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PROPOSING GUIDELINES FOR A SOUTH AFRICAN TEXTBOOK OF TRANSLATION

TANIA VAN VUUREN

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MAGISTER TECHNOLOGIAE: LANGUAGE PRACTICE**

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**Supervisor: Dr D.M. Ferreira
Co-supervisor: Dr H.L. Esterhuizen**

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DECLARATION WITH REGARD TO INDEPENDENT WORK

I, **TANIA VAN VUUREN**, Identity Number [REDACTED] and Student Number 205005063, hereby declare that this research project submitted to the Central University of Technology, Free State, for the degree **MAGISTER TECHNOLOGIAE: LANGUAGE PRACTICE**, is my own work and complies with the Code of Academic Integrity. In addition, this research project has not been submitted before at any institution by me or any other person in fulfillment or partial fulfillment of the requirements for the attainment of any qualification.

SIGNATURE OF STUDENT

DATE

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LIST OF ACRONYMS AND ABBREVIATIONS

CAT	Computer-aided Translation
DEIC	Dutch East India Company
NCS	National Curriculum Statement
NQF	National Qualifications Framework
OBE	Outcomes-Based Education
OUP	Oxford University Press
PANSALB	Pan South African Language Board
PAR	Participatory Action Research
SDA	Secondary Data Analysis
SADC	Southern African Development Community
SAQA	South African Qualifications Authority
SATI	South African Translators' Institute
UNISA	University of South Africa

DEFINITION OF TERMS

Apartheid: Political policy in South Africa that entailed the separate development of the different racial and ethnical groups (Odendal, Schoonees, Swanepoel, Du Toit & Booysen, 1994:47).

Context: The situation, surrounding or setting in which students are taught / learn translation, including the languages of instruction (Du Plessis, Louw, Stewart Smith, Sykes & Wright, 2007:7).

Language planning: A deliberate effort to influence the function, structure, or acquisition of languages or language variety within a speech community (Wikipedia, 2013:1).

Language policy: A policy designed to favour or discourage the use of a particular language or set of languages. It is often designed to protect and promote regional and ethnic languages whose viability is threatened; what a government does either officially through legislation, court decisions or policy to determine how languages are used, cultivate language skills needed to meet national priorities or to establish the rights of individuals or groups to use and maintain languages (Wikipedia, 2013:1).

Level descriptors: Statements of learning achievement that describes each of the NQF levels in order to define outcomes and criteria that would determine the level of knowledge a student should achieve if s/he is to successfully meet the unit standard for his/her qualification (NQF, s.a:1).

Market / target group: Whom the textbook will be compiled for (Haynes, 2001: 15-16).

National Qualifications Framework (NQF): An instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels (Tuck, 2007:V).

Outcomes-Based Education (OBE): An educational system that requires that the quality of education offered should be high and that education should enable students not only to take part in the processes related to a democratic society, but also to meet their full potential. This requires that students are not only taught content, but skills and values as well (Swanepoel, 2009:87).

Student: A person studying at a university or other place of higher education, in order to enter a particular profession (South African Concise Oxford Dictionary, 2002:1165).

Textbook: A book used as a standard work for the study of a subject (South African Concise Oxford Dictionary, 2002:1214).

Translation: An action where a source text (a text that has to be translated) is transferred into a target culture and language (the result of the translation process) (Nord, 1997:141-142).

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1. Chapter 1: Introduction and background to the study

1.1. Introduction

Prior to 1994, South Africa's official language policy recognised only two official languages, namely Afrikaans and English (South African Government, 2009:32-33). After the fall of Apartheid and the implementation of a democracy in 1994, the South African Government declared eleven languages to be the official languages of South Africa (Article 6(1)) of The Constitution (Act 108 of 1996:4). This change in the country's constitution posed several linguistic problems that resulted in an increased need for translation and language planning in South Africa (Ferreira, 2002:1-7). It became important to train qualified professionals in the language industry, in order to solve the problems in question.

According to Naudé (2005:38), and a statement made by him and Miller during a public lecture held at the Central University of Technology, Free State, on 28 May 2009, translation can, however, not be separated from the society and the culture in which it takes place:

... Translations can never be produced in a vacuum, divorced from time and culture, and the desire to explain the time-related and culture-bound criteria at play (Naudé, 2005:38).

The fact that universities in South Africa generally make use of translation textbooks written by European or American translation experts to train students of translation (Liu, 2007:107), might be the answer to Marais's (2008:49) question:

Why can't ... (some South African) students translate once they have completed a course in translation...? (words in brackets our own).

