



Pathways through the MA in Language, Community and Development

The MA Language, Community and Development has several pathways through it to enable you to tailor your learning to both your own experiences and interests and the knowledge and skills you will need in your future work. The pathways have been developed to equip people for a variety of standard roles recognised by [SIL International](#), but you should check with any organisation with whom you are planning to work and find out which modules they think are most useful for you to take.

Foundations for Living and Working Cross-Culturally

The initial 10-week programme, [Foundations for Living and Working Cross-Culturally](#), is made up of Language and Culture Learning (L10) and Healthy Community Engagement (L20). **All students** take these compulsory modules, which will prepare you to engage with communities in a healthy way - aware of your own background, presuppositions, models of change and having an appropriate perspective on what change you may be able to contribute to (or not). These modules provide excellent background for anyone working in a multicultural team or minority community - whatever your role.

Following these ten weeks, students take a further ten weeks of role-specific training, largely focused on Scripture engagement, literacy work, linguistics or translation. Below are some examples of the different pathways that can be taken through the MA.

Role-Specific Training

Albert: interested in languages and figuring out how they work, and keen to use his analytical gifts to serve God.

Potential roles:

A variety of roles in linguistics (for example linguistic technician or field linguist)

Modules:

Albert would begin with the compulsory first 2 modules, Language and Culture Learning (L10) & Healthy Community Engagement (L20). This would be followed by the Introduction to Linguistics (L31) and Patterns & Approaches in Linguistic Analysis (L41) modules, to make up the Postgraduate Certificate stage.

Provided Albert had no previous cross-cultural experience in this area of work he would then take up a linguistics placement for 18-30 months, so as to put into practice what he had learnt, before returning to complete the MA.

Following this placement Albert would begin the Postgraduate Diploma stage with the compulsory module Interacting with Culture & Society (L50), before choosing the modules that best fit with his recent experience and/or expected future role. Realistically this would be a choice of 3 modules from Meaning and Communication (L62), Translation (L63), Discourse Analysis (L64) or the Specialised Professional Development module (L66).

Albert would finish the MA by writing a Dissertation on a subject focussed on linguistics.

Bettina: cares deeply about education and wants to see development efforts make a real long-lasting difference in the world.

Potential roles:

A variety of roles in literacy and education (for example multilingual education, training, materials development, networking and advocacy).

Modules:

Bettina would begin with the compulsory first 2 modules, Language and Culture Learning (L10) & Healthy Community Engagement (L20). This would be followed by Introduction to Literacy (L32) and Patterns & Approaches in Community Engagement (L42), to make up the Postgraduate Certificate stage.

Provided Bettina had no previous cross-cultural experience in this area of work she would take a literacy or education placement for 18-30 months to put into practice what she had learnt, before returning to complete the MA.

Following this placement Bettina would begin the Postgraduate Diploma stage with the compulsory module Interacting with Culture & Society (L50) before choosing the modules that best fit her upcoming role. Realistically, this would be Linguistic Foundations & Applications (L61), Multilingual Education (L65) and the Specialised Professional Development module (L66).

Bettina would finish the MA by writing a Dissertation on a subject focussed on literacy or education.

Claire: loves helping people interact with and be changed by the Bible.

Potential roles:

Scripture Engagement worker

Potential modules:

Claire would begin with the compulsory first 2 modules, Language and Culture Learning (L10) & Healthy Community Engagement (L20). This would be followed by Introduction to Scripture Engagement (L33) and Patterns & Approaches in Community Engagement (L42), to make up the Postgraduate Certificate stage.

Claire would begin with the compulsory first 2 modules, Language and Culture Learning (L10) & Healthy Community Engagement (L20). She would then take Introduction to Scripture Engagement (L33) and Patterns & Approaches in Community Engagement (L42), leading to the award of a Postgraduate Certificate. She could then take a placement in the area of Scripture engagement.

If Claire wished to continue her studies, she could return for the Postgraduate Diploma stage after her placement. She would begin with the compulsory module Interacting with Culture & Society (L50). Next, she would choose 3 modules from Linguistic Foundations & Applications (L61), Meaning and Communication (L62), Translation (L63), Multilingual Education (L65), and the Specialised Professional Development module (L66). Claire could then complete the MA by writing a Dissertation on a subject focussed on Scripture engagement.

David: has just finished university and is excited about exploring the world while also exploring his own gifts and skills.

Potential roles:

Short term role in cross-cultural mission.

Potential modules:

David would begin with the compulsory first 2 modules, Language and Culture Learning (L10) & Healthy Community Engagement (L20). Together, these make up [Foundations for Living and Working Cross-Culturally](#), which form the basic training relevant to any crosscultural experience.

If, at a later date, David decided that he would like to undertake further training to fulfil a specific role, he could use this initial training to seek Accredited Prior Learning and entry to the MA after the initial 2 modules.

Lydia: passionate about Bible translation, and keen to use her exegetical and biblical language gifts to serve God.

Potential roles:

translation advisor, exegetical advisor, translation consultant, or Scripture engagement specialist also involved in a translation project.

Modules:

Lydia would begin the Certificate stage with the compulsory first two modules, Language and Culture Learning (L10) and Healthy Community Engagement (L20). She would then usually complete the Introduction to Linguistics (L31) and Patterns & Approaches in Linguistic Analysis (L41) modules to make up the Postgraduate Certificate stage.* In order to develop her cross-cultural and language-project experience, she would then take up a linguistics and translation internship with a language project for two to three years, putting her new professional skills into practice and collecting data for use in her Diploma studies.

Following this internship, Lydia would begin the Postgraduate Diploma stage with the compulsory module Interacting with Culture & Society (L50), before choosing the three modules that best fit with her recent experience and expected future role. A common pattern is to choose Meaning and Communication (L62), Translation (L63), Discourse Analysis (L64); an alternative to L64 is the Specialised Professional Development module (L66). Lydia would complete the MA by writing a Dissertation on a translation-related topic.

*However, if she is going to be involved in Scripture engagement as well as translation, she could take Introduction to Scripture Engagement (L33) followed by Patterns and Approaches in Community Engagement (L42) instead of L31 and L41. If she had studied Scripture engagement during the Certificate stage, Introduction to Linguistics (L61) would be a useful option during the Diploma stage, and during her internship she could focus on Scripture engagement alongside language and culture learning.

In collaboration with:

