

Design Document
Translation Literacy for the Non-translator

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Translation Literacy for Non-Translators

Overview

As our world grows increasingly global and texts travel more easily between languages—helped by a growing number of translators and the increasing power of machine translation—researchers and readers trying to intelligently navigate this new body of work will need a basic set of skills in translation literacy. While all translation aims to be in some way accurate, translation theorists have debated for centuries what accuracy means. Is it word-for-word meanings that the translation intends to transpose from the original into the target language? Or is it the more nuanced effects of the prose? Is the translation trying to capture the artistic effects of metaphors, the conversational nature of the narration, the poetry and rhythm of the sentences? All translators, human and machine, invariably make choices about how they approach the rewriting (Lefevre, 1992/2017, p.9) that translation requires, what they choose to prioritize, what they choose to sacrifice. Sometimes these choices are overtly stated, sometimes subconscious. “[T]he ideology of a translation resides not simply in the text translated, but in the voicing and stance of the translator...motivated and determined by the translator’s cultural and ideological affiliations as much as or even more than by the temporal and spatial location that the translator speaks from.” (Tymoczko, 2003, p.183)

What are the dangers of accepting a translation at face value? It is true that there may only be a few contexts in which a wrong or misunderstood translation can result in immediate danger (medicine, for instance, or safety instructions). Still, language and rhetoric have the power to move us to action, to change our beliefs, to redefine our

understanding of the world. Religious texts, for example, which are by many considered canonical, are in fact translations, and the variation between translation and original has at various points caused controversy (Buitenwerf, 2005). Or a secular example: Hitler's *Mein Kampf* was published in 1933 in the US as an abridged translation, which some have argued promoted a sanitized, more palatable image of Hitler (Devlin, 2021). A more recent controversy emerged in 2021, with the translation of Amanda Gorman's book of poetry. Gorman is a Black American poet (she read her poem, "The Hill We Climb" at Joe Biden's inauguration), and the fact that her translators were not (they included a German writer of Turkish descent and white German, Dutch, and Greek translators, among others) caused some to raise the alarm that certain pivotal nuances of Gorman's work might be misrepresented (Marshall, 2021). When we read a translation, we often assume, because we lack another framework and because we are encouraged in this belief, that we are simply reading the original (Venuti 2012, p 110). But the influence of the translator is unavoidable even when it is not conscious.

The goal of this module is to introduce the learner to the basic questions that underlie the process of translation in order to help them be a more astute critical reader of translated texts. The module will give learners a chance to think like translators as well as an overview of what factors might affect a given translator's approach.

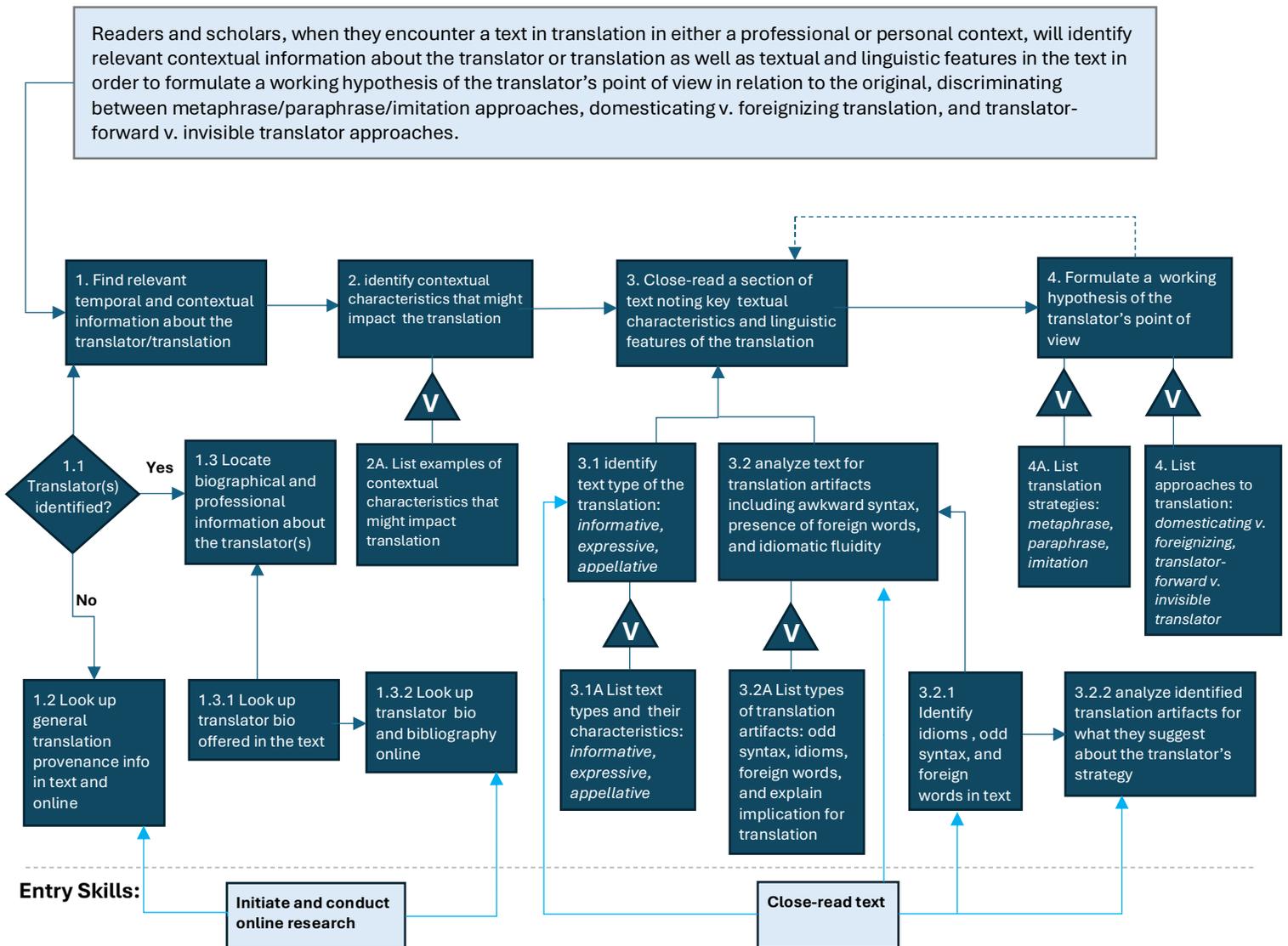
This module was developed using a subject matter expert approach and resulted in the following gap analysis:

Desired Status	-	Actual Status	=	Need
Readers and scholars approach translated texts with a critical understanding of how the translator illuminate and alter the original text in the course of translating it into English.		Readers are sometimes unaware they are reading a translation, often unaware of who translated a text, or, if they are aware, have little concrete sense for how to recognize and understand the impact of the translator on the text. This can lead to false assumptions about writers, texts, and cultures.		A hands-on understanding of the basic problems and questions at the heart of translation and the many choices that a translator imposes on the text.

Instructional Goal

Readers and scholars, when they encounter a text in translation in either a professional or personal context, will identify relevant contextual information about the translator or translation as well as textual and linguistic features in the text in order to formulate a working hypothesis of the translator's point of view in relation to the original, discriminating between metaphrase/paraphrase/imitation approaches, domesticating v. foreignizing translation, and translator-forward v. invisible translator approaches.

Goal Analysis Diagram



The entry skills (online research and close-reading) are foundational to this task as they underpin the analysis. The verbal skills feed into research and analysis skills. The subordinate skills build toward the learner being able to complete a higher-level analysis of the translation, each skill contributing to the learner being able to discriminate between domesticating translation (which smooths out the text to make the text easy to read) and foreignizing translation (which intends for the reader to be aware of the otherness of the text) as well as translation where the translator means to be invisible versus translation where the translator is forward about their impact on the text.

Learner Analysis

This module is not restricted to a specific educational requirement or context and covers a general interest topic, so its audience is a general interest audience. As a result, the anticipated learners will be diverse in their level of education, background and abilities (though some high school or above is generally assumed), with a diverse set of learning and performance contexts. However, to help us focus the initial development of this module, we will start by identifying and focusing on a group of learners we can reasonably expect to find the topic meaningful and to invest the time required to engage with the learning module.

A foundational characteristic for this group is that they are likely to find themselves reading texts in translation in either a personal or professional context. We will focus on learners who are open to engaging with such a translated text at more than a glancing level (so, for example, not younger kids who might read for fun but not yet have the capacity to have a critical eye). We are interpolating these categories somewhat broadly into the following characteristics: undergraduate students, graduate students, or adults with some experience of close-reading texts and conducting self-directed information inquiries, who have a general interest in rhetoric or linguistic expression.

This is still a diverse group of potential learners, and to better understand their contexts, attitudes, and needs, we conducted interviews, observations, and surveys. We allowed potential learners to self-select into this study on the basis of their interest in the module, which aligns with the parameters by which we expect that learners will find and engage with this module once it's live. These data are summarized in the table below.

Information Categories	Data Sources	Learner Characteristics
Entry skills	A survey of 7 potential participants who self-selected as interested in participating	<p>Performance setting: learners have a general grounding in reading and engaging with texts, either from past educational experiences or a personal interest in literature or writing. Some have a strong background in reading translations while others encounter them only occasionally. For most learners the skill is of more interest personally than professionally, though some professional relevance was reported.</p> <p>Learning setting: target learners report being generally capable in the realm of self-directed learning and self-directed research, with high levels of confidence in text analysis and neutral to high levels of confidence with initiating and conducting online research</p>
Prior knowledge of topic area	A survey of 7 potential participants who self-selected as interested in participating; interviews with the same group.	Learners' have a range of experiences with translation, with most having a vague understanding that different translations of the same text exist and that there are "good" and "bad" translations, but only one who has a system for looking critically a translation. All the learners