A South African textbook of translation that deals with translation problems and expectations true to the South African context (Liu, 2007:107 & 117) might be the answer to this problem. This study will focus on developing guidelines that could serve as the design for such a textbook.

1.2. Aims and objectives

The study aims to determine the following:

- The potential market for a South African textbook of translation;
- The context in which a South African textbook of translation will be used;
- The strengths and weaknesses of textbooks currently used in translation education in South Africa, as well as the niche and topic areas neglected by these books, in order to determine which gaps should be addressed in a South African textbook of translation;
- The criteria of publishers for the publication of textbooks;
- The Outcomes-Based Education (OBE) standards for textbooks; and
- The level descriptors for the South African National Qualifications Framework (NQF).

These are secondary aims and objectives that will be met in order to meet the primary objective of the study, namely the development of guidelines for a South African textbook of translation.

1.3. Significance of the study

This study will determine the specific needs of South African educators and students of translation with regard to translator training. The purpose of this is to propose a guideline for a South African textbook of translation that deals with translation problems and expectations true to the South African context.

1.4. Research questions

1.4.1. Primary question

- What specific needs and requirements should a South African textbook of translation meet?

1.4.2. Secondary questions

- Why is there a need for a South African textbook of translation?
- What steps do one need to follow when researching the content of a textbook?
- What is the potential market for a textbook of translation, in other words, whom will a South African textbook of translation be written for?
- In which context will a South African textbook of translation be used?
- What are the strengths and weaknesses of textbooks currently used in translation education in South Africa? Are there niche and topic areas that are neglected by these books? How may these be improved to better suit a South African-specific context? What (alleged) gaps in these authors' subject knowledge should be addressed in order to meet the needs of South African translation students?

- What are the specific Outcomes-Based Education (OBE) expectations that should be met for a textbook for students of translation in their second year?
- What are the level descriptors for the South African National Qualifications Framework (NQF) that a textbook should meet?

1.5. Purpose of the study

The purpose of this study is to develop a guideline for a South African textbook of translation that would deal with translation problems and expectations true to the South African context.

1.6. Research Design and Methodology

Both qualitative and quantitative research methods were employed in this study, resulting in a mixed-method approach to the study. Data collection methods included literature reviews, questionnaires, interviews and the use of existing, relevant documentation. The questionnaire consisted of specific and open-ended questions, while the interviews consisted of open-ended, free narration questions. The target population was second year translation students in South Africa, and the sample consisted of translation lecturers from three universities, namely the Central University of Technology, Free State, the University of the Free State and North-West University. The information obtained from the data collection methods was decoded, in order to allow the researcher to make assumptions and conclusions from the data collected. Measures were taken to establish the reliability and validity of the study. The research design and methodology of the study are discussed in detail in Chapter 3.

1.7. Chapter exposition

1.7.1. Chapter 1: Introduction and background to the study

The chapter introduces this study, and provides detail regarding the background, aims and objectives, significance, research questions, purpose, research design and methodology, chapter exposition and limitations of the research.

1.7.2. Chapter 2: An overview of South Africa's language policy framework and the role of translation in a multilingual society

This chapter is aimed at providing more insight into language rights in South Africa, and the role of, and need for, effective translation in the new language dispensation in South Africa.

1.7.3. Chapter 3: Research methodology and data collection

This chapter provides a description and rationale for the research methodology used to investigate responses to the research questions formulated in 1.4. The research done in Chapters 4, 5 and 6 was based on the three questions Haynes (2001:15) considered important for the design of a textbook.

1.7.4. Chapter 4: The potential market for a South African textbook of translation

During this phase, the potential market for a textbook was identified, in order to determine whom the textbook will be written for. This involves research into what courses are available in the particular field, which institutions offer them and approximately how many students are enrolled for these courses (Haynes, 2001:15-16).

However, as the question of how many students are enrolled for a particular course is a commercial one, this study rather focuses on the reason for the study.

1.7.5. Chapter 5: An overview of the context of a South African textbook of translation

Knowledge of the syllabi, courses, ways of assessment, student backgrounds (in other words, a clear understanding of the students and their needs) and the resources and types of support available to students (Haynes, 2001:15-17) were acquired.

1.7.6. Chapter 6: An evaluation of current textbooks used in the second year of translation studies

Textbooks currently used in second year translation courses were identified and evaluated. The strengths and weaknesses of these textbooks were established and assessed, in order to identify niches or topic areas that are neglected in these books, but that need to be addressed (Haynes, 2001:15; 21 & 24), and to establish in which way a South African textbook of translation can be made appropriate for its target audience. The reason for choosing a second year target audience is explained in detail in Chapter 4 (see 4.4. p 56- 57).

