Translation Literacy for Non-Translators

Implementation

The pilot version of the module was developed over the course of a week using a combination of freeware technology (Google Sites, Google Docs) and paid course-authoring tools (Adobe Captivate). Social sharing and discussion, though intended for development in the future, was not in scope for this version. The formative evaluation mechanism was integrated into the module's assessment mechanism (Google Forms).

The testers were selected from a known group, as described in the Implementation section of the design document. The group consisted of adults of ages 30-66, all with at least a college degree, some with a master's degree, all interested in literature but almost all with minimal experience in translation.

11 potential testers were sent an email with a link to the module on 11/29/2024. Of these, 3 completed each module. Anonymity was preserved for the testers in the interest of honest feedback (the group from which the testers were selected was known to the SME), so we do not know the demographics of those who provided feedback.

The pilot test was completed on November 30th and we reviewed the results on December 1st. We reviewed the content responses and the responses to evaluative questions and assembled the following suggestions and analysis.

The module tested is available here: https://sites.google.com/view/translation-literacy

Summary of Recommendations

✓ Repeat this pilot with a broader group within the target learner profile for added and more targeted data on:

- Effectiveness of interactive elements
- Content comprehension
- Media selection and length
- Engagement
- Usefulness

✓ Review the positioning of the module to include broader benefits

✓ Implement learning guidance to allow learners to set the module aside and return to it later

✓ Integrate translation examples from more languages and cultures

✓ Consider adding more open-ended questions and more questions that prompt a deeper analysis

✓ Develop additional translation exercisers to support more sections

✓ Source or create additional short videos

✓ Integrate accessibility features like audio and alt text for images (may require a technology review)

Pilot-Test Feedback Analysis

Overall Considerations
Because these testers were known to the SME, some bias toward a positive evaluation might be assumed even with the feedback being anonymized. As such, in evaluating relevance and interest, we recommend repeating this pilot with a broader group that still fits the target learner profile.

One of the testers identified an incorrect link in the test module that has since been fixed.

Instructional Content
One tester suggested broadening the diversity of examples. Although we've made every effort to include examples from different languages, further work can be done to integrate additional examples to ensure that all learners feel included.

Most learners were able to successfully answer all content assessment questions. We recommend considering the addition of more open-ended questions and more questions that prompt a deeper analysis. That some learners provided wrong answer leaves room for further testing of the content in some sections and suggests the need to retain a range of easy and hard questions.

Module Timing
Pilot testers reported that the module took anywhere from 90 minutes to 3 hours to complete. This suggests that we shouldn't expect learners to complete the module in one sitting. We recommend implementing supports for this workflow, such as brief reviews at the beginning of each module.

Media
Pilot had different opinions about the quantity of the media, with some wanting more and others wanting less. We recommend additional testing with more specific questions about specific media.

Sample questions:
- this video meaningfully supports the content of this module: (strongly agree/strongly disagree)
- this video supports my understanding: (true/false)
- this video is: (too long, too short, the right length)

Several of the pilot testers expressed a preference for shorter videos (potentially in line with users' usage of video on platforms like TikTok or Instagram). We recommend sourcing or creating additional short videos to support this mode of engagement.

Interactive Elements
Some testers enjoyed the interactive elements of the module, others found them frustrating. We recommend further testing with a broader pool of testers. Additionally, converting the module to HTML might offer additional design options for interactions.

Several users remarked positively and unprompted about enjoying the two translation exercises (one in the into section and one in section 1). We suggest that additional open-ended translation exercisers be developed for the other sections as long as they actively support the content.

Accessibility
One of the testers expressed a desire to have the textual examples (and possibly the brief explanations) be accessible via audio and zoom. The current format of the module does not support this functionality, so we recommend converting the module to HTML and integrating accessibility features like audio and alt text for images.

Navigation
We noticed that at least one user completed the "Foundational Principles" assessment twice (though the system cleared out the duplicate), which might suggest that the navigation between the Table of Contents, the Captivate modules, and the Google Forms assessment might warrant revisiting. Further testing should be conducted before changes are made.

One tester pointed out that slideshow navigation is confusing. Another had technical challenges with multiple choice questions in Firefox. These are limitations of the platform and could be fixed by an HTML version of the module.

