that they will discontinue reading. Displeasing our audience would be counterproductive to our purpose, so this step that corrects Conformity errors is extremely important in our quality assurance process.

7.3.5 Proofreading

The proofreading referred to in Table 12 on Page 227 occurs at the Publishable and Polished quality levels. It is simply an editorial quality-control step for books that are published by *Éditions Traducteurs du Roi*, similar to any publishing house. A book proof is ordered to facilitate the proofreading. I have observed that errors that are missed while looking at a document on a computer screen become more obvious when looking at a printed copy of the document. As a general rule, I handle most proofreading in my role as project manager, since I am ultimately responsible for quality assurance within The King's Translators. During this step, I read the book from cover to cover with a red pen in hand, to deal with any errors that may have gone unnoticed during the revision/editing process up to that point.

While proofreading is mainly focused on typographical errors and page formatting issues, occasionally more serious errors come to light. For example, during the proofreading of a book we were about to publish, I discovered the phrase "*La Parole de Dieu est vindicative*". Obviously, the idea that the Bible is vindictive is not in harmony with the doctrine and values of our religious denomination. A quick check of the original text revealed that the sentence in question said the Word of God is **self**-vindicating. Somehow this error had been missed in the previous revision/editing steps because the word looked somewhat similar to the correct one. This is just one example of how a comprehensive revision/editing process, which includes proofreading, has saved The King's Translators team from publishing translations containing embarrassing errors.

If we were only concerned about the readers' perception of quality, our process could possibly be less rigorous. Although many errors go unnoticed without bilingual revision, as demonstrated in Table 11 on Page 222, unilingual revision would likely be enough to deal with Fidelity errors that are noticeable to a reader. We could pay less attention to Readability and Conformity errors and still satisfy some of our audience, depending on language quality norms in their specific countries, how detail-oriented they are, and how urgently the material is needed. However, as mentioned in Section 3.2.12, The King's Translators group is associated with the *Coopérative de littérature française* and has therefore works in harmony with its visions of the "*large diffusion de la littérature apostolique française, conforme à un standard d'excellence*" (Coopérative de littérature française, n.d.). We choose to produce translations at a slower pace than we would like to, in order to respect this commitment to excellence by using a comprehensive revision/editing process.

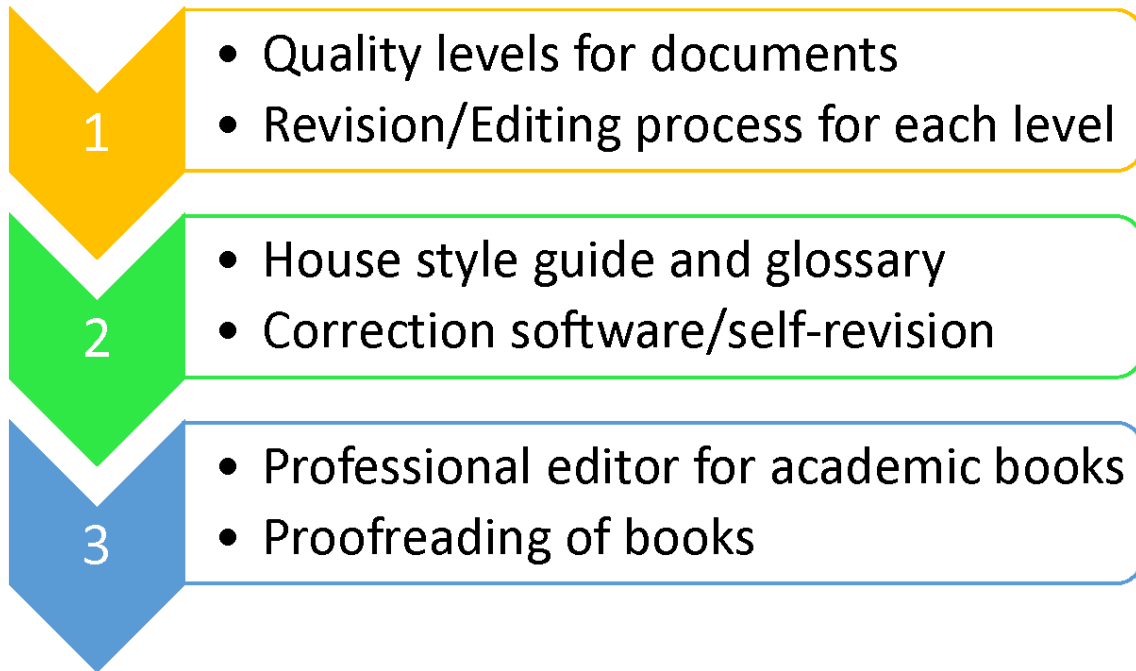
7.3.6 Editing Model for Non-Professional Translation Teams

Although the work of The King's Translators involves religious translation and is specific to translation from English into French, the comprehensive revision/editing process I have developed is easily applicable to other non-professional translation teams. I will now provide a recommended model for setting up a revision/editing process within such a team. This model demonstrates how my second research objective has been achieved: **Develop a revision/editing process for projects within a non-professional translation team, based on the purpose of the translated documents.**

- Establish quality levels for the various types of documents to be translated, based on how urgently they are needed and their degree of permanence.
- Determine a revision/editing process for each quality level, and an appropriate quality score for translators assigned to projects at each level. For all documents except those in the Intelligible quality level, always incorporate bilingual revision by an experienced reviser and copyediting or stylistic editing by a native speaker of the target language.
- Prepare a house style guide and a glossary with terminology specific to the organization, to be used by translators and bilingual revisers.
- Provide translators with correction software and encourage self-revision.
- If the organization wishes to publish book translations, secure funding and hire a professional reviser to do at least stylistic editing of the team's work. This can either be a native speaker of the target language with adequate training or experience or someone who is certified to translate from the source language to the target language.
- Before publishing translated books, ensure that thorough proofreading is done.

Figure 5 on Page 246 provides a visual representation of this Editing Model for Non-Professional Translation Teams. This recommendation assumes that the organization already has some volunteer translators on the team, as well as a project manager with translation experience.

Figure 5: Revision/Editing Model for Non-Professional Translation Teams



In relation to the action research cycle identified in Figure 2 on Page 57, the data gathered during the case study, corpus study, and longitudinal study, was analyzed along with relevant literature and used to create this comprehensive translation revision/editing model for non-professional translation teams. The next step in the cycle calls for evaluation of this model in terms of its integration of the corrective actions identified during data collection and analysis.

To evaluate this Editing Model for Non-Professional Translation Teams, we can refer to Section 3.2 (case study) where the stated goal in this regard was to determine if the revision/editing process was comprehensive, namely that it involved extra steps to compensate for translators' lack of experience and training. The data gained from the

corpus study and longitudinal study allowed me to improve the original revision/editing process, by incorporating extra steps needed for a non-professional translation team. The resulting model integrates learning in two ways to establish a comprehensive revision/editing process. First, it implements the first two elements of corrective action related to that process that were identified during the case study and listed in Section 3.3.2, which were to:

- Create (and update as needed) a style guide for The King's Translators, which includes the UPCI glossary we are developing.
- Refine the revision/editing process for each quality level and identify criteria for revisers and editors.
- Develop a training course for team members who act as revisers.

The third element will be addressed in Section 8 about training.

Secondly, this model also incorporates insights gleaned from the corpus study related to the type and frequency of errors common to non-professional translators (see Section 4.3.1), which is crucial in developing a revision/editing process for each quality level. As a result of this action research project, my Editing Model for Non-Professional Translation Teams is much more comprehensive than the one I used initially, and has been designed to ensure that The King's Translators group produces quality translations.

Of the three elements addressed in this action research project, developing a comprehensive revision/editing process is probably the most crucial for The King's Translators, since we have over one million words of translation for which the

revision/editing process has not yet been completed (see Appendix 6). Now that our revision/editing process is refined, I can begin to train more copyeditors and bilingual revisers so that we can complete and publish this unedited material.

Section 8 continues the discussion of quality assurance within non-professional translation teams by delving into the process of translator training. A focused translator training process enables the organization to pursue continuous improvement and steadily increase the skills of its team members.

SECTION 8: QUALITY ASSURANCE THROUGH TRANSLATOR TRAINING

In a non-professional translation team, a focused translator training process is intrinsically connected to the concept of continuous improvement. Generally, this is the third quality assurance concern to be addressed, after instituting an appropriate translator selection process and a comprehensive translation revision/editing process. This section is specifically related to my third research sub-question (see Section 1.3.4):

- *Are professional training and feedback strategies effective for improving quality within a non-professional translation team?*

I will also demonstrate how my third research objective has been achieved (see Section 1.3.4):

- **Design a training and feedback process for a non-professional translation team.**

This section presents: a literature review of translation competence acquisition and training in relation to quality assurance; the theoretical framework used in this aspect of my action research project; and a specialized Training Model for Non-Professional Translation Teams.

8.1 Literature Review

Unlike the topic of volunteer translation, there is no lack of bibliographic resources in the area of translator training, specifically in regard to the acquisition of translation competence.

In contrast to learning translation through experience alone, the prevailing mindset is that translation training should occur in an academic setting. Approaches to the acquisition of translation competence generally fall into three categories based on their orientation: the product, the process, or the person. I will examine four approaches in each category.

Early approaches operated on the basic concept that translation competence is acquired by translating and then comparing the translation with the version produced by an instructor or translation professional (Kelly 2005). Teachers would deliberately try to trap students in errors rather than train them to avoid translation pitfalls, a practice criticized by Delisle (1980) and other translation scholars. Over the years, this approach has changed in concert with educational advances, to include elements related to the translation process and to the individual translators as a person. However, some current models of translation competence acquisition are still oriented to the product of translation, retaining a traditional mindset. Both scholars and practitioners in the area of translation training may be slow to adopt new thinking. As Alvaro Echeverri (2008) points out, “*Bien des instructeurs répètent ce que leurs prédécesseurs ont fait, ce qu’ils ont vu ou ce qu’ils voient faire.*” (68)

8.1.1 Product-oriented translation competence

In *Knowledge and Skills in Translator Behaviour*, Wolfram Wilss (1996) describes his approach to teaching translation, stating that “just as one cannot conceive of teaching without tying it to learning, one cannot conceive of translation teaching without tying it to the translation profession” (193). His focus is preparing translation students to create a professional translation product by developing skills of text analysis, increasing subject knowledge, considering the needs of the end user, and honing transfer ability. In a chapter about “Translation as Knowledge-Based Activity”, Wilss emphasizes that “translators must understand and reproduce an LSP text not *in their own terms*, but *in its own terms*, if it is to be submitted to the TT reader in an acceptable manner” (58). Although he does discuss the translation process and the translator, overall the book places more emphasis on the translation product.

The functionalist approach of Nord (2005a) is slightly different. She maintains that the product of the training process is a professional translator, who possesses the four basic and the four additional competences described in Sections 6.1.1 and 6.1.2. She believes that the key component is intercultural competence and suggests several ways to develop it: analysis and comparison of texts and discourse, revision or rewriting of texts and translations, and summarizing or abstracting long texts. Nord also believes that functional translator training must include both practical and theoretical components, in an alternating fashion. She suggests that in each translation exercise, “the proportion of ‘familiar’ translation problems that have been discussed before should be larger than, or at least equal to, the proportion of ‘new’ translation problems” (216). Over time, these methods should produce a functional translator.

In a similar vein, the goal of the European Master's in Translation ("EMT") translator competence model mentioned in Section 6.1.3 is described by Schäffner (2012) as "training for the real world" (30). It was motivated by the problems encountered by the European Union's Directorate General for Translation in finding qualified translators. The first element of this model, underscored as being the most important, is Translation Service Provision Competence (with an Interpersonal and a Production dimension). In this regard, the training program includes several sessions led by a translation industry representative to show the students how to set up a translation company. These include instituting quality control, establishing project management procedures and standards, addressing legal and ethical aspects, and understanding marketing and customer care. The EMT program has proven beneficial for universities and the translation industry alike in producing competent professional translators.

In an article by María González Davies (2005) entitled "Minding the process, improving the product", the product-oriented approach to translation competence acquisition moves toward the process-oriented model. She points out that, "Unfortunately, there is some distance separating the three people who could most help students of translation: teacher, theorist and translator." (68) Her suggested approach for a translation class considers the styles of both teacher and student, with pedagogic and professional activities. Sample exercises include peer editing, translating with the help of parallel texts and having translations assessed by a specialist in the domain. González Davies recommends an integration of product-oriented methods (task learning, functionality analysis) with process-based methods (skills and strategies). Her approach represents a

quasi-departure from the focus on the product of translation competence, moving toward a less traditional process-orientation that is more useful for students.

8.1.2 Process-oriented translation competence

In harmony with the pedagogic evolution from teacher-oriented strategies to learner-centred strategies, numerous researchers have chosen to concentrate on the process whereby translation competence is acquired, rather than emphasizing the end result (the product). The developmental model of Toury (1995) described in Section 3.3.3 focuses on the process whereby a bilingual speaker becomes a translator. Toury suggests that translation classrooms should be set up to mimic this natural process. In particular, students should receive feedback not just from teachers, but from peers, which is “likely to be more representative of society at large, and hence of the norms which actually govern translational behaviour in it” (292). I believe that this model of process-oriented translation competence acquisition allows for creativity on the part of the student.

Daniel Gile (2009) does research in both interpreting and translation, but he states in *Basic Concepts and Models for Interpreter and Translator Training* that his sequential model was designed mainly for the latter. It “describes and explains a path in the (written) translation process which takes the translator from the source-language text to a target-language text” (101). Essentially, each translation unit or text segment in the source language passes through the phases of comprehension and reformulation. In the comprehension phase, the translator uses his knowledge base to assign meaning to a translation unit, which he tests for plausibility. Once satisfied with his conclusion, he

prepares a reformulation in the target language, which he verifies for fidelity and acceptability. When the reformulation is finalized, he moves on to the next segment, stopping periodically to conduct the same procedure for larger translation units such as paragraphs and pages. The final step is a thorough revision. Gile recommends that this process-oriented approach be taught to translation students one phase at a time, ensuring that the students understand the two phases as being distinct from one another. In my opinion, this allows students to distinguish between knowledge gaps related to source language comprehension and those related to target language expression, so they can address the issues separately.

In their article “Exploring Translation Competence Acquisition: Criteria of Analysis Put to the Test”, Susanne Göpferich et al. (2011) present the TransComp model. This approach is based on longitudinal studies where certain translators are studied for several years in order to discover how they acquire translation competence. This is considered superior to contrastive studies using keystroke logging and eye tracking which focus on competence differences between students and professional translators. Many elements of the PACTE model referred to in Sections 3.3.1 and 6.1.2 are incorporated, but TransComp focuses on three aspects that differentiate translators from bilinguals. They believe that these components should be present in translation training: tools and research competence, translation routine activation competence and strategic competence. First, students need training in the use of traditional and electronic tools such as dictionaries, terminology databases and corpora, as well as translation software. Second, they must acquire “the knowledge and the abilities to recall and apply certain — mostly language-pair specific — standard transfer operations (or shifts)” (60). Finally, the development of

strategic competence activates all of the other skills in the model. The TransComp process-oriented approach is a result of insights gleaned from long-term studies of translators.

Kelly (2005) combines various approaches in her process for ensuring translation competence acquisition by students, which she outlines in *A Handbook for Translator Trainers*. Her model includes identifying needs and formulating outcomes, as well as designing content, activities, assessments and evaluations. Kelly suggests activities for helping students develop the competences in her model outlined in Section 6.1.2. These include lecture with visual aids, student presentations, small group work, out-of-class activities and mentoring. Although process-oriented, Kelly's approach also gives quite a bit of attention to the "person": the translator.

8.1.3 Person-oriented translation competence

In addition to the scholars who promote product-oriented and process-oriented approaches, there are those who see the person who does translation as the central element in competence acquisition. This trend is in line with the social constructivist turn in translation studies of recent years.

The model of emancipatory translation designed by Andrew Chesterman (2000) is based on the five stages of expertise proposed by the Dreyfus brothers: novice, advanced beginner, competence, proficiency, and expertise. He sees this progression as a gradual freeing of translators from the bondage of norms and constraints as their individual skills develop, and so long as they are aware of the consequences. Chesterman proposes teaching strategies for each level that favour personal development. For example, key concepts must

be pointed out to novices to help them develop strategy recognition, such as recognizing facts and identifying appropriate actions in relation to a specific skill they are trying to develop. Within The King's Translators, I used a similar strategy in our live workshops for the first few years, and continued this in an online beta course. Many of our volunteer translators join the team with no previous knowledge of the translation process, and I build on their bilingualism by teaching them basic translation strategies. For example, one of the first things I teach them is to become aware of language interference, in particular false cognates, and to consult reference tools to ensure they are using the appropriate word or expression.

Chesterman (2000) points out that as students reach the second level of advanced beginners, they learn strategy analysis by comparing source texts and their translations. At the third level, the competence stage, decision-making skills are honed to acquire the skill of strategy justification. When proficiency is reached, the fourth level, intuition is favoured over analytical thought. And at the fifth and final level, expertise, translators are masters of the text: they can consciously choose to counter norms and reader expectations.

Chesterman summarizes his model by saying, "In this way, translators can play a role in social progress in the largest sense, in improving the quality of intercultural life: this, after all, has often been acknowledged as the ultimate aim of translation." (88) In his approach, translators are individuals, not just a means to an end, a concept that is vital to consider within a non-professional translation team where volunteers are contributing time and effort, and need validation to feel that their work is worthwhile and appreciated.

Building Gouanvic and Simeoni's research into the concept of the translator's habitus, Rakefet Sela-Sheffy (2005) focuses on the person of the translator in his or her

culture and profession. Her observations are set out in the article “How to be a (recognized) translator: rethinking habitus, norms, and the field of translation”.

Defined as a transformation mechanism that mediates between social structures and individual perception and action, the concept of habitus suggests that performances carried out by individuals are regulated through shared schemes, which are not ‘simply there’ in their minds but rather internalized under similar and shared historical conditions. (Sela-Sheffy 2005: 2)

Sela-Sheffy (2005) points out that many translators play a primary role in the production of culture and are active agents in society; not all are passive or subservient to translation norms. She introduces the concept of translators having not only a “generalized habitus”, but also a “specialized habitus of the field” — they may develop a persona in order to gain acceptance and recognition as translators (15). Her insights into the effect of habitus on translator development highlight the personal aspect of translation competence acquisition. As mentioned in the discussion of Chesterman, the personal and individual aspect of a non-professional translation team is crucial to its success.

In his article “The Role of Metacognition and Cognitive Conflict in the Development of Translation Competence”, Bergen (2009) brings attention to the cognitive element of the translator as a person. He draws on research in second-language acquisition, specifically metacognitive strategies such as selective attention, problem identification, planning, self-monitoring and self-evaluation. From his own experience in teaching Finnish-English translation students, he proposes a somewhat complicated model of translation competence acquisition that includes components from the Gile and PACTE approaches. He points out that “this representation is not meant to describe reality — it is only a model of

the ideal situation” (240). Rather than using think-aloud protocols (described in Section 4.2.5), he records students working in pairs to translate texts, believing it is more natural and therefore gives a more accurate result than working alone in front of a video camera. Bergen emphasizes feedback on a final translation as a crucial part of competence acquisition: “It is in this way that students change their conceptions of how the translation process works with the particular type of text in question.” (247) His focus on the cognitive element emphasizes the “person” of the translator.

In relation to cognition, Kiraly (2000) first introduced a cognitive and sociolinguistic approach to translation competence which focused on the person: the translator’s self-concept and role. In particular, he explored the difference between how translation students and professional translators think. Kiraly later wrote *A Social Constructivist Approach to Translator Education*, in which he revises his earlier model into a socioconstructive concept that incorporates the element of practice in a collaborative approach:

Learning is best accomplished through meaningful interaction with peers as well as full-fledged members of the community to which learners are seeking entry. I suggest integrating these techniques into a constructivist framework embodying the dimensions of expertise, autonomy and authenticity. . . (60)

Kiraly proposes several training exercises to accomplish this goal, including guided translation, multiple-choice translation, parallel translation, paraphrase translation and small-group translation. He stresses that projects should be collaborative, emphasizing translators as individual persons being more important than the product or the process.