1.7.7. Chapter 7: The requirements of Outcomes-Based Education (OBE) and the Level Descriptors of the South African National Qualifications Framework (NQF)

It is important that, when researching and planning a textbook true to the South African context, the principles and the requirements of OBE, as well as the level descriptors of the South African National Qualifications Framework, be considered.

1.7.8. Chapter 8: A guideline for a South African textbook of translation

In this chapter, a guideline for a South African textbook of translation was developed. This guideline is based on the knowledge acquired from the research done in the previous chapters.

1.7.9. Chapter 9: Findings and recommendations

Based on the information acquired in the study, the study is concluded and recommendations for future research and/or the writing of a textbook were made.

1.8. Limitations of the study

1. As South African specific literature on translation is limited, the opinions of experts in the field of translator training were mainly utilised to collect data. As a result, the primary means of data collection consisted of interviews and questionnaires.
2. Initially, six universities – three traditional and three universities of technology – were approached to assist with the study. However, only three universities were willing to participate.
3. Chapter 4 provides an overview of the context in which translator training in South Africa takes place. Although the chapter should have provided more extensive information, no additional information was found during the course of this study.

1.9. Expected outcome of the study

Guidelines that could serve as the design for a South African textbook of translation studies for students in the second year of translation studies at tertiary institutions in South Africa.

2. Chapter 2: An overview of South Africa's language policy framework and the role of translation in a multilingual society

2.1. Introduction

Warden (1998:92) defines the term "language policy" as:

Government approval of specific languages
for official and administrative purposes.

According to Article 2 of *The Universal Declaration of 50 Human Rights* (The General Assembly of the United Nations, 1998:4),

... everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, **language**, religion (emphasis ours).

Article 19 of this Declaration further states that:

... everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through **any medium** and regardless of frontiers (The General Assembly of the United Nations, 1998:8) (emphasis ours).

From the above it is clear that language rights are regarded worldwide as a fundamental human right.

Language rights in South Africa pose a particular topic of interest. The South African population consists of the following first language¹ speakers (South African Government Information, 2012:2-3):

• isiZulu	-	23,8%
• isiXhosa	-	17,6%
• Afrikaans	-	13,3%
• Sesotho sa Leboa (Sepedi)	-	9,4%
• English	-	8,2%
• Setswana	-	8,2%
• Sesotho	-	7,9%
• Xitsonga	-	4,4%
• siSwati	-	2,7%
• Tsivenda	-	2,3%
• isiNdebele	-	1,6%
• Other	-	0,5%

As a result of this wide variety of languages spoken by the population, South Africa has eleven official languages. This is a reflection of the democracy and “new attitude” of the country, and aims to provide citizens with the opportunity to exercise their rights and freedom in their own languages (The Department of National Education, s.a:2).

This chapter is aimed at providing insight into language rights in South Africa, and will pay attention to the following:

¹Also referred to as native language, mother tongue or arterial language. “The language(s) a person has learned from birth or within the critical period; the language(s) one is identified with/as a speaker of, by others; the language(s) one knows best; the language(s) one uses most” (Wikipedia, 2008:1 & 3).

- The history of language rights in South Africa.
- Language rights before 1994.
- Language rights after 1994.
- The National Language Policy Framework.
- The practical implications of South Africa's language policy.
- The reason for a multilingual language policy, and
- The role of translation and language planning in a multilingual South Africa.

2.2. The history of language rights in South Africa

With the establishment of the Dutch East India Company (DEIC) in the Cape, Dutch was recognised as the official language, and has kept its status even after the British occupation of the Cape (Warden, 1998:92).

In 1820, English replaced Dutch as the official language in both the Cape and Natal provinces, but Dutch was still used and recognised as official language in the republics² that were established by the trek farmers (Warden, 1998:92).

Hertzog's National Party wanted schools to make more use of Dutch, but by the 1920's Afrikaans cultural organisations attempted to rather acquire recognition of Afrikaans as a language – a step that contributed greatly to the early development of Afrikaner Nationalism (Warden, 1998:92).

Afrikaans was declared the official language of South Africa in 1925, next to English and Dutch (Act 8 of 1925) (Wikipedia, 2013:1).

However, most black African schools used English as medium of instruction in secondary education. In 1949, the Eiselen Commission suggested that mother

² Natal, Transvaal and the Free State (Wikipedia, 2012:2)

tongue education³ should be applied in primary schools – a suggestion that many parents of children in these schools met with dislike (Warden, 1998:92).

As the labour market in those days was primarily English, these parents associated mother tongue education with inferior education, and were of the opinion that their children would be held back from equal employment opportunities (Warden, 1998:92).

When the National Party won the elections of 1948, white Afrikaans speakers enjoyed preference with regard to employment and business. The simultaneous promotion of Afrikaans with the party's Apartheid regime resulted in Afrikaans becoming synonymous with the National Party and Apartheid (South African History Online, 2010:6).

2.3. Language rights before 1994

According to the Constitution (Act 110 of 1983) (South African Government, 2009:32-33):

- Afrikaans and English were the official languages of South Africa and enjoyed equal freedom, rights and privileges (Article 89(1)).
- All records, journals, proceedings of the Parliament, bills, laws and notices of public importance and/or interests were issued in Afrikaans and English (Article 89(2)).
- In cases where a Black area was declared a self-governing territory in South Africa, a later Act of Parliament or a later proclamation of the State President, could recognise one or more Black (African) languages as an additional

³ First language; “the language that you first learn to speak as a child” (Oxford Advanced Learner’s Dictionary, 2000:763). Mother tongue education may be explained as education that children receive in the language they first learn to speak as a child.

official language(s) in that territory, or for official use in that territory, as prescribed by or under that Act or later Act or by any such proclamation (Article 89(3)(a)(i)(ii)).

- The above-mentioned could also provide authorisation for the use of the Black (African) languages outside of the said areas, provided that it was used for purposes connected with the affairs of the areas and subjected to the conditions prescribed by or under that Act, or later Act, or any such proclamation (Article 89(3)(b)).
- Records, journals, proceedings of a provincial council, draft ordinances, ordinances, notices, regulations, by-laws made and all town-planning schemes were in Afrikaans and English (Article 90).
- All important newspaper publications at the instance of State or by or under the directions of any institution or body mentioned in section 84(1)(f) of the Constitution prior to 1983 had to be published in Afrikaans and English (Article 91).

From the above, it is clear that, prior to 1994, Afrikaans and English enjoyed equal status and privileges, and that the Government policy of that time...

... failed to recognise South Africa's linguistic diversity. (This) resulted in language inequality, and the dominance of English and Afrikaans created an unequal relationship between these languages and the African languages (The Department of Arts and Culture, 2002:6).

This situation changed with the fall of Apartheid and the establishment of a democracy in 1994, when eleven official languages were declared the official languages of South Africa.

2.4. Language rights after 1994

The Constitution of 1996 (Act 108 of 1996) stipulates that:

- Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu will be the official languages of South Africa (Article 6(1)).
- Measures must be taken to increase the status and use of the African languages that were previously diminished (Article 6(2)).
- Government may use any of the official languages for official purposes, but that the usage, practicality, expense, regional circumstances and the balance of the needs and preferences of the society as a whole, or in the province concerned, should be taken into account. National Government should also use at least two official languages (Article 6(3)(a)).
- Municipalities should take the language usage and preferences of the people in the particular municipality into account (Article 6(3)(b)).
- Government must regulate and monitor the use of the official languages, and all official languages should enjoy equal status and must be treated fairly and impartially (Article 6(4)).
- The Pan South African Language Board (PANSALB) should promote and create conditions for the development and use of all the official languages, as

well as the Khoi, Nama and San languages, and sign language (Article 6(5)(a)(i)(ii)(iii)). This board should also promote and ensure respect for all other languages that are currently used by communities in South Africa (such as German, Greek, Gujarati, Hindi, Portuguese, Tamil, Telegu and Urdu), and/or are used for religious purposes in South Africa (such as Arabic, Hebrew, Sanskrit, etc.) (Article 6(5)(b)(i)(ii)).

- The State may not discriminate against anyone based on, *inter alia*, their language (Article 9(3)).
- Everyone has the right to, where it is practically possible, receive education in the official language or languages of their choice in public educational institutions. In order to achieve this, the State must consider equality, practicability and the need to rectify the consequences of the laws and practices of Apartheid (Article 29(2)(a)(b)(c)).
- Everyone has the right to use his/her preferred languages, provided that it is not inconsistent with any provision of the Bill of Rights (Article 30).
- Persons that belong to a certain linguistic community has the right to use that language and to form, join and maintain linguistic associations and other organs of society, provided that it is not inconsistent with any provision in the Bill of Rights (Article 31(1)(2)).
- Every accused person has the right to a fair trial, including the right to be tried in a language that s/he understands or, alternatively, to have the proceedings interpreted into a language that s/he understands, if the first option is not practically possible (Article 35(3)(k)).
- Information that should be given to an accused person should be given to him/her in a language that s/he understands (Article 35(4)).