Engagement
Pilot testers rated the module high to very high on engagement, though again we worry about bias and recommend further testing. Several of the open-ended responses suggested a relatively high depth of engagement with the module content, which we took to be a positive sign.

Usefulness
Pilot testers rated the module high to very high on usefulness, though again we worry about bias and recommend further testing. One tester remarked on how unlikely they would be to apply module content in a professional setting, but subsequently in a comment made off the record, noted that they noticed being more attuned to language after completing the module. We recommend reviewing the positioning of this module and considering additional value propositions.

Appendix A: Evaluation Instrument

INTRODUCTION SURVEY

All responses to this survey are anonymous.

* Indicates required question

1. How confident are you that you understand the intent of the learning module as a whole? *

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	
Not	○	○	○	○	○	○	○	○	○	Very confident

2. How clear was the content as presented in this section? *

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	
Not	○	○	○	○	○	○	○	○	○	Very clear

3. How engaging was the content as presented in this section? *

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	
Not	○	○	○	○	○	○	○	○	○	Very engaging

4

4. Do you have any additional thoughts?

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Google Forms

FOUNDATIONAL PRINCIPLES OF TRANSLATION: Apply Your Knowledge

All responses to this survey are anonymous.

* Indicates required question

1. 1. Identify the *primary* text type of this passage: *

    "The stakes were more than just Nobel Prizes, bragging rights or just another quirkily named addition to the zoo of elementary particles that make up nature at its core. The Higgs boson would be the only visible manifestation of the Harry Potterish notion put forward back in 1964 (most notably by Peter Higgs of the University of Edinburgh) that there is a secret, invisible force field running the universe."

    Mark only one oval.

    ◯ Informative

    ◯ Appellative

    ◯ Expressive

    ◯ Science Fiction

2. 2. When reading a poem in translation, you might assume that *

    Mark only one oval.

    ◯ The translator was also a poet

    ◯ You're likely not reading a word-for-word translation

    ◯ The line breaks in the translation are the same as the original

    ◯ The original author was consulted on the translation

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3.   3. Imitation a form of translation *

Mark only one oval.

⬭ True

⬭ False

4.   4. A translator might chose the paraphrase approach in translating a given   *
sentence because:

Mark only one oval.

⬭ They want the text to be more accessible to the reader of the translation

⬭ The original language is significantly different from the language of the translation

⬭ The publisher has asked them to clarify the meaning for the reader

⬭ All of the above

Feedback on the Learning Module

5.   How clear was the content as presented in this section? *

Mark only one oval.

        1   2   3   4   5   6   7   8   9
Not   ◯   ◯   ◯   ◯   ◯   ◯   ◯   ◯   ◯   Very clear

6.   How engaging was the content as presented in this section? *

Mark only one oval.

        1   2   3   4   5   6   7   8   9
Not   ◯   ◯   ◯   ◯   ◯   ◯   ◯   ◯   ◯   Very engaging

7

7. How confident are you that the material in this section supports the overall goal of *
   the learning module?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	Very confident

8. How useful is this material to you in a professional or personal context? *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	Very useful

9. Do you have any additional thoughts?

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Google Forms

WHY CONTEXT MATTERS TO TRANSLATION: Test Your Knowledge

All responses to this survey are anonymous.

* Indicates required question

1. 1. Even when a translator is attentive to personal biases, the translator's ideological *
    context, educational context, and cultural context might come through in:

    Mark only one oval.

    ◯ The texts the translator choses to translate (or not translate) for their audience

    ◯ The strategies the translator selects for translating the text

    ◯ What the translator notices while reading the original text and transmits in the
    translation

    ◯ All of the above

2. 2. Translation is a form of rewriting. *

    Mark only one oval.

    ◯ True

    ◯ False

3. 3. Gayatri Spivak warns translators and readers to be particularly attentive to: *

    Mark only one oval.

    ◯ The potential for a translator working in a dominant language to misunderstand or
    misrepresent a less dominant culture

    ◯ The potential for the translator's religious viewpoint to bleed into translation choices

    ◯ Whether the translator is able to recreate exactly the sentence-level syntax of the
    original text

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4. 4. Imagine that you are reading a collection of Chinese essays translated into English. List five questions you might ask about the translator or translation to better understand its context. *

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_____

Feedback on the Learning Module

5. How clear was the content as presented in this section? *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	Very Clear

6. How engaging was the content as presented in this section? *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	Very engaging

7. How confident are you that the material in this section supports the overall goal of the learning module? *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	Very confident

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8.   How useful is this material to you in a professional or personal context? *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	Very useful

9.   Do you have any additional thoughts?

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Google Forms

THE TEXT WILL TELL YOU MORE THAN YOU THINK: Apply Your Knowledge

All responses to this survey are anonymous.