In summary, early translation competence acquisition approaches that were focused on the translation product were followed by models which concentrate on the translation process. Then, social constructivist influences gave rise to an emphasis on the translator as a person. All three models still exist today, with various approaches to translation pedagogy. From the standpoint of non-professional translation training, the process-oriented model seems to be the most suitable model to adapt, as described further in Section 8.2. The non-professional context involves unique challenges concerning quality, such as the difficulty of providing adequate training to volunteers with limited time. A customized translator training model that is more feasible is therefore required. In Section 8.3, I present the Training Model for Non-Professional Translation Teams that I have developed for The King's Translators as a result of analyzing the data gathered in the case study, corpus study, and longitudinal study during this action research project.

8.2 Theoretical Framework

Since this research project focuses on non-professional translation, the topic of translation competence and its acquisition is especially pertinent. As mentioned in Section 2.1.1, some scholars such as Gambier (2016) and Izwaini (2014) believe the expressions “translation competence” and “non-professional translation” are mutually exclusive, labelling those who perform these activity “amateurs”. However, non-professional translation is a growing phenomenon that can no longer be ignored, and it is important to investigate how translation competence can be acquired in a non-professional setting through training. Complementary systems of translator selection and translation

revision/editing must be established alongside this training in order to ensure quality (see Sections 6 and 7).

Professional models of translation competence acquisition must be adapted to the non-professional environment, since the amount of training time available in the latter setting simply does not equate to the amount of training included in a university program. I encourage members of The King's Translators team to consider enrolling in a university translation program, but since this is not feasible for most of them, I must focus on providing training within the team.

In developing my training approach for the non-professional translators on the team, I considered all three categories of translation competence acquisition described in Section 8.1: orientation to the product, process, and person. When working with non-professional translators, an emphasis on the product can prove very discouraging, particularly for beginners who are not yet capable of producing high quality translations. It is important to respect and validate volunteers who are donating their time. However, focusing exclusively on the translator as a person is also ineffective, since these volunteers may only participate for a certain period of time and then be replaced by others. It seems therefore that a non-professional translation team requires a training approach that focuses primarily on the process and is customized to fit the organization's needs. Granted, the person is emphasized in our translator selection model (see Section 6), and the product receives much attention in our translation revision/editing model (see Section 7), but our Training Model for Non-Professional Translation Teams is more noticeably process-oriented. Our focused training process incorporates three main elements: translation tools, translator feedback, and translation techniques.

8.2.1 Training in the use of translation and self-revision tools

In her book *Initiation à la traductique*, Marie-Claude L'Homme (2008) introduces numerous computer-aided translation tools. Much other research is also available in relation to sophisticated tools such as translation memories, bitext aligners, concordancers, terminology extractors, databases, and even machine translation. Stephen Doherty (2016) offers some interesting insights on how translation technologies have changed the product and process of translation. Also, an issue of *Circuit* (OTTIAQ 2014) was published with the theme *L'incidence des outils de traduction sur la qualité*. Many professional translators have adapted to the changing market by beginning to use translation memory environments, despite the high cost of procuring this type of software.

As a user of translation memory software, I do not see it as a viable option for members of a non-professional translation team, for two reasons. First, the cost is generally too high for NGOs to afford the necessary licenses. Second, there is a steep learning curve and the software operation may be beyond the grasp of non-professional translators, especially if they only use it for a few hours each month. Since this research project concerns translation solutions for budget-conscious organizations, our discussion is limited to a few basic, affordable tools.

As an absolute minimum, a non-professional translator needs a computer with word-processing software and internet access, a spelling corrector and ideally a grammar corrector as well. In Chapter 9 of her book, L'Homme (2008) describes the function of these correctors. When working with English and French, *Antidote* software is much more comprehensive than any other corrector and is also quite affordable. Since it requires user

intervention and includes several dictionaries, *Antidote* also serves as a valuable learning tool for non-professional translators. L'Homme cautions that a corrector is not infallible and does not replace a thorough self-revision process. The evaluation I conducted of *Antidote* (see Section 7.3.4) confirms this assertion, and therefore I provide the software to The King's Translators, but teach them to use it carefully.

The other tools used by The King's Translators team are available free online. These include unilingual and bilingual dictionaries, verb conjugators, websites containing Bible versions, concordancers such as *Linguee*, and terminology websites such as *Termium Plus*. The training I provide to our non-professional translators covers the use of such tools. In the future, I may consider providing instruction in how to use the free online version of *DeepL Translator*, a relatively new machine translation tool. However, it is important that our volunteers develop translation and bilingual revision competence before using this tool, as it requires post-editing skills to ensure quality.

8.2.2 Translator feedback as a training tool

In this section, I use the term “feedback” to refer to the information provided to translators to help them understand the elements of their work that need to be corrected with a view to improving their skills (See Footnote 3 in Section 2.1.4).

In “Teacher Feedback in Online Education for Trainee Translators”, Neunzig and Tanqueiro (2005) stress the importance of feedback in the online teaching environment that is both individual and immediate. They discuss software that allows the teacher to interact in real time with the trainees. For example, *Proxy* and *Winpopup* allow teachers to

provide ongoing feedback as a student works through a translation draft, by giving suggestions and corrections on individual sentences or sections. This method closely simulates the teacher working one-on-one with a student in person, but may not be feasible within a non-professional translation team where the availability of volunteers is limited.

It is important to remember that the way feedback is provided to translators is of crucial importance. Bastin (2000) explores this idea in *Evaluating Beginners' Re-expression and Creativity: A Positive Approach*. The traditional approach to evaluating translations has been error-based, but this can be a very negative experience for the trainee and actually impede learning. Bastin provides a model of source text analysis, where each element has a corresponding level of re-expression. The language level corresponds to transcoding, a practice that is not recommended since it is basically word-for-word translation that does not respect the character of the target language. The meaning level corresponds to translation and the purpose level to adaptation, both of which are suitable for translation training. Finally, the intention level corresponds to exegesis. In the non-professional context, the meaning level is most appropriate for training, and translators in this setting require positive reinforcement to develop their translation skills.

I believe that in the context of non-professional translation, an error-based approach could be so discouraging that it would be difficult to retain volunteer translators. Within the King's Translators group, we focus instead on providing positive feedback, as suggested in Bastin's model. The good qualities of a translation are commended, while suggestions are provided for ways to improve translation knowledge gaps as evidenced by repetitive mistakes. These may include recommendations for reading material, websites, and other tools. A new feedback strategy developed throughout this action research project

involves organizing feedback comments around the three quality concerns and revision/editing parameters described in Section 7.3.1: Fidelity, Readability, and Conformity. This is an effective way of helping translators recognize error patterns or weak areas. The importance of these three areas is further reinforced by the fact that the revised guidelines are divided into sections related to Fidelity, Readability, and Conformity.

This direct feedback is supplemented by the opportunity to compare the final document to the original translation, as advocated by Chesterman in Section 8.1.3. The method for this comparison depends on the translator's receptiveness. For novice translators who might be too discouraged by seeing every correction, the edited version is provided along with instructions to compare it to their original translation. For more experienced team members who are not easily intimidated, a "markup" or "legal blackline" version is provided, with comments inserted to explain complex revisions. I have found so far that our team members who consistently participate in training welcome the markup version because they are interested in improving their skills.

As mentioned in Section 5.3.2, when translators compare their work to edited versions, there appears to be a positive impact on the quality of future translations. I have created a simple debriefing exercise to enhance the effectiveness of this strategy, by asking the translators to identify the changes made to their translations and then answer the following questions:

- In relation to the three quality concerns (Fidelity, Readability, and Conformity), which aspect was strongest in your translation? Which aspect was weakest?

- Did your translation contain several errors of the same type? (i.e. omissions, terminology, idiomaticity, spelling, verb conjugation, prepositions, etc.)
- What can you do to reduce the number of errors in future translations? (i.e. translate more slowly; create a list of things to check during self-revision; study a specific grammar principle; identify useful terminology websites, etc.)

This debriefing exercise is intended to create awareness of translation issues on the part of the translator, which is the first step in correcting them. In addition, the translators' use of *Antidote* software serves to provide individual feedback, and repeated use allows for improvement of writing skills. Seeing similar errors indicated by the software over and over helps translators begin to self-correct in certain areas.

8.2.3 Training in translation techniques

Since the amount of training that is feasible in a non-professional context is minimal in comparison to a university program in translation, the principles and strategies being taught must be condensed and combined. In *La traduction raisonnée*, Delisle (2013) presents 75 objectives for translator training. In contrast, I have trained The King's Translators to use a simple three-step translation process that incorporates the basic elements of common translation strategies:

- **UNDERSTAND**
- **TRANSLATE**
- **REVIEW**

The first step, Understand, involves reading through the text as many times as necessary to grasp the content, and looking up unfamiliar words, terminology, and expressions. This phase corresponds to the first error category of Fidelity introduced in Section 4.2.6. The translator must be aware that their translation will not be faithful if they do not take time to thoroughly understand the source text. During the second step, Translate, a draft is prepared in the target language, which corresponds to our second error category of Readability (see Section 4.2.6). The translator is responsible to present the source text in the target language in such a way that it can be easily read. The degree of quality of this draft translation varies depending on the translator's preferred work strategy. Some translators choose to work more slowly in this phase, which shortens the time needed for the third step, Review.

This final step of the simple translation process can itself be broken down into a simple self-revision process wherein translators check for Fidelity, Readability and Conformity errors (see Section 4.2.6). After ensuring that the text is accurately translated and readable, the translator checks for conformity to the house style guide and glossary, as well as to standard writing practices and language norms. When our bilingual revisers are providing feedback, they can use codes to indicate these three categories of errors, or they can refer to the error categories when providing general comments about translation quality. While lengthy correction codes and a long list of objectives are appropriate for university translation students following a multi-year program, they are overwhelming for non-professional translators receiving condensed training. The simpler our process, the more effective it proves to be in this context.

8.2.4 An alternate training method: Best Practices

I have used the previously mentioned methods with The King's Translators, namely training in the use of tools, translator feedback, and training in translation techniques. However, I have also found it necessary for non-professional translators to undergo paradigm shifts as introduced in Section 4.3.4, moving from false assumptions about translation to realities. The individual types of errors listed in Section 4.2.6 are based strictly on the error itself. The problem with this method is that there are innumerable errors of each type that can occur. In a university translation program, the sheer number of hours and amount of feedback that a student receives is conducive to this type of detailed training. In a non-professional context, however, it is neither suitable nor feasible. The amount of time that volunteer translators are available for training is very limited, and days or weeks may elapse between translations. It is unreasonable to expect them to remember a multitude of minor error corrections.

Throughout the translation workshops offered from 2015 to 2018, I began developing an alternate approach to error prevention training, connecting potential errors to Best Practices for Non-Professional Translators in an effort to counteract faulty thinking or wrong paradigms on the part of non-professional translators. In this way, the underlying (and often unconscious) perception that causes certain types of errors is addressed. What myth does the translator believe, or what assumption has he or she made, that has resulted in this error? What truth can be reinforced correct this misperception, and what strategy can be taught for dealing with related translation issues?

For example, I found that our newer team members often made errors involving false cognates. The wrong paradigm underlying this type of error is that if a French word looks similar to an English word, it probably has the same meaning. This misperception can be corrected by reinforcing the truth that words that appear similar in both languages often have dissimilar meanings depending on the context, ranging from possible degrees of nuance (i.e. miserable vs. *misérable*) to potentially contradictory meanings (i.e. disinterested vs. *désintéressé*). I then teach the strategy of “Always check the dictionary” to equip students to correctly deal with this translation issue. Rather than attempting to teach long lists of false cognates, the focus is on creating awareness of their existence, and providing a best-practice technique to handle them.

This alternate approach reduces training needs to a few essential Best Practices, which are much easier for non-professional translators to remember while they are translating. This training method makes them more conscious of translation issues, and of the importance of conducting research when they encounter them. Overall translation quality improves as they incorporate these Best Practices into their repertoire of translation strategies.

As mentioned in Section 2.2, action research is used not only to address a problem, but to create best-practice protocols (Denscombe 2010: 6). The Best Practices I have developed through my action research within The King’s Translators team use everyday language, as non-professional translators are unlikely to relate to academic terms. This became quite apparent to me during one of the first workshops when I was teaching about the ability to recognize errors in logic in translation. I attempted to introduce the concept of “*disjonctions exclusives*” from *La traduction raisonnée* (Delisle 2013), the classic

translation textbook used in Quebec universities. The concept relates to expressions which include a choice based on a condition, for example: This vehicle needs an oil change every three months or 5,000 kilometres, whichever is less. Based on the blank looks I received, I realized it would be better to use simple terminology to introduce complex topics to non-professionals; in this case “expressions with conditions” would be more easily understandable. Non-professionals are generally unfamiliar with the metalanguage used by translation professionals and university translation students.

The nine Best Practices that appear after this paragraph are now an integral part of training within The King’s Translators group. I developed them over a period of years while conducting bilingual revision and proofreading of translations done by our non-professional translators on a weekly basis. The various types of errors I observed caused me to dig below the surface to identify the faulty thinking which caused the errors, and to identify corrective actions and strategies. Each Best Practice begins with a short statement that encapsulates the corrective strategy. The description that follows includes the faulty paradigm, a statement of the reality, and a more detailed description of the corrective strategy. The nine Best Practices and are grouped into three categories, which correspond to our three quality concerns and revision/editing parameters as set out in Section 7.3.1. Simple language is used, since these Best Practices are designed for a non-professional context.

BEST PRACTICES FOR NON-PROFESSIONAL TRANSLATORS

FIDELITY

- **Pursue Excellence**

MYTH: I am bilingual, so I should be able to do written translation easily and quickly.

REALITY: Translation is hard work, and language rules are much stricter for writing than they are for speaking.

STRATEGY: Do not try to rush the process; a good pace for beginners is to translate about one page (approximately 250 words) per hour, which allows time for researching unfamiliar terms and expressions.

- **Ensure Accuracy**

MYTH: As long as I include the basic information from the original document, I can adapt my translation as I see fit.

REALITY: It is essential that a translation convey the same and complete information as the original document.

STRATEGY: Follow the process of “Understand, Translate, Review” to ensure the translation is accurate, and that nothing has been omitted or added.

- **Check Your Logic**

MYTH: Sometimes I cannot clearly transmit the idea of the original document in my translation, but the readers will be able to figure it out.

REALITY: A translation is only useful if it is clear and easily understandable.

STRATEGY: Compare the translation to the original document to ensure there are no errors in logic in the translation.

READABILITY

- **Turn off Autopilot**

MYTH: Words that look the same in both languages probably have the same meaning.

REALITY: Each language has its own word definitions and nuances.

STRATEGY: Always check the dictionary: watch out for false cognates and be aware of nuances of meaning.

- **Respect Context**

MYTH: When I look up a word in a bilingual dictionary, I can use the first suggestion in my translation.

REALITY: The full meaning of a word can only be known by examining its written and cultural context.

STRATEGY: Consult reference tools and reliable websites, and carefully choose the best word, term, or expression for the context; also consider cultural context.

- **Be Idiomatic**

MYTH: In my translation, I can follow the same sentence structure as the original document.

REALITY: Each language is unique, and readers expect texts to follow the natural flow of that language.

STRATEGY: Do not hesitate to rearrange words and phrases within sentences to make your translation more idiomatic.

CONFORMITY

- **Use the Right Tools**

MYTH: Automatic translation tools such as *Google Translate* are a one-stop solution for translation issues.

REALITY: Automatic translation tools are imperfect and require intervention by professional translators who have been trained in post-editing.

STRATEGY: Do the actual work of translating yourself, using aids such as dictionaries, terminology databases, and bilingual concordancers.

- **Verify Your Verbs**

MYTH: I do not need to spend much time on choosing the right verb tenses when translating.

REALITY: Not all verb tenses exist in all languages, so you must look for clues to know which tenses to use in your translation and pay attention to verb sequencing.

STRATEGY: Become familiar with logical time markers, corresponding verb tenses, and how to compensate for tenses that exist in only one of the languages.

- **Take Care of the Details**

MYTH: Readers will not notice small mistakes or inconsistencies in grammar, spelling, and punctuation.

REALITY: Many people will stop reading a text if they discover several errors.

STRATEGY: Use a reliable spelling and grammar corrector followed by thorough self-editing of your translation, and ensure conformity with the house style guide and glossary.

8.2.5 Translator training using Best Practices

The following section examines each of the nine Best Practices in relation to training non-professional translators. Although the Best Practices themselves are not language specific, the examples provided match the language combination of The King's Translators, namely translation from English into French.

The first three Best Practices relate to **Fidelity**, namely faithfulness to the source text. This is in accordance with my vision for The King's Translators as set out in the beginning of Section 1, which includes being faithful to the source text content and style. In this way, we respect both the religious nature of the material we translate and the reputation of its authors. The first Fidelity practice (Pursue Excellence) concerns a general mindset that must change in order to produce quality translations. Often novice non-professional translators think that written translation should be easy because they consider themselves orally fluent in two languages. When they experience issues with written translation, they may be tempted to be careless and not adequately research words and terms, in an effort to complete the translation quickly. As discussed in Section 4.3.3, during my Translation Commentary experiments, I discovered that members of The King's Translators were producing more words per hour than the average speed recommended by the *Bureau de la traduction* for professional translators. As Riitta Jääskeläinen found in her TAP research, "speed also seems to have an interesting relationship to translation quality" (1996, 65). She found that professional translators do not necessarily work faster than non-professionals, but there was a direct correlation between higher quality and the amount of time spent on a translation. She continues, "Translation quality appears to be closely linked with how much time and effort translators are willing to invest in the

process.” (1996, 66). I therefore train our translators to be practical about the amount of time needed to produce accurate translations, suggesting they plan to spend one hour for each page of approximately 250 words.

The next Best Practice in the Fidelity category (Ensure Accuracy) is connected to the age-old debate in the translation sphere about whether translators should be entirely faithful to the source text or exercise complete freedom while translating. Some non-professional translators may lean toward the extreme of taking complete liberty to adapt the source text as they translate. They may, even unconsciously, leave out words, sentences, or entire paragraphs. Others may find themselves on the other end of the spectrum, falling into the trap of literal or word-for-word translation. Sonja Tirkkonen-Condit states, “It looks as if literal translation is a default rendering procedure, which goes on until it is interrupted by a monitor that alerts about a problem in the outcome. To help our translators to self-monitor in regard to ensuring accuracy, I train them to use the “Understand, Translate, Review” process described in Section 8.2.3 and to reproduce all elements of the source text in their translation, without omitting or adding information.

The third Best Practice in the Fidelity category (Check Your Logic) deals with errors that could impede the reader’s understanding of a translation. A preliminary step is for translators to discover the source text logic: if they do not thoroughly understand it, this must be addressed before attempting to translate it. It is also possible that the source text may contain an error in logic, and translators should correct this in their translation. They must also avoid introducing errors in logic into the translation. According to Jääskeläinen, “Genuine novices in translation problematise relatively little... novices are blissfully unaware of their ignorance” (1996, 67). Non-professional translators need to be aware of

the need to check for problems in their translations. I train our translators to ensure their work is logical by comparing it to the source text, also suggesting that they read the translation aloud to ensure they can easily follow the train of thought.

The second set of Best Practices concern **Readability**, the aspect that enables a translation to be read without hesitation, and is in accordance with my vision of producing translations that are enjoyable for readers. The first (Turn off Autopilot) is connected to language interference: issues that result from being bilingual. Rather than being conscious of the unique character of each language, non-professional translators may overlook errors in their translations because what they have written, or the way they have written it, would have been correct in the source language. The brain may not make enough of a distinction between the two languages. They may mindlessly translate word-for-word or use false cognates, such as translating the English word “sensible” as “*sensible*” in French. In an article entitled “We Are All Translators”, Bogusława Whyatt comments, “translation practice might help L2 learners to organize their two linguistic systems by raising their metalinguistic awareness” (2017, 52). Simply making an effort to remain conscious of the danger of language interference can help non-professional translators to avoid the associated translation traps. I therefore train our translators to compare and mentally separate the source and target languages, consciously identifying what is common to both languages and what is not.

The second practice in the Readability category (Respect Context) addresses the issue of translating words separate from their context. Non-professional translators may look up a source text word in the dictionary and choose the first target language definition that appears, without ensuring that it is the best or even the correct word for the given

context. One example would be translating the word “safe” by the noun “*coffre-fort*” instead of the adjectival phrase “*en sécurité*”. A concern for context involves both written and cultural context, so it is important that translators have cultural knowledge of language (generally gained by living in that culture) rather than just literary knowledge. Whyatt refers to this as “the complex relationship between words and their culturally situated meanings which have to be accounted for in translation” (2017, 56). I therefore train our translators to avoid translating words in isolation, consider the entire sentence and the groups of words within it which form fixed expressions, and also consider the cultural context.