In order to assist in the realisation of the above-mentioned ideal of multilingualism, the development of the official languages and the promotion of respect and tolerance for language diversity in South Africa, the Department of Arts and Culture has developed a National Language Policy Framework (The Department of Arts and Culture, 2002:7).

2.5. The National Language Policy Framework

The National Language Policy Framework not only initiates a fresh approach to multilingualism in South Africa, but strongly encourages the utilisation of the indigenous languages as official languages in order to foster and promote national unity. It takes into account the broad acceptance of linguistic diversity, social justice, the principle of equal access to public services and programmes, and respect for language rights ... (it) sets out an enabling framework for a coherent multilingual dispensation within the parameters of the Constitution (The Department of Arts and Culture, 2002:6).

According to the Department of Arts and Culture (2002:10), the National Language Policy Framework aims to:

- promote the equitable use of the eleven official languages;
- facilitate access to Government services, knowledge and information;
- ensure redress for the previously marginalised official indigenous languages;
- initiate and sustain a vibrant discourse on multilingualism with all language communities;

- encourage the learning of other official indigenous languages to promote national unity, and linguistic and cultural diversity;
- promote good language management for efficient public service administration to meet client expectations and needs (The Department of Arts and Culture, 2002:10)

The principles on which the language policy are based, include:

- a commitment to the promotion of language equity and language rights as required by a democratic dispensation;
- recognising that languages are resources to maximise knowledge, expertise and full participation in the political and socio-economic domains;
- working in collaborative partnerships to promote constitutional multilingualism;
- preventing the use of any language for the purpose of exploitation, domination and discrimination;
- enhancing people-centredness in addressing the interests, needs and aspirations of a wide range of language communities through ongoing dialogue and debate (The Department of Arts and Culture, 2002:10-11).

The Department of Arts and Culture (2002:11-12) states that the following should be taken into account, in order to achieve the aims and principles of the National Language Policy Framework:

- Promoting multilingualism in South Africa requires efforts that do not discount the knowledge that exists in societies where

indigenous official languages are prominent. This will be facilitated by the use and involvement of communities as participants in the processes of language development.

- It will be expedient to engage language specialists to assist the process of developing functional multilingual programmes through research and the dissemination of findings.
- Facilitating cooperation and the sharing of responsibilities among SADC (Southern African Development Community) member states will accelerate language development.
- It will be necessary to conduct policy reviews at reasonable intervals in order to monitor progress towards a fully multilingual Southern African society.
- A community-based approach to the promotion of multilingualism is the most viable one, given South Africa's highly pluralistic society. There must be a decentralised and participatory approach to language planning and policy implementation, which harnesses technical expertise for the transfer of knowledge and skills (The Department of Arts and Culture, 2002:11-12).

The scope or provisions of the policy framework are as follows (The Department of Arts and Culture, 2002:12-14):

- All Government structures as well as institutions exercising a public power or performing a public function in terms of legislation are bound by (the) language policy framework.
- In promoting multilingualism, provinces will formulate their policies in line with the

guidelines contained in (the) Policy Framework, taking into account their regional circumstances, and the needs and preferences of communities, as stated in the Constitution.

- Local Governments will determine the language use and preferences of their communities within an enabling provincial language policy framework. Upon determination of the language use and preference of communities, local Governments must, in broad consultation with their communities, develop, publicise and implement a multilingual policy.
- The official languages will be used in all legislative activities, including *Hansard* publications, as a matter of right as required, provided that in the case of provincial legislatures, regional circumstances will determine the language(s) to be used.
- Government will encourage, and where necessary support, private enterprises to develop and implement their own language policies in accordance with the National Language Policy Framework.
- To promote multilingualism (the) policy determines the use of different languages in Government structures as follows:
 - Working language(s)/language(s) of record: Each Government structure must agree on a working language(s). Provided that where practically possible no person will be prevented from using the language(s) of his or her

preference. For the purposes of conducting meetings or performing specific tasks every effort must be made to utilise language facilitation facilities such as translation and/or interpreting where practically possible.

- Communication with members of the public: For official correspondence purposes, the language of the citizen's choice must be used. All oral communication must take place in the preferred official language of the target audience. If necessary, every effort must be made to utilise language facilitation facilities such as interpreting where practically possible.
- Government publications: A publication programme of functional multilingualism should be followed by national Government departments in those cases that do not require publication in all 11 official languages.
- Where the effective and stable operation of Government at any level requires comprehensive communication of information, it must be published in all 11 official languages and, in the provinces, in all the official languages prescribed in the Province.
- In cases where Government documents will not be made available in all 11 official

languages, national Government departments must publish documents simultaneously in at least six languages. The selection of languages will be made as follows: At least one from the Nguni group; at least one from the Sotho group; Tshivenda; Xitsonga; English and Afrikaans.

