

Diploma in Bible Translation (DBT)

Curriculum



TheWordForTheWorld

BIBLE TRANSLATORS

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Diploma in Bible Translation (DBT) Curriculum

Vision of TWFTW

The vision of TWFTW is the glory of God through transformed lives by the power of his Word in everyone's heart language.

Mission of TWFTW

The mission of TWFTW is to empower persons, ministries and organisations from language communities that do not have the Bible in their own language yet to take responsibility for Bible translation and related activities and to ensure its availability and accessibility.

Mission of the Diploma in Bible Translation

The mission of the Diploma in Bible Translation of the TWFTW is to empower nationals from language communities that do not yet have the Bible in the languages that God gave them, to translate the Bible in their languages. The DBT accomplishes its mission through a program that is academically well founded, Scriptural in its core, and practical in its application.

Goals of the Diploma in Bible Translation

The goals of the DBT are to cultivate the following attitudes in its students:

1. a deep reverence for God's word and its power to transform lives
2. a growing appreciation of the receptor language and a deep desire to communicate the message of Scripture as accurately as possible in it
3. a conviction that translation is teamwork
4. an ability to work harmoniously with other members of the team

Programme Objectives (Outcomes)

Students who complete the Diploma in Bible Translation will develop or further develop the following skills and knowledge relevant to the task of Bible translation:

1. Write the receptor language accurately according to the established spelling system and grammar.
2. Explain principles of applied linguistics as they relate to Bible translation in a new receptor's language.
3. Compare and contrast different genres and other stylistic features in the receptor and the source language.
4. Accurately interpret the source text within its original historical and cultural contexts with appropriate helps.
5. Explain the process of Bible Translation in the context of TWFTW, from first draft to publication, to use in church and beyond.
6. Identify common problems in the process of Bible translation in a new cultural context and ways to address and solve such problems.
7. Communicate the original meaning of Scripture in a way that is clear, faithful, natural and acceptable in the receptor language.
8. Explain the role of Bible Translation in the mission of the Church.
9. Examine basic inter-cultural principles of leadership and management in the context of Bible translation.

Programme Overview

		Lecture Hours	Credits
1. BIBLE TRANSLATION			
1.1	Bible Translation Principles	75	30
1.2	Approaches to Bible Translation	25	10
1.3	Mission and Bible Translation and the History of Bible Translation	15	5
2. PRACTICAL BIBLE TRANSLATION			
2.1	The Process of Bible Translation	15	10
2.2	Translation Practicum		25
3. READING AND UNDERSTANDING THE BIBLE			
3.1	Biblical Exegesis	55	20
3.2	Textual Criticism	13	5
3.3	Literary Studies	25	10
3.4	Introduction to Greek	30	10
3.5	Introduction to Hebrew	30	10
4. APPLIED LINGUISTICS			
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
5. LANGUAGE AND COMMUNITY			
5.1	Cultural Anthropology	40	20
5.2	Sociolinguistics	18	6
5.3	Literacy	30	12
5.4	Writer Development	15	5
6. CHRISTIAN LEADERSHIP			
6.1	The God-Centred Leader	8	2

6.2	Biblical Leadership and Management	8	3
7. APPLIED COMPUTER AND STUDY SKILLS			
7.1	Computer Literacy	15	5
7.2	Digital Literacy	10	5
7.3	Study Skills	12	0

Syllabus

1. Bible Translation

1.1 Bible Translation Principles

Credits	30
Instruction/Lecture Hours	75
Method of Examination	Tests, Exercises, Translation of a Biblical Book
Method of Instruction	Face-to-Face or Self Study
Course Developer	Barry Funnell, M.A.

Course Description

An introductory course in translation principles (ICTP) that covers the basic principles which a translator needs to know 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 are 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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1.2 Approaches to Bible Translation

Credits	10
Instruction/Lecture Hours	25
Method of Examination	Exam and Take-Home Assignment
Method of Instruction	Face-to-Face or Online
Course Developer	Eshinee Veith, M.A.

Course Description

This course follows on from *Bible Translation Principles*. The first part of *Approaches to Bible Translation* focuses 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

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Primeira Edição Bíblica em Português da Sociedade Bíblica / 1809-2009. Revista Lusófona de Ciência das Religiões Série Monográfica, 6. Lisbon: Edições Universitárias Lusófonas & Sociedade Bíblica.

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- 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

Credits	5
Instruction/Lecture Hours	15
Method of Examination	Face-to-Face or Online
Method of Instruction	Take-Home Assignment
Course Developer	Frank Jabini, D.Th.

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

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2. Practical Bible Translation

2.1 The Process of Bible Translation (including Survey)

Credits	10
Instruction/Lecture Hours	15
Method of Examination	Research Report
Method of Instruction	Face-to-Face or Self Study
Course Developer	Jacobus G. van Aswegen, M.A.

