



# TheWordForTheWorld

BIBLE TRANSLATORS

## **Curriculum**

The Word for the World Curriculum last updated: October 2017

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# Diploma in Bible Translation (DBT) Curriculum Syllabus

		Lecture Hours	Credits
<b>1 BIBLE TRANSLATION</b>			
1.1	Bible Translation Principles	75	30
1.2	Theory of Translation	25	10
1.3	Mission and Bible Translation and the History of Bible Translation	12.5	5
<b>2 PRACTICAL BIBLE TRANSLATION</b>			
2.1	The Process of Bible Translation	12.5	10
2.2	Translation Practicum		25
<b>3 READING AND UNDERSTANDING THE BIBLE</b>			
3.1	Biblical Exegesis	55	20
3.2	Textual Criticism	13	5
3.3	Literary Studies	25	10
3.4	Introduction to Greek	25	10
3.5	Introduction to Hebrew	25	10
<b>4 APPLIED LINGUISTICS</b>			
4.1	Phonetics and Phonology	35	12
4.2	Orthography	25	10
4.3	Morphology and Syntax	35	13
4.4	Semantics	30	12
4.5	Lexicography	32	12
4.6	Discourse and Translation	23	8
<b>5 LANGUAGE AND COMMUNITY</b>			
5.1	Cultural Anthropology	40	20
5.2	Sociolinguistics	18	6
5.3	Literacy	30	12
5.4	Writer Development	15	5
<b>6 CHRISTIAN LEADERSHIP</b>			
6.1	Management and Leadership	20	5
<b>7 APPLIED COMPUTER AND STUDY SKILLS</b>			
7.1	Basic Computer Skills	17	5
7.2	Software for Translators	20	5
7.3	Study Skills	12	

# 1. BIBLE TRANSLATION

## 1.1 Bible Translation Principles

### Course Description

An introductory course in translation principles (ICTP) that covers the basic principles which a translator needs to know in order to translate, or re-express, the meaning from a source language into a receptor language in a way that is natural, accurate and clear. Much emphasis is placed on how to discover the meaning of a source text including unknown ideas found in biblical culture, figures of speech, and other grammatical devices, and then to transfer this meaning in a culturally relevant way so that the meaning is clearly and accurately re-expressed. It is a practical course with many translation exercises in class. The students start their first draft of a Bible translation project (usually Jonah or Ruth) with the help of tutors, and is taught about the process of translation, including the role of reviewers, field-testing, and consultant checking before publishing.

### Objectives

1. To be able to distinguish the difference between literal and meaning-based translation
2. To be able to assess the clarity, accuracy and naturalness of a translated text
3. To be made aware of the cultural factors which influence the understanding of the source and receptor texts
4. To be able to discover the meaning in the source language (exegesis) and to re-express the meaning into the receptor language
5. To learn to identify various grammatical features, figures of speech and rhetorical questions
6. To be equipped on a basic level to translate the Bible: to produce a first draft translation and a back translation
7. To know how to check a translation with reviewers, field-testers and consultants

### Selective Bibliography

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Barker, Kenneth L. 1987. *The Making of a Contemporary Translation : New International Version*. London: Hodder and Stoughton.

Barnwell, Katharine. 2002. *Bible Translation: An Introductory Course in Translation Principles*. 3rd ed. Dallas: SIL International.

———. 2008. *Teacher's Manual to Accompany Bible Translation: An Introductory Course*. Dallas: SIL.

Hatim, B., and Mason I. 1990. *Discourse and the Translator*. London: Longman.

Hatim, B., and I. Mason. 1990. *The Translator as Communicator*. London: Routledge.

Larson, M. 1975. *A Manual for Problem Solving in Bible Translation*. Grand Rapids, MI: Zondervan.

Larson, M. L. 1998. *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. 2nd ed. New York: University Press of America.

Loewen, Jacob A. 1981. *The Practice of Translating: Drills for Training Translators*. New York: American Bible Society.

Wendland, Ernst R. 2011. *Life-Style Translating, A Workbook for Bible Translators*. 2nd ed. SIL International Publications in Translation and Textlinguistics 2. Dallas, TX: SIL International..

## 1.2 Theory of Translation

### Course Description

This course follows on from *Bible Translation Principles*. The first part of *Theory of Translation* focusses on the theory behind meaning-based translation, as well as the practice towards achieving it. Among others it covers attitudes with respect to receptor and source language, the nature of translating, grammatical analysis, referential and cognitive meaning, different levels of usage and transfer.

The second part of the course introduces communication studies and relevance theory. A speaker or translator intends to be understood, uses an economy of words and relies heavily on context to convey meaning. We receive more cognitive benefits (i.e. can understand the content more easily) if what is being said is relevant to us, and requires little effort to process in our minds. This course considers how we work out meaning in our mind and select context, how we communicate with concepts and access information in our minds. Differences between concepts between languages are discussed, and how to identify and adjust mismatches in a translated scripture passage.