- A principle of rotation must be applied when selecting languages for publishing Government documents in the Nguni and Sotho groups.
- International communication: Government communication at the international level will normally be in English or *ad hoc* in the preferred language of the country concerned. (The Department of Arts and Culture, 2002:12-14).

2.6. The practical implications of South Africa's language policy framework and the implementation of such a policy framework

According to The Department of National Education (s.a:7), South Africa's language policy framework, and the implementation of the such a policy framework, has the following practical implications:

- All public servants have the fundamental language rights as stipulated in the Constitution.
- All public servants, including Ministers and members of executive committees, are compelled to obey the fundamental language rights.

- Any person has the right to communicate with a state department in the language of his or her choice.
- That person further has the right to receive feedback in the language of his or her choice.
- Any language discrimination on the part of the State is unconstitutional and gives individuals the right to ask the Constitutional Court to provide a decisive answer.

The Council on Higher Education (2001:2-3) states that South Africa's language policy may have the following practical implications:

- It provides each person with the opportunity to learn and speak more than one of South Africa's official languages, in order to promote national unity and multilingualism.
- It promotes the development of, and respect for, all languages that are spoken by South Africans.
- It establishes individual empowerment and national development through the promotion of the impartial use of official languages, in order to ensure that all South Africans have the freedom to use the language of their choice.
- It develops and promotes the official African languages in South Africa.
- It supports economic development through the promotion of multilingualism.

2.7. The reason for a multilingual language policy

According to The Department of National Education (s.a:4), the eleven official languages are most probably used as a first language by more than 98% of South Africans. As the Constitution strives to guarantee citizens the right to freedom and humanity in a “New South Africa”, and not remove or decrease it, the recognition of the particular languages as official national languages indicates an attempt to promote democracy, inclusivism and national unity (The Department of National Education, s.a:4).

If any of these languages should lose its status, it may diminish South Africans’ language rights, and would therefore be in direct contrast to the Constitution’s goal of extending rights.

The same applies when only one language would be recognised as the official language of the country, because:

- it would be an undemocratic step in a democratic country;
- it will exclude most South Africans;
- it will deprive South Africans of their fundamental right to use a language of their choice and;
- it will not reflect the reality of a multilingual South Africa.

(The Department of National Education, s.a:4).

The Government’s attempt to promote democracy in South Africa by means of the allocation of official language status to the majority of South Africans’ mother tongues, is idealistic. It is in the interest of all South Africans that this language policy be implemented significantly. To do this, a delicate balance between

democracy and language freedom should be maintained in both theory and practice. This means that a central point between the demands and the feasibility of a multilingual South Africa should be found. As translation and language planning could play an integral role in achieving this ideal, the next section will focus on the potential impact of this policy on the role of translation and language planning in South Africa.

2.8. The role of translation and language planning in a multilingual South Africa

When looking back at the South African constitution of 1983, it is clear that a problem existed with regard to the language policy of the country (The Department of Arts & Culture, 2002:5). Ferreira (2002:1) states that the so-called black African languages, spoken by the majority of South Africans (approximately 76%), had restricted language rights, whilst English and Afrikaans – spoken by only 24,4% of South Africans – were the only two official languages of the country. According to Du Plessis & Pretorius (2000:15), this resulted in a 50/50 language division, in which Afrikaans and English were guaranteed equal language development at all levels of society. However, the same actions were not launched to develop and extend the use of the African languages (Ferreira, 2002:2).

Furthermore, the constitution not only protected the language rights of Afrikaans and English as official languages at national level, but the protection of these two languages was also accompanied by discrimination against the limited use of the official languages of the self-governing areas (with regard to their limited status). According to Ferreira (2002:2), speakers of the African languages were reluctant to use their mother tongues. They preferred English to their indigenous languages, as they perceived it to be more superior and believed it would be more advantageous for them to speak English. As a result, they marginalised the African languages and held a low opinion of them.

Currie (1996:1-2) states that, while mother tongue education served to promote ethnic identity, skills in Afrikaans and English not only greatly influenced progression on secondary and tertiary level, it also played a major role in admission to job opportunities. Given this information, it appears to be understandable why speakers of the indigenous African languages at that time considered it more important to be proficient in the use of English rather than their own mother tongues.