		are readers, so have an interest in texts generally.
Attitudes toward content	A survey of 7 potential participants who self-selected as interested in participating	Learners' interest levels in translation literacy range from vague curiosity to a belief that the skill would be useful in their personal and professional lives. All (in large part by virtue of self-selection) at to some degree interested in better understanding the potential of the topic.
Attitudes toward delivery system	A survey of 7 potential participants who self-selected as interested in participating	Target learners have a range of experience with self-paced learning modules, most having encountered them in the context of required HR training. Few have voluntarily engaged with an online, self-paced learning module. Expectations about the results of undertaking such an engagement range from skepticism to optimism.
Motivation for instruction	A survey of 7 potential participants who self-selected as interested in participating	A general, if vague, interest in the topic and the reputation of the SME are motivating learners to give the self-directed learning module a try.
Education and ability levels	A survey of 7 potential participants who self-selected as interested in participating	Education levels: All learners have at least an undergraduate degree, with some having a master's degree. All learners are educated in the humanities. Ability levels: All learners have proficient reading and analysis abilities. One

		learner is proficient in a second language (French), one learner has a general exposure to a second language (Thai).
General learning preferences	A survey of 7 potential participants who self-selected as interested in participating	Learners are educated and confident about their ability to engage with a question critically. They prefer instruction that engage with a problem together with them over instruction where they feel that they are being required to offer pre-determined answers. All learners expressed an interest in learning from worked examples. Some preferred written explanations, some preferred learning from videos or other media.
Attitudes toward training organization	A survey of 7 potential participants who self-selected as interested in participating	Learners do not have concrete preexisting attitudes towards the training module (have not had prior experience on which to base to base opinions), but have a generally positive perception of the SME (based on some prior informal experiences).
General group characteristics (heterogeneity, size, overall impressions)	A survey of 7 potential participants who self-selected as interested in participating	Heterogeneity: Age ranges from 27 to 66. Professional backgrounds include project manager, copyeditor, graduate student, novelist. Cultural and class backgrounds vary.

		<p>Size: the target size for the module is not limited</p> <p>Overall impressions: the module will need to be engaging enough to hold learners' attentions. Examples should be of an appropriate level. Learners will respond well to being treated like they are smart and interested.</p>
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Performance Context

The performance context for this skill is not site specific and does not necessarily assume consistent tools. There must be a text in translation, which necessitates a book or a digital device that displays text (a computer, smart device, or reader). Given the learner profile, it is likely that learners will have access to a computer in the performance context and will be able to access the internet. There is no extrinsic requirement for this skill (from a supervisor), so its application would be self-motivated.

The data was collected through observation of four potential learners in their day-to-day reading/research environment (at home and at a coffee shop). Interviews were conducted in conjunction with the observation.

Information Categories	Data Sources	Performance Site Characteristics
Managerial/supervisory support	Not Applicable	The performance context is outside of any structured environment and the performance of the skill is self-motivated

Physical aspects of site	Interviews/Observations	<p>Facilities: Readers can be in private or public spaces with a range of environmental factors from temperature to sound</p> <p>Resources: Some readers prefer to access texts digitally while other prefer to read on paper.</p> <p>Equipment: Readers almost always have a computer or smartphone at hand and frequently use them to access the internet to find information.</p> <p>Timing: Readers can be in the performance context at any time</p>
Social aspects of site	Interviews/Observations	<p>Supervision: Readers have no supervision when performing the skill</p> <p>Interaction: Readers are usually alone in the performance context, but some may have others nearby to confer with</p> <p>Others using skill effectively: because the performance context is largely solitary, there are not others around who are performing this skill</p>
Relevance of skills to workplace	Interviews/Observations	<p>Meet identified needs: this skill is not related to a specific workplace, though may be relevant in various work contexts</p>

Learning Context

This learning module will be a self-paced online experience, which aligns with the performance context. In the performance context, as in the learning context, learners will need to be self-motivate and self-directed in their engagement with the issues o translation. The learning module will offer some reinforcement for why the topic is meaningful, with the intent of motivating the learners in the performance context.

Because self-paced online research is a part of the skill, an asynchronous module that requires a computer or smartphone will also prepare the learner to have at hand a meaningful set of tools (access to the internet and a device for consuming content) and will again match the performance context.

The data was collected through observation of four potential learners in their typical environment for self-paced study. Interviews were conducted in conjunction with the observation

Information Categories	Data Sources	Learning Site Characteristics
Number/nature of sites	Interviews/Observations	<p>Facilities: learners complete the module in a context they find suitable.</p> <p>Equipment: As the module only requires access to a computer, it should be easy for most learners to establish an environment conducive to learning.</p> <p>Resources: learners will need to have access to a computer with internet access and a modern browser</p> <p>Constraints: will vary from one learner to the next</p>
Site compatibility with instructional needs	Interviews/Observations	<p>Instructional Strategies: because the module needs to be accessible anywhere, instructional strategies will need to fit an online format and rely on built-in feedback mechanisms. All</p>

		<p>activities will be completed by learners individually in a self-directed mode.</p> <p>Delivery Approaches: the module will be self-contained. Technical support is not available to learners.</p> <p>Time: the learner can complete the module at any pace and in as many sessions as they prefer. The module is initially planned to be completed in a single 90-minute sitting</p> <p>Personnel: no personnel will be involved in module delivery</p>
Site compatibility with learner needs	Interviews/Observations	<p>Location (distance): The learner will be tasked with identifying a site that will be not too distracting and that will allow them to fully engage with the content. This will vary from learner to learner, but the module will make it easy for learners to engage with it in their contexts</p> <p>Equipment: learners will need to provide a computer</p>
Feasibility for simulating workplace	Interviews/Observations	<p>The learning and performance contexts are both defined by the learner and should share many characteristics (wherever the learner generally consumes texts should be appropriate for engaging with the module.</p>

Assessment Plan

Entry Skills Test

Given the feedback from the learner assessment, it seems reasonable to expect that learners who self-select for participation in this module will have some familiarity with the entry skills (online research and basic critical text analysis). Given the learners' desire to not be treated as students and general tendency toward self-driven instruction, we decided that it would be better to let learners engage with the content. We will keep in mind the variability of learner contexts as part of instruction design. If the module were to be used for a more targeted audience, an entry skills test might be appropriate.