### Objectives

1. To be able to understand the theory behind meaning-based translation
2. To know the difference between formal correspondence and dynamic equivalence
3. To be able to do grammatical analysis and discover kernel sentences
4. To understand referential meaning and different aspects of discovering meaning
5. To understand the principles of transferring meaning from one language to another
6. To understand the basics of communication theory and how it impacts translation

### Selective Bibliography

- Baker, Mona. 1992. *In Other Words: A Coursebook on Translation*. London and New York: Routledge.
- Barnwell, Katharine. 2002. *Bible Translation: An Introductory Course in Translation Principles*. 3rd ed. Dallas: SIL International.
- Bell, R. 1991. *Translation and Translating: Theory and Practice*. London: Longman.
- Di, Jin, and Eugene A. Nida. 2006. *On Translation*. Hong Kong: Hong Kong City University.
- Gentzler, Edwin. 1993. *Contemporary Translation Theories*. London; New York: Routledge.
- Gutt, Ernst-August. 1991. *Translation and Relevance: Cognition and Context*. Oxford: Blackwell.
- Hatim, Basil A., and Jeremy Munday. 2004. *Translation: An Advanced Resource Book*. New edition. London ; New York: Routledge.
- Hatim, B., and I. Mason. 1990. *The Translator as Communicator*. London: Routledge.
- Hill, Harriet, Ernst-August Gutt, Margaret Hill, Christoph Unger, and Rick Floyd. 2011. *Bible Translation Basics: Communicating Scripture in a Relevant Way*. Dallas: SIL.
- Krüger, V. 2009. "Approach to Translation." Ms.
- Larson, M. L. 1998. *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. 2nd ed. New York: University Press of America.
- Nida, Eugene A. 1964. *Towards a Science of Translating*. Leiden: Brill.
- . 1975. *Componential Analysis of Meaning: An Introduction to Semantic Structures*. Vol. 57. Approaches to Semiotics. The Hague et al.: Mouton.
- Nida, Eugene A., and Charles R. Taber. 1974. *The Theory and Practice of Translation*. 2nd ed. Vol. 8. Helps for Translators. Leiden: Brill.
- Ortomy, A (ed.). 1979. *Metaphor and Thought*. Cambridge: Cambridge University Press.
- Picken, Catriona (ed.). 1989. *The Translator's Handbook*. 2nd ed. London: Association of Information Management.
- Porter, Stanley E., and Mark J. (eds.) Boda. 2009. *Translating the New Testament*. Grand Rapids, MI: Eerdmans.

Wierzbicka, Anna. 2001. *What Did Jesus Mean? Explaining the Sermon on the Mount and the Parables in Simple and Universal Human Concepts*. Oxford ; New York: Oxford University Press.

### 1.3 Mission and Bible Translation and the History of Bible Translation

#### Course Description

The subject is approached from a historical, theological, and practical viewpoint. An introduction to missiology discusses the questions: “What is mission?”, “Why mission?” and “What is the scope of mission?”. Then the centrality of Bible translation in mission is considered. An overview of the history of Bible translation is given and the correlation between Bible translation and the spread of the church is shown. It is discussed that the objective of Bible translation is closely linked to theological assumptions about language, communication, translation, the Bible, and to indigenous theology. Also practical issues about distribution and use are considered briefly.

#### Objectives

1. To help the student understand where Bible translation fits into the work of the church
2. To help the student understand where Bible translation fits into mission

#### Selective Bibliography

- Bosch, David J. 1980. *Witness to the World*. Atlanta: John Knox.
- . 1991. *Transforming Mission: Paradigm Shifts in the Theology of Mission*. Maryknoll: Orbis.
- Carlisle, T. J. 1968. *You! Jonah!*. Grand Rapids, MI: Eerdmans.
- De Hamel, Christopher. 2001. *The Book: A History of the Bible*. London: Phaidon.
- Ferm, Dean William. 1986. *Third World Liberation Theologies*. 2 vols.
- Hamel, Christopher de. 2005. *The Book: A History of the Bible*. Phaidon Press.
- Miller, Darrow L. 2001. *Discipling Nations: The Power of Truth to Transform Cultures*. Seattle: YWAM.
- Norton, David. 2000. “A History of the English Bible as Literature.” <http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780511310195> Noss, Philip A. (ed.). 2007. *A History of Bible Translation*. Rome: Edizioni de Storia e Letteratura.
- Nussbaum, Stan. 2005. *A Reader’s Guide to Transforming Mission*. Maryknoll, N.Y: Orbis Books.
- Sanneh, Lamin O. 1989. *Translating the Message: The Missionary Impact on Culture*. Maryknoll, NY: Orbis.
- Smalley, William Allen. 1991. *Translation as Mission : Bible Translation in the Modern Missionary Movement*. Macon, GA: Mercer.
- Stine, Philip C. 1992. *Bible Translation and the Spread of the Church : The Last 200 Years*. Leiden: Brill.
- Tew, Tony. 1988. *A Candle in the Dark: The Story of William Carey*.
- Verkuyl, J. 1978. *Contemporary Missiology: An Introduction*. Grand Rapids, MI: Eerdmans.
- Winter, Ralph, and Steven Hawthorne. 2013. *Perspectives on the World Christian Movement*. 4 edition. William Carey Library.
- Worth, Roland H. 1992. *Bible Translations : A History through Source Documents*. London: McFarland.
- Yorke, Gosnell L.O R., and Peter M. Renju. 2004. *Bible Translation and African Languages*. Nairobi: Acton Publishers.

## 2. PRACTICAL BIBLE TRANSLATION

### 2.1 The Process of Bible Translation (including Survey)

#### Course Description

This course focuses on the process or the steps involved in translating the Bible into a language in which no Bible or Bible portion exists. It is specifically designed for mother tongue translators. Commencing from the vision for a Bible translation into a particular language, guidance is given for several preparatory steps including a sociolinguistic survey. This is followed by the actual translation and the publication phase. The aim of this course is to help the translators to manage, administrate and direct a Bible translation project in their own language. It will also be a valuable tool for those who have an advisory role or facilitate mother tongue translation projects.

The course highlights the importance of taking into account the social, cultural, linguistic, historical, and political background of a language group in order to produce a good and relevant translation of the Bible.

#### Objectives

1. To be able to describe the processes or steps, involved from the beginning to the end of a Bible translation project
2. To be able to initiate a Bible translation project for own people group
3. To be able to identify missing processes in an existing Bible translation project
4. To be able to conduct sociolinguistic research in own language area

#### Selective Bibliography

- Barnwell, Katharine. 2002. *Bible Translation: An Introductory Course in Translation Principles*. 3rd ed. Dallas: SIL International.
- Bendor-Samuel, Margaret, and David Bendor-Samuel. 1996. *A Manual for Strategic Planning and Review for Language Programs*. 2nd ed. Dallas: SIL.
- De Vries, Lourens. 2001. "Bible Translations: Forms and Functions." *The Bible Translator* 52 (3): 306–19.
- Dye, Wayne T. 1985. *Bible Translation Strategy*. 2nd ed. Dallas: SIL.
- Fishman, Joshua. 1972. *Language and Nationalism: Two Integrative Essays*. Rowley, MA: Newbury House.
- Liddicoat, Anthony. 2007. "Issues in Language Planning and Literacy." <http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781853599781> Link to book <http://www.studynet.herts.ac.uk/go/accessroute/1> Information on access.
- Louw, Johannes P. (ed.). 1991. *Meaningful Translation: Its Implication for the Reader*. UBS Monographs 5. New York: American Bible Society.
- Van Aswegen, Jacobus G. 2008. "Language Maintenance and Shift in Ethiopia: The Case of Maale." Pretoria: UNISA.
- . n.d. "The Theory of Literacy: Part 1."
- Warren-Rothlin, Andy. 2009. "Script Choice, Politics, and Bible Agencies in West Africa." *The Bible Translator* 60 (1): 50–66.
- Wendland, Ernst R. 1985. *Language, Society and Bible Translation*. Cape Town: Bible Society of South Africa.
- . 2008. *Contextual Frames of Reference in Translation : A Coursebook for Bible Translators and Teachers*. Manchester, UK: St. Jerome.
- Wilt, Timothy (ed.). 2002. *Bible Translation: Frames of Reference*. Manchester, UK: St. Jerome.
- Wilt, Timothy, and Ernst R. Wendland. 2008. *Scripture Frames and Framing: A Workbook for Bible Translators*. 1st ed. Stellenbosch: African SUN Media.

## **2.2 Translation Practicum**

### **Course Description**

The Translation Practicum is the practical application of the TWFTW's curriculum. The students are required to demonstrate that they can apply what they have learned during the course when they translate the Bible into their own language or when they act as a facilitators or coordinators for a Bible Translation project. The specific application in focus is whether a student is able to translate or assist others to translate the Bible meaningfully. This entails that the students must demonstrate their ability to re-express, the meaning from a base language into a receptor language in a way that is natural, accurate and clear. This is determined through consultant checking sessions which are conducted when the first book of the Bible has been drafted and end when the student has completed the requirements for the Diploma in Bible Translation. As the students experience in increases, they will be expected to improve in their ability to translate meaningfully i.e. apply the literary functional equivalent approach to translation. In evaluating the student other factors like ability to work in a team and overall contribution to the entire translation process are also taken into consideration. The evaluation of the student takes place over a period of 3-4 years.

### **Objectives**

1. To demonstrate an ability to translate meaningfully and to apply the literary functional equivalent approach to translation
2. To demonstrate the ability to function effectively as a member of a translation team and contribute to the overall goals and aspiration of the team
3. To play an important role in the entire translation process (see 2.1)

## **3. READING AND UNDERSTANDING THE BIBLE**

### **3.1 Biblical Exegesis**

#### **Course Description**

This course consists of three parts: methodology, Old Testament and New Testament and includes a thorough exercise in the methodology of applied exegesis. The first part covers basic methodological questions like: What is the Bible all about? How is the message of a particular passage to be understood? How can the message be relayed? It discusses topics like The Bible –Word of God, how the Bible came into existence, processes in Biblical interpretation, steps in exegesis and formulating and applying the message.

Apart from an outline of the books of the Old Testament the second part covers the main storyline of Israel's history, the geography of Israel, key terms in the Old Testament, names of God and questions of understanding and relaying the message of the Bible.

The course includes a thorough exercise in the methodology of applied exegesis and the great importance of the geography of the Holy Land in context with the biblical books will be discussed with the appropriate maps.