Course Description

This course focuses on the process or 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 considering the social, cultural, linguistic, historical, and political background of a language group 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 one's 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 one's own language area

Selective Bibliography

- Barnwell, Katharine. 2020. *Bible Translation: An Introductory Course in Translation Principles* (4th ed.). Dallas: SIL International.
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2.2 Translation Practicum

Credits	25
Instruction/Lecture Hours	N/A
Method of Examination	Annual Assessment
Method of Instruction	Continuous Supervision
Course Developer	TBD

Course Description

The Translation Practicum is the practical application of the TWFTW’s curriculum. The student is 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 facilitators or coordinators for a Bible Translation project. The specific application in focus is whether a student can translate or assist others to translate the Bible meaningfully. This entails that the student 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 ends when the student has completed the requirements for the Diploma in Bible Translation. As the student’s experience 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 aspirations 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

Credits	20
Instruction/Lecture Hours	55
Method of Examination	Take-Home Assignment
Method of Instruction	Face-to-Face or Self-Study
Course Developer	Joel S. Brown, M.Th.

Course Description

This course consists of three parts: Methodology, Old Testament and New Testament. It 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 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.

The first part includes a 7-step process for Biblical exegesis, instruction on formulating and applying a modern message, and guidance on how to incorporate exegesis into the daily work of a Bible translator. 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 third part builds upon the other and investigates the genres, discourses, and perspectives of the New Testament.

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 is discussed using 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
3. to be able to use translation software in the process of exegesis
4. to develop skills in contextualization—both in understanding ancient contexts and applying modern ones in communication.

Selective Bibliography

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3.2 Textual Criticism

Credits	5
Instruction/Lecture Hours	13
Method of Examination	Take-Home Assignment
Method of Instruction	Face-to-Face or Online
Course Developer	Pierre van Vuuren, M.A..

Course Description

The course gives the student an introduction to the text-critical issues related to the original texts of the Old and New Testament. An overview of the activities of the scribes and copyists as they transmitted the original texts helps the student understand how errors and variants entered the Bible text that is available to us today. The history of the texts used by Bible translators today shows why TWFTW prefers the UBS Greek NT and the Masoretic text of the OT. A summary is given of the various textual families/traditions as well as ancient translations that are our main sources for determining the best possible textual variants—this, and several practical examples, gives the student some insight into the work of contemporary text-critical scholars. Finally, guidelines are given for the evaluation of divergent readings by Bible translators.

Objectives

1. to be able to explain how the transmission of the Bible text gave rise to various textual variants and textual families
2. to be able to make informed decisions involving textual variants when translating the Bible text
3. to know which sources and translation helps to consult when faced with textual variants in the Bible text

Selective Bibliography

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 Barnwell, Katharine. (2008-2011). *An Introduction to Textual Criticism*. (PowerPoint Presentation). (Revised by Warren Glover, 2011).
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3.3 Literary Studies

Credits	10
Instruction/Lecture Hours	25
Method of Examination	Take-home Assignment
Method of Instruction	Face-to-Face or Online
Course Developer	TBD

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, and dramatics as understanding these features is 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

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Nida, E.A., Louw, J.P., Snyman, A.H., & Cronje, J. van W. (Eds.). (1991). *Style and Discourse*. Cape Town: Bible Society of South Africa.

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Wilt, Timothy & Ernst Wendland. (2008). *Scripture Frames and Framing: A Workbook for Bible Translators*. Stellenbosch: UBS.

3.4 Introduction to Greek

Credits	10
Instruction/Lecture Hours	25
Method of Examination	Exams and exercises
Method of Instruction	Face-to-face or Online
Course Developer	TBD

Course 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 to learn how to use reference tools like grammar books and lexicons and the textbook 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 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

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3.5 Introduction to Hebrew

Credits	10
Instruction/Lecture Hours	25
Method of Examination	Exams
Method of Instruction	Face-to-Face or Online
Course Developer	Franklin Jabini, D.Th.

Course Description

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
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- 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>
- Genesis – Hebrew Audio Bible* https://www.youtube.com/watch?v=Dc_h6upsChU
- Gesenius, Wilhelm. (1910). *Gesenius' Hebrew Grammar*. Edited by Emil Kautzsch. (Translated by Arthur E. Cowley. 2nd ed.). Oxford: Clarendon.
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4. Applied Linguistics

4.1 Phonetics and Phonology

Credits	12
Instruction/Lecture Hours	40
Method of Examination	Exams and Research Report
Method of Instruction	Face-to-Face or Online
Course Developer	Regine Koroma, Ph.D.