The last Best Practice in this category (Be Idiomatic) is also related to respecting the unique character of a language. Non-professional translators may try to follow the source text so closely that they use similar phrasing and word order, which may sound unnatural in the target language. They may become puzzled when it seems impossible to keep a sentence in the translation from sounding awkward, not realizing that a simple solution may be to move a clause from the end of the sentence to the beginning and therefore cause the elements of the sentence to fall naturally into place. According to Whyatt, “the conscious involvement of the translating individual in transforming his/her natural ability into a trained skill is considered crucial” (2017, 54). Non-professional translators must be willing to develop their skills in order to be able to recreate the idiomaticity of the source text in the target text. I train our translators to understand that while the content must be preserved and faithfully communicated in the translation, it is not only acceptable, but crucial, that sentences be rearranged so they are idiomatic in the target language.

The third set of Best Practices are connected to **Conformity**: respecting internal guidelines such as the house style guide and glossary, as well as language norms, in harmony with my vision of translation to maintain language quality. The first of these practices (Use the Right Tools) is foundational to the work of The King's Translators. Non-professional translators may be tempted to save time by using automatic translation sites without having the required post-editing skills, and may not realize that the text might not be suitable for this type of processing. Not only is the accuracy of the translation at risk, but nuance and style may be lost as well. Translators may also be unaware of useful translation and self-revision tools, such as the house style guide and glossary, terminology bases, and bilingual concordancers. While conducting translation process research, Tirkkonen-Condit concluded that "awareness of the student's own professional identity and competence grows, if the student has an opportunity to analyse his or her own translation process" (2005, 412). Our translators are informed of suitable tools and provided with training on how to use them in their translation processes, so their translations can be in conformity with our expectations. I also show them the best way to set up their workstation, including the use of more than one computer screen.

The next Best Practice in this category (Verify Your Verbs) also has a connection to the third Fidelity practice (Check Your Logic), since incorrect verbs not only violate language norms, but they can impede logic in a text. Non-professional translators often have difficulty with two aspects of verbs. First, they may be unsure about how to translate verb tenses that exist in the source language but have no equivalent in the target language. As an example, the Perfect Continuous verbs in English that use "has been, had been, will have been, would have been", etc. have no corresponding tense in French, and therefore

require the addition of an adverb to another tense in order to create an equivalent expression. For example, the Present Perfect Continuous verb in the phrase “*I have been working at this company for five years*” requires the *présent de l’indicatif* tense in French, along with an adverb such as *depuis*, for example: “*Je travaille dans cette entreprise depuis cinq ans*”. Tirkkonen-Condit discovered from her research on the Corpus of Translated Finnish that unique verb forms appeared less often in Finnish translations than in original Finnish texts, concluding that these verb forms are often overlooked while translating when there is no exact equivalent in the source language (2005, 411). Secondly, non-professional translators sometimes have difficulty identifying which verb tense to use in a certain situation or sequence. I train our translators to watch for clues such as time markers to know when certain tenses are required, how to compensate for tenses that do not exist in the target language, and how to use a timeline to keep verbs in the correct tense sequence. This enables them to conform to language norms related to verbs. As well, we instruct our translators to use the *passé composé* instead of the *passé simple* as this complicated latter tense is losing popularity, and avoiding it allows us to simplify translation and revision.

The third Best Practice in the Conformity category (Take Care of the Details) is connected to grammar, spelling, and punctuation. If these types of errors are not corrected either during self-revision or throughout the revision/editing process, they could cause readers to have a negative impression of the text or to stop reading it. Jääskeläinen comments on the unrealistic ideal of the “optimal translator... who spends little time and effort on translation tasks”. Whether novice or experienced, whether non-professional or professional, all translators have a responsibility to take the necessary time to produce the

best quality translation they are capable of, and this includes checking grammar, spelling, and punctuation. I train our translators to value conformity to standard writing practices, using *Antidote* software and attentive self-revision to correct grammar, spelling, and punctuation errors.

8.3 Adapted Model: Non-Professional Translator Training Process

As I began to focus on quality assurance several years ago, training became a high priority within The King's Translators team. As a result of the data gathered and analyzed during this action research project, I have developed a focused training process suitable for a non-professional translation team, in regard to both training format and training content.

8.3.1 Training format

In 2015, I began offering four-hour live workshops for The King's Translators which I intended to hold every three to four months. Due to travel challenges and scheduling conflicts, these workshops only took place twice a year, which represented about eight hours of annual training. It became more and more difficult to gather our volunteers on specific dates, so I began to investigate web-based training methods. Online training in real time was impractical because it only solved the problem of travel, not scheduling conflicts.

I was unsure how effective flexible online training (accessed at a time convenient for the user) would be for translation, but I decided to rely on the fact that the translation program at *Université du Québec à Trois-Rivières* has been in an online format for several

years (UQTR, n.d.). Instructors use a variety of methods including videos and narrated PowerPoints. I decided to adapt some of these methods to create an online course using the *Moodle* platform.

In October 2018, I created and launched an online course (beta version) for The King's Translators using *Moodle*. The course was based on the Best Practices for Non-Professional Translators described in Section 8.2.4. There were 20 participants; approximately half of these had participated in live workshops offered by The King's Translators. Several of the others were part of the team, but lived outside of Quebec and therefore had not previously benefited from training. The rest were individuals from outside the team who joined the course because they wanted to find out if they would enjoy written translation and being involved with The King's Translators team.

Each lesson was designed to take 60 to 75 minutes to complete and the participants were encouraged to complete one lesson per week. The beta course content was therefore equivalent to two or three 4-hour workshops; however, this learning was concentrated into just 10 weeks instead of a year or more. As demonstrated during the synthesis of the three longitudinal study groups in Section 5.3.4, concentrated training can be highly effective. The participants in Longitudinal Study Group 3 improved at almost two thirds of the rate of those in Longitudinal Study Group 1, even though their 180 hours of translation experience and training/feedback interventions were condensed into six weeks instead of three years.

I have found the online course format to be very flexible for both myself and the participants. It is easy to track which member has received training, as all activity is documented on the *Moodle* platform. This provides an efficient way to track training as

more courses are added, and to ensure that new members receive instruction in all of the Best Practices that I have determined to be crucial to quality assurance.

Although twenty people enrolled in the beta course, only eight of them completed all ten lessons. The questionnaire at the end of the beta course (see Appendix 21) was completed by six participants. A review of their answers to this questionnaire and their comments submitted at the end of various lessons yielded the following information:

- All respondents confirmed that the course was useful and well structured;
- Almost all respondents liked the online format; only one mentioned missing the interaction of the workshops.
- Four out of six respondents were more interested in translation after taking the course;
- Four out of six respondents felt more capable of translating after taking the course;
- Five out of six found that a period of 60–75 minutes was adequate for each lesson;
- There was a very wide range in the amount of time it took to complete the translation exercises. Some were able to translate 100 words in 15 minutes and others took 45 minutes.
- All respondents are interested in taking translation training courses like this one.

Obviously, an hour of training per week is minimal when compared to a university translation program, but it is a realistic time commitment for non-professional translation team members.

8.3.2 Training modules

In the beta course, Lesson 1 was an introduction to The King's Translators and the remaining lessons covered the nine Best Practices for Non-Professional Translators outlined in Section 8.2.4. Each of the ten lessons included:

- A. An introductory translation exercise containing translation challenges related to the lesson (approximately 100 words);
- B. A narrated PowerPoint video (approximately 15 minutes);
- C. A short quiz about the lesson (multiple choice and true/false questions);
- D. A second translation exercise containing translation challenges related to the lesson (approximately 100 words);
- E. A short questionnaire about the lesson (which included a preliminary question related to the topic of the next lesson).

The quizzes were self-graded, but for each translation exercise I provided positive comments, suggestions for improvement and markup-style feedback. All of the final survey respondents confirmed that the feedback they received was very helpful. Providing feedback is time-consuming, but crucial in developing the translators' skills. As was

revealed in Longitudinal Study Group 2, without feedback, there is only minimal improvement in translation quality.

The questionnaires and quizzes were designed to capture knowledge about a specific Best Practice prior to the lesson, and then to measure how effective the lesson was at improving that knowledge, based on the quiz score at the end of the lesson. Table 13 below summarizes the results.

Table 13: Increase in Knowledge of Best Practices Through Beta Course

Best Practice	% of people with correct answer to Best Practice question appearing in the preceding lesson's questionnaire	Average score on Quiz after lesson
1	29%	95%
2	57%	94%
3	60%	91%
4	18%	89%
5	90%	85%
6	38%	77%
7	83%	84%
8	100%	88%
9	100%	92%
AVERAGE	64%	88%

Table 13 does not account for pre-existing knowledge, variations in difficulty of the Best Practice concepts, some unfortunate technical glitches with the quizzes, or the fact

that Column 2 focuses on one specific question while Column 3 mixes in other questions with that topic. Nonetheless, the table does indicate a significant increase in knowledge as a result of the course lessons.

Based on the results of this action research project, I am developing a set of online training modules to replace the beta course that was offered to The King's Translators. The lessons from the beta course will be arranged into three modules in the new course which correspond to our three quality concerns of Fidelity, Readability, and Conformity; each module covers three Best Practices. Additional modules will introduce our Simple Translation Process and provide instruction about Revision and Editing. Two other modules are provided for translation team coordinators: Quality Assurance System and Crucial Project Phases. This makes a total of eight modules, as set out in Table 14 on Page 285.

Table 14: Non-Professional Translation Team Training Modules

DESIGNED FOR:	MODULE
Coordinator	Module A1 Quality Assurance System
Coordinator	Module A2 Crucial Project Phases
Translators	Module B1 Simple Translation Process
Translators Revisers Editors	Module B2 Revision and Editing
Translators Revisers	Module C1 Best Practices: FIDELITY
Translators Revisers	Module C2 Best Practices: READABILITY
Translators Revisers Proofreaders	Module C3 Best Practices: CONFORMITY

These training modules address the needs which came to light in the longitudinal study (see Section 5.3):

- Appropriate pace while translating (Module C1);
- Translation tools including concordancers, terminology websites and *Antidote* (Module C3);

- Workspace arrangement, such as multiple monitors and split screens (Module C3);
- Strategies for translation and self-revision (Modules B1 and B2);
- Knowledge of verb tenses and sequencing (Module C3);
- Detailed feedback: seeing actual changes along with explanations (Module A2);
- Translation of similar text styles while building skills (Module A1);
- Guidelines for respecting the source text and its style, translating expressions, and ensuring idiomaticity/fluidity (Modules C2).

As mentioned in Section 7.3.4, our translators will be evaluated periodically to determine if their skills have reached a quality score which qualifies them for projects of a higher quality level (see Section 6.3.4). This evaluation will be integrated into our online training courses as an incentive to translators to continue their training. Each translator's progress will be monitored to identify the point at which he or she is capable of assisting with Publishable projects (and ultimately move from a volunteer role to a remunerated role for Polished projects, which generally only happens when the translator has been available for 20 or more hours per month over a period of time). I intend to create a clear path for our volunteer translators to move in the direction of becoming remunerated translators if they so desire. Current opportunities include six-week placements under the Canada Summer Jobs program, and for those with a quality score corresponding to Level Four, remunerated translation and stylistic revision projects of our books in the Polished category. As we expand our efforts and visibility, we hope to attract more sponsors and

have more remunerated positions available for translators who have attained an adequate quality score to work on Polished books.

Appendix 22 provides more details about the lesson content of these training modules. For training within The King's Translators team, the modules will be in French, but I am also preparing English versions so they will be available to a wider audience, namely other NGOs wishing to start a non-professional translation team. The first two modules listed in Table 14 on Page 285 are specifically for potential coordinators of a non-professional translation team. The principles in these modules are not language-specific, so the course can be used in language combinations other than that of The King's Translators group.

As an example of the need for this type of training, I have already received two requests for these Non-Professional Translation Team training modules. The first request demonstrates the potential and practical applications of this research project: I have been asked to present these training modules at a French translator workshop in Togo in October 2019, at the UPCI Global French Summit which occurs every five years. The second request was from the directors of Purpose Institute (the ministerial training campus network for which I serve as curriculum and translation coordinator), to make the modules available in English to the various translators and teams involved in the translation of the curriculum, which is currently available in ten languages. I have agreed to complete this project before the end of 2019.

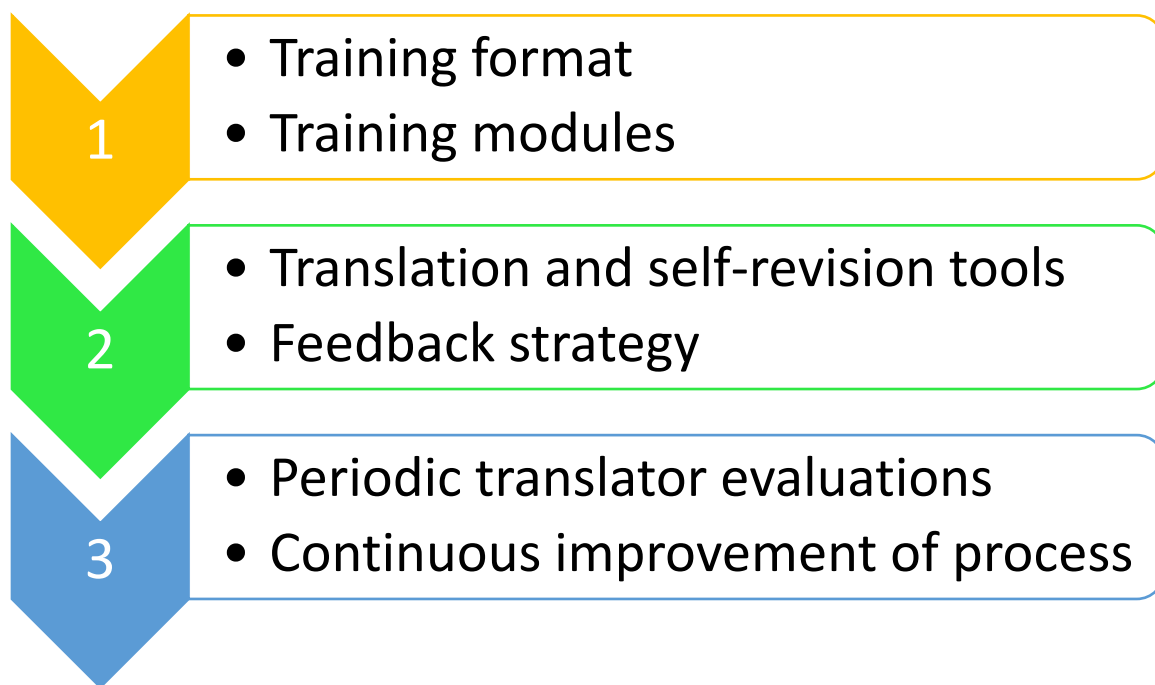
8.3.3 Training Model for Non-Professional Translation Teams

Although the work of The King's Translators involves religious translation and is specific to translation from English into French, the focused training process I have developed is easily applicable to other non-professional translation teams. I will now provide a recommended model for setting up a training process within such a team. This model demonstrates how my third research objective has been achieved: **Design a training and feedback process for a non-professional translation team.**

1. Decide on an appropriate and feasible training format, such as live workshops, online training in real time, or online courses with recorded videos.
2. Develop training modules for team members, including translators, bilingual revisers, copyeditors, and stylistic editors.
3. Compile a list of free or affordable translation and self-revision tools for the language combination and subject field, particularly spelling and grammar correction software. Provide these tools to team members.
4. Decide on a positive feedback strategy and process, for example: general comments, specific comments inserted in the translation, provision of markup versions, etc.
5. Establish a method and schedule for conducting periodic evaluations of translators.
6. Periodically have team members complete a survey regarding the training and feedback process. Make necessary changes to ensure continuous improvement of the process.

Figure 6 below provides a visual representation of this Training Model for Non-Professional Translation Teams. This recommendation assumes that either someone in the organization is qualified to develop and provide training to team members, or that funds are available to engage an instructor. The training element is crucial to quality assurance within a non-professional team.

Figure 6: Training Model for Non-Professional Translation Teams



In relation to the action research cycle identified in Figure 2 on Page 57, the data gathered during the case study, corpus study, and longitudinal study was analyzed along with relevant literature and used to create this focused translator training model for non-professional translation teams. The next step in the cycle calls for evaluation of this model

in terms of its integration of the corrective actions identified during data collection and analysis.

To evaluate this Training Model for Non-Professional Translation Teams, we can refer to Section 3.2 (case study) where the stated goal in this regard was to determine if the training process was focused, namely if it targeted a few vital concepts that would have the most impact on translation quality. The data gained from the corpus study and longitudinal study allowed me to improve the original training process, by distilling training to a few vital concepts that would impact quality in a non-professional translation team. The resulting model integrates learning in two ways to establish a focused training process. First implements all elements of corrective action related to that process that were identified during the case study and listed in Section 3.3.3, namely to:

- Develop online training courses and modules.
- Use a format that allows members to participate at a time that is convenient for them.
- Develop a detailed feedback method.

The new training modules include instruction for revisers, to incorporate the third element of corrective action identified in the case study in Section 3.3.2 related to translation revision/editing.

Secondly, this model incorporates insights gleaned from the corpus study and longitudinal study related to the importance of providing instruction related to *Antidote* software and other tools (see Sections 4.3.3 and 5.3.4), to aid in translator development. As

a result of this action research project, my Training Model for Non-Professional Translators is much more focused than the process I used initially and has been designed to ensure continuous improvement.

In the concluding section of this thesis, I report my results, synthesizing the translator selection, translation revision/editing, and translator training models I have developed for non-professional translation teams into a streamlined quality assurance system. NGOs desiring to begin translating their resources can use this system to launch a non-professional translation team and produce quality translations.

SECTION 9: CONCLUSION

This action research project has focused on the work of The King's Translators, an organization in the non-profit sector, to improve practice in terms of quality assurance within a non-professional translation team.

9.1 Results in Relation to Hypothesis and Objectives

My original hypothesis stated in Section 1.2 emerged from my observations after forming The King's Translators group in 2011 and serving as its project manager:

If a customized approach to quality assurance is used for a non-professional translation team, then it will be possible to achieve a consistent and suitable quality level in relation to the purpose of the translated documents.

I began my action research quest to improve and refine the processes I had begun to develop for The King's Translators in regard to translator selection, translation revision/editing, and translator training. I also wanted to create models that could be replicated by other NGOs, merging these three processes into a quality assurance system for non-professional translation teams. My research question stated in Section 1.2 was as follows:

Since many non-profit organizations do not have the resources to hire professional translators, what processes would enable them to produce quality translations using a non-professional translation team?

I specifically wanted to address the following sub-questions (see Section 1.3.4):

- What distinguishes the selection of non-professional translators from the selection of an employee in a translation agency or department?
- How does revision/editing within a group of non-professional translators differ from revision/editing in a professional context?
- Are professional training and feedback strategies effective for improving quality within a non-professional translation team?

In light of those questions, my specific research objectives were as follows (see Section 1.3.4):

- ***Establish a selection process for members of a non-professional translation team.***
- ***Develop a revision/editing process for projects within a non-professional translation team, based on the purpose of the translated documents.***
- ***Design a training and feedback process for a non-professional translation team.***

Action research begins with identifying a problem. Near the beginning of this action research project, I identified quality issues related to three processes within The King's Translators: translator selection, translation revision/editing, and translator training. It is pertinent at this point to revisit the quotation from Saldanha and O'Brien (2014) mentioned in Section 1.4:

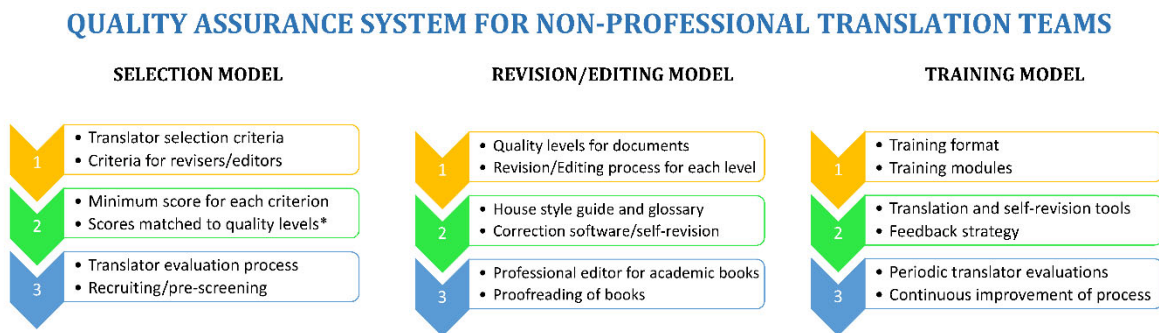
Process-oriented QA models are quite different from product-oriented ones since they focus on what needs to be put in place in a company in order to ensure high quality translation from a translation process perspective (for example, hiring qualified translators, or ensuring that a terminology management process is in place) . . . (98)

Following the action research cycle identified in Figure 2 on Page 57, in Part II of this thesis, I used a case study, corpus study, and longitudinal study to gather data, make and implement an action plan, and gather additional data. In Part III, I analyzed the data

gathered, along with relevant literature, and created and evaluated selection, revision/editing, and training models for non-professional translation teams. These models represent the solution to the original quality assurance problems I identified.

While the processes of translator selection, translation revision/editing, and translator training were studied separately in Part III, they harmonize into a single quality assurance system. This is achieved by adapting professional models in these three areas to a non-professional context. Figure 7 below synthesizes the Selection, Editing, and Training Models for Non-Professional Translation Teams, which I merged into a cohesive quality assurance system.

Figure 7: Quality Assurance System for Non-Professional Translation Teams



Appendix 23 provides two translation samples from The King’s Translators corpus to demonstrate how an increase in quality is evident within this non-professional translation team as a result of this action research project. This appendix contains an unedited translation done by a volunteer in 2012 before I had established selection or training processes. The quantity and severity of errors in the translation are typical of the

translations I received back then from novice non-professional translators, and these early observations impressed on me the need for a quality assurance system. Appendix 23 also presents an unedited translation done in 2019 by a volunteer who was chosen for the team in 2014 based on selection criteria, and who participated in all the training offered by The King's Translators from 2015 to 2019. The difference in quality between the two unedited translations is noteworthy, and I believe this can be attributed to our appropriate selection process and focused training process. A further increase in quality will be attained when this translation passes through the steps of our comprehensive revision/editing process, which for this Informative document will include bilingual revision and copyediting.

The outcome of this research project is confirmation that a significant increase in quality is possible within a non-professional translation team when processes of appropriate translator selection, comprehensive translation revision/editing, and focused translator training are implemented.

9.2 Limitations of Research

All research has inherent limitations, and in this project there are four areas to mention. These involve the sample sizes in the studies, the involvement of one professional translator, the main software used, and issues of subjectivity. I will address each of these concerns in the context of this project.

Regarding sample size, I acknowledge that the case study was of one non-professional team (The King's Translators), the corpus study involved the work of seven translators, and the longitudinal study involved nine translators. Nevertheless, these

studies provide data collected from a non-professional translation team which has been in existence for eight years, from which we gain insight about the dynamics of such teams and the processes that are successful in such a context. The analysis of the data obtained from the case study, corpus study, and longitudinal study are clear, and provide valuable information that can be compared and correlated to other non-professional translation teams. It is my hope that this research project will inspire similar studies within other non-professional translation teams, to add to the body of research on this under-researched topic.

Secondly, the quality assurance system developed within The King's Translators team centres around my involvement, and in addition to being the project manager, I am also a professional translator, certified with OTTIAQ in the French-English language combination. NGOs wishing to duplicate our system would potentially need one professional translator on the team, or at least access to a professional translator on a consultant basis. This constraint can, however, be seen as an opportunity to introduce the element of quality assurance to a non-professional translation team, rather than as a drawback or an obstacle, provided funds are available or the translator is a volunteer.

The third concern involves the main software used by the translators and bilingual revisers within the organization under study. *Antidote* correction software is a vital element of the comprehensive revision/editing process within The King's Translators group. In order to achieve similar results, a non-professional translation team working into a target language other than English and French would need to either find correction software comparable to *Antidote* in that language, or find another means of compensating for this missing element.

Finally, subjectivity is inherent to action research, because researcher work from within the organization they are studying. For this reason, in my experiments and analysis, I have tried to clearly present facts and to be moderate when drawing conclusions. However, the fact that I am part of The King's Translators has been my major motivation in persevering until I was able to develop an effective quality assurance system within this non-professional translation team.

Despite the limitations of sample sizes, involvement of one professional translator, software constraints, and subjectivity, the data obtained and analyzed provides a valuable glimpse into the heretofore largely uncharted territory of non-professional translation. If this type of research data had been available when I started The King's Translators in 2011, I estimate that our team would have arrived at the point where we are now (in 2019 after implementing the findings of my research) at least four or five years earlier. This action research project has the potential to save other NGOs several years of trial and error.

9.3 Action Research Outcomes

As described in Section 2.3, the beginning of my action research journey predated my doctoral program. In the early stages, I was motivated by the need for French materials for our church denomination. From there, I entered university training in translation and began gathering volunteers for a non-professional translation team. In my role as project manager of The King's Translators, I employed a problem-solving approach to issues we encountered. Throughout the process, I identified three concerns related to quality

assurance, and chose action research methodology to address them: translator selection, translation revision/editing, and translator training.

In keeping with action research principles, I acted as both practitioner (project manager of The King's Translators) and researcher, following an action research cycle (see Figure 2 on Page 57 to gather data, plan and implement, gather more data, analyze the data along with relevant literature, and evaluate actions taken. I used the learning I acquired through conducting the case study, corpus study, and longitudinal study to improve the practice of The King's Translators, in the areas of translator selection, translation revision/editing, and translator training.

As mentioned in Section 2.2.3, the desired outcomes of action research identified by Coghlan and Brannick (2014) are "solutions to the practical issues" and "knowledge that is useful for practitioners and robust for scholars" (6). This project has culminated in a solution to the practical issue of quality assurance within The King's Translators. It has also generated knowledge about processes of appropriate translator selection, comprehensive translation revision/editing, and focused translator training that will guide my practice as I continue to lead this team. This knowledge has been synthesized into three Models for Non-Professional Translation Teams which are now available to both scholars and other practitioners.

Throughout my action research project, I have respected my values originally set out in Section 2.2.2: helping the volunteers in our group improve their skills; sharing the knowledge I gain with other non-professional translation groups; prioritizing improvement

in practice; and giving the Francophones in our church denomination access to quality religious materials in their native language.

9.4 Original Contribution

Non-professional translation is a field that remains largely unexplored. This action research project makes an important contribution to the field of Translation Studies in both theory and practice, in three specific ways. First, it calls attention to non-professional translation and points out the need of an approach different than what is used for professional translation, since the criteria and methods used for professional translation are neither feasible nor suitable in a such a setting. Second, it provides a quality assurance system for non-professional translation teams, based on my Selection, Editing and Training Models for Non-Professional Translation teams. These three models are specifically adapted to the challenges of working with non-professional translators and can be implemented by other non-profit organizations because they are not language specific.

Third, it presents a Translation Quality Assessment Rubric for non-professional translation, as well as a set of nine Best Practices for Non-Professional Translators which represents an alternative training method suitable to the limited training time available in the non-professional context. This Translation Quality Assessment Rubric and these Best Practices are based on the three quality concerns of Fidelity, Readability, and Conformity that I established for The King's Translators. Table 15 on Page 300 demonstrates how these three quality concerns create a common thread that runs through the various components of the quality assurance system used by The King's Translators. Other NGOs can focus on

these three quality concerns to ensure effectiveness in a quality assurance system for their own non-professional translation teams.

Table 15: Quality Concerns Addressed Within The King’s Translators Team

Quality Concerns (Section 4.2.6)	Simple Translation Process (Section 8.2.3)	Editing Parameters (Section 7.3.1)	Feedback Process (Section 8.2.2)	Focused Training Process (Section 8.3.2)
FIDELITY	Understand (read/look up terms to produce a faithful translation)	Bilingual revision focused on Fidelity	Codes or general comments about Fidelity issues	Best Practices Module 1: Fidelity
READABILITY	Translate (create a readable version)	Copyediting or stylistic editing focused on Readability	Codes or general comments about Readability issues	Best Practices Module 2: Readability
CONFORMITY	Review (check for conformity)	<i>Antidote</i> / proofreading focused on Conformity	Codes or general comments about Conformity issues	Best Practices Module 3: Conformity

On a broader level, my research aims to make Translation Studies scholars more aware that while new translation practices running counter to traditional mindsets will inevitably emerge, this should not prevent us from investigating and learning from them. In addition, researchers could make a greater effort to ensure that Translation Studies concepts, norms, and metalanguage are understandable and applicable in non-traditional contexts. For this reason, I have used simple terms whenever possible in my Selection, Editing and Training Models for Non-Professional Translation teams, as well as in my Best Practices for Non-Professional Translators.

9.5 Future Research

This action research project could serve as a starting point for more in-depth study of the phenomenon of non-professional translation and, in that context, issues of quality related to the processes of translator selection, translation revision/editing, and translator training. A knowledge of this sphere should encourage non-professional translators to develop their skills, which could increase the quality and efficiency of the non-profit sector, as well as stimulate interest in the translation profession and thereby promote university translation programs.

After successfully defending this thesis, my goal is to publish two books: one about how to start and lead a non-professional translation team using a quality assurance system, and the other about how to become a non-professional translator engaged in continuous improvement. In the meantime, I will continue to avail myself of opportunities to share the materials I have developed through this action research project, around the world.

However, a question arises: At what point does a non-professional translator acquire the skills of a professional and merit that title? My goal is that many of The King's Translators will desire to have a career in translation and therefore will acquire the training and experience required to become professional translators. This could occur within other NGOs as well. My action research continues as The King's Translators group stretches in new directions that will require new training modules and the expansion of our team. This project has compelled me to examine and improve our processes; we now have a much more streamlined system to use as we move into the future.

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APPENDIX 1:

ETHICS CERTIFICATE AND CONSENT FORM



N° de certificat
CERAS-2017-18-003-D

Comité d'éthique de la recherche en arts et en sciences

CERTIFICAT D'APPROBATION ÉTHIQUE

Le Comité d'éthique de la recherche en arts et en sciences (CÉRAS), selon les procédures en vigueur, en vertu des documents qui lui ont été fournis, a examiné le projet de recherche suivant et conclu qu'il respecte les règles d'éthique énoncées dans la Politique sur la recherche avec des êtres humains de l'Université de Montréal.

Projet	
Titre du projet	Quality Assurance within Amateur Translation Teams: Action Research in the Non-profit Sector
Étudiante requérante	Liane Johnston [REDACTED], Étudiante au doctorat, FAS-Département de linguistique et de traduction
Sous la direction de	Georges Bastin, professeur titulaire, FAS-Département de linguistique et de traduction, Université de Montréal

Financement	
Organisme	FRQSC
Programme	Bourse doctorale en recherche
Titre de l'octroi si différent	
Numéro d'octroi	184259
Chercheur principal	
No de compte	

MODALITÉS D'APPLICATION

Tout changement anticipé au protocole de recherche doit être communiqué au CÉRAS qui en évaluera l'impact au chapitre de l'éthique.

Toute interruption prématurée du projet ou tout incident grave doit être immédiatement signalé au CÉRAS.

Selon les règles universitaires en vigueur, un suivi annuel est minimalement exigé pour maintenir la validité de la présente approbation éthique, et ce, jusqu'à la fin du projet. Le questionnaire de suivi est disponible sur la page web du CÉRAS.

[REDACTED]
Martin Arguin, Président
Comité d'éthique de la recherche en arts
et en sciences
Université de Montréal

12 mai 2017
Date de délivrance

30 avril 2022
Date de fin de Validité

adresse postale
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Montréal QC H3C 3J7

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Téléphone : 514-343-7338
ceras@umontreal.ca
www.ceras.umontreal.ca

FORMULAIRE D'INFORMATION ET DE CONSENTEMENT

« Quality assurance within amateur translation teams: Action research in the non-profit sector »

Chercheuse étudiante : Liane Johnston Grant, étudiante au doctorat, Département de linguistique et de traduction, Université de Montréal
Directeur de recherche : Georges Bastin, professeur titulaire, Département de linguistique et de traduction, Université de Montréal

Cette recherche est financée par le Fonds de Recherche du Québec – Société et culture.

Vous êtes invité à participer à un projet de recherche. Avant d'accepter, veuillez prendre le temps de lire ce document présentant les conditions de participation au projet. N'hésitez pas à poser toutes les questions que vous jugerez utiles à la personne qui vous présente ce document.

A) RENSEIGNEMENTS AUX PARTICIPANTS

1. Objectifs de la recherche

Ce projet vise à améliorer la qualité des projets de traduction effectués par des équipes amateurs de traduction, c'est-à-dire les bénévoles non formés ou sans expérience. Pour ce faire, nous ferons une étude de cas des *Traducteurs du Roi*, une étude de corpus des traductions faites par les membres de ce groupe pendant les six dernières années, ainsi qu'une étude longitudinale avec environ 10 participants.

2. Participation à la recherche

Votre participation consiste premièrement à remplir un questionnaire pour préciser votre expérience avec les langues anglaise et française, puis de participer à une entrevue (soit en personne, soit par téléphone) pendant laquelle la chercheuse et vous discuterez du déroulement du projet doctoral. Cette entrevue sera enregistrée, avec votre autorisation, sur support audio afin d'en faciliter ensuite la transcription et devrait durer environ 15 à 30 minutes. Le lieu et le moment de l'entrevue seront déterminés avec la chercheuse, selon vos disponibilités.

Si la chercheuse vous sélectionne pour participer à une étude longitudinale d'une année, vous aurez un devoir mensuel de traduction (environ 1 000 mots) pour laquelle la chercheuse vous fournira de la rétroaction individuelle. De plus, vous participerez à un atelier de formation d'environ 4 heures tous les trois mois. Dans le cadre du projet, la chercheuse étudiera vos traductions antérieures et futures pour les *Traducteurs du Roi*, jusqu'à la fin du projet (prévue pour avril 2018). Au besoin, la chercheuse aura d'autres entrevues avec vous pour discuter de votre progrès.

3. Risques et inconvénients

Il n'y a pas de risque particulier à participer à ce projet. Il est possible cependant que certaines questions puissent raviver des souvenirs liés à une expérience désagréable. Vous pourrez à tout moment refuser de répondre à une question ou même mettre fin pendant les entrevues.

4. Avantages et bénéfices

Il n'y a pas d'avantage particulier à participer à ce projet, à part la rétroaction individuelle et les séances de formation gratuites. Néanmoins, ceux qui participent à l'étude longitudinale recevront le logiciel Antidote qui sera nécessaire pour leur formation. Vous contribuerez cependant à une meilleure compréhension des besoins de révision et de formation d'une équipe amateur de traduction.

5. Confidentialité

Les renseignements personnels que vous nous donnerez demeureront confidentiels. Aucune information permettant de vous identifier d'une façon ou d'une autre ne sera publiée. De plus, chaque participant à la recherche se verra attribuer un code et seule la chercheuse pourra connaître son identité. Les données seront conservées dans un lieu sûr. Les enregistrements seront transcrits et seront détruits, ainsi que toute information personnelle, 7 ans après la fin du projet. Seules les données ne permettant pas de vous identifier seront conservées après cette période.

6. Compensation

Si vous acceptez à participer à l'étude longitudinale, la chercheuse vous donnera le logiciel Antidote, qui sera nécessaire pour leur formation.

7. Droit de retrait

Votre participation à ce projet est entièrement volontaire et vous pouvez à tout moment vous retirer de la recherche sur simple avis verbal et sans devoir justifier votre décision, sans conséquence pour vous. Si vous décidez de vous retirer de la recherche, veuillez communiquer avec la chercheuse au numéro de téléphone indiqué ci-dessous.

À votre demande, tous les renseignements qui vous concernent pourront aussi être détruits. Cependant, après le déclenchement du processus de publication, il sera impossible de détruire les analyses et les résultats portant sur vos données.

B) CONSENTEMENT

Déclaration du participant

- Je comprends que je peux prendre mon temps pour réfléchir avant de donner mon accord ou non à participer à la recherche.
- Je peux poser des questions à la chercheuse et exiger des réponses satisfaisantes.
- Je comprends qu'en participant à ce projet de recherche, je ne renonce à aucun de mes droits ni ne dégage la chercheuse de sa responsabilité.
- J'ai pris connaissance du présent formulaire d'information et de consentement et j'accepte de participer au projet de recherche.
- Je donne mon consentement rétroactif pour que la chercheuse puisse se servir non seulement des traductions que j'effectuerai dans le cadre de ce projet de recherche, mais aussi des traductions antérieures que j'ai faites pour les Traducteurs du Roi.

Signature du participant : _____ Date : _____

Nom : _____ Prénom : _____

Engagement de la chercheuse

J'ai expliqué au participant les conditions de participation au projet de recherche. J'ai répondu au meilleur de ma connaissance aux questions posées et je me suis assurée de la compréhension du participant. Je m'engage à respecter ce qui a été convenu au présent formulaire d'information et de consentement.

Signature de la chercheuse : _____ Date : _____

Nom : JOHNSTON GRANT

Prénom : LIANE

Pour toute question relative à l'étude, ou pour vous retirer de la recherche, veuillez communiquer avec Liane Johnston Grant au numéro de téléphone [REDACTED] ou à l'adresse courriel liane.johnston@umontreal.ca.

Pour toute préoccupation sur vos droits ou sur les responsabilités des chercheurs concernant votre participation à ce projet, vous pouvez contacter le Comité d'éthique de la recherche en arts et en sciences par courriel à l'adresse ceras@umontreal.ca ou par téléphone au 514 343-7338 ou encore consulter le site Web <http://recherche.umontreal.ca/participants>.

Toute plainte relative à votre participation à cette recherche peut être adressée à l'ombudsman de l'Université de Montréal en appelant au numéro de téléphone 514 343-2100 ou en communiquant par courriel à l'adresse ombudsman@umontreal.ca (**l'ombudsman accepte les appels à frais virés**).

APPENDIX 2:

Original Questionnaire and Preliminary Exercises



Date : _____

Nom de famille : _____ Prénom : _____

Adresse courriel : _____ @ _____

Adresse postale : _____, app. _____

Ville : _____ Code postal : _____

Téléphone : (_____) _____ - _____ Cellulaire : (_____) _____ - _____

Renseignements statistiques

Langue maternelle : _____ Date de naissance : _____ 19 _____

Depuis quand êtes-vous chrétien(ne) ? _____ Depuis quand êtes-vous pentecôtiste ? _____

Dans quelle langue était votre scolarité... ... au primaire ? _____

... au secondaire ? _____ ... à l'université ? _____

Sur une échelle (de 1 à 10), comment évalueriez-vous vos capacités en **français** ?

Compréhension : _____ écouter _____ lire

Expression : _____ parler _____ écrire

Si **le français** n'est pas votre langue maternelle, décrivez quand, où et comment vous l'avez appris :

Sur une échelle (de 1 à 10), comment évalueriez-vous vos capacités en **anglais** ?

Compréhension : _____ écouter _____ lire

Expression : _____ parler _____ écrire

Si **l'anglais** n'est pas votre langue maternelle, décrivez quand, ou/et comment vous l'avez appris :

Participation aux Traducteurs du Roi

Nombre d'heures disponibles par mois pour aider les Traducteurs du Roi : _____

Cochez les tâches que vous êtes disposé(e) à faire : ___ Traduction ___ Révision

___ Correction d'épreuves ___ Mise en page ___ Création du glossaire pentecôtiste

Cochez le type de document qui vous intéresse : _____ École du dimanche

_____ Ressources des femmes _____ Doctrine _____ Ressources ministérielles

Cochez les éléments ci-dessous dont vous disposez ou auxquels vous avez accès :

_____ Connexion Internet _____ Ordinateur _____ Imprimante
_____ *Microsoft Word* _____ *Microsoft Publisher* _____ *Antidote*
_____ *Adobe Photoshop* _____ *Adobe InDesign* _____ *Adobe Illustrator*

Mesurez votre capacité de rédaction en français

Imaginez que la seule façon de contacter votre frère (qui est non chrétien) est par carte postale. Vous voulez le convaincre qu'une expérience avec Dieu peut transformer sa vie. Que lui diriez-vous ? Ce que vous écrivez ne doit pas excéder les limites de la boîte ci-dessous.

Recommandation : Servez-vous d'un crayon plutôt que d'un stylo.

Mesurez votre compréhension de l'anglais

Lisez le paragraphe ci-dessous et répondez aux questions.