#### **Objectives**

1. To understand the basic concepts employed in the application of Biblical exegesis
2. To be able to apply the methodology of Biblical Exegesis to passages of Scripture in their own language

#### **Selective Bibliography**

*Die Bybel in Praktyk.* 1993. Vereeniging: Christelike Uitgewers Maatskappy.  
Irving, Jensen L.1978. *Jensen's Survey of the Old Testament.* Chicago: Moody Press.

- Lee, S. Noah, 2006. *Topics on Old Testament Translation: Prepared for the Workshop in Translation and Exegesis of the Hebrew Bible*. (Organised by The Home for Bible Translators, Israel. Rothberg International School, The Hebrew University of Jerusalem) (Minor revisions by Robert G. Carter). *Life Application Bible*, 1988. Wheaton: Tyndale.
- Mears, Henrietta C., 1953. *What the Bible is all about*. Glendale: Regal Books.
- NIV Study Bible* 2011-2013: Biblica. Zondervan, <http://www.biblica.com/niv/studybible/psalms.php> (accessed 2013-08-15).
- van der Jagt, Krijn and. Ray Pritz. 2004. *The Bible Lands as Classroom: A Video Aid for Bible Translators* (8 DVD Set). Reading: United Bible Societies.
- Wolvaardt, Bennie 2005. *How to Interpret the Bible*. London: Veritas College and the Good Book Company.
- Wycliffe Bible Dictionary*. 1975. Massachusetts: Hendrickson
- Yohanan Aharoni and Michael Avi-Yonah, 1979. *Biblical Atlas: Carta Jerusalem*. New York: Macmillan.

## 3.2 Textual Criticism

### Course Description

The course covers the question how did the texts of the Old and the New Testament came into existence, the history of the text, causes of textual corruption and guidelines for evaluating different readings.

### Objectives

1. To have a basic understanding of the history of the text of the Old and the New Testament
2. To be aware of text-critical issues
3. To know what criteria are employed to determine the correctness of the text

### Selective Bibliography

- Barnwell, Katharine 2008-2011. *An Introduction to Textual Criticism*. (Powerpoint Presentation). (revised by Warren Glover 2011).
- Clarke, Kent D. "Textual Certainty in the United Bible Societies' Greek New Testament, *Novum Testamentum* 44 (2002), 105-33.
- Metzger, Bruce. M. and Bruce D. Ehrmann 1992. "The Text of the New Testament: Its Transmission, Corruption, and Restoration." (Fourth Edition) Oxford: University Press.
- Metzger, B. M. 1994. *A Textual Commentary on The Greek New Testament* (Second Edition. A Companion Volume to the United Bible Societies' Greek New Testament Fourth Revised Edition). Stuttgart: Deutsche Bibelgesellschaft.
- van der Jagt, Krijn and. Ray Pritz. 2004. *The Bible Lands as Classroom: A Video Aid for Bible Translators*. (8 DVD Set). Reading: United Bible Societies.
- Wurthwein, E. 1988. *The Text of the Old Testament* (English translation by E. F. Rhodes 1995). Grand Rapids: Eerdmans.

## 3.3 Literary Studies

### Course Description

The student is introduced to the Bible as literature. Topics that are covered include discourse structure as well as stylistic and rhetorical features of the biblical text (unity, diversity, rhetoricity, structure, patterning, foregrounding, imagery, phonicity, dramatics as understanding these features is seen as essential to producing a translation that faithfully conveys the meaning of the original. The goal is to enable students to produce functionally equivalent translations that are also literary in character.



## Objectives

1. To have an appreciation of the Bible as a document, with its structure, divisions, and literary forms
2. To be able to apply this understanding to the task of translating biblical texts, utilizing the most suitable literary forms in the target language

## Selective Bibliography

- Khyeim J.W. 2010. *Proverbs of North East India*. Shillong: DBCIC Publications.
- Larson M.L. 1998. *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. (Second Edition). New York: University Press of America.
- Nida, E.A., Louw, J.P., Snyman, A.H., and Cronje, J. van W. (eds.) 1991. *Style and Discourse*. Cape Town: Bible Society of South Africa.
- Wendland, E. 1987. *The Cultural Factor in Bible Translation*. London et al.: UBS.
- Wendland, E. 2002. *Analyzing the Psalms*. (Second Edition). Dallas: SIL International.
- Wendland, E., 2004. "A Literary Approach to Biblical Text Analysis and Translation." In: Wendland, E., *Translating the Literature of Scripture*. Dallas: SIL, 189-229.
- Wendland, E. 2006. *LiFE-Style Translating*. Dallas: SIL International.
- Wendland, 2008. *Contextual Frames of Reference in Translation: A Coursebook for Bible Translators and Teachers*. Manchester: St. Jerome.
- Wilt, Timothy (ed.) 2003. *Bible Translation: Frames of Reference*. Manchester: St. Jerome
- Wilt Timothy; and Ernst Wendland. 2008. *Scripture Frames and Framing: A Workbook for Bible Translators*. Stellenbosch: UBS.