* Indicates required question

1. '"There's a big difference,' her grandmother explained. 'No well-bred person goes ashore on someone else's island 60 when there's no one home. But if they put up a sign, then you do it anyway, because it's a slap in the face.'"

   The Summer Book by Tove Jansson 1972
   Tr. Thomas Teal 1974

   Which of these is an idiom in the translated text?

   Mark only one oval.

   ◯ "well-bred person"

   ◯ "someone else's island"

   ◯ "put up a sign"

   ◯ "slap in the face"

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2. "You have to serve the motherland! Serving--that's a big deal. I received: underwear, boots, cap, pants, belt, clothing sack. And off you go! They gave me a dump truck. I moved concrete. There it was—and there it wasn't. We were young, unmarried. We didn't take any gas masks."

Voices from Chernobyl by Svetlana Alexievich, 1997 Russian
Tr. Keith Gessen 2005

Which of these is an example of unusual syntax?

Mark only one oval.

◯ "Serving--that's a big deal."

◯ "clothing sack"

◯ "There it was-and there it wasn't."

◯ "We didn't take any gas masks"

3. 1. "I see, my good fellow, it's all like water on a duck's back for you; any other man   *
   would have wasted away with grief, but you've grown fat on it."

A House of Gentlefolk by Ivan Turgenev (1859, Russian)
Tr. Constance Garnett (1917)

This translation includes an example of (select all that apply)

Check all that apply.

☐ A word the translator chose to leave untranslated

☐ An idiom from the origin language translated literally

☐ Unusual syntax that likely derives from the original language

☐ An English colloquialism that doesn't match the tone of the rest of the text

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4.   2. "Dahlmann noted with satisfaction the kerchief, the thick poncho, the long   *
       chiripa, and the colt boots, and told himself, as he recalled futile discussions with
       people from the Northern counties or from the province of Entre Rios, that gauchos
       like this no longer existed outside the South."

       "The South" by Jorge Luis Borges (1953, Spanish)
       Tr. Andrew Hurley (1999)

       In this excerpt, the untranslated words have the effect of:

       Mark only one oval.

       ◯ ...reminding the reader that the story was originally written in Spanish

       ◯ ...avoiding the need to over-explain a culturally-specific term

       ◯ ...communicating a feeling of otherness, one of the story's concerns

       ◯ All of the above

       Feedback on the Learning Module

5.   How clear was the content as presented in this section? *

       Mark only one oval.

	1	2	3	4	5	6	7	8	9	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	Very clear

6.   How engaging was the content as presented in this section? *

       Mark only one oval.

	1	2	3	4	5	6	7	8	9	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	Very engaging

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7. How confident are you that the material in this section supports the overall goal of   *
    the learning module?

    Mark only one oval.

	1	2	3	4	5	6	7	8	9	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	Very confident

8. How useful is this material to you in a professional or personal context? *

    Mark only one oval.

	1	2	3	4	5	6	7	8	9	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	Very useful

9. Do you have any additional thoughts?

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END OF COURSE SURVEY

All responses to this survey are anonymous.

1. How appropriate was the depth of the content for the learning module as a whole? *

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	Too much content

2. What is your impression of the use of interactive elements (exercises, buttons, *
   questions) in the learning module as a whole?

   Mark only one oval.

   ◯ Not enough interactive elements

   ◯ Too many interactive elements

   ◯ About the right amount of interactive elements

   ◯ Would have preferred different interactive elements (please explain)

3. Please elaborate

   _____

   _____

   _____

   _____

   _____

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4. What is your impression of the use of media (video, images, slideshows) in the   *
learning module as a whole?

Mark only one oval.