Volunteer translation takes many forms. Natural translation (often interpreting) occurs spontaneously in the community when people need to make themselves understood. Collaborative translation, such as Wikipedia, is initiated, organized and carried out by fans. Canada has the second-largest non-profit and voluntary sector in the world, with over 160,000 organizations. Many of these have no budget for professional translation, but volunteers lack the specific training necessary to provide quality translations. Other issues arise with volunteers such as motivation, completing projects on time, and protection of copyrighted material. In The King's Translators group, we have tried to address the areas of concern in volunteer translation by adopting or adapting a professional translation model in every area possible, including: assessment of language ability, microtraining, feedback, multiple layers of revision, project deadlines, and respecting copyrights. We also try to show appreciation to our volunteers and bless them in any way we can, even though financial remuneration is out of reach.

1. The person behind me in a lineup at the hospital helps me convey important information to the clerk who does not speak my language. This is an example of:

- collaborative translation
- professional translation
- natural translation
- non-profit translation

2. Why would most churches not use professional translators?

- They don't trust them.
- They have enough volunteers to do the work.
- They think it is a waste of money.
- They simply cannot afford it.

3. What seems to be the most important issue to address in volunteer translation?

- meeting deadlines
- assuring translation quality
- respecting copyrights
- remuneration

4. Do The King's Translators receive any monetary rewards?

- no
- only when funds are available
- yes, when a project is completed
- only at Christmas

APPENDIX 3:

Original Translation/Editing Guidelines

CONSEILS GÉNÉRAUX DE TRADUCTION (juin 2015)



Si tous les traducteurs suivent les conseils ci-dessous, le temps de révision sera énormément réduit et nous pourrons produire les documents en moins de temps. De plus, nous deviendrons meilleurs traducteurs au fur et à mesure que nous travaillons et apprenons ensemble. Merci d'avance !

Format

- **Veillez effectuer la traduction en format WORD (.docx)** même si le texte original est en format PDF. N'insérez pas les images ; la mise en page s'en chargera.

Révision

- Il y a un résumé de notre processus de traduction et de révision à la fin de ce document. Une bonne façon d'améliorer vos traductions consiste à comparer votre traduction avec la version finale.

Style

- Documents pour l'École du dimanche : soyez simple et clair ; d'ordinaire il s'agit d'un manuel.
- Ressources pour les femmes : écrivez comme si vous parliez à une femme de votre église.
- Le style varie selon le texte ; essayer de recréer le style en français.
- Utilisez le français international ; évitez les anglicismes, québécoisismes, régionalismes...
- **Ne suivez pas la syntaxe anglaise** ; reformulez les phrases pour qu'elles semblent naturelles en français. Lisez-les à haute voix pour vérifier : comprenez-vous ce que vous lisez ? Seriez-vous en mesure de faire l'activité qui est décrite ? Sinon, c'est bien possible que vous ayez mal compris le texte anglais.

Accents

- Il faut mettre les accents également sur les majuscules.

Terminologie

- Ne traduisez pas les idiomes et les jeux de mots littéralement ; cherchez l'équivalent en français ou reformulez-les.
- Vérifiez les termes et expressions que vous ne connaissez pas en anglais ou en français.
- Sites web utiles : www.linguee.com pour tout ; www.webitext.com pour les expressions techniques ; www.termium.com et www.granddictionnaire.com pour la terminologie.
- Utilisez un bon dictionnaire comme Le Robert, Larousse ou Multidictionnaire.

Orthographe/ponctuation

- Utilisez le logiciel *Antidote* pour corriger les erreurs, si vous le possédez.
- Sinon, activez les fonctions de correction de WORD.
- Mais, **n'oubliez pas l'étape de l'autorévision.**

Temps des verbes

- **Employez le passé composé plutôt que le passé simple.**
- Site web utile pour la conjugaison : www.verb2verbe.com
- Matériel pour l'École du dimanche : Pour les instructions aux enseignants, utilisez l'impératif de « vous » au lieu de l'infinitif. (Exemple : « Donnez aux enfants... » et non « Donner aux enfants... »)

Vous/Tu

- Utilisez « tu » en parlant à Dieu.

DOCUMENTS POUR LES FEMMES :

- Utilisez « vous » au singulier comme règle générale, puisqu'on ne connaît pas vraiment les éventuelles lectrices.
- Utilisez « vous » au pluriel quand il est évident qu'on s'adresse aux femmes en général.
- Les adjectifs, etc. par rapport aux lectrices s'accordent avec « elle ». Ex. Soyez préparée.

DOCUMENTS POUR L'ÉCOLE DU DIMANCHE :

- Utilisez « vous » quand on s'adresse aux enfants en groupe (ou aux parents dans les feuilles *Centrale électrique*).
- Utilisez « tu » dans les *Lignes électriques* et quand on s'adresse à un seul enfant (y compris dans les feuilles *Centrale électrique*).
- Pour les sketches, utilisez « vous » ou « tu » selon le cas.

Citations

- **Utilisez les chevrons « »** plutôt que les guillemets anglais “ ”.

DOCUMENTS POUR L'ÉCOLE DU DIMANCHE :

- Lorsqu'un enseignant ou un personnage du sketch parle, mettez le discours en caractères gras. Utilisez les guillemets seulement quand l'un de ces derniers cite les paroles d'une autre personne.
- Imitiez les parenthèses du texte anglais (qui énoncent les actions des personnages).

Citations de la Bible

- Utilisez la version de la Bible *Louis Segond, Nouvelle Édition de Genève 1979*.
- Vous pouvez copier/coller les versets à partir des sites web www.youversion.com ou www.BibleGateway.com
- Pour les références aux Écritures, mettez un espace avant et après les deux points, mais ne mettez aucun espace avant ou après le trait d'union entre les versets (Exemple : Romains 6 : 1-2)

Majuscules

- N'oubliez pas que le français utilise beaucoup moins de majuscules que l'anglais.
- Pour les titres, seul le premier mot prend la majuscule.
- Regardez le tableau ci-dessous pour les mots bibliques qui prennent une majuscule.

Mots qui prennent une majuscule	Aucune majuscule
Église (s'il agit du corps de Christ)	église (s'il s'agit d'une congrégation locale)
Bible	biblique
Juifs (s'il s'agit du groupe)	juif (comme adjectif)
Nouveau Testament, Ancien Testament	apôtre
Épître	chrétien (comme nom ou adjectif)
Évangile	le royaume de Dieu
Satan	divin(e)
le Dieu Tout-Puissant	il, lui, sa, son, etc. (s'il s'agit de Dieu)
le Tabernacle	apostolique
le Saint-Esprit	
Maître (s'il s'agit de Dieu)	
Seigneur (s'il s'agit de Dieu)	
la Parole de Dieu	
Écriture(s) : s'il s'agit de la Bible	

APPENDIX 4: Workshop Dates and Content

<u>DATE</u>	<u>CONTENT</u>
June 27, 2015	Clés du succès Un processus simple de traduction Pièges à éviter Outils pratiques
November 28, 2015	Interférence linguistique Faux amis Pléonasmes Autorévision
April 16, 2016	Logique Clarté Concision
February 11, 2017	Autorévision (Conférencier : Georges Bastin)
April 29, 2017	Orthographe soignée Tournures nominales/verbales Temps verbaux
July 29, 2017	<i>Antidote</i> (présentation et démonstration)
June 9, 2018	Conseils de traduction (Traducteurs du Roi) Expérience : <i>Translation Commentary</i> Concordance des temps

APPENDIX 5:

Sample Workshop Evaluation



ÉVALUATION – Atelier de traduction – 20 août 2016

	tout à fait d'accord	d'accord	en désaccord	tout à fait en désaccord
Les objectifs de l'atelier étaient clairs.				
La présentation était claire.				
L'animatrice était préparée et bien informée.				
L'animatrice est capable de bien s'exprimer en français.				
Le programme était interactif et assez varié.				
Le rythme de l'atelier me convenait.				
J'ai acquis de nouvelles informations.				
J'ai appris de nouvelles méthodes à mettre en pratique.				
Les documents fournis sont pertinents.				
Je suis à nouveau passionné(e) pour la traduction.				
J'assisterais à d'autres ateliers de traduction.				
Je m'intéresse à la formation universitaire en traduction.				
J'aime faire du bénévolat.				

Quelle est la chose la plus importante que vous avez apprise à l'atelier?

Avez-vous des suggestions ou idées pour enrichir nos ateliers de traduction ?

Quels sujets voudriez-vous aborder dans les prochains ateliers de traduction ?

Seriez-vous en mesure d'assister au prochain atelier le samedi 3 décembre 2016 ? _____

Que pensez-vous de la formation en ligne ? _____

MERCI DE VOTRE COLLABORATION - QUE DIEU VOUS BÉNISSE !

APPENDIX 6:

Contents of The Kings Translators Corpus

As of June 2019 (over 2.6 million words of target text translated by volunteers)

For each document, the corpus contains:

- the source text;
- the translation;
- various versions after bilingual revision, copyediting or stylistic editing, and proofreading (except for the final category in the list, translations which have not yet been completely edited).

Notes:

- The number of words in the target texts has been rounded off to the nearest 1,000.
- The list does not include translations for which we paid remuneration (including students paid by Canada Summer Jobs), or books that we published on behalf of the French Literature Cooperative that were translated elsewhere.

SUMMARY

161,000	Intelligible Quality Level
746,000	Informative Quality Level
243,000	Publishable Quality Level
<u>484,000</u>	Polished Quality Level
1,634,000	
+	
<u>1,024,000</u>	Various levels, not yet completely edited
2,658,000	

INTELLIGIBLE QUALITY LEVEL

72,000	2011–2019	Various internal communications for The King’s Translators
65,000	2013–2018	Various teaching notes for UPCI missionaries in Africa
6,000	2014–2019	Monthly Facebook posts for the French Literature Cooperative
18,000	2017–2019	Monthly newsletters for The King’s Translators
<u>161,000</u>		

<u># WORDS</u>	<u>YEAR(S)</u>	<u>INFORMATIVE QUALITY LEVEL</u>
15,000	2012	2 electronic <i>Réflexions en bref</i> magazines
55,000	2012	Sunday School manual (13 lessons): <i>L'atelier du Maître</i>
45,000	2013	6 electronic <i>Réflexions en bref</i> magazines
9,000	2013	6 electronic <i>Femmes de prière internationale</i> newsletters
55,000	2013	Sunday School manual (13 lessons): <i>Chevaliers du Royaume</i>
55,000	2013	Sunday School manual (13 lessons): <i>Recherche et sauvetage</i>
45,000	2014	6 electronic <i>Réflexions en bref</i> magazines
18,000	2014	12 electronic <i>Femmes de prière internationale</i> newsletters
55,000	2014	Sunday School manual (13 lessons): <i>Une vie pleine de fruits</i>
45,000	2015	6 electronic <i>Réflexions en bref</i> magazines
18,000	2015	12 electronic <i>Femmes de prière internationale</i> newsletters
55,000	2015	Sunday School manual (13 lessons): <i>Prière puissante</i>
55,000	2015	Sunday School manual (13 lessons): <i>La plongée au trésor</i>
45,000	2016	6 electronic <i>Réflexions en bref</i> magazines
18,000	2016	12 electronic <i>Femmes de prière internationale</i> newsletters
45,000	2017	6 electronic <i>Réflexions en bref</i> magazines
18,000	2017	12 electronic <i>Femmes de prière internationale</i> newsletters
45,000	2018	6 electronic <i>Réflexions en bref</i> magazines
18,000	2018	12 electronic <i>Femmes de prière internationale</i> newsletters
23,000	2019	3 electronic <i>Réflexions en bref</i> magazines
9,000	2019	6 electronic <i>Femmes de prière internationale</i> newsletters
746,000		

<u># WORDS</u>	<u>YEAR(S)</u>	<u>PUBLISHABLE QUALITY LEVEL</u>
20,000	2012	<i>Manuel de doctrines fondamentales</i>
35,000	2013	<i>L'éducation chrétienne</i>
37,000	2014	<i>La lumière de la Pentecôte</i>
20,000	2014	<i>Au nom de Jésus</i>
38,000	2015	<i>Les intercesseurs</i>
13,000	2016	<i>La femme païenne</i>
5,000	2016	<i>« Hyphen » : Trousse de démarrage</i>
25,000	2017	<i>Réservez un vase d'huile</i>
43,000	2017	<i>Affermis mes pas</i>
7,000	2017	<i>L'Évangile</i>
243,000		

<u># WORDS</u>	<u>YEAR(S)</u>	<u>POLISHED QUALITY LEVEL</u>	<u>REVISION COSTS</u>
31,000	2013	<i>La fille en robe</i>	\$ 1,535.00
64,000	2014	<i>Faire croître une église</i>	\$ 6,386.00
30,000	2014	<i>Couverte d'amour</i>	\$ 3,015.00
23,000	2014	<i>La dernière génération de vérité</i>	\$ 2,266.00
35,000	2015	<i>Démasquée</i>	\$ 3,503.00
72,000	2016	<i>La vie apostolique</i>	\$ 7,308.00
47,000	2017	<i>Entrer dans la zone réglementée</i>	\$ 3,295.00
63,000	2017	<i>Comprendre la Parole de Dieu</i>	\$ 7,392.00
40,000	2017	<i>Une vie pure</i>	\$ 4,545.00
35,000	2017	<i>Planifiez votre rêve</i>	\$ 1,200.00
44,000	2018	<i>Intégrité : les principes de l'éthique chrétienne</i>	\$ 5,242.00
484,000			\$45,687.00

# WORDS	YEAR(S)	VARIOUS LEVELS, NOT YET COMPLETELY EDITED
36,000	2014	<i>Programme de formation des disciples</i>
55,000	2015	Sunday School manual (13 lessons): <i>Gamins géniaux</i>
55,000	2016	Sunday School manual (13 lessons): <i>Camp Harmonie</i>
55,000	2016	Sunday School manual (13 lessons): <i>Enraciné dans la vérité</i>
13,000	2016	<i>Vivant en lui</i>
29,000	2016	<i>Plus à la vie</i>
165,000	2017	Sunday School manual: <i>Réveil de prière des enfants</i>
28,000	2017	<i>Prier la Parole avec efficacité</i>
87,000	2017	<i>Le plan de la grâce : L'histoire du Tabernacle</i>
19,000	2017	<i>Le cœur : Doctrines apostoliques essentielles pour les étudiants</i>
128,000	2018	<i>L'histoire de la doctrine chrétienne</i>
62,000	2018	<i>Howard A. Goss : Une vie pentecôtiste</i>
82,000	2018	<i>Un vécu prêché</i>
46,000	2018	<i>Réaligner : Les dirigeants appelés par Dieu et leur objectif</i>
27,000	2019	<i>Être pentecôtiste</i>
90,000	2019	<i>Les doctrines de la Bible</i>
47,000	2019	<i>Soixante-dix : Tout le monde a besoin d'une équipe</i>
1,024,000		

APPENDIX 7:

Sample English Source Text



Quiet Moments

for busy women

Are You Listening?

*"My sheep hear my voice, and I know them,
and they follow me" (John 10:27).*

Remember the old cell phone ad with the guy asking, "Can you hear me now?" as he tries to find a good spot for reception? Today a better question might be, "Are you listening to me now?" One of life's frustrations is trying to talk when the other person isn't focused on what we are saying.

Are you a good listener? Most people will answer yes, but research shows that the average person listens with only 25 percent efficiency.* That means we filter out much of what others say to us. It gives meaning to the old phrase "in one ear and out the other." We can pinpoint when others aren't listening to us, but we may not realize how often we are the one not listening.

Listening is an art. It does not come natural to us, but we can sharpen our skills by using the following steps.

- **Decide to become a better listener.** Break any poor listening habits.
- **Focus on the other person.** Look at him and let him know what he is saying is important.
- **Concentrate.** Be an active listener. Don't multi-task (cell phone users beware!) or allow your surroundings to distract you. If necessary, move to a quieter spot.
- **Show interest.** Be sincerely interested in what is being said.
- **Don't interrupt.** Allow the person the courtesy of finishing what she is saying.
- **Ask appropriate questions.** Be an active listener by asking questions to clarify what is meant and to draw further information from the person.
- **Wait to express any views you have.** When giving your thoughts, don't patronize and don't preach.

Courtesy is important as we interact with each other. How much more must we be courteous when speaking to God? Do the above points hold validity when we meet with Him? If we desire to hear God's voice, we must make ourselves available. Enter His presence with an attitude of expectancy and respect. Psalm 46:10 tells us to "Be still, and know that I am God."

If we enter God's presence with an attentive attitude, He will speak to us. Are you listening? ❀

**"Listening Effectively" by Dr. Scott Williams (<http://www.wright.edu/~scott.williams/LeaderLetter/listening.htm>).

"One of the most sincere forms of respect is actually listening to what another has to say."

—Bryant H. McGill

Making It Personal

- ❀ How would you describe the difference between hearing and listening?
- ❀ On a scale of one (poor) to ten (excellent), how would you rate your listening skills?
- ❀ Are there certain people you are more prone to tune out than others?
- ❀ How would you rate your listening skills in hearing the voice of God?
- ❀ What things distract and block out His voice?



Mary Loudermilk considers chocolate and ice cream as basic food groups to be enjoyed and shared with friends. She values time spent studying, teaching, and writing about God's Word.

For Additional Study

- Proverbs 18:13
- Matthew 13:16
- John 8:47
- James 1:19

How to Listen to God

- Make time for Him.
- Relax in God's presence. Don't rush.
- Open your heart to receive His words.
- Listen actively.
- Write down what you feel God is saying.
- Reflect on it.
- Test the thoughts against God's Word.
- Obey.

APPENDIX 8:

Sample Translation from Corpus Study

Source text and translation showing some of the errors identified, by type and category

One year I embarked on a journey with God, and during that year, my husband and I went to visit a friend who was dying of cancer. In an effort to put her affairs in order, she had asked us to come and take a look at her personal library to see if there were any books in which we were interested. We both love books so it was a pleasure for us to comply. One of the books that caught my attention was not unfamiliar to me, but its format was different. It was the 90 Day Bible. I took it home and settled in my heart that I would challenge myself to read the Bible in ninety days. That Bible is divided into twelve-page daily increments. I was determined I would not read anything else each day until I had finished my Bible reading. At the time, I was home-schooling our children in the day and working a full-time job each week-night evening. Was it challenging at times? Yes. But I used every available moment to do what I had set my mind on doing. I read whether it was late at night when I arrived home, in the car going somewhere (if my husband was driving), or on my breaks at work. By the grace of God, I stayed on track.

Il fut une année où¹ j'embarquai dans un voyage avec le Seigneur² et, durant cette année, mon mari³ alla visiter un ami⁴ qui mourait alors du cancer. Afin de mettre un peu d'ordre dans ses affaires, elle nous demanda de venir et de jeter un œil à sa bibliothèque afin de voir s'il y avait des livres qui nous intéresserait. Puisque nous aimions les livres, ce fut un plaisir pour non⁵ d'agrèer à⁶ sa requête. Un livre qui ne m'était pas inconnu attira mon attention par son format différent qu'habituellement⁷. C'était *La Bible en 90 jours*⁸. Je le pris avec moi à la maison et je me résolus en moi-même de lire⁹ la Bible en 90 jours. Cette Bible était divisée en 12 parties successives à lire quotidiennement¹⁰. J'étais déterminée à ne rien lire d'autre jusqu'à ce que¹¹ j'aie fini ma lecture de cette Bible. En ces temps-là, j'enseignai nos enfants à la maison durant le jour et je travaillais à plein temps chaque soir de semaine¹². Était-ce dur à gérer par moment¹³? Oui. Mais je pris chaque moment libre à la réalisation de ce que j'avais décidé dans mon cœur. Je lisais très tard durant la nuit¹⁴ ou dans la voiture (si mon mari conduisait) ou, encore, durant mes pauses au travail. Mais par la grâce de Dieu, je maintenais la cadence.

¹ READABILITY: Idiomaticity

² READABILITY: Religious Terminology [God = Dieu; the Lord = le Siegneur]

³ FIDELITY: Completeness [both the author and her husband went]

⁴ FIDELITY: Accuracy [the next sentence indicates that the friend was female]

⁵ CONFORMITY: Spelling [this should be the word "nous"]

⁶ CONFORMITY: Prepositions [the verb "agrèer is used without a preposition following it]

⁷ READABILITY: Idiomaticity

⁸ FIDELITY: Accuracy [it was an English Bible]

⁹ FIDELITY: Completeness [the idea of the author challenging herself is missing]

¹⁰ FIDELITY: Accuracy [it was divided into 12-page sections, not into 12 sections]

¹¹ FIDELITY: Completeness [the idea of "each day" is missing]

¹² READABILITY: Idiomaticity

¹³ CONFORMITY: Spelling ["s" is missing]

¹⁴ FIDELITY: Completeness [the idea of arriving home late at night is missing]

APPENDIX 9:

Translation Commentary Exercise 1



Devoir de traduction à faire entre 27 et 30 octobre 2017
Veuillez l'envoyer à : lianegrant@outlook.com
BUT : identifier les blocages et les solutions de traduction

NOM :

DATE :

À quelle heure avez-vous commencé ?