A complete change occurred in the language policy of South Africa with the introduction of the Interim Constitution of 1993 (Act 200 of 1993) and later with the introduction of the final Constitution of 1996 (Act 108 of 1996) (Ferreira, 2002:4). For the first time in South Africa, a Charter of Human Rights was included in the Constitution. The fact that language rights are stated clearly in several articles of the Constitution, is of particular importance to socio-linguists, language workers and other people involved in the linguistic rights of people. That the new Constitution recognises eleven official languages in South Africa at national level (Article 6 (1)), implies that these languages should play an important role in South Africa's social, economic, cultural and political domains (Ferreira, 2002:4).

The African languages that only fulfilled limited functions in the previous language dispensation in South Africa, had to be developed in order to function as official languages on national level (Article 6(2). (3), (4)). Through this specific provision in the Constitution, a shift in focus, therefore, occurred in South Africa in terms of language development.

Article 6(2) of the Constitution (Act 108 of 1996) states:

Recognising the historically diminished use and status of the indigenous languages of our people, the state must take practical and

positive measures to elevate the status and advance the use of these languages.

Article 6(5)(a) and Article 6(5)(b) of the Constitution (Act 108 of 1996) further states that:

A Pan South African Language Board established by national legislation must promote, and create conditions for, the development and use of all official languages ... and to promote and ensure respect for all languages commonly used by communities in South Africa ...

Ferreira (2002:4) is of the opinion that the above-mentioned entails the development of the previously diminished languages in order to fall in line with technology, while at the same time correcting the neglect of these languages, as a result of the ideologies of previous language policies. This implies the development of an infrastructure for the development and management of all the languages mentioned in the Constitution, as well as the implementation of the Pan South African Language Board (PANSALB) (Article 6 (5)).

She states that it would have to be possible to use these languages in high status functions, in order for them to be developed and promoted. These functions include:

- parliamentary debates;
- acquiring knowledge and teaching (especially as far as the technical, technological and scientific domains are concerned) in all phases of education, from preschool up to university level (so that all South Africans may have access to educational and economical opportunities in their own language),
- the administration of justice, and

- regional and local business transactions, in the printed and electronic media, and on national and provincial Government level (so that complete participation on all levels of the Government is possible via the African languages) (Ferreira, 2002:4).

Ferreira (2002:4) also feels that speakers of the African languages should therefore be able to use their languages at all levels of society, and that these languages should be developed to languages of scholarship and science at tertiary level.

According to Cobarrubias (1983:41), a change in the status of a language implies the allocation and re-allocation of the functions of the language in a society. Applicable in this context, is Ferguson's (1972:72) classical distinction between language usage for high functions and language usage for low functions in a society: the use of language for high functions is more formal, while the use of language for low functions is more informal and relaxed. Languages used for high functions include the use of language in domains such as legislation, government and public administration, education and justice, as well as in trade and industry, culture, media, etc. Using a language in a high status domain increases the status of the language, which emphasises the relationship between language status and language usage (Ferreira, 2002:5).

Ferreira (2002:5) states that the Constitution grants status and functions to African languages, but that this status should be earned. In order for a language to earn status, it should be used increasingly. Cooper (1989:123) describes the relationship between status, function and usage as follows:

Thus form follows function in the sense that the desired communicative function precedes the designed or selected structure.

Ferreira (2002:5) is of the opinion that, given the previous language policy, it is currently not possible to use the African languages in high functions in all the domains, as they are not developed sufficiently in terms of form. She states that intensive language development should therefore take place, so that the functions of these languages could be expanded and that these languages could be used as effective communication mediums at all levels of society. As soon as such a situation exists, in other words a situation where African languages could be used in high functions, South Africa's language system could be described as an equal one (Du Plessis & Pretorius, 2000:16).

Keeping the purpose of the establishment of an effective language system in South Africa in mind, it is necessary that planning should be done from the framework of the proposed new language policy. South Africa, therefore, has to undergo a new language planning phase (Ferreira, 2002:5-6). South Africa has eleven official languages, of which English and (to a lesser extent) Afrikaans are developed in terms of the higher functions (cf. p 22). The same may, unfortunately, not be said for the African languages. Although standardised writing systems for all eleven official languages exist, the African languages are not equal to English and Afrikaans with regard to grammaticalisation⁴, lexicalisation and language expansion, including modernisation and stylistic development (Ferreira, 2002:6). Ferreira (2002:6) furthermore states that, while the distribution of English and Afrikaans is well represented across the educational spectrum, the distribution of the African languages is relatively limited and these languages are only applied in primary school education.