## 3.4 Introduction to Greek

### Module Description

The emphasis of this course is on helping the student to understand the structure of Greek. After an overview of the historical development and nature of NT Greek time is given to learning to read Greek and understand the grammatical and semantic categories. Students are not expected to memorise forms (declensions, conjugations) but learn how to use reference tools like grammar books and lexicons and the text book for further self-study.

### Objectives

1. To read the Greek script aloud
2. To name and describe the basic functions of the grammatical elements of New Testament Greek
3. To find information in a the prescribed reference grammar of New Testament Greek
4. To interpret Greek words or phrases with the help of the source language tools in Paratext.

### Selective Bibliography

- De Blois, R. 2000. Towards a new dictionary of Biblical Hebrew based on semantic domains. Unpublished PhD dissertation, Vrije Universiteit Amsterdam.
- Krüger, Véroni 2010. *Greek Grammar Outline*. (ms.)
- Louw Johannes P. and Eugene A. Nida (eds.) 2008. *Greek-English Lexicon of the New Testament Based on Semantic Domains*. (Electronic Book). In: *Translator's Workplace: Software Package*. SIL International
- Newman, B.M. 1993. *A Concise Greek-English dictionary of the New Testament*. Stuttgart, Germany: Deutsche Bibelgesellschaft.
- Pretorius, N.F, 2004, *Getting to Grips with Greek: An Introductory Grammar focused on the Greek New Testament*. Auckland Park: Werkgroep vir Griekse Onderrig
- Robertson, A.T. 1919. *A grammar of the Greek New Testament in the light of historical research*. Electronic ed. Bellingham, WA: Logos Bible Software.

### 3.5 Introduction to Hebrew

An innovative approach to learning Hebrew in which the student is introduced to the main grammatical elements through engaging with Genesis 1. The student learns Biblical Hebrew step by step, one word, one verse and one chapter at a time. The basic structure of a unit consists of: reading (with accompanying audio files), grammar, vocabulary, translation, review and how to apply the learnt content when using Paratext.

#### Objectives:

1. To be able to read the Hebrew Old Testament
2. To be able to explain number, gender of nouns and adjectives
3. To recognise characteristics of Hebrew verbal pattern and conjugations
4. To be able to use Paratext to analyse the Hebrew text
5. To be able to define key Hebrew words

#### Selective Bibliography

Audio recording of Genesis 1, [https://www.youtube.com/watch?v=pvt\\_XIHHSPQ](https://www.youtube.com/watch?v=pvt_XIHHSPQ)

Barrick, William and Irvin A. Busenitz, 2012, *A Grammar for Biblical Hebrew*, Sun Valley: Grace Books, [http://bscf.nz/wp-content/uploads/2017/01/B\\_B\\_Hebrew\\_Grammar\\_2012.pdf](http://bscf.nz/wp-content/uploads/2017/01/B_B_Hebrew_Grammar_2012.pdf)

Barrick, William and Irvin A. Busenitz, 2004, *Workbook for a grammar for Biblical Hebrew*, [https://drbarrick.org/wp-content/uploads/2017/01/B\\_B\\_Hebrew\\_Grammar\\_Wkbk\\_Full\\_2005.pdf](https://drbarrick.org/wp-content/uploads/2017/01/B_B_Hebrew_Grammar_Wkbk_Full_2005.pdf)

Bashoor, Scott M., 2011, *Hebrew-English Glossary to the Vocabulary Lists in A Grammar for Biblical Hebrew (2010 Revised Edition)* by William D. Barrick and Irvin A. Busenitz, <http://drbarrick.org/files/studynotes/Other/Vocab%20List%20Project%202011.pdf>

Barrick, William – Hebrew video lessons <http://drbarrick.org/courses/hebrew-grammar-1/>

Genesis – Hebrew Audio Bible [https://www.youtube.com/watch?v=Dc\\_h6upsChU](https://www.youtube.com/watch?v=Dc_h6upsChU)

Talking Bibles International, 1992 – Chapter-by-Chapter MP3 Recordings of the Hebrew Bible, <http://www.mechon-mamre.org/p/pt/ptmp3prq.htm>

The Book of Genesis from the Bible read in Hebrew, [http://www.aol.org/Hebrew/Audio-Bible/01\\_Genesis/01-Gen\\_01.mp3](http://www.aol.org/Hebrew/Audio-Bible/01_Genesis/01-Gen_01.mp3)

## 4. APPLIED LINGUISTICS

### 4.1 Phonetics and Phonology

#### 4.1.1 Phonetics

##### Course Description

The aim of this introductory course to articulatory phonetics is to enable the students to describe, transcribe and produce the sounds of human speech. They will become familiar with the symbols of the International Phonetic Alphabet (IPA) and the sounds they represent and gain an understanding of how the sounds that occur in human speech are produced. The emphasis is on the accurate description of familiar sounds which occur in languages that the students are familiar with. This is complemented by exposure to unfamiliar

sounds. Key contents includes the vocal tract, facial diagrams, places and manner of articulation, consonant and vowel charts, phonation, airstream mechanisms, co-articulation, prosodic features and phonetic transcription.