À quelle heure avez-vous terminé ?

Quels outils avez-vous utilisés (ex. dictionnaires, guides de grammaire, sites web, banques de terminologie, etc.) ?

Décrivez comment vous avez fait l'autorévision :

TAPEZ VOTRE TRADUCTION DANS LA 2^E COLONNE. ALORS QUE VOUS TRADUISEZ, TAPEZ DANS LA 3^E COLONNE TOUT COMMENTAIRE AU SUJET DU PROCESSUS DE TRADUCTION (où vous avez hésité, quelles informations vous avez dû chercher ailleurs, mots ou expressions que vous n'avez pas compris et où vous avez trouvé la solution, etc.

TEXTE

TRADUCTION

COMMENTAIRES

Reflections magazine

Editor's Note – Melody Reever

A TRIP AROUND THE WORLD

My husband and I have been blessed to visit all fifty US states and several countries, meeting and worshiping with wonderful brothers and sisters in Christ. It did not matter in what location—whether in any area of North America, South Africa, Colombia, or Great Britain—when we gathered to worship our great God, we were one family, magnifying our Creator. Language barriers and differences in culture were not a problem when it came to praising Jesus.

TEXTE

We who live in North America have been mightily blessed—in many ways. It is easy to take for granted the abundance of food, clothing, and housing offered here. There have been times when money was scarce, but I can honestly say I've never suffered from hunger and wondered when my next meal may be available. I've always had a roof over my head. During lean times, my husband and I had only one vehicle, but we've never gone without transportation. These are things for which I give thanks, having seen people in our travels who had much less. My heart ached for them. I returned home, thankful for plenty and realizing that some things just are not important.

TRADUCTION**COMMENTAIRES**

APPENDIX 10:

Interview Questions for Longitudinal Study Group 1

1. Décrivez votre expérience d'apprentissage de la langue française.
2. Décrivez votre expérience d'apprentissage de la langue anglaise.
3. Avez-vous eu de l'expérience en traduction avant de vous joindre aux Traducteurs du Roi ?
4. Aimez-vous traduire ? Pourquoi ?
5. Quels outils ou sites web utilisez-vous ?
6. Décrivez votre ordinateur et vos périphériques informatiques.
7. Travaillez-vous à partir de la version papier ou numérique du texte source ?
8. Quels sont vos plus grands défis en traduction ?

APPENDIX 11:

Final Questionnaire for Longitudinal Study Group 1

1. Avant d'assister aux ateliers de traduction présentés par les Traducteurs du Roi, quel niveau de confiance aviez-vous en vos compétences de traduction ? (sur une échelle de 1 à 10)
2. Après avoir assisté à plusieurs ateliers (disons jusqu'au mois de juin 2018), quel niveau de confiance aviez-vous en vos compétences de traduction ? (sur une échelle de 1 à 10)
3. Quels concepts avez-vous appris des ateliers qui vous ont aidé le plus dans la traduction ?
4. Quels outils avez-vous commencé à utiliser dans la traduction grâce aux ateliers ?
5. Votre méthode/stratégie de traduction a-t-elle changé grâce aux ateliers ?
6. Que pensez-vous du nouveau format de formation (en ligne) offert par les Traducteurs du Roi ?
7. Pensez-vous que votre apprentissage se fait plus rapidement à travers le cours en ligne qui comprend les leçons hebdomadaires (en comparaison avec les ateliers 2 ou 3 fois par année) ?
8. Le type de rétroaction fournie sur vos travaux en ligne (effacer/insérer les mots, fournir des commentaires, indiquer des erreurs répétées, etc.) vous est-il utile ou pensez-vous qu'une autre forme de rétroaction serait plus efficace ?
9. Avez-vous l'habitude de comparer vos traductions à la version publiée pour voir les corrections (par exemple, articles pour Réflexions en bref, etc.) ?
10. Quel est votre plus grand besoin présentement quant à la formation en traduction ?

APPENDIX 12:

Sample of Feedback in Longitudinal Study Group 3

SECTION 3C ÉDITION JUBILÉ NOUS RESTONS UNIS Arthur L. Clanton Charles E Clanton

DÉPARTEMENTS

Les départements au sein du Pentecostal Ministerial Alliance [l'Alliance Ministérielle Pentecôtiste] étaient peu nombreux et étaient organisés de façon simple. En ce qui concerne les districts, une organisation départementale était peu nécessaire.

Les missions étrangères

Les missions étrangères au sein du mouvement avaient été mentionnées pour la première fois dans cette déclaration : « L'œuvre du missionnaire étranger sera reconnue par le Pentecostal Ministerial Alliance [l'Alliance Ministérielle Pentecôtiste] comme ayant une importance égale à l'œuvre missionnaire locale. »¹

E.C. Steinberg, ancien missionnaire en Chine, a été choisi comme premier secrétaire-trésorier en 1927.²

Les missionnaires à l'étranger financés entièrement ou partiellement par l'organisation à plusieurs reprises étaient : L. W. Coote, Japon; L. H. Dickson, Jérusalem; C. M. et Mabel Hensley, Chine; a. J. et Pearl Holmes, Libéria; Mae Iry, Inde; Elsie King, Chine; Alice Kugler (par après, Sheets)), Chine; Garland et Eleanor Leonard, Chine; Dorothy McCarty, Inde; A. O. Moore, Inde; Joseph Rezniczek, Inde; Elizabeth Steiglitz, Chine; J. b. Thomas, Jérusalem; et Timothy Urshan, Jérusalem.

Les dons destinés aux missionnaires en 1929, la première année pour laquelle nous avons des données, totalisé 3 090.31 \$.³ Les offrandes ont peu augmenté au cours des trois années suivantes, mais il faut se rappeler que c'était l'époque de la Dépression.

L'École du dimanche

Le nom Dan Hayes était familier à la plupart des pentecôtistes unicitaires, dont l'expérience datée des années 30 et 40. Ancien ministre méthodiste, il s'était premièrement affilié

Commented [PE1]: Dans cette partie du texte, il n'est plus nécessaire de référer la traduction française vu que cela a déjà donné dans les paragraphes précédents.

Commented [PE2]: Organisés de façon simple*

Commented [PE3]: Totalisaient*

Commented [PE4]: Datait*

Commented [PE5]: Ne pas juxtaposer cette phrase.

¹ Ibid., novembre 1927, 3.

² Ibid.

³ Ibid., janvier-décembre 1929.

APPENDIX 13:

Interview Questions for Longitudinal Study Group 3

1. Aimez-vous travailler de manière indépendante ?
2. Une carrière en traduction vous intéresse-t-elle ?
3. Où et comment avez-vous appris l'anglais ? Y a-t-il des lacunes dans vos compétences en anglais ?
4. Comment améliorez-vous vos compétences en anglais ?
5. Quel aspect de l'anglais vous semble le plus difficile ?
6. Quel aspect de la traduction vous semble le plus difficile ?
7. Est-ce difficile de suivre les directives fournies par les Traducteurs du Roi ? Est-ce que vous les trouvez utiles ?
8. Pensez-vous que votre vitesse de traduction est en train d'augmenter ?
9. Quels outils utilisez-vous ?
10. Que faites-vous lorsque vous ne comprenez pas quelque chose dans le texte source anglais ?
11. Apprenez-vous des choses alors que vous utilisez le logiciel *Antidote* ?

APPENDIX 14:

Final Questionnaire for Longitudinal Study Group 3

1. Avant de travailler en tant que traducteur en été, quel niveau de confiance aviez-vous en vos compétences de traduction ? (sur une échelle de 1 à 10)
2. Après cette expérience, quel niveau de confiance aviez-vous en vos compétences de traduction ? (sur une échelle de 1 à 10)
3. Quels concepts avez-vous appris des ateliers qui vous ont aidé le plus dans la traduction ?
4. Quels outils avez-vous commencé à utiliser dans la traduction grâce aux ateliers ?
5. Votre méthode/stratégie de traduction a-t-elle changé grâce aux ateliers ?
6. Que pensez-vous du type de rétroaction fournie sur vos traductions (commentaires insérés dans le texte) ?
7. Quel est votre plus grand défi en traduction ?

APPENDIX 15:

Revised Questionnaire and Preliminary Exercises



QUESTIONNAIRE POUR LES MEMBRES POTENTIELS

Date : _____

Nom de famille : _____ Prénom : _____

Adresse courriel : _____ @ _____

Adresse postale : _____, app. _____

Ville : _____ Code postal : _____

Téléphone : (_____) _____ - _____ Cellulaire : (_____) _____ - _____

Renseignements statistiques

Langue maternelle : _____

Date de naissance (jour/mois/année) : ____/____/____

Depuis quand êtes-vous chrétien(ne) protestant(e) ? _____

Depuis quand êtes-vous pentecôtiste ? _____

Dans quelle langue était votre scolarité... ... au primaire ? _____

... au secondaire ? _____ ... à l'université ? _____

Sur une échelle (de 1 à 10), comment évalueriez-vous vos capacités en **français** ?

Compréhension : _____ écouter _____ lire

Expression : _____ parler _____ écrire

Si **le français** n'est pas votre langue maternelle, décrivez quand, ou/et comment vous l'avez appris :

Sur une échelle (de 1 à 10), comment évalueriez-vous vos capacités en **anglais** ?

Compréhension : _____ écouter _____ lire

Expression : _____ parler _____ écrire

Si **l'anglais** n'est pas votre langue maternelle, décrivez quand, ou/et comment vous l'avez appris :

Participation aux Traducteurs du Roi

Nombre d'heures disponibles par mois pour aider les Traducteurs du Roi : _____
(Minimum : 8 à 10)

Cochez les tâches que vous êtes disposé(e) à faire : ___ Traduction ___ Mise en page
___ Révision bilingue ___ Révision unilingue ___ Correction d'épreuves

Cochez le type de document qui vous intéresse : ___ Leçons pour l'École du dimanche
___ Documents pour les femmes ___ Livres sur la doctrine ou sur le ministère

Cochez les éléments ci-dessous dont vous disposez ou auxquels vous avez accès :

___ Connexion Internet ___ Ordinateur ___ Imprimante
___ Microsoft Word ___ Microsoft Publisher ___ Antidote
___ Adobe Photoshop ___ Adobe InDesign ___ Adobe Illustrator

Mesurez votre compréhension de l'anglais

Lisez le texte ci-dessous et répondez aux questions.

Volunteer translation takes many forms. Natural translation (often interpreting) occurs spontaneously in the community when people need to make themselves understood. Collaborative translation, such as Wikipedia, is initiated, organized and carried out by fans. Canada has the second-largest non-profit and voluntary sector in the world, with over 160,000 organizations. Many of these have no budget for professional translation, but volunteers lack the specific training necessary to provide quality translations, and quality is crucial. Other issues arise with volunteers such as motivation, completing projects on time, and protection of copyrighted material.

Within The King's Translators team, we address the concern about quality in volunteer translation by instituting specific processes for selecting translators, revising/editing translations, and training translators. Our selection criteria for translators focuses on various skills and practical considerations. First of all, potential translators must have strong comprehension skills in English and excellent writing skills in French, accompanied by cultural knowledge in both languages. They must have experience in a Pentecostal church and have a good grasp of Pentecostal terminology. Memory and logic skills are also important. On a practical level, team members need to have computer/internet access and skills, be available 8 to 10 hours per month, and have the self-motivation required to work independently.

Our revision/editing process is based on certain quality levels which require different interventions after the translator has conducted self-revision and used *Antidote* correction software. Electronic newsletters and Sunday School manuals undergo bilingual revision and copyediting. For books written in non-academic language, the copyediting is replaced by stylistic editing and proofreading. Finally, for doctrinal books written in academic language, the stylistic editing is conducted by a professional translator who is remunerated.

All of The King's Translators are expected to participate in ongoing training. To facilitate this, training is offered in an online format that can be completed at any time. Our

training process is based on Best Practices related to three priorities we have established for quality translations: Fidelity, Readability, and Conformity. Fidelity refers to being faithful to the original document by not omitting or adding information, and conveying the same meaning. Readability ensures a pleasant experience for readers, by paying attention to terminology and idiomaticity. Conformity relates both to language norms such as spelling and grammar and to respecting The King's Translators style guidelines.

From 2011 to 2019, The King's Translators volunteer members translated over 2.6 million words. Because of the work of our volunteers, this was achieved at minimal cost, by only needing to pay professionals to assist with doctrinal books written in academic language. We appreciate our volunteers and our goal is to train them so that they can eventually become professional translators who can be remunerated. One of the opportunities along this pathway including internships funded by Canada Summer Jobs for those who meet eligibility criteria.

1. The person behind me in a lineup at the hospital helps me convey important information to the clerk who does not speak my language. This is an example of:

- collaborative translation
- professional translation
- natural translation
- non-profit translation

2. Why would most churches not use professional translators?

- They don't trust them.
- They have enough volunteers to do the work.
- They think it is a waste of money.
- They simply cannot afford it.

3. What seems to be the most important issue to address in volunteer translation?

- meeting deadlines
- assuring translation quality
- respecting copyrights
- remuneration

4. Who can join The King's Translators?

- anyone
- anyone who is bilingual
- anyone who is Christian and bilingual
- those who meet certain requirements

5. Which quality levels within The King's Translators require bilingual revision?

- electronic newsletters and Sunday School manuals
- books written in non-academic language
- doctrinal books written in academic language
- all of the above

6. Training within The King's Translators is (check all that apply):

- optional
- online
- based on Best Practices
- online but in real-time format

7. The King's Translators members are expected to (check all that apply):

- edit their translations before submitting them
- use correction software
- be available at least 18 hours per month
- follow a style guide

8. Volunteer members of The King's Translators:

- can never receive remuneration
- are all eligible for the Canada Summer Jobs program
- may at some point become professional translators and be paid for their work
- are paid when they have completed a certain amount of training

Mesurez votre capacité de rédaction en français

Rédigez une courte biographie d'environ 500 mots. Votre rédaction devrait comprendre quelques détails par rapport aux éléments suivants :

- Votre enfance
- Votre éducation
- Votre expérience avec l'anglais et le français (linguistique et culturelle)
- Votre expérience religieuse
- Votre implication actuelle au sein d'une église
- Vos motivations pour faire du bénévolat
- Votre connaissance au sujet de la traduction
- Votre intérêt pour une carrière en traduction

Mesurez votre capacité à faire la correction d'épreuves

Corrigez les fautes d'orthographe, de grammaire et de ponctuation dans le texte ci-dessous.

La beauté du mentorat

Le 7 janvier, 2015 j'ai déchargée ma voiture et aménager dans le plus joli petite appartement du campus de l'*Urshan College* et de l'*Urshan Graduate School* pour occuper le poste de directrice des admissions. Je ne savais pas que ma voiture ne sera pas la seule chose a déchargez au cour des mois suivant.

Je venait de quitter un endroit et un emploie que j'adorais mais l'environnement de mon travail était moins desirable. Mon chef direct, et son chef direct (ma patron) n'étaient pas les plus sympathique du monde entier — pour parler gentiment.

A l'époque, je ne me suis pas rendu compte, mais l'environnement et ce que j'ai expérimentée avaient changer le leader que j'étais, dynamique et exubérante, en une personne que je ne reconnais plus. J'avais des doutes concernant mon appel à faire de haute études et ma capacités d'être une dirigeant compétente.

J'ai passer les premiers mois à mon nouveau travail à *Urshan* dans la craint et fuyant tout ce qui pourrait causer les conflit ou le désaccord. Ce n'était que quand j'ai eue une rencontre avec ma nouvelle incroyable chef, Jennie Russell. Cela représentait un point tournante pour mois.

Elle m'a regardé droite dans les yeux, disant, "Dinecia, ce que je voies devant moi n'est pas la personne vibrant que nous avons interviewez. Que s'est-il passée?"

En quelque minutes, je lui ai dit toute ce que j'avais sur le coeur. Elle a écouté sérieusement, et je suis sûr qu'elle a pris des notes. Au cours des semaines suivants — a mon insu — elle a ravivée mon esprit.

Elle est devenu ma mentore.

APPENDIX 16:
Recruiting Brochure

Traduction des ressources apostoliques
TraducteursduRoi.com



TheKingsTranslators.com
French translation of apostolic resources

2,6 millions de mots traduits jusqu'à présent par les Traducteurs du Roi !

Les traducteurs de l'Antiquité et du Moyen Âge travaillaient sous l'aile de l'Église ou du roi. Ils considéraient comme sacrée la tâche de mettre la plume au rouleau afin de propager la sagesse des anciens. Les premiers traducteurs étaient en réalité des missionnaires-évangélistes chargés de répandre l'Évangile en le rendant accessible à d'autres groupes linguistiques. D'ordinaire, la traduction était un travail d'équipe et les traducteurs s'agenouillaient aux pieds du roi pour lui présenter en cadeau un manuscrit fini. Plusieurs d'entre eux ont consacré leur vie à cette vocation sainte ; certains ont même été assassinés pour leur travail.

Les Traducteurs du Roi, c'est une équipe de volontaires qui se passionnent pour le ministère de la traduction des ressources apostoliques de l'anglais vers le français. L'équipe comprend aussi bien des francophones que des anglophones, afin d'assurer un processus de traduction et de révision consciencieux. Certains projets nécessitent une révision professionnelle, pour laquelle il faut trouver un commanditaire. Pourtant, grâce au travail de nos bénévoles, le coût habituel du projet est considérablement réduit.



Fondatrice et gestionnaire de projet :
LIANE R. GRANT - Traductrice agréée, OTTIAQ

Comité consultatif :



DIEUDONNÉ KAHOZI
Coordinateur de l'évangélisation francophone en Amérique du Nord,
Église Pentecôtiste Unie Internationale



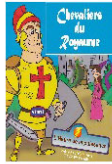
SCOTT GRANT
Missionnaire et implanteur d'églises à Montréal/Québec



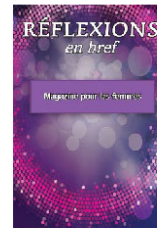
STEVE SCHOBERT
Directeur des opérations de *Purpose Institute* et ancien missionnaire
en France

EXEMPLES DE PROJETS DES TRADUCTEURS DU ROI

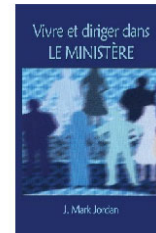
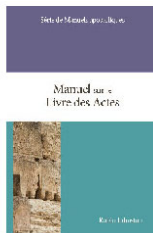
École du dimanche



Ressources pour les femmes



Formation ministérielle



TÉLÉCHARGEMENT GRATUIT DES RESSOURCES APOSTOLIQUES :

WWW.CLF-FLC.COM

CERTAINES SONT DISPONIBLES EN VERSION PAPIER OU KINDLE :





LE MINISTÈRE DE TRADUCTION VOUS INTÉRESSE ?

- Possédez-vous des habiletés avancées en compréhension de l'anglais ?
- Avez-vous d'excellentes capacités de rédaction en français ?
- Disposez-vous d'un ordinateur et d'un accès à Internet ?
- Êtes-vous capable de travailler de façon indépendante ?
- Connaissez-vous bien la Bible ainsi que la terminologie pentecôtiste ?
- Avez-vous de fortes habiletés de mémoire ?
- Êtes-vous disponible pendant 8 à 10 heures par mois ?
- Avez-vous au moins 18 ans ?



Si vous avez répondu « oui » aux questions ci-dessus et vous désirez vous porter bénévole à l'équipe des Traducteurs du Roi, la prochaine étape est de participer à un cours d'initiation en ligne.

**Pour accéder au cours, envoyez un courriel à :
Liane Grant@outlook.com**

IL SE PEUT QUE VOUS SOYEZ LA PIÈCE MANQUANTE !



APPENDIX 17:

Interventions in the Text

Interventions by Volunteer Francophone Copyeditor in the Translation of an “Informative” Level Text

J’habitais dans une grande et vieille maison d’une petite ville avec ~~un~~ **une** très **grande** cour en arrière. Chaque printemps, j’avais l’habitude de planter un potager. Même si je n’aimais pas trop tout le dur travail et la chaleur, j’aimais les résultats de mon labeur : des tomates fraîches du jardin, du brocoli, des oignons et autres. Maintenant, je vis dans une ville immense, dans un appartement de taille moyenne et sans cour. En guise de jardin, j’ai des plantes d’intérieur. Elles ne produisent pas les mêmes récompenses comestibles, mais je trouve que la verdure est très ~~calmante~~ **???** **apaisante**.