Pretest

We assess that a pretest is not necessary for this learning module. Given the heterogeneity of the learners and the complexity of the analysis skill in the last step of the instructional goal, learner expertise uncovered during a pretest would not in the end mean that content should be excluded from the module, only that certain learners should be given the chance to move through some content more quickly. The module will need to touch on each of the topics offered in the instruction in order to enable the learner to synthesize the material into the final analysis. Practice tests and engagement data should offer sufficient insight into learner preparedness.

Practice Tests

Practice tests will be a big element in the module. Practice tests will: 1) prompt learners to synthesize content into analysis as they go; 2) motivate learners by offering measures of self-efficacy (especially important for self-selecting, adult, self-directed learners); 3) create the sense of an interactive experience to keep the learners engaged; 4) provide

contextual feedback (and related content) for learners as they engage with the analysis skill. Practice test will take the form of multiple choice and matching (to confirm understanding of definitions and categories and give learners a chance to practice recognizing certain linguistic features of translation), short answer questions (to offer a low-stakes opportunity to practice analysis), and small exercises with example solutions to make some of the concepts experiential and therefore more intuitive and memorable.

Posttest

Because these learners are not required to take this module or learn the content, the posttest will focus on building a sense of self-efficacy and soliciting formative evaluation information. The posttest will also try to give the learner the opportunity to synthesize the individual skills into a more wholistic analysis that mimics the performance context as much as possible, to aid with transfer. The posttest might take the form of individual questions (multiple-choice, true/false, short answer) as well as one or more multi-part activities that require both short-form and long-form responses.

Performance Objectives

Instructional Goal	Terminal Objective
<p>Readers and scholars, when they encounter a text in translation in either a professional or personal context, will take note of relevant temporal and contextual detail about the translator or translation and will close-read the text looking for linguistic features and artifacts in order to formulate a working hypothesis of the translator's point of view in relation to the original, discriminating between meaning v. sense translation, domesticating v. foreignizing translation, and translator-forward v. invisible translator approaches.</p>	<p>Given a translated text and access to an internet search engine, formulate a working hypothesis of the translator's point of view with respect to the original text, discriminating between meaning v. sense translation, domesticating v. foreignizing translation, and translator-forward v. invisible translator approaches and being sure to note at least five related linguistic artifacts in the translation and three contextual characteristics to support the analysis.</p>
Main Step in Goal Analysis	Performance Objective
<p>1. Find relevant temporal and contextual information about the translator/translation</p>	<p>1. Given a translated text and access to an internet search engine, locate key contextual information about the translator or the translation, ensuring research is inclusive of temporal, cultural, political, and sociological factors.</p>
Subordinate Step(s)	Subordinate Objective
<p>1.1 Translator(s) identified?</p>	<p>1.1 Given a translated text and access to an internet search engine, determine whether it is possible to identify the name of the translator(s), demonstrating the foresight to check the cover, copyright page, forward/afterward, and online book databases like Google Books, Amazon, Project Gutenberg, Wikipedia, and open library databases if needed.</p>
<p>1.2 Look up general translation provenance info in text and online</p>	<p>1.2 Given a translated text with no information about the translator and access to an internet search engine, find key contextual information about the translation, ensuring research is</p>

	inclusive of temporal, cultural, political, and sociological factors.
1.3 Locate biographical and professional information about the translator(s)	1.3 Given a translated text with an identified translator and access to an internet search engine, locate key biographical and bibliographical information about the translator, ensuring research is inclusive of temporal, cultural, political, and sociological factors.
1.3.1 Look up translator bio offered in the text	1.3.1 Given a translated text with an identified translator, locate key biographical and bibliographical information about the translator in the text, ensuring research is inclusive of temporal, cultural, political, and sociological factors.
1.3.2 Look up translator bio and bibliography online	1.3.2 Given a translated text with an identified translator, biographical and bibliographic information found in the text, and access to an internet search engine, locate additional key information about the translator online, ensuring research is inclusive of temporal, cultural, political, and sociological factors.
Main Step in Goal Analysis	Performance Objective
2. identify contextual characteristics that might impact the translation	2. Given a translated text and contextual information about the translator or the translation, analyze the information to identify characteristics of the translator or translation that might potentially impact choices in the translation, considering temporal, ideological, cultural/political factors.
Subordinate Step(s)	Subordinate Objective
2A. List examples of biographical or contextual characteristics that might impact translation	2A. Given a request orally or in writing to list examples of characteristics of the translator or translation that are likely to impact choices in the translation, list those characteristics, being sure to include temporal, ideological, cultural/political factors.
Main Step in Goal Analysis	Performance Objective

3. Close read a section of text noting key linguistic features of the translation	3. Given a translated text and a list of characteristics of the translator or translation that are likely to impact choices in the translation, analyze a section of the text for textual and linguistic features that might be relevant to the translator's impact on the translation, considering the text type, notable sentence structures, idioms, and foreign or unusual words.
Subordinate Step(s)	Subordinate Objective
3.1 identify text type of the translation: informative, expressive, appellative	3.1 Given a translated text, and a list of text types, analyze the text for evidence of the text type, successfully differentiating between informative, expressive, and appellative text types and identifying relevant implications of each text type on translation
3.1A List text types and their characteristics: informative, expressive, appellative	3.1A. Given a request orally or in writing to list text types and their implications for translation, do so, being sure to include informative, expressive, and appellative text types
3.2 Analyze text for translation artifacts including awkward syntax, presence of foreign words, and idiomatic fluidity	3.2 Given a translated text and a list of possible translation artifacts, analyze the text for relevant examples of translation artifacts, being sure to consider awkward syntax, foreign words, and idiomatic fluidity
3.2A List types of translation artifacts: odd syntax, idioms, foreign words, and explain implication for translation	3.2A Given a request orally or in writing to list examples of translation artifacts and identify possible implications for the strategies of the translation, do so, being sure to include unusual syntax, presence of foreign words, and idiomatic fluidity
3.2.1 Identify idioms, odd syntax, and foreign words in text	3.2.1 Given a translated text and verbal knowledge of translation artifacts, identify idioms, unusual syntax, and foreign words in the text, noting all present artifacts and none of the other textual features
3.2.2 analyze identified translation artifacts for what they suggest about the translator's strategy	3.2.2 Given a translated text, and a list of translation artifacts, analyze translation artifacts for what they reveal about the

	translator's strategy, correctly identifying translator strategies related to each artifact
Main Step in Goal Analysis	Performance Objective
4. Formulate a working hypothesis of the translator's point of view	4. Given a translated text and access to an internet search engine, characteristics of the translator or translation that might potentially impact choices in the translation, textual and linguistic features that might be relevant to the translator's impact on the translation, formulate a hypothesis about the translator's point of view with respect to translating the text, discriminating between meaning v. sense translation, domesticating v. foreignizing translation, and translator-forward v. invisible translator approaches and being sure to note at least five related linguistic artifacts in the translation and three contextual characteristics to support the analysis.
Subordinate Step(s)	Subordinate Objective
4A. List and describe types of high-level translation strategies	4A. Given a request orally or in writing to list examples of high-level translation strategies, do so, being sure to include metaphrase, paraphrase, and imitation and note the implications and advantages/disadvantages of each approach.
4B. List and describe types of high-level approaches to translation	4B. Given a request orally or in writing to list examples of big-picture approaches to translation, do so, being sure to include domesticating v. foreignizing translation, and translator-forward v. invisible translator approaches and note the implications and advantages/disadvantages of each approach.

Design Evaluation Chart

Below is a breakdown of how performance objectives line up with possible test items and methods for feedback and evaluation.

Instructional Goal	Terminal Objective	Parallel Test Items
<p>Readers and scholars, when they encounter a text in translation in either a professional or personal context, will take note of relevant temporal and contextual detail about the translator or translation and will close-read the text looking for linguistic features and artifacts in order to formulate a working hypothesis of the translator's point of view in relation to the original, discriminating between meaning v. sense translation, domesticating v. foreignizing translation, and translator-forward v. invisible translator approaches.</p>	<p>Given a translated text and access to an internet search engine, formulate a working hypothesis of the translator's point of view with respect to the original text, discriminating between meaning v. sense translation, domesticating v. foreignizing translation, and translator-forward v. invisible translator approaches and being sure to note at least five related linguistic artifacts in the translation and three contextual characteristics to support the analysis.</p>	<ul style="list-style-type: none"> - Prompt: Consider an excerpt of a text in translation along with basic info (cover of the book, maybe front matter), combine research with text analysis to formulate a hypothesis about the translator's point of view and role in the translation. Write this hypothesis as a long-form answer, using examples from the text or research to substantiate the hypothesis. Get feedback in the form of a sample right answer. - Evaluation: learner should be able to analyze the translation for text type, translation artifacts, as well as overall translation approach. This will be implemented outside the initial learning module, in a public discussion forum format where participants can share translation excerpts and responses as well as provide feedback(to be implemented separately).

Instructional Goal	Performance Objective / Subordinate Performance Objective	Parallel Test Items
1. Find relevant temporal and contextual information about the translator/translation	1. Given a translated text and access to an internet search engine, conduct research to find key contextual information about the translator or the translation, ensuring research is inclusive of temporal, ideological, cultural/political factors.	<ul style="list-style-type: none"> - This item as a whole will not be assessed in the current version of the module as it aligns closely with the “conduct online research” entry skill. Focus will be placed on learner’s understanding of what information to look for in research and certain subordinate skills specific to this context will be assessed. A job aid will be provided (Appendix A) to support the entry skill.
	1.1 Given a translated text and access to an internet search engine, determine whether it is possible to identify the name of the translator(s), demonstrating the foresight to check the cover, copyright page, forward/afterward, and online book databases like Google Books, Amazon, Project Gutenberg, Wikipedia, and open library databases if needed.	<ul style="list-style-type: none"> - Same as above
	1.2 Given a translated text with no information about the translator and access to an internet search engine, conduct research to identify key contextual information about the translation, ensuring research is inclusive of temporal, ideological, cultural/political factors.	<ul style="list-style-type: none"> - Prompt: Consider the name of a text and some basic details (year of publication), propose 5 questions/topics for research - Evaluation: feedback will be offered in the form of a sample right answer. The learner will assess whether or not they were thinking along the correct lines. Formative assessment will assess whether the learner included temporal, social/cultural, political, publishing contexts.

	<p>1.3 Given a translated text with an identified translator and access to an internet search engine, conduct research to identify key biographical and bibliographical information about the translator, ensuring research is inclusive of temporal, ideological, cultural/political factors.</p>	<ul style="list-style-type: none"> - Prompt: Consider the name of a translator and a text, select the correct contextual details from a list (requires conducting online research) - Evaluation: learners should be able to effectively discern accurate details from decoys in a multiple choice format.
	<p>1.3.1 Given a translated text with an identified translator, conduct research to identify key biographical and bibliographical information about the translator in the text, ensuring research is inclusive of temporal, ideological, cultural/political factors.</p>	<ul style="list-style-type: none"> - This subordinate skill will not be assessed separately as the key learning (beyond the entry skill) is assessed by 1.3 above
	<p>1.3.2 Given a translated text with an identified translator, biographical and bibliographic information found in the text, and access to an internet search engine, conduct research to identify additional key information about the translator online, ensuring research is inclusive of t temporal, ideological, cultural/political factors.</p>	<ul style="list-style-type: none"> - This subordinate skill will not be assessed separately as the key learning (beyond the entry skill) is assessed by 1.3 above
<p>2. Identify contextual characteristics that might impact the translation</p>	<p>2. Given a translated text and contextual information about the translator or the translation, analyze the information for characteristics of the translator or translation that might potentially impact choices in the translation, considering temporal, ideological, cultural/political factors.</p>	<ul style="list-style-type: none"> - Prompt: Identify the potential ways that a translator’s context is reflected in their work (multiple choice). - Evaluation: the learner should be able to discern the ways that context might impact translation in a multiple choice format.

	<p>2A. Given a request orally or in writing to list examples of characteristics of the translator or translation that are likely to impact choices in the translation, list those characteristics, being sure to include temporal, ideological, cultural/political factors.</p>	<ul style="list-style-type: none"> - Prompt: Given translator and title of a text list five questions you might ask while researching the translation to fill in relevant context - Evaluation: feedback will be offered in the form of a sample right answer. The learner will assess whether or not they were thinking along the correct lines. Formative assessment will assess whether the learner included temporal, social/cultural, political, publishing contexts.
<p>3. Close read a section of text noting key linguistic features of the translation</p>	<p>3. Given a translated text and a list of characteristics of the translator or translation that are likely to impact choices in the translation, analyze a section of the text for textual and linguistic features that might be relevant to the translator’s impact on the translation, considering the text type, notable sentence structures, idioms, and foreign or unusual words.</p>	<ul style="list-style-type: none"> - Prompt: Look at a short paragraph of translated text and: <ul style="list-style-type: none"> a) Identify translation artifacts b) Explain what the artifacts tell us about the translation - Rubric: learner should be able to identify each type of artifact (idiom, odd syntax, foreign words) and explain what each indicates about the translator’s approach. Feedback will be offered in individual responses to multiple choice options.

<p>3.1 Given a translated text, and a list of text types, analyze the text for evidence of the text type, successfully differentiating between informative, expressive, and appellative text types and identifying relevant implications of each text type on translation</p>	<ul style="list-style-type: none"> - Prompt: Consider a paragraph in translation and identify (multiple choice) the <i>primary</i> text type - Evaluation: learners should be able to accurately categorize even samples with multiple text type elements, with feedback offered based on multiple choice selection. - Prompt: Provide (short answer) a brief description of what would make the translation for a given text type successful (sample answer as feedback) - Evaluation: learner should be able to identify factual accuracy as success for informative translation, convincingness as success for appellative translation, and expression of emotion and worldview as success for an expressive translation
<p>3.1A. Given a request orally or in writing to list text types and their implications for translation, do so, being sure to include informative, expressive, and appellative text types</p>	<ul style="list-style-type: none"> - Prompt: Consider a description of a text and identify (multiple choice) the <i>primary</i> text type - Evaluation: learner should be able to identify the text type even for a text containing elements of multiple text types
<p>3.2 Given a translated text and a list of possible translation artifacts, analyze the text for relevant examples of translation artifacts, being sure to consider awkward syntax, foreign words, and idiomatic fluidity</p>	<ul style="list-style-type: none"> - Prompt: Consider a paragraph in translation, select the correct implication for translator strategy of translation artifacts in the text. - Evaluation: learner should be able to select reasonable strategy implications for a given artifact. Feedback will be provided in response to multiple choice selections.