### **Objectives**

1. To get an overview of the speech sounds of the world
2. To learn how to represent the speech sounds of languages relevant in regional context with IPA symbols
3. To be familiar with the vocal tract and gain an understanding how speech sounds are produced
4. To be able to describe consonants and vowels
5. To learn to produce unknown speech sounds

### **Selective Bibliography**

- Abercombie, David 1964. *English Phonetic Texts*. London: Faber.
- Ashby, Patricia 1995. *Speech Sounds*. (Language Workbooks). London: Routledge.
- Catford, J.C., 2001, *A Practical Introduction to Phonetics*, (Oxford Textbooks in Linguistics). (Second Edition). Oxford: University Press.
- Fromkin, Victoria, Robert Rodman and Nina Hyams. 2003. *An Introduction to Language*. (Seventh Edition). Boston: Heinle.
- Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet*. 1999. Cambridge: University Press.
- Ladefoged, Peter 1982. *A Course in Phonetics*. (Second Edition). New York et al: Harcourt Brace Jovanovich
- Ladefoged, Peter 2001. *Vowels and Consonants: An Introduction to the Sounds of Languages*. Oxford: Blackwell.
- Ladefoged, Peter and Ian Maddieson 1996. *The Sounds of the World's Languages*. Oxford: Blackwell.
- Lingualinks*. 2003. (Software Programme). Dallas: SIL International.
- Pike, Eunice V. 1963. *Dictation exercises in phonetics*. Santa Ana: SIL.
- Pike, Eunice V. 1992. "Analysis of Tone Systems." *Notes on Linguistics* 56:11–18.
- The Sounds of the IPA*. Spoken by John Wells, Available on Audio Cassette or CD. London: UCL.
- Wells, John C and Great Colson 1971. *Practical Phonetics*. London: Pitman.

### **4.1.2 Phonology**

#### **Course Description**

In this introduction to phonology the students are made aware of their subconscious phonological knowledge and are equipped to describe the sound patterns of their language in scientific terms. The aim is that the students produce a phonological sketch as group work, which details the phonological facts that are relevant for decisions regarding the orthography. As such, this course is a bridge between phonetics and the development of an orthography. Key contents includes phones, phonemes and allophones, comparing phonetics and phonology, syllables, phonological processes, distinctive features and natural classes, prosodic phonology and morphophonemics.

#### **Objectives**

1. To make students aware of their subconscious phonological knowledge of own language
2. To understand the difference between phonetics and phonology
3. To identify and describe the phoneme inventory of own language
4. To identify and describe the syllabic structure of own language
5. To recognise common phonological processes and describe those occurring in own language
6. To identify relevant distinctive features and natural classes in own language

7. To recognize prosodic elements like stress, tone and intonation in own language and formulate open questions
8. To collate the main phonological facts that are relevant for decisions regarding the orthography

### Selective Bibliography

- Burquest, Donald A. 1998. *Phonological Analysis: A Functional Approach*. (2<sup>nd</sup> ed.). Dallas: SIL.
- Casali, Rod 2001. "An Introduction to ATR Vowel Harmony in African Languages". In: *Lingualinks*. (Software Programme). Dallas: SIL International.
- Chomsky Noam and Morris Halle 1968. *The Sound Pattern of English*. New York: Harper and Row.
- Clark, John & Colin Yallop 1990. *An Introduction to Phonetics and Phonology*. Oxford: Basil Blackwell
- Connell, Bruce 2001, "Downdrift, Downstep and Declination". *Typology of African Prosodic Systems Workshop*. Bielefeld University, Germany, May 18-20, 2001, <http://www.spectrum.uni-bielefeld.de/TAPS/Connell.pdf>, accessed 12th January 2010.
- Fromkin, Victoria, Robert Rodman and Nina Hyams. 2003. *An Introduction to Language*. (Seventh Edition). Boston: Heinle.
- Gussenhoven, Carlos and Haike Jacobs 2005. *Understanding Phonology*. London: Hodder Arnold.
- Hyman, Larry M. 1975: *Phonology, Theory and Praxis*, New York et al.: Holt, Rinehart and Winston.
- Jakobson, Roman and Morris Halle 1971. *Fundamentals of Language*. (2<sup>nd</sup> revised ed.). The Hague: Mouton.
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## 4.2 Morphology and Syntax

### Course Description

This introduction to morphology and syntax seeks to make the student aware of structural differences between languages on word, phrase and sentence level and enable him/her to describe them in basic terms. The emphasis is on understanding key grammatical concepts as they apply to the language of wider communication in order to be able to discover structural differences in other languages, especially the receptor language and the Biblical languages. The student also learns to interlinearise a translated text. Key contents includes What is grammar, word classes and morphological analysis, morphological categories, morpholo-

gical typology, word creation and word borrowing, phrases, clauses, patterns of nominal marking, valency changing and similar operations, sentences, and aerial typology.