Il y a quelques mois, j’ai rassemblé toutes mes plantes dans un coin. Malheureusement, elles n’ont pas suffisamment de soleil dans cet endroit, et j’oublie tout le temps de les arroser. De ma chaise où je suis assise ce matin, je vois des feuilles jaunes et brunes. Certaines sont déjà mortes et tombent. Il est clair qu’elles ont besoin d’une attention rapide.

Un bon système racinaire, bien que rarement visible, s’étend pour chercher la nourriture afin de stabiliser la nouvelle croissance à l’extérieur du sol. Il est aussi essentiel de survivre ~~les-aux~~ sécheresses temporaires, **au** ~~le~~ manque de soleil, et ~~les~~ **aux** tempêtes. Nous cherchons à nous ancrer et à nous fonder en lui (Éphésiens 3 : 17), afin de recevoir sa « lumière » qui nous nourrit (Jean 8 : 12 et son « eau vive » (Jean 7 : 37-39), de croître et de surmonter les difficultés.

Interventions by Volunteer Francophone Stylistic Editor in the Translation of a “Publishable” Level Text

~~Reviens à~~Relis la dernière évaluation pour ~~voir~~constater ton progrès. L'image que tu as de toi-même a-t-elle ~~s'est-elle~~ amélioré/améliorée ? Comprends-tu maintenant à quel point tu es spécial ~~à~~aux yeux de Dieu, et qu'il a un but pour ta vie ? ~~Pendant le~~Tout au long du mois à venir, tu vas examiner tes dons et tes capacités. Chaque personne a une personnalité unique et des talents particuliers. Dieu l'a planifié ainsi, pour que, ensemble, nous soyons le corps de Christ sans ~~rien~~ manquer- une seule partie. Chacun de nous est une pièce importante du casse-tête ! Tu évalueras ta vie ~~par rapport à~~selon quatre aspects : les aptitudes naturelles, des talents sur lesquels tu as travaillé, des compétences que tu as développées et les dons spirituels. Tu découvriras comment tu te distingues ~~dans à~~travers chacun de ces aspects, et tu ~~deviendras~~prendras plus ~~conscient~~conscience de la manière dont Dieu désire se servir de toi.

Question : Peux-tu penser à une porte que Dieu t'a ouverte, et lorsque tu l'as ~~franchi~~franchie, tu as découvert des gens ou des choses qui essayaient de ~~t'empêcher~~'en empêcher ? As-tu continué à faire ce que Dieu ~~avait~~dit, tout de même ?

Réflexion : Il ne te sera probablement pas facile de développer une vie de prière. C'est l'une des choses avec laquelle tu ~~devrais~~devras lutter, et il y aura beaucoup d'obstacles. N'abandonne pas ; tu n'auras aucun regret si tu persévères !

Question : Comment ta vie de prière a-t-elle ~~développé~~évolué ? Avec quelles ~~choses~~éléments as-tu ~~dû lutter~~lutté pour en faire une priorité ?

Interventions by Professional Francophone Reviser in the Translation of a “Polished” Level Text

Le privilège et la responsabilité de la prédication (c'est-à-dire la communication) de la Parole n'appartiennent pas seulement aux cinq ministères. Les saints ne sont peut-être pas appelés à être des prédicateurs, mais ils peuvent ~~prendre~~transmettre ce qu'ils entendent le dimanche et pendant des études bibliques pastorales ~~bibliques~~ et le ~~porter~~propager à l'extérieur ~~des quatre murs du lieu de culte~~l'église, en le répétant à quiconque les écouterait. Je ~~me hasarderai~~m'aventurerai à dire que la très grande majorité des activités du ministère dans la plupart de nos églises se déroulent ~~dans les murs du lieu~~à l'intérieur de culte ou sur le campus nos églises. Mais le modèle qui nous a été présenté est que les saints ~~aient~~vont partout, tout au long de la semaine ~~prêché~~prêchant la Parole.

~~L'Église rend beaucoup trop ministère à l'Église. Trop de ministères sont faits par l'église pour l'église.~~ Nous transportons continuellement l'eau vers la rivière plutôt que vers le désert. ~~Au début, ce~~Ce n'était pas le cas ~~au début~~. Au cours du premier siècle, la ~~majeure~~ partie principale du ministère s'est déroulée ~~au-delà en dehors~~ des quatre murs de l'église. En effet, le premier édifice chrétien n'a été construit qu'au troisième siècle. Toutefois, ~~le manque d'espace pour~~l'absence du lieu de culte habituel ne semblait pas entraver la ~~diffusion~~propagation du christianisme. Que se passerait-il aujourd'hui dans l'Église apostolique si tout le monde était actif dans le ministère et que la plus grande partie du ministère se déroulait au-delà des murs du lieu de culte ? Il n'est pas étonnant qu'une congrégation locale grandisse proportionnellement au pourcentage du ~~service~~ministère accompli par les saints ~~au-delà en dehors~~ des murs du sanctuaire. ~~Ces~~Les premiers croyants n'avaient pas de bâtiments ~~autour desquels tournait leur vie~~auquel ils s'identifiaient.

APPENDIX 18:

Errors Discovered During Bilingual Revision

Below is a list of some of the errors revealed during the bilingual revision referred to in Section 7.2.3, along with a brief explanation of why they are considered to be critical Fidelity errors. **During the unilingual revision, I did not feel the need to consult the source text in these cases because the translation seemed to fit the context. However, when I conducted bilingual revision, I discovered these errors.** There were also numerous errors of omission, where words or phrases from the source text were not included in the translation.

SOURCE TEXT	INCORRECT TRANSLATION	EXPLANATION
The opposite of the wishy-washy person is one who stands fast [. . .] Regardless of what comes his way, he stands strong. He believes in things that endure and will not give in to pressure.	<i>L'opposé d'une personne molle est une personne qui demeure ferme. Peu importe ce qui lui arrive, elle reste forte. Elle supporte tout et ne cède pas à la pression.</i>	Omission of the verb "believes" and failure to identify "things" as the subject of the verb "endure"
. . . study so that we can rightly divide the word of truth. Knowing the Word will give us strength to resist temptation. . .	<i>... étudier afin de pouvoir dispenser droitement la Parole de vérité, sachant que la Parole va nous donner la force de résister à la tentation...</i>	Failure to identify "knowing the Word" as the subject of the verb "give"
Great at Falling. . . I'm not good at a lot of things, but I'm pretty spectacular at falling.	<i>La grande chute... Je ne suis pas bonne avec beaucoup de choses, mais je suis impressionnante dans mes chutes.</i>	Failure to connect the adjective "great" to the person doing the action of falling
The airplane was hurtling through the blackness of night in what seemed to be a straight-down path.	<i>L'avion se précipitait dans la noirceur de la nuit en ce qui semblait être un sentier droit.</i>	Misinterpretation of the airplane's direction as horizontal rather than vertical
If you are at a time in your life that seems transient, consider renting a home rather than buying one.	<i>Si vous êtes dans un moment transitoire de votre vie : louez une maison plutôt que d'en acheter une.</i>	Replacement of a suggestion with a command, which could cause the reader to form a false impression of the author's personality and style.

APPENDIX 19:

Revised House Style Guide and Glossary



LISTE DE CONTRÔLE POUR LES TRADUCTEURS/RÉVISEURS – JUIN 2019

Il ne faut pas partager les fichiers anglais avec d'autres personnes ; nous devons respecter les droits d'auteur.

Veillez vérifier chaque élément de la liste ci-dessous avant de soumettre votre fichier. Ainsi, nous pouvons alléger le travail de nos réviseurs/correcteurs d'épreuves et respecter les délais. Merci beaucoup de votre collaboration. *Nous vous suggérons de garder cette liste à portée de main alors que vous traduisez ou révisez, afin d'éviter de faire le travail en double ; et d'effectuer la fonction rechercher/remplacer par rapport aux termes dans les Annexes 1 et 2, avant de soumettre votre document.*

Notre système d'assurance-qualité comprend trois aspects :

- 1. FIDÉLITÉ :** La traduction est fidèle au texte original ; elle transmet le même contenu, sans omissions ou ajouts, et elle est factuelle et logique.
- 2. LISIBILITÉ :** Les lecteurs trouvent la traduction agréable à lire ; elle est idiomatique et ne contient pas les anglicismes, et la terminologie est précise.
- 3. CONFORMITÉ :** La traduction respecte les normes linguistiques par rapport à l'orthographe, la ponctuation, les temps verbaux, l'accord, etc. ; elle conforme aussi au guide de style et au glossaire des Traducteurs du Roi.

FIDÉLITÉ :

Assurez-vous que le style de la traduction ressemble à celui de l'auteur.

À l'écrit, les règles sont plus strictes et les phrases sont plus formelles (il y a une grande différence entre l'interprétation et la traduction). N'utilisez pas « ça » à moins qu'on rapporte les paroles de quelqu'un qui parle de manière informelle. Optez pour « cela ».

Assurez-vous d'avoir trouvé dans la Bible française l'équivalent des expressions bibliques même si ces dernières ne sont pas entourées de guillemets.

Vérifiez les chiffres dans les références aux Écritures, particulièrement pour ces livres : Psaumes, Proverbes, Ecclésiaste, Ésaïe... parfois les chiffres varient un peu de la Bible anglaise.

Noms des églises/organismes : Vérifiez si l'entité a une identité française ou un nom autorisé en français ; sinon, mettez le nom anglais en italiques. Uniquement la première fois que le nom apparaît dans le document, indiquez entre crochets [] une traduction française du nom. Après cela, utilisez le nom anglais en italiques. Ex. *Assemblies of God* [Assemblées de Dieu]. N'utilisez pas les parenthèses ().

Titres des livres/articles : vérifiez si une traduction existe ; sinon, mettez le titre anglais en italiques. Si vous craignez que le lecteur français ne comprenne pas, vous pouvez fournir une traduction entre crochets [] la première fois que le titre apparaît dans le texte. Voir l'exemple précédent.

Si vous traduisez un livre, assurez-vous d'avoir traduit la couverture arrière aussi. Vérifiez que les titres dans la Table des matières sont exactement les mêmes que dans le texte.

Assurez-vous d'avoir traduit tous les éléments de la bibliographie à l'exception des titres des livres qui apparaissent en italiques, et les titres des articles qui apparaissent entre guillemets " ". (N'oubliez pas de traduire « and » entre les noms d'auteurs ; de changer « ed. » à « éd. », etc.

LISIBILITÉ :

Utilisez le français international ; évitez les anglicismes, québécoisismes, régionalismes... et aussi la terminologie catholique comme « le Christ ».

Assurez-vous de n'avoir pas suivi la syntaxe anglaise ; reformulez les phrases pour qu'elles semblent naturelles en français. Lisez-les à haute voix pour vérifier : est-ce agréable à lire ? Comprenez-vous ce que vous lisez ? Sinon, vous avez mal compris le texte anglais. Ne traduisez pas les idiomes et les jeux de mots littéralement ; cherchez l'équivalent en français ou reformulez-les. **Si vous n'arrivez pas à trouver la bonne traduction d'une phrase en particulier, veuillez la surligner en jaune afin d'avertir le réviseur.**

Vérifiez soigneusement les termes et expressions que vous ne connaissez pas en anglais ou en français. Sites web utiles : www.linguee.com et www.reverso.net (vérifiez plusieurs possibilités selon le contexte) ; www.iate.europa.eu pour la terminologie. Utilisez un bon dictionnaire comme Le Robert, Larousse ou Multidictionnaire. Servez-vous du site www.synonymes.com pour trouver le mot juste. Le Glossaire dans l'Annexe 2 fournit quelques termes courants par rapport à la religion.

Veillez dresser une liste des mots ou expressions anglais pour lesquels il est difficile de trouver l'équivalent en français. Nous avons l'intention de créer un glossaire pentecôtiste plus compréhensif que celui dans l'Annexe 2, alors cela nous aidera beaucoup.

Vérifiez les noms propres. Personne : ne traduisez pas le nom, à l'exception des personnages historiques dont il existe une version française de leur nom (à vérifier sur *Wikipedia* ou *Linguee*).

En anglais on écrit « [nom de ville], [nom d'état américain], mais en français il faut remplacer la virgule, par exemple : « St. Louis, Missouri » devient « Saint Louis, au Missouri ».

CONFORMITÉ :

Utilisez un style cohérent (les alinéas, etc.) dans votre texte Word ; aucun besoin de changer la taille des caractères pour imiter le document anglais (cela sera fait pendant la mise en page). N'insérez pas les numéros des pages ou les en-têtes de page. **Néanmoins, il faut conserver les notes en bas de page, ou les notes en fin de texte, exactement comme elles apparaissent... exemple : text¹**

Utilisez le pluriel pour les expressions comme « leurs cœurs », « nos vies », etc.

Utilisez la forme masculine au lieu des constructions lourdes comme : les chrétiens/chrétiennes sont appelé(e)s à... [Insérez ce commentaire au début du texte : « Nota bene : Dans ce document, le masculin est utilisé pour alléger le texte, et comprend le féminin. »]

Utilisez « vous » au singulier comme règle générale, puisqu'on ne connaît pas vraiment l'éventuel lecteur. Utilisez « vous » au pluriel quand il est évident que les paroles sont adressées aux gens en général. Utilisez « tu » lorsqu'on s'adresse à Dieu. Vérifiez les temps verbaux. **N'utilisez pas le passé simple à l'exception des livres historiques** tels que la série de Manuels apostoliques. Site web utile pour la conjugaison : www.verb2verbe.com ; aussi consultez le tableau des temps du verbe anglais-français à l'Annexe 4.

Vérifiez que les citations bibliques proviennent de la version **Nouvelle Édition de Genève 1979** (« NEG ») de la Bible (à moins que l'auteur utilise une version anglaise autre que la *King James Version* et une autre version française est alors plus convenable... dans ce cas, indiquez la version française). Vous pouvez copier/coller les versets de la version NEG à partir des sites web www.youversion.com ou www.BibleGateway.com. **N'oubliez pas que dans les Psaumes et dans certains autres livres de la Bible, le numéro du verset n'est pas toujours le même dans les deux langues.**

Dans les références bibliques, utilisez Psaume en singulier sauf pour le livre des Psaumes, mais utilisez Proverbes au pluriel (ex. Psaume 23 : 1, Proverbes 10 : 1-2). Dans une phrase où on se réfère au livre entre Jean et Romains, utilisez « le livre des Actes » au lieu de « les Actes ».

Pour les références bibliques, mettez un espace avant et après les deux points, mais ne mettez aucun espace avant ou après le trait demi-cadratin entre les versets (ex. Romains 6 : 1-2). **Utilisez les chiffres romains dans les noms des livres de la Bible : par exemple, II Timothée (au lieu de 2 Timothée).**

N'oubliez pas que d'ordinaire les titres des articles apparaissent entre guillemets, et les titres des livres apparaissent en italiques. Mais, chaque mot qui n'est pas français doit être en italiques dans le texte (soit en anglais, soit en hébreu, soit en grec...)

Dans une bibliographie, n'oubliez pas de traduire les petits mots entre les titres : *and* = et ; *editor* = éditeur, *eds.* = éds . et ainsi de suite...

Vérifiez l'usage des MAJUSCULES selon l'Annexe 1.

N'oubliez pas les accents (y compris sur les majuscules), particulièrement dans les mots suivants : Ésaïe, Ézéchiël, Étienne, Ésaü, Ecclésiaste, l'Éternel, Éphésiens, Moïse, Éli, Élie, Élisée, Égypte, Égyptien (aucun accent sur Emmanuel). Ancien Testament : Saül ; Nouveau Testament : Saul. *Conservez les accents sur les mots latins ou grecs et mettez ces mots en italiques.*

Assurez-vous d'avoir utilisé la bonne ponctuation, **en particulier le deux-points avant les citations, suivi des chevrons « » accompagnés d'une espace insécable** (Antidote...) au lieu des guillemets anglais “ ”. Pour une citation à l'intérieur d'une autre, utiliser les guillemets simples ‘ ’. Mettez une espace simple après le point ; une espace insécable avant le point-virgule, le deux-points, le point d'interrogation, le point d'exclamation, et les symboles % et \$.

Utilisez le logiciel Antidote pour corriger le texte, **y compris la deuxième étape qui vérifie la typographie. En premier, ajustez les paramètres du logiciel selon l'Annexe 3.**

ANNEXE 1 [of Appendix 19]

MAJUSCULES

- **Pour les titres, seulement le premier mot prend une majuscule, à l'exception de l'Église Pentecôtiste Unie Internationale, puisqu'on l'avait établi ainsi il y a longtemps.**
- Voir ci-dessous les mots bibliques qui prennent une majuscule et ceux qui n'en ont pas besoin.
- Si Antidote vous conseille d'enlever la majuscule, vous pouvez ajouter ces mots à votre dictionnaire personnel pour qu'ils soient autorisés.

Utiliser CTRL F pour chercher dans les listes.

Mots qui prennent une majuscule	Aucune majuscule
Église (s'il agit du corps de Christ entier)	église (s'il s'agit d'une congrégation locale)
Bible	biblique (adjectif)
Juifs (s'il s'agit du groupe)	juif (comme adjectif)
Israélites (s'il s'agit du groupe)	israélite (comme adjectif)
l'Éternel (Jéhovah)	éternel (comme adjectif)
Évangile (la bonne nouvelle OU Matthieu, Marc, Luc, Jean)	apôtre
Épître (I Jean, II Pierre, etc.)	chrétien (comme nom ou adjectif)
la Pentecôte	pentecôtiste (comme adjectif)
Satan	divin(e)
le Tout-Puissant	il, lui, sa, son, etc. (s'il s'agit de Dieu)
le Dieu tout-puissant	apostolique
le Tabernacle (celui de l'Ancien Testament)	
le Saint-Esprit (Holy Ghost), l'Esprit Saint (Holy Spirit)	
Maître (s'il s'agit de Dieu)	
Seigneur (s'il s'agit de Dieu)	
la Parole de Dieu	
Écriture(s) — s'il s'agit de la Bible	
l'Antiquité	
le Royaume (lorsque le mot est tout seul et se réfère au royaume de Dieu)	le royaume de Dieu, son royaume
Nouveau Testament, Ancien Testament	
École du dimanche	
l'Incarnation (quand le mot est tout seul)	l'incarnation de Dieu (aucune majuscule lorsque le mot est suivi d'un descripteur)
Création (quand le mot est tout seul)	la création du monde (aucune majuscule lorsque le mot est suivi d'un descripteur)
Sauveur (quand le mot n'est pas précédé de l'article indéfini « un ») : notre Sauveur, le Sauveur du monde, etc.	Nous avons besoin d'un sauveur (aucune majuscule lorsque le mot est précédé de l'article indéfini « un »)

ANNEXE 2 [of Appendix 19]

GLOSSAIRE

Anglais	Français
the Oneness	l'Unicité
oneness (adjective)	unicitaire
Pentecost	la Pentecôte
Pentecostal (adjective)	pentecôtiste
Pentecostals	les pentecôtistes
denomination (ex. Pentecostal, etc.)	dénomination
United Pentecostal Church International	Église Pentecôtiste Unie Internationale (avec ces majuscules, puisque l'organisation l'a toujours écrit ainsi)
the Trinity	la trinité
trinitarian (adjective)	trinitaire
triune (adjective)	trine
the Godhead	la Divinité
godliness	la piété
godly	pieux
holiness	la sainteté
the Holiness movement	le Mouvement de sanctification
Christianity (way of life)	le christianisme
Christianity (all the Christians as a group)	la chrétienté
Evangelicals	les évangéliques
evangelical (adjective)	évangélique
evangelist (travelling preacher)	évangéliste
Gospel-writer (Matthew, Mark, Luke, John)	Évangéliste
Bible school	école biblique
Bible study	étude biblique
the one true God	le seul vrai Dieu
congregation	assemblée/congrégation
Communion/the Lord's Supper	la Sainte Cène/la table du Seigneur
the fellowship (an organization)	l'organisation
fellowship (time spent together)	la communion fraternelle
Associate in Missions	associé(e) en missions
Global Missions	Missions globales
North American Missions	Missions nord-américaines
Ladies Ministries	Ministère des femmes
prayer warrior / intercessor	intercesseur
the early Church	l'Église primitive
the Lord's Prayer	le Notre Père
licensed minister	ministre habilité
ordained minister	ministre ordonné
ministerial license	licence ministérielle
daughter church	église annexe
mother church	église principale / église mère

preaching point	point de prédication
church planter	implanteur d'église
the Church Age	l'ère de l'Église
a revelation	une révélation
Revelation (last book of the Bible)	Apocalypse
the Great Tribulation	la Grande tribulation
the Great Commission	la Grande commission
the Last Judgment	le Dernier jugement
the Millenium	le Millénium
the dispensation of grace	la dispensation de la grâce
the dispensation of the Law	la dispensation de la Loi
the Law (in the Old Testament)	la Loi (dans l'Ancien Testament)
presbyter / member of district board	(presbytre) membre du Conseil national
presbytery (Pastor's house)	(presbytère) maison du pasteur
discipleship	la formation des disciples
outreach	évangélisation
Gentiles	les Gentils ou les non-Juifs (païens lorsqu'il faut respecter une citation biblique)
deputation (missionary travels to raise funds)	une tournée missionnaire
Partner in Missions	partenaire en mission
soulwinner	gagneur d'âmes
home missionaries	missionnaires domestiques
Healer (God)	Celui qui guérit
Middle East (Bible era)	Proche-Orient
Matthew	Matthieu (n'oubliez pas le deuxième « t »)
John the Baptist	Jean Baptiste
Holy Ghost	Saint-Esprit (n'oubliez pas le tiret, sauf que dans les Écritures tirées des versions de la Bible où le tiret n'est pas utilisé)
Jesus Christ	Jésus-Christ (n'oubliez pas le tiret, sauf que dans les Écritures tirées des versions de la Bible où le tiret n'est pas utilisé)