	<p>3.2A Given a request orally or in writing to list examples of translation artifacts and identify possible implications for the strategies of the translation, do so, being sure to include awkward syntax, presence of foreign words, and idiomatic fluidity</p>	<ul style="list-style-type: none"> - Prompt: Provide a list of 3 or more translation artifacts - Evaluation: learners should include at least odd syntax, foreign words, and idioms - Prompt: Consider an example of a translation artifact in the context of a translation and select possible translator strategy with the example - Evaluation: learner should be able to provide reasonable justification for the translator’s reasoning around a given artifact, feedback will be provided in response to multiple choice selections
	<p>3.2.1 Given a translated text and verbal knowledge of translation artifacts, identify idioms, unusual syntax, and foreign words in the text, noting all present artifacts and none of the other textual features</p>	<ul style="list-style-type: none"> - Prompt: Read a paragraph of a translated text and identify translation artifacts - Evaluation: learners should be able to correctly identify each of the three types of artifacts in context. Feedback provided as sample answers or in response to multiple choice selections.
	<p>3.2.2 Given a translated text, and a list of translation artifacts, analyze translation artifacts for what they reveal about the translator’s strategy, correctly identifying translator strategies related to each artifact</p>	<ul style="list-style-type: none"> - Prompt: Given examples of translation artifacts in the context of a translation, identify the correct explanation for what the treatment of that artifact reveals about the translator’s strategy - Evaluation: learner should be able to correctly pinpoint what a given artifact in an example text reveals about the translator’s strategy; feedback will be provided in response to multiple choice selections and as sample answers

<p>4. Formulate a working hypothesis of the translator's point of view</p>	<p>4. Given a translated text and access to an internet search engine, characteristics of the translator or translation that might potentially impact choices in the translation, textual and linguistic features that might be relevant to the translator's impact on the translation, formulate a hypothesis about the translator's point of view with respect to translating the text, discriminating between meaning v. sense translation, domesticating v. foreignizing translation, and translator-forward v. invisible translator approaches and being sure to note at least five related linguistic artifacts in the translation and three contextual characteristics to support the analysis.</p>	<ul style="list-style-type: none"> - Prompt: Consider a paragraph of translated text as well as information about the translation and translator and: <ul style="list-style-type: none"> o Correctly identify foreignizing v domesticating translation type o Suggest (short answer) what choices in translation would move the overall effect in the opposite direction - Rubric: the learner should be able to look at an excerpt from a translation and identify whether the translator's approach is domesticating or foreignizing; the learner should be able to identify elements in the translation that might be approached differently for a different overall effect. The learner will self-evaluate reasoning against sample solutions. Feedback provided in response to multiple choice selections and as sample responses.
	<p>4A. Given a request orally or in writing to list examples of high-level translation strategies, do so, being sure to include metaphrase, paraphrase, and imitation and name the primary features of each approach.</p>	<ul style="list-style-type: none"> - Prompt: given a simple translation prompt, translate the original using one of the three strategies - Rubric: the learner should demonstrate an understanding of metaphrase/paraphrase/imitation through choices they make in translating a simple text. Learners will self-evaluate success by comparing their answer against a range of samples.

	<p>4B. Given a request orally or in writing to list examples of big-picture approaches to translation, do so, being sure to include domesticating v. foreignizing translation, and translator-forward v. invisible translator approaches and note the implications and advantages/disadvantages of each approach.</p>	<p>- this skill we be assessed as part of the assessment for the higher-level skill above (4).</p>
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Instructional Strategy Alignment

Learning Component	Design Plan
<p>Cluster 1: Introduction (pre-instructional)</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Why translation is important 2. Some of the challenges of translation 3. Translation as rewriting/interpretation <p>Content:</p> <ul style="list-style-type: none"> - Introduction: why translation matters - Examples of why translation isn't mechanical <p>Example:</p> <ul style="list-style-type: none"> - The Bible - Where the Wild Things Are <p>Student Participation:</p> <ul style="list-style-type: none"> - Short multiple choice translation comparison examples - Interactive translation exercise that lets learners share with/see other learners' translations <p>Media Selection:</p> <ul style="list-style-type: none"> - Interactive Where the Wild Things Are slides - Bible translation overview video (1 min)
<p>Cluster 2: Text types and metaphrase/paraphrase/imitation</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. list the three text types (informative, expressive, and appellative) and their implications for translation (3.1A) 2. list examples of high-level translation strategies (metaphrase, paraphrase, and imitation) and note the implications and advantages/disadvantages of each approach (4A) <p>Content:</p> <ul style="list-style-type: none"> - Definitions of the three text types - Translation implications for the three text types

- Multiple choice practice with examples, asking learners to identify text type even with some ambiguity
- Definitions of metaphrase/paraphrase/imitation
- Comparative examples of metaphrase/paraphrase/imitation
- Free-form translation exercises asking learners to translate in the three modes

Examples:

- Many translations of Basho haiku
- Comparative Bible translations
- Compare translations of Rubaiyat quatrain

Student Participation:

- Small translation exercise: translate short poem from Spanish, see other learners' translations

Media Selection:

- Bible translations by translation strategy infographic

Cluster 3: Relevant contextual characteristic of a translation or translator

Objectives:

1. Name biographical and professional characteristics of a translator that are likely to impact a translation (2A)
2. Name contextual characteristics of a translation where a translator is unknown that are likely to impact a translation (2A)
3. Analyze translator for contextual characteristics relevant to translation, noting temporal, ideological, cultural/political contexts (2)
4. Identify relevant contextual facts about the translator or translation (1)

Content:

- Video introduction
- Examples of translations where the positionality of the translator matters
- A list of major translator characteristics and why they matter
- Interactive worked examples of analyzing context for relevant facts

Example:

- Emily Wilson, Gayatri Spivak

Student Participation:

- Interactive elements where learners click to reveal answers to why certain contextual elements matter

Media Selection:

- Brief introductory video by a translator (excerpt from existing)

<p>Cluster 4: Researching a translator/ translation</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the translator of a given text (1.1) 2. Research contextual information about a translation when translator name is not available (1.2) 3. Research an identified translator (1.3) in the text (1.3.1) and online (1.3.2) <p>Content:</p> <ul style="list-style-type: none"> - Instead of an instruction module this will be offered as a job aid <p>Example:</p> <ul style="list-style-type: none"> - Books without listed translator <p>Student Participation:</p> <ul style="list-style-type: none"> - Not applicable for a job aid <p>Media Selection:</p> <ul style="list-style-type: none"> - The job aid will include visuals of book covers and translator bios
<p>Cluster 5: Look closely at the translation text for clues</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify idioms in a text (3.2.1) and analyze them for the translation approach (3.2.2). 2. List examples of translation artifacts, including odd syntax, foreign words, and idioms (3.2A) 3. Analyze text to identify translation artifacts (3.2) 4. Analyze translated text for evidence of approach to translation (3) citing translation artifacts and considerations of text type (3.1) <p>Content:</p> <ul style="list-style-type: none"> - Examples of idioms, and examples if idioms in translation and why they're notable - Examples of awkward syntax that is an artifact of translation - Examples of the role foreign words can serve in a translation - Practice close-reading a translation with the goal of identifying translation artifacts <p>Example:</p> <ul style="list-style-type: none"> - Bulgakov, Marquez, Oe, Dostoyevsky, Mazhar, Mishima <p>Student Participation:</p> <ul style="list-style-type: none"> - Practice questions with feedback <p>Media Selection:</p> <ul style="list-style-type: none"> - TED idioms translation video (1:30) - CBC Untranslatable love video (2:30)

<p>Cluster 6: Look at overall approaches to translation</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Define domesticating v. foreignizing translation approaches (4B) 2. Define invisible translator v. translator forward/feminist approaches (4B) 3. Synthesize the various factors of translator strategy, approach, and context to formulate a hypothesis about a translation's point of view (4) <p>Content:</p> <ul style="list-style-type: none"> - Definition of domesticating v. foreignizing translation - Examples of domesticating v. foreignizing translation - Definition of feminist/translator-forward translation - Examples of feminist translations - Relating previously-covered concepts and examples to overall hypothesis about translation - Interactive worked examples of analysis with longer translation excerpts - A last translation exercise <p>Example:</p> <ul style="list-style-type: none"> - Mary Jo Bang's Dante - Lise Guavine, Gayatri Spivak <p>Student Participation:</p> <ul style="list-style-type: none"> - Practice questions with feedback <p>Media Selection:</p> <ul style="list-style-type: none"> - UConn video about domesticating v foreignizing translation (8 min) - Summary Job Aid
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Implementation Plan

The pilot testers will consist of 2-3 self-selecting participants from a group 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.

The initial test will be conducted in a mode that matches the eventual learning context: each participant will receive a link to the learning module and complete the module in their own environment and at their own pace. The testing will be done anonymously, to avoid biases introduced by the testers being friends of the SME. Further testing will be conducted with a wider range of participant groups targeted to assess the module's success with particular audiences. Additional tests might be conducted with either a video recording or live observation to get more context-specific feedback.

Feedback from this initial pilot will provide a baseline evaluation of the first iteration of the module, including initial reactions, basic functionality and technical issues, basic effectiveness of the instruction and assessment tools. Based on the initial feedback and

observed response, we will modify parts of the module. This initial limited test will also guide the development of further, more targeted testing.

Evaluation Plan

Evaluation will be conducted via survey at the end of the assessment portion of each section as well as via an overall survey at the end of the module as a whole. The survey will ask both quantitative and open-ended questions to allow for comparative analysis as well as individual feedback.

Sample questions:

- How clear was the content as presented in this section?
Not at All Clear 1 2 3 4 5 6 7 8 9 Very Clear

- How engaging was the content as presented in this section?
Not at All Engaging 1 2 3 4 5 6 7 8 9 Very Engaging

- Do you think you will be able to apply the content in the module as a whole in a professional or personal context?
Not Enough Content 1 2 3 4 5 6 7 8 9 Too Much Content

Because this is a limited initial test, open-ended questions will be left entirely free-form and analyzed for general themes to inform further testing.

Pilot Module

The pilot version of the module is accessible here:

<https://sites.google.com/view/translation-literacy/home>

We recommend using the Chrome browser to access the content.

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