◯ Not enough media

◯ Too much media

◯ About the right amount of media

◯ Would have preferred different media (please explain)

5. Please elaborate:

_____

6. Do you think you will be able to apply the content in the module as a whole in a   *
professional or personal context?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	
I dor	◯	◯	◯	◯	◯	◯	◯	◯	◯	I'm definitely will

7. How likely are you to recommend this or a similar learning module to a friend? *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	Very likely

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8.   Do you have any additional thoughts?

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Google Forms

Appendix B: Evaluation Raw Data

Introduction Survey

Timestamp	Score	How confident are you that you understand the intent of the learning module as a whole?	How clear was the content as presented in this section?	How engaging was the content as presented in this section?	Do you have any additional thoughts?
11/29/2024 21:41:17		9	9	9	I especially liked the part where we had to "translate" from Shakespearian to modern English.
11/30/2024 0:38:58		9	9	9	intro was a bit Euro-Centrist, when it came to languages and geography, with a little East Asia mixed in, great poems come out of Nigeria everyday, great songs come out of Polynesia or Kenya everyday. We want everyone to feel included. Otherwise great!
11/30/2024 20:04:16		8	9	8	With the "Where the Wild Things Are" part, I wasn't sure if I was supposed to click left or right, which tripped me up and confused me for a second. And I noticed that the Shakespeare quote read "ever offended nostril," but after we wrote our own you asked if we were able to capture "the irreverence of 'ever entered notril'"[sic]. As a copy editor, I'm sensitive to that kind of thing.
11/30/2024 20:05:31		8	9	8	With the "Where the Wild Things Are" part, I wasn't sure if I was supposed to click left or right, which tripped me up and confused me for a second. And I noticed that the Shakespeare quote read "ever offended nostril," but after we wrote our own you asked if we were able to capture "the irreverence of 'ever entered notril'"[sic]. As a copy editor, I'm sensitive to that kind of thing.

Section 1: Foundational Principles of Translation

Timestamp	Score	Content Question 1	Content Question 2	Content Question 3	Content Question 4	How clear was the content as presented in this section?	How engaging was the content as presented in this section?	How confident are you that the material in this section supports the overall goal of the learning module?	How useful is this material to you in a professional or personal context?	Do you have any additional thoughts?
11/29/2024 21:56:27		Informative	You're likely not reading a word-for-word translation	TRUE	All of the above	9	9	9	9	I really enjoyed the part where we got to translate the poem. For the part that gives the literal translation of the Spanish words, I think "sin" typically means something more like "without" rather than "no" and "nube" has a literal meaning of "cloud" rather than "sky."
11/30/2024 0:55:49		Appellative	You're likely not reading a word-for-word translation	False	All of the above	9	9	9	9	

Timestamp											Additional thoughts
11/30/2024 20:32:38	Informative	You're likely not reading a word-for-word translation	TRUE	All of the above	8	7	8	9			I'm having fun! Translating the Neruda poem took me a bit by surprise; I think it's a rewarding exercise, but I wasn't happy with my poem. P.s., proofreading: On the previous page, in question 3, you left out the word "is," and in question 4, you mean choose instead of chose.

Section 2: Why Context Matters

Timestamp	Score	Content Question 1	Content Question 2	Content Question 3	Content Question 4	How clear was the content as presented in this section?	How engaging was the content as presented in this section?	How confident are you that the material in this section supports the overall goal of the learning module?	How useful is this material to you in a professional or personal context?	Do you have any additional thoughts?

11/29/20 24 22:11:45		All of the abov e	TRU E	The potential for a translator working in a dominant language to misunderst and or misrepresen t a less dominant culture	What year was the translation published? What was the translator's nationality or cultural/educatio nal background? What other works has the translator published? What are the translator's political views, specifically about China? How might the translator/publis her have grouped the essays in such a way to appeal to an English-speaking audience?	9	9	9	9	I thought this was a great module. The example from Anne Frank's diary was so interesting and did a great job of showing how a seemingly minor difference in phrasing can completely change the meaning of a sentence.
11/30/20 24 1:17:56		All of the abov e	TRU E	The potential for a translator working in a dominant language to misunderst and or misrepresen t a less dominant culture	why these five essays? (sic) where ya from? who hired you? are you qualified?	7	7	9	8	