## Objectives

1. To understand that every language has a unique grammatical structure
2. To be able to identify the major word classes and their morphological categories in own language
3. To be able to follow the basic steps of morphological analysis
4. To be able to interlinearise a text
5. To discover structural differences between own language, language of wider communication and the Biblical languages
6. To understand the hierarchical structure of language and identify constituents and their internal structures
7. To learn about the universal features of grammar
8. To be aware of common characteristics of languages that are similar to own language

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## 4.3 Orthography

### Course Description

This course presents the principles of an effective orthography and the factors (linguistic and otherwise) that need to be taken into consideration when an orthography is designed for an unwritten language. It also covers the process from a trial to a standard orthography and considerations for revising an existing orthogra-

phy. Key contents includes the history and typology of writing systems, principles of an effective orthography, tone and other non-segmental issues, and developing, testing, evaluating and revising an orthography

## Objectives

1. To understand the principles of an effective orthography
2. To understand the steps involved in developing an effective orthography

## Selective Bibliography

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## 4.4 Semantics

### Course Description

This introduction to Semantics first answers basic questions like: "What is semantics?" and "What is meaning?" It explains the process of verbal communication and the differences between meaning and reference, denotation and connotation, and scientific definitions and meaning. The methodology of componential analysis of meaning is then studied and applied.

## Objectives

1. To understand the basic concepts employed in the study of Semantics
2. To understand the process of verbal communication
3. To understand the correlation between semantic domains and grammatical classes.
4. To understand the concept of semantic domains and apply it to own language
5. To gain practice in componential analysis and apply this methodology to own language

## Selective Bibliography

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## 4.5 Lexicography

### Course Description

Bible translation is closely linked with language development, especially in contexts where the Bible is translated into a previously unwritten language. Making a dictionary is not only valuable for the community but also aids and accelerates the actual translation project. This course introduces the student to the principles and process of dictionary making. Topics covered include semantic domains, what constitutes a dictionary entry, how to organise a word collection workshop, and an overview of relevant software programmes. The course is designed to be complemented by practical training in relevant software.

### Objectives

1. To appreciate the value of lexicography for a community and Bible translation.
2. To understand the principles and methods of developing a dictionary in own language with the participation of the community
3. To be able to apply the Dictionary Development Process (DDP) method and produce a sample dictionary in own language using relevant software.

### Selective Bibliography

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## 4.6 Discourse and Translation

### Course Description

The purpose of this module is to create an awareness of the factors that contribute to the flow or naturalness of a text. The student is introduced to the basics of collecting and transcribing texts in the receptor language in order to compare natural (un-translated) texts with similar translated texts. Key content includes: Discourse Analysis for translation, genre, narrative texts, procedural texts, hortative texts, expository texts and differences between oral and written texts.

### Objectives

1. To understand key concepts and terminology of Discourse Analysis
2. To appreciate that being a native speaker of the receptor language does not guarantee that a text is translated naturally
3. To collect and transcribe natural, un-translated texts of different genres and text types in the receptor language
4. To be able to identify and correct instances where a translation does not follow the discourse features of the receptor language



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## 5. LANGUAGE AND COMMUNITY

### 5.1 Cultural Anthropology

#### Course Description

The aim of this introduction to Cultural Anthropology is to make the student aware of the importance of studying culture as it pervades all interaction between human beings, the material world and the invisible world. It is designed for those who are interested in translating the Bible into their own language. As God has revealed himself in the different cultures represented in the Bible and transformed these cultures through those who followed him, so his desire is to reveal himself as a universal yet a personal God to people of every culture. The course has two parts. The first part covers fundamental concepts like the perception of reality, worldview, culture, lifecycle, form and meaning, and issues relevant to Bible translation like the Bible and culture and cultural issues for Bible translation. The second part concentrates on cultural subsystems (kinship, status and role, groups, social control and law, economic organisation and technology, language and art) and facilitators of and barriers to cultural and worldview change. An introduction to the key issues seeks to broaden the understanding of Biblical cultures and intercultural issues.

#### Objectives

1. To understand the fundamental concepts of Cultural Anthropology in order to recognize the cultural factors in the ministry of Bible translation
2. To become aware how deeply everyone is affected by own cultural background and be able to research own culture and worldview
3. To appreciate God's revelation through cultures, his interaction with and progressive transformation of cultures
4. To better understand, appreciate and interpret biblical meanings, which too are embedded in their own unique cultural setting
5. To communicate the Gospel more effectively
6. To develop healthy relationships with people of different views and cultures

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## 5.2 Sociolinguistics

### Course Description

This introduction to Sociolinguistics or “Language in Action” is designed for aspiring Bible translators. The aim is to make the students aware of sociolinguistic factors that will aid or hinder the use of a translated Bible. It is shown that throughout the process of Bible translation considering sociolinguistic issues is important starting from researching the viability of a language, choosing the variety to evaluating the quality of a translation and factors influencing the use of a translated Bible. Key contents includes: “What is Sociolinguistics?”, language varieties, languages in contact, attitudes to language, verbal communication, a sociolinguistic evaluation of translation, and factors influencing the use of a Bible translation.

### Objectives

1. To appreciate the importance of sociolinguistic study for Bible translation
2. To understand the factors that shape verbal communication.
3. To understand the factors influence the stability of a language
4. To have an awareness of different styles and registers in the source and the receptor language
5. To be able to evaluate the quality of a translation and apply the criteria for a good translation

### Selective Bibliography

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## 5.3 Literacy and Writer Development

### Course Description

This module provides students with an overview to literacy and the world of the illiterate, and the benefits of literacy. It outlines the process of researching, planning, implementing and running literacy programmes in rural communities, and explains principles of good teaching practice. The module includes an introduction to basic literacy, teaching pre-literate how to read, and constructing and teaching primers.