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 content 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 articulated to produce speech sounds
4. to be able to distinguish and describe consonants and vowels
5. to learn to recognise, produce and transcribe unknown speech sounds

SELECTIVE BIBLIOGRAPHY

- Abercombie, David. (1964). *English Phonetic Texts*. London: Faber.
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- Pike, Eunice V. (1963). *Dictation exercises in phonetics*. Santa Ana: SIL.
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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 content includes phones, phonemes and allophones, comparing phonetics and phonology, syllables, phonological processes, prosodic phonology and morphophonemics, and areal features of West Africa.

OBJECTIVES

1. to make students aware of their subconscious phonological knowledge of their own language
2. to understand the difference between phonetics and phonology
3. to identify and describe the phoneme inventory of their own language
4. to identify and describe the syllabic structure of their own language
5. to recognise common phonological processes and describe those occurring in their own language
6. to identify areal features and describe those occurring in their own language
7. to recognise prosodic elements like stress, tone and intonation in their own language and formulate open questions
8. to collate the main phonological facts that are relevant for decisions regarding the orthography

SELECTIVE BIBLIOGRAPHY

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4.2 Orthography

Credits	10
Instruction/Lecture Hours	25
Method of Examination	Exam and Research Report
Method of Instruction	Face-to-Face or Online
Course Developer	Regine Koroma, Ph.D.

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 orthography. Key content 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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- Bradley, David. (2006). "The Policies of Writing: Policies and Approaches". (Lecture Notes of Lecture given at the School of Oriental and African Studies, London, 13th March 2006).
- Cahill, Michael & Keren Rice (Eds.). (2014). *Developing Orthographies for Unwritten Languages*. Dallas: SIL.
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4.3 Morphology and Syntax

Credits	13
Instruction/Lecture Hours	35
Method of Examination	Exam and Research Report
Method of Instruction	Face-to-Face or Online
Course Developer	Regine Koroma, Ph.D.

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 to 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 content includes What is grammar, word classes and morphological analysis, morphological categories, morphological 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 their 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 their own language, a 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 their own language

Selective Bibliography

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- Fromkin, Victoria & Robert Rodman. (1998). *An Introduction to Language*. (Sixth Edition). Orlando: Harcourt Brace.
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4.4 Semantics

Credits	12
Instruction/Lecture Hours	30
Method of Examination	Exam and Take-Home-Assignment
Method of Instruction	Face-to-Face or Online
Course Developer	TBD

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 their own language
5. to gain practice in componential analysis and apply this methodology to their own language

Selective Bibliography

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4.5 Lexicography

Credits	12
Instruction/Lecture Hours	32
Method of Examination	Mini-Dictionary project
Method of Instruction	Face-to-face or self-Study
Course Developer	Regine Koroma, Ph.D.

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 their 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 their own language using relevant software

Selective Bibliography

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4.6 Discourse and Translation

Credits	8
Instruction/Lecture Hours	23
Method of Examination	Exercises and Take-home assignment
Method of Instruction	Face-to-Face or Online
Course Developer	Regine Koroma, Ph.D.

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 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

Selective Bibliography

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5. Language and Community

5.1 Cultural Anthropology

Credits	20
Instruction/Lecture Hours	40
Method of Examination	Essay, Presentation and Research Report
Method of Instruction	Face-to-Face or Online
Course Developer	Regine Koroma, Ph.D.

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 recognise the cultural factors in the ministry of bible translation
2. to become aware how deeply everyone is affected by their own cultural background and to be able to research their own culture and worldview
3. to appreciate God's revelation through cultures and 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

Credits	6
Instruction/Lecture Hours	18
Method of Examination	Exam and Take-Home Assignment
Method of Instruction	Face-to-Face or Online
Course Developer	Jacobus G. van Aswegen, M.A.

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 content 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 that 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

Credits	12
Instruction/Lecture Hours	30
Method of Examination	Research Report
Method of Instruction	Face-to-Face or Self-Study
Course Developer	Janet van Aswegen, Diploma in Adult Education

Course Description

This module provides students with an overview to literacy and the world of the illiterate, and to 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-literates how to read, and constructing and teaching primers. This course together with the one on Writer Development is 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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Wendell, Margaret M. (1982). *Bootstrap Literature: Pre-literate Societies do it themselves*. Newark, Delaware: International Reading Association.

5.4 Writer Development

Credits	5
Instruction/Lecture Hours	15
Method of Examination	Take-Home Assignment
Method of Instruction	Face-to-Face or Self Study
Course Developer	Janet van Aswegen, Diploma in Adult Education

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 an opportunity to work together on producing literature.

Writer Development is preferably taught 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. to know how to ensure that literacy becomes part of the daily lives of the people

Selective Bibliography

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6. Christian Leadership

6.1 The God-Centred Leader

Credits	2
Instruction/Lecture Hours	8
Method of Examination	Take-Home Assignment
Method of Instruction	Face-to-Face or Online
Course Developer	Dr. Davies Malembeka

Course Description

This course provides biblical principles for leadership and management. It addresses some key issues like vision, team building and characteristics of a good leader.

Objectives

1. to be able to explain the biblical principles of leadership and management
2. to be able to list and discuss spiritual disciplines and character
3. to be able to identify the key issues in team building
4. to recognise the role of serving in leadership

Selective Bibliography

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6.2 Biblical Leadership and Management

Credits	3
Instruction/Lecture Hours	8
Method of Examination	Take-Home Assignment
Method of Instruction	Face-to-Face or Online
Course Developer	Dr. Davies Malembeka

Course Description

This course provides biblical principles for leadership and management. It addresses some key issues like leadership styles, project management, strategic planning, budgets and reporting, leading across cultures, and dealing with conflicts.

Objectives

1. to be able to list and discuss leadership styles
2. to be able to identify strategies to resolve conflict
3. to be able to identify potential intercultural issues and come up with solutions
4. to be able to recognise common areas of temptation for all leaders and strategies to overcome them
5. to be able to apply principles of successful project management, budgeting and report writing

Selective Bibliography

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7. Applied Study and Computer Skills

7.1 Computer Literacy

Credits	3
Instruction/Lecture Hours	15
Method of Examination	Exams
Method of Instruction	Face-to-Face or Online
Course Developer	Joel S. Brown, MCSE, MTh

Course Description

This course was designed to help develop the students' skills in using, maintaining, and caring for computer devices. Additionally, this course introduces several important concepts related to the field of Information Technology (IT).

Objectives

1. to identify and describe the common components of computer and network systems
2. to be able to skilfully operate laptop, desktop, and mobile computers in accomplishing work
3. to maintain computer equipment according to industry-standard best practices
4. to determine the safest and fastest method for connecting to the internet
5. to utilize an e-mail address as a digital identity and for communicating with others
6. to protect a computer from viruses and one's identity from theft

Selective Bibliography

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7.2 Digital Literacy

Credits	2
Instruction/Lecture Hours	10
Method of Examination	Exams
Method of Instruction	Face-to-face or Online
Course Developer	Joel S. Brown, MCSE, M.Th.

Course Description

This course is an introduction to Digital Literacy and helps develop skills in finding, creating, and using job-related forms of media. The course is organized into three units: Unit 1 includes a brief explanation of different types of software, Unit 2 introduces some common applications, and Unit 3 introduces programs used for specific job roles in Bible translation. There is a software primer in the Appendix which will help new computer users understand the basic processes and parts of a computer program.

Objectives

1. to be able to identify and describe the common components of computer software
2. to explain the role of computer software in the task of Bible translation
3. to effectively use web browsers, e-mail clients, and use common office applications
4. to be able to create digital content appropriate to the job role
5. to be able to find help for questions and pursue one's professional development through smart software use

Selective Bibliography

Brown, J (2021). *Student Notes for Computer Literacy*.

Brown, J. (2021). *Student Notes for DIGITAL LITERACY*. The Word for the World International Publishing. FOLDOC [2021]. Free Online Dictionary of Computing. Online resource. Accessed from <http://foldoc.org/information+technology>

Lewis, J. (2015). *Student Notes for Management and Leadership*.

SIL (2020). "About Bloom". Online resource. Accessed at <https://bloomlibrary.org/page/create/page/about>.

SIL [2021]. "Fieldworks Language Technology". Online resource. Accessed at <https://software.sil.org/field-works/>.

The Word For The World Bible Translators. (n.d.). Vision and Mission Statement. Retrieved 19 May 2021, from <https://www.twftw.org>

7.3 Study Skills

Credits	0
Instruction/Lecture Hours	10
Method of Examination	None
Method of Instruction	Face-to-Face
Course Developer	Regine Koroma, Ph.D.

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.

Objective

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

Selective Bibliography

Cottrell, Stella. (2013). *The Study Skills Handbook*. 4th ed. Palgrave Macmillan.

Cottrell, Stella. (2011). *Critical Thinking Skills: Developing Effective Analysis and Argument*. 2nd ed. Basingstoke, Hampshire; New York, NY: Palgrave Macmillan.

Greetham, Bryan. (2008). *How to Write Better Essays*. 2nd ed. Basingstoke and New York: Palgrave Macmillan.

Moore, Sarah, Colin Neville, Maura Murphy, and Cornelia Connolly. (2010). *The Ultimate Study Skills Handbook*. Maidenhead; Blacklick: Open University Press.

Payne, Ms Elaine, and Ms Lesley Whittaker. (2006). *Developing Essential Study Skills*. 2nd ed. Financial Times/ Prentice Hall.

Pretorius, Mark. (n.d.). "Academic Writing Guide." South African Theological Seminary.

Squires, Geoffrey. (2002). *Managing Your Learning*. London; New York: Routledge.

Last updated: January 2022