ANNEXE 3 [of Appendix 19]

RÉGLAGES D'ANTIDOTE

Modifiez les réglages ainsi :

Onglet « Outils » — « Options »

En bas : « Jeu de réglages » — « Valeurs conseillées »

Réglages « Interface »

- « General » — choisissez la langue d'affichage
- « Apparence » — choisissez les couleurs des marques (facultatif)

Réglages « Langue » :

- « Auteur » — choisissez votre langue maternelle et votre habileté
- « Région » — choisissez France
- « Mots ou sens régionaux » — déplacez la flèche au centre pour chaque région

Réglages « Typographie » :

- « Général » — désélectionnez « Remplacer les apostrophes par les apostrophes courbes »

**Si nous utilisons les mêmes réglages, le temps de révision sera énormément réduit.
Merci !**

****NOTA BENE : Ne permettez pas à *Antidote* de corriger les citations (particulièrement des Écritures), sauf de mettre les accents manquants sur les majuscules (ex. Éternel) ou d'insérer les ligatures (ex. cœur). Et si *Antidote* suggère une correction qui est contre notre guide de style, respectez notre guide.**

ANNEXE 4 [of Appendix 19]

TEMPS VERBAUX

FRENCH		ENGLISH	
(racine de l'infinitif)	<i>march...</i>	walk	BASE FORM
INFINITIVES			
INFINITIF - PRÉSENT	<i>marcher</i>	to walk (walking)	INFINITIVE - PRESENT
INFINITIF - PASSÉ	<i>avoir marché</i>	to have walked (having walked)	INFINITIVE - PERFECT
PARTICIPLES			
PARTICIPE PRÉSENT	<i>marchant</i>	walking	PRESENT PARTICIPLE
PARTICIPE PASSÉ	<i>(ayant) marché</i>	walked	PAST PARTICIPLE
SIMPLE VERB TENSES - no indication of the duration of the action			
INDICATIF - PRÉSENT	<i>Elle marche</i> <i>Oui, elle marche</i>	She walks She does walk	PRESENT SIMPLE
PASSÉ COMPOSÉ	<i>Elle a marché</i>	She walked	PAST SIMPLE
PASSÉ SIMPLE	<i>Elle marcha</i>	She just walked	Recent Past
Passé récent	<i>(Elle vient de marcher)</i>	She will walk	FUTURE SIMPLE
FUTUR SIMPLE	<i>Elle marchera</i> <i>(Elle va marcher)</i>	She is going to walk	Near Future
Futur proche	<i>Elle marcherait</i>	She would walk	CONDITIONAL SIMPLE
CONDITIONNEL PRÉSENT	PERFECT VERB TENSES - emphasis on the action being completed		
PASSÉ COMPOSÉ (avec des effets sur le présent)	<i>Elle a marché</i>	She has walked	PRESENT PERFECT
PLUS-QUE-PARFAIT	<i>Elle avait marché</i>	She had walked	PAST PERFECT (PLUPERFECT)
PASSÉ ANTÉRIEUR	<i>Elle eut marché (avec le passé simple)</i>	She will have walked	FUTURE PERFECT
FUTUR ANTÉRIEUR	<i>Elle aura marché</i>	She would have walked	CONDITIONAL PERFECT
CONDITIONNEL PASSÉ	CONTINUOUS (PROGRESSIVE) VERB TENSES ("ING") - emphasis on a continued action		
PRÉSENT PROGRESSIF	<i>Elle est en train de marcher</i> <i>(action temporaire)</i>	She is walking (temporary action)	PRESENT CONTINUOUS
IMPARFAIT	<i>Elle marchait</i>	She was walking (*The Simple Past Tense of the verb "to be" is usually used for the Past Progressive: "She was tired", not "She was being tired")	PAST CONTINUOUS
FUTUR SIMPLE / Futur proche (selon le contexte, action continue)	<i>Elle marchera</i> <i>(Elle va marcher)</i>	She will be walking (She is going to be walking)	FUTURE CONTINUOUS Near Future Continuous
CONDITIONNEL PRÉSENT (action continue)	<i>Elle marcherait</i>	She would be walking	CONDITIONAL CONTINUOUS

PERFECT CONTINUOUS VERB TENSES (BEEN... "ING") - emphasis on a continued action being completed			
INDICATIF - PRÉSENT (action passée qui se continue)	<i>Elle marche (+ adverbe?)</i>	She has been walking	PRESENT PERFECT CONTINUOUS
IMPARFAIT ou PLUS-QUE-PARFAIT (action continue)	<i>Elle marchait (+ adverbe?)</i>	She had been walking	PAST PERFECT CONTINUOUS
FUTUR ANTÉRIEUR (action continue)	<i>Elle aura marché (+ adverbe?)</i>	She will have been walking	FUTURE PERFECT CONTINUOUS
CONDITIONNEL PASSÉ (action continue)	<i>Elle aurait marché (+adverbe?)</i>	She would have been walking	CONDITIONAL PERFECT CONTINUOUS
IMPERATIVE VERB TENSE - giving commands or instructions			
IMPERATIF	<i>Marche ! (tu) / Marchez ! (vous)</i> <i>Marchons ! (nous)</i>	Walk! (you) Let's walk! (we)	IMPERATIVE
MODAL AUXILIARY VERBS - "helping" verbs (no infinitive, participles or different 3rd person singular form)			
(Futur)	<i>Elle marchera</i>	She will walk	WILL - Future (same as Simple Future)
(Imparfait)	<i>Elle marchait (chaque jour)</i>	She would walk (daily)	WOULD - Past (repeated action)
(Présent - pouvoir)	<i>Elle peut marcher</i>	She can walk	CAN - Present (ability)
(Imparfait/Conditionnel - pouvoir)	<i>Elle pouvait/pourrait marcher</i>	She could walk	COULD - Past or Future (ability)
(Présent)	<i>Elle a le droit de marcher</i>	She may walk	MAY (permission or possibility)
(Subjonctif)	<i>Il se peut qu'elle marche</i>	She might walk	MIGHT (possibility)
(Futur proche)	<i>Elle va marcher</i>	She shall walk	SHALL (intention, obligation)
(Conditionnel - devoir)	<i>Elle devrait marcher</i>	She should walk	SHOULD (expectation, etc.)
(Présent - devoir)	<i>Elle doit marcher</i>	She must walk	MUST (obligation)
(Imparfait/Futur - devoir)	<i>Elle devait/devra marcher</i>	She must walk (then, in future)	MUST (past or future obligation)
Some Modal Auxiliary Verbs can be used with other tenses in place of will/would			
FUTURE PERFECT:			
She could have walked, She might have walked, She should have walked, She must have walked			
FUTURE CONTINUOUS:			
She could be walking, She might be walking, She should be walking, She must be walking			
PERFECT CONTINUOUS:			
She could have been walking, She might have been walking, She should have been walking, She must have been walking			

APPENDIX 20: Doctrinal Translation Errors

**Translation errors which distorted the meaning of the doctrinal source text,
*The Light of Pentecost***

ENGLISH TEXT	TRANSLATION	COMMENTS
Then, out of the darkness, the solitude of the garden was shattered.	Puis, hors des ténèbres, la tranquillité du jardin a été bouleversée.	Misinterpretation of “out” as “outside”
Those who contend that Jesus Christ was somehow less than the Supreme Deity are rejecting the testimonies of the Apostles, who were his closest personal companions.	Ceux qui soutiennent que Jésus-Christ pour une raison ou une autre était moins que la piété suprême, rejettent les témoignages des apôtres qui étaient ses plus proches compagnons.	Incorrect term used for “deity”
... the gospel’s saving power. la puissance salutaire de l’évangile...	Dilution of the meaning of the word “saving”
Justin Martyr, the philosopher-turned-Bible-interpreter. . .	Justin Martyr, le philosophe — l’interprète et transformateur de la Bible...	Failure to recognize an idiomatic expression, resulting in a distortion of meaning
Although it was then, and is now, considered a totally non-Christian philosophy by most churches. . .	Bien que la plupart des églises ne l’aient pas reconnu comme une philosophie complètement non chrétienne et c’est toujours valable de nos jours...	Positive statement replaced with a negative statement
In addition, the power of the Holy Ghost to change lives and heal the sick. . .	De plus, le pouvoir de changer les vies et de guérir les malades du Saint-Esprit ...	Division of fixed expression “power of the Holy Ghost” resulting in a distortion of meaning
These men were some of the most influential of the Catholic fathers who succeeded Justin.	Ces hommes ont exercé une énorme influence sur les pères catholiques qui ont succédé à Justin.	Failure to recognize that “these men” were Catholic fathers

ENGLISH TEXT	TRANSLATION	COMMENTS
After this experience, Wesley began to travel throughout England preaching to huge crowds and establishing his converts in small groups.	Après cette expérience, Wesley s’est mis à parcourir l’Angleterre, prêchant à de grandes multitudes de gens et rassemblant de petits groupes de convertis.	Distortion of meaning that infers Wesley was only able to gather small groups of converts.
Since Satan had been unable to stop the sovereign moving of God’s Spirit. . .	Étant donné que Satan avait réussi à arrêter le mouvement souverain de l’Esprit de Dieu...	Negative statement replaced with a positive statement
Apprehending Him through the clouded eyes of the philosopher, they saw Jesus as nothing more than an ordinary man.	L’ayant fait arrêter à travers des yeux embués par la philosophe, ils n’ont vu qu’un ordinaire homme en Jésus.	False cognate resulting in an illogical sentence.
. . . the trinitarian Godhead concept. la conception de la trilogie de la plénitude de la divinité...	Incorrect terminology that is contradictory
. . . you believe in a man-made God. vous croyez en un Dieu fait homme...	Distortion of meaning
Never once are we told that all a person must do is ask Jesus to forgive him and enter into his heart.	On ne nous a jamais dit que tout ce qu’une personne doit faire est de demander pardon à Jésus puis elle entre dans son cœur.	Failure to identify “Jesus” as the subject of the verb “enter”
The one became thereby the personal property of the other, as part of the people of peculiar possession. . .	L’un devient la propriété personnelle de l’autre dans le cadre des gens qui possèdent des choses étranges...	Failure to recognize a biblical expression; distortion of meaning resulting in an illogical translation.
Some teach that water baptism is an identification with the death and burial of Jesus Christ.	Certains enseignent que l’eau du baptême est une identification avec la mort et l’ensevelissement de Jésus-Christ.	Incorrect emphasis on the adjective “water”

APPENDIX 21:

Final Questionnaire for Beta Course

1. Comment décririez-vous ce cours à quelqu'un d'autre (2 ou 3 phrases) ?
2. Êtes-vous maintenant plus intéressé à la traduction que vous l'étiez avant de suivre ce cours ?
3. Quelles leçons de ce cours vous ont aidé le plus ?
4. « Je me sens plus capable de traduire maintenant, après avoir suivi ce cours. »
 - Je suis complètement en accord.
 - Je suis plutôt en accord.
 - Je ne sais pas.
 - Je suis plutôt en désaccord.
 - Je suis complètement en désaccord.
5. Une période de 60 à 75 minutes est-elle raisonnable pour faire chaque leçon ?
6. La rétroaction que vous avez reçue a-t-elle été utile ?
7. Avez-vous d'autres commentaires sur le cours ?
8. S'il y avait un forum pour les participants y participeriez-vous ?

APPENDIX 22:

Non-Professional Translation Team Training Modules

DESIGNED FOR:	MODULE	TOPICS
Coordinator	Module A1: Quality Assurance System	<ul style="list-style-type: none"> • Carefully select translators (with specific traits) and assign work using specific criteria; allow translators to work on similar text styles as they learn • Institute a revision/editing process based on the quality level desired • Provide ongoing training to team members
Coordinator	Module A2: Crucial Project Phases	<ul style="list-style-type: none"> • Translation by a person with at least B2 source comprehension and C1 target writing skills, who participates in training • Bilingual revision by a trained reviser with C2 source comprehension and C1 target writing skills; provision of honest but positive feedback to translator • Copyediting/stylistic editing by a native speaker of target language with C1/C2 writing skills, and at least B2 source comprehension skills if doing stylistic editing • Proofreading of published books
Translators	Module B1: Simple Translation Process	<ul style="list-style-type: none"> • Understand (ask for help if unsure about something) — this helps to avoid FIDELITY issues • Translate (accurately and idiomatically) — this helps to avoid READABILITY issues • Review (self-revision) — this helps to avoid CONFORMITY ISSUES
Translators Revisers Editors	Module B2: Revision and Editing	<ul style="list-style-type: none"> • Check FIDELITY: completeness (no information omitted or added) and accuracy (conveys

		<p>the meaning of the source text, is factual and logical)</p> <ul style="list-style-type: none"> • Check READABILITY: (terminology, vocabulary, idiomaticity, fixed expressions and collocations) • Check CONFORMITY: house style guide and glossary, spelling, grammar, punctuation, verb tense sequencing, agreement (subject/verb, noun/past participle, etc.), prepositions [use available software]
Translators Revisers	Module C1: Best Practices — FIDELITY	<ul style="list-style-type: none"> • Pursue excellence • Ensure accuracy • Check your logic
Translators Revisers	Module C2: Best Practices — READABILITY	<ul style="list-style-type: none"> • Turn off autopilot • Respect context • Be idiomatic
Translators Revisers Proofreaders	Module C3: Best Practices — CONFORMITY	<ul style="list-style-type: none"> • Use the right tools • Verify your verbs • Take care of the details

APPENDIX 23:

Before and After a Quality Assurance System

**2012 TRANSLATION BY A VOLUNTEER OF THE KING'S TRANSLATORS
(unedited; translator accepted into group before there was a selection process in place; translation produced prior to any training being offered)**

Color and cut out this group of balloons. Tape yarn or string to the back of each balloon. Ask your parent to hang them on your refrigerator.

Couleur et découpez ce groupe de ballons. Ruban de fil ou de la ficelle à l'arrière de chaque ballon. Demandez à votre parent de les accrocher sur votre réfrigérateur.

Dear Parents,

What a sinking feeling when the car goes "thump, thump, thump" down the road, and you know without a doubt it's a flat tire. If only you had checked it earlier. If only you had bought those tires on sale last week. If only.....

Chers parents,

Quel sentiment quand la voiture va "boum, boum, boum" en bas de la route, et vous savez sans doute que c'est un pneu à plat. Si seulement tu l'avais vérifié plus tôt. Si seulement vous aviez acheté ces pneus en vente la semaine dernière. Si seulement

Failure to follow through on a project (like replacing bad tires) only leads to frustration. However, it is not the end of the world; you can try again. While we regret learning the hard way, it can be a good learning experience if we will take it as such.

Le non-respect par le biais d'un projet (comme le remplacement des pneus défectueux) ne conduit qu'à la frustration. Toutefois, ce n'est pas la fin du monde, vous pouvez essayer de nouveau. Bien que nous regrettions l'apprentissage à la dure, il peut être une bonne expérience d'apprentissage, si nous le prendrons en tant que telle.

Today your child learned about John Mark, a young man who traveled as a missionary, then suddenly quit. Why, we don't know; perhaps he was homesick, seasick, or just sick. However, he didn't give up, and neither did his friends. He continued growing in the ways of God, and later in life, was once again a full-time missionary for the Lord.

Aujourd'hui, votre enfant a appris à propos de Jean Marc, un jeune homme qui a voyagé en tant que missionnaire, puis tout à coup cesser de fumer. Pourquoi, nous ne savons pas, peut-être il était le mal du pays, le mal de mer, ou tout simplement malade. Cependant, il n'a pas renoncé, et n'a pas non plus ses amis. Il a continué de croître dans les voies de Dieu, et plus tard dans la vie, était encore une fois un missionnaire à plein temps pour le Seigneur.

As you make mistakes, as you fail to follow through, and as your child watches you, don't give up. Let your child watch you try again. And again. And again.

Comme vous faites des erreurs, comme vous ne suivez pas à travers, et que votre enfant vous regarde, n'abandonnez pas. Laissez votre enfant vous regarder essayez à nouveau. Et encore une fois. Et encore une fois.

**2019 TRANSLATION BY A VOLUNTEER OF THE KING'S TRANSLATORS
(unedited; volunteer met selection criteria when chosen in 2014;
participated in all seven training workshops from 2015 to 2018
and in online beta course in 2019)**

If we truly find satisfaction and worth in living for God, then our desires parallel His desires. Jesus instructed us in Matthew 6, “Do not worry about your life” (verse 25, NKJV) and “seek first the kingdom of God and His righteousness” (verse 33, NKJV). I’ve also learned to draw from the instruction of the previous verse in Psalm 37: “Trust in the Lord . . . and feed on His faithfulness” (verse 3, NKJV).

Life rarely goes as planned. But I have learned that the Lord does give us the desires of our hearts when our delight (happiness) is centered around His will. I am blessed with a husband and children who also find their delight in the Lord. I am blessed with many friends. As far as the classy car—well, my vehicle is over ten years old. And I am content with that. It has been the reliable source of many miles traveled in ministry, time spent with family, and employment.

Further down in Psalm 37, it is written: “The steps of a good man are ordered by the Lord, and He [the Lord] delights in his way” (verse 23, NKJV). When we find pleasure in living for God, He orders (guides) our steps down every avenue of life. In this issue of Reflections, several women share their stories of God directing their steps in their chosen careers. God can use these women—and many of you who read this magazine—for such a time as this (as He did Esther of old) to bring people to salvation.

Si nous trouvons vraiment de la satisfaction et de la valeur à vivre pour Dieu, alors nos désirs seront parallèles à ses désirs. Jésus nous enseigne dans Matthieu 6 : « Ne vous inquiétez pas pour votre vie » et « Cherchez premièrement le royaume et la justice de Dieu » (versets 25 ; 33). J’ai également appris à tirer des instructions des versets précédents en puisant dans le Psaume 37 : « Confie-toi en l’Éternel, et [...] Aie [...] la fidélité pour pâture » (verset 3).

La vie se déroule rarement comme prévu, mais j’ai appris que le Seigneur nous donne les désirs de notre cœur lorsque notre désir (bonheur) est centré sur sa volonté. Je suis bénie avec un mari et des enfants qui ont aussi trouvé leur délice dans le Seigneur. Je suis bénie avec plusieurs amis. En ce qui concerne la voiture de luxe, eh bien, ma voiture a plus de 10 ans et j’en suis satisfaite. Elle a été une source fiable de plusieurs kilomètres de voyages dans le ministère, de temps passé en famille et d’emploi.

Plus bas dans le psaume 37, il est écrit : « L’Éternel affermit les pas de l’homme, et il prend plaisir à sa voie » (verset 23). Lorsque nous trouvons du plaisir à vivre pour Dieu, il affermit nos pas sur chaque avenue de la vie. Dans ce numéro de Réflexions en bref, quelques femmes partagent leurs histoires sur la façon dont Dieu a dirigé leurs pas dans la carrière qu’elles ont choisies. Dieu peut utiliser ces femmes et plusieurs d’entre vous qui lisez ce magazine, pour un temps comme celui-ci (comme il l’a fait avec Esther jadis) pour apporter le salut au peuple.