This course together with the one on Writer Development is seen as a precursor to the implementation of an adult literacy programme on the ground viz.: the training of coordinators, the development of primers, the establishment and training of a language committee, the recruiting and training of teachers and the implementation of a full-scale literacy programme.

### Objectives

1. To understand the world of the illiterate and the levels of literacy
2. To appreciate the benefits and importance of mother tongue literacy
3. To be able to promote mother tongue literacy
4. To apply the existing or newly devised orthography
5. To understand and apply good teaching principles

### Selective Bibliography

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- Morgan, Mary and Mary Breeze 1991: "Literary Guidelines for Ethiopian Vernacular Languages" . Addis Ababa: SIL.
- Rempel, Robyn. 1998: "Trainer's Guide for the Multi-Strategy Economy Model" Kenya.
- Trudell, Barbara. 1999: *Read this!* Kenya.
- Weber, Diana D. et al. 2007. Writers' Workshops: A Strategy for Developing Indigenous Writers. *Language Documentation and Conservation*. 1 :77-93 .
- Wendell, Margaret M. 1982. *Bootstrap Literature: Pre-literate Societies do it themselves*. Newark, Delaware: International Reading Association.

## 5.4 Writer Development

### Course Description

In this module the students learn about the sustainability of a literacy programme and the importance of community ownership. They are introduced to the reasons, benefits and process of developing indigenous writers and the importance of on-going literature production for the transformation of a pre-literate society to a literate society. It gives an overview of the types of post-primer materials that needed to be developed. Students are provided with a guide to running writers' workshops in rural communities as a common way of getting writers together to give them training and opportunity to work together on producing literature.

Writer Development is preferably taught in after *Literacy*. The parts can be presented in any order but the writing activities in Writer Development require that an orthography has been devised. If the course is presented before an orthography has been devised, it should be taught without the writing activities that form part of the Writer Development module.

### Objectives

1. To understand the structure, research and planning needed for a sustainable literacy programme
2. To know what types of literature need to be developed for a sustainable literacy programme
3. Know how to ensure that literacy becomes part of the daily lives of the people.

### Selective Bibliography

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Wendell, Margaret M. 1982. *Bootstrap Literature: Preliterate Societies do it themselves*. Newark, Delaware: International Reading Association.

## 6. CHRISTIAN LEADERSHIP

### 6.1 Management and Leadership

#### Course Description

Based on the biblical mandate for principles of leadership and management this courses course addresses some key issues like team building and leadership, project management and budgets and reporting.

#### Objectives

1. To understand biblical principles of leadership and management
2. To be able to build and function in a team
3. To understand and apply principles of successful project management
4. To learn how to budget and write reports

## Selective Bibliography

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- . 2012. *365 Success Secrets*. Jaico Publishing House.
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- Pytches, David. 2004. *Can Anyone Be a Leader?*. Trowbridge, UK: Eagle.
- Rush, Myron. 1983. *Management: A Biblical Approach*. Wheaton, IL: Victory Books.
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- “Spiritual Leadership: Revised & Expanded (Paperback).” 2015. *BMI Resource Store*. Accessed March 3. <http://www.blackaby.net/store/products.php?product=Spiritual-Leadership%3A-Revised-%26-Expanded-%28Paperback%29>.
- Walton, Steve. 2000. “Leadership and Lifestyle: The Portrait of Paul in the Miletus Speech and 1 Thessalonians.” <http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780511310607>

## 7. APPLIED STUDY AND COMPUTER SKILLS

### 7.1 Basic Computer Skills and Maintenance

#### Course Description

The objective of this course is to make someone who has never handled a computer familiar with the basics of using and caring for a computer. It also helps the student where a computer fits into the work of Bible Translation.

#### Objectives

1. To understand basic parts of a computer and learn how to save, copy, move and delete information
2. To become familiar with programmes used in everyday life. (word, excel, internet and email)
3. To learn to use the internet responsibly and protect the computer against potentially harmful programmes
4. To get an overview of programmes for Bible translators (Translator's Workplace, Paratext)

### 7.2 Software for Bible Translators

To follow

## 7.3 Study Skills

### Course Description

This course teaches how to study effectively. Key content includes different reading strategies, note taking, academic integrity, essay writing, critical thinking and becoming an independent self-directed learner.

### Objectives

1. To enable students to study effectively, both, in the classroom and by themselves

### Selective Bibliography

- Cottrell, Stella. 2013. *The Study Skills Handbook*. 4th edition edition. Palgrave Macmillan.
- Cottrell, Stella. 2011. *Critical Thinking Skills: Developing Effective Analysis and Argument*. 2nd edition edition. Basingstoke, Hampshire; New York, NY: Palgrave Macmillan.
- Greetham, Bryan. 2008. *How to Write Better Essays*. 2nd ed. Basingstoke and New York: Palgrave Macmillan.
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- Pretorius, Mark. n.d. "Academic Writing Guide." South African Theological Seminary.
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Dr. Regine Koroma  
International Director of Training  
London, October 2017