| 11/30/2024 21:23:49 | | All of the above | TRUE | The potential for a translator working in a dominant language to misunderst and or misrepresen t a less dominant culture | What time did the translator live, or do they live still? From whence do they hail? What else have they translated? Have they written about their translation process? What did they have for breakfast? | 9 | 9 | 9 | 9 | In the example of the Draupadi translations, you say the different translations reflect the different sensibilities of the translators and then move onto Spivak talking about translation as an act of colonization. I can see and understand the connection between the selected quote and that point, but it feels like there's a lot to say here and a lot of potential for misunderstanding. My understanding is that the original Bengali text is very frank and forward about the nudity and the violence, and the translators, in being coy and reserved, perhaps skittish or prudish, are participating in a colonial act by obfuscating the brutality and the candor of the original and applying prudish colonial values to it. Is that right? I think you need one or two sentences to make what you mean a little more apparent especially for any student who may have unwittingly absorbed a colonial framework for seeing the world and may fail to |

										make the right connections.

Section 3: The Text Will Tell You More Than You Think

Timestamp	Score	Content Question 1	Content Question 2	Content Question 3	Content Question 4	How clear was the content as presented in this section?	How engaging was the content as presented in this section?	How confident are you that the material in this section supports the overall goal of the learning module?	How useful is this material to you in a professional or personal context?	Do you have any additional thoughts?
11/30/2024 21:51:03		"slap in the face"	"Serving--that's a big deal."	An English colloquialism that doesn't match the tone of the rest of the text	All of the above	8	7	8	9	Your email said 30-60 minutes and I passed the 60 minute mark some time ago. I'm still enjoying it and happy to help, just saying I think you underestimated.
11/29/2024 22:44:10		"slap in the face"	"There it was-and there it wasn't."	An idiom from the origin language translated literally, Unusual syntax that	All of the above	9	9	9	9	I hope I haven't submitted the same module multiple times; I went back out to the main page to do this set of items

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				likely derives from the original language						because I think the set of items linked in module 3 was for module 2. for the set of practice questions within in the module, I really liked that, for the one practice question asking us to identify idioms, it gave us answer explanations when we clicked. I think it would've been great to have answer explanations for the other practice questions too. I thought all the examples in the modules were really helpful & fun.
11/29/2024 22:32:42		"slap in the face"	"There it was-and there it wasn't."	An idiom from the origin language translated literally, Unusual syntax that	All of the above	9	9	9	9	

				likely derives from the original language					

End of Module Survey

Timestamp	How appropriate was the depth of the content for the learning module as a whole?	What is your impression of the use of interactive elements (exercises, buttons, questions) in the learning module as a whole?	Please elaborate	What is your impression of the use of media (video, images, slideshows) in the learning module as a whole?	Please elaborate:	Do you think you will be able to apply the content in the module as a whole in a professional or personal context?	How likely are you to recommend this or a similar learning module to a friend?	Do you have any additional thoughts?
11/29/2024 22:59:59	5	About the right amount of interactive elements	I really liked all the interactive elements. I felt like I was able to move through the course very seamlessly.	About the right amount of media	I liked that the videos (with the exception of the last one) were pretty short, which felt like just about the right length.	9	9	This was a really enjoyable course. I felt I learned a lot about translation even though I've taken a translation course before and already knew a bit about it. I liked how the course would be useful for and accessible to even people who only speak English. It feels like it's taught me how to approach translated texts

							more critically and more thoughtfully.
11/30/2024 2:35:35	5	Not enough interactive elements	I will elaborate my answer. if the texts are that short. there should be a listen or enlarge function for those facing blindness or other reading issues. just an option for those whose computers cannot compensate for all they face. Great course.	Not enough media	well placed	9	9	I don't think I could apply this content into my professional life, but I can see others doing so. The set up seems great for more global organizations. it could be more trimmed down for a business or more expanded for academia. either seem really realistic and realizable.
11/30/2024 22:41:30	6	About the right amount of interactive elements	I have complicated thoughts. I don't particularly enjoy clicking buttons; I think I'd prefer just to read all the information, but maybe the buttons help it feel	Too much media	The video about untranslatable words was interesting, but a bit twee. That last video felt slow and repetetive. I feel like I'm just complaining; I did have fun.	9	1	I said I'm not at all likely to recommend it to a friend not because I didn't think it was interesting, but just because I don't see that happening. Who would I tell?

			like progress is happening. I liked the translation exercises.				