Most users of African languages are experiencing problems as a result of the lack of terminology, as well as the insufficient terminological information in these languages (Ferreira, 2002:7). She is of the opinion that language is not only a medium of communication, but also an instrument of empowerment, and that

⁴ Changing an element with lexical meaning into one having a largely grammatical function (South African Advanced Oxford Dictionary, 2002:501).

thorough and systematic terminology management is necessary for the successful implementation and provision of multilingual terminology data (ibid.).

Ferreira (2002:7) states that the new language policy requires that multilingual terminology data should be treated appropriately. Each subject area or domain (research field or work area) makes use of its own unique terminology. This terminology should be developed, systemised, documented and disseminated in the light of standardisation. This would in turn make it possible to communicate effectively. She is further of the opinion that a multilingual database will not only be of great value as a source of education, but will also allow access to terminology data in areas such as, for example, industry, agriculture and health services. In addition, it could make the development of standardised terminology in different domains possible, which could contribute greatly to the distribution of knowledge (Ferreira, 2002:7-8). A computer-aided management system with powerful search facilities will also be required to collect and distribute terminology and terminology information in all eleven official languages (Ferreira, 2002:8).

From the information above, it can be concluded that the dramatic changes in South Africa's language policy, brought about a significant increase in the country's need for qualified translators and language planners. Translation can, however, make a much bigger contribution to the new South Africa than merely solving the problems addressed above.

According to The European Commission Directorate-General for Translation (2010:1) ...

... Translation ... unquestionably plays a major role in today's world, ... and (that) that role is growing with globalisation and the proliferation of interactions in which the partners speak different languages.

Translation is often seen as a technical activity, because it dissolves in the flow of texts and in the information received (The European Commission Directorate-General for Translation, 2010:1). The European Commission Directorate-General for Translation (2010:1) states that, while conducting their study, one of their interviewees commented that:

... Translation is usually an invisible activity; if it becomes visible, it means there's a problem.

Based on this, the assumption may be made that the thorough translation of texts in order for it to sound natural, is of utmost importance. Unfortunately, because translation activity remains “mainly in the background”, it may eventually be perceived as a superfluous activity. This perception is, however, unjustified and could become a threat to multilingualism, as translation contributes to multilingualism in the following ways (The European Commission Directorate-General for Translation, 2010:1-4):

- Cultural interaction

Translation not only establishes mutual understanding, meetings and transactions between members of different cultures, but also grants people access to different cultures and makes it possible to spread a culture outlook to others. The European Commission Directorate-General for Translation, 2010:2) states that ...

... certain states, regional authorities and organisations implement policies with this very objective, for example to consolidate a language with a view to strengthening the identity of a people or group

– such as South Africa (our addition).

- Globalisation

Firstly, translation facilitates economic interaction between linguistic communities, as it enables a quick, reliable exchange of information, products and services, reduces the risk related to the linguistic dimension of an activity and facilitates internal functioning (The European Commission Directorate-General for Translation, 2010:2). Secondly, it also allows entrance into markets with products or services produced in another language, and facilitates their adoption by consumers who are not multilingual. Thirdly, it could aid in the development of tourism, along with policies to promote multilingualism. Finally, translation in itself acts as a source of interaction and new markets, for example by retranslating previously translated texts or exchanging books, services or products translated by users (The European Commission Directorate-General for Translation, 2010:2).

- Knowledge transfer

Translation may facilitate the exchange of cultural, technical and scientific knowledge and its dissemination, particularly contributing to scientific debate by possibly guaranteeing the precision of concepts and reasoning. Furthermore, retranslating scientific, technical, political and philosophical texts could provide new information and perspectives on a subject, thus enabling members of a community to have as many perspectives on a particular subject as possible – that is maintained by experts as a necessity of creativity and innovation.

- Social inclusion

Translation may make a valuable contribution to the inclusion of minority, as well as migrant linguistic communities in a country, as it allows access to all basic services (such as education and health) and justice, and resources (such as

cultural resources) and services that would otherwise be restricted to a multilingual community. This ensures the equal treatment of, and quality of life for, everyone. In addition, translation in the workplace may enable companies to employ monolingual individuals.

- Impact on conflict and domination

The European Commission Directorate-General for Translation (2010:3) states that translation is a key tool in situations of crisis, that cannot only facilitate both military operations and peace-keeping missions, but it is also a key tool recognised by all stakeholders.

In conclusion, it becomes clear that translation may have some or other form of impact on:

- the distance between an individual and a resource produced in another language;
- the speed of access to a resource;
- the precision of access to the resource obtained;
- the number of resources available;
- the extent of access to those resources and;
- agents' autonomy in a particular field or place.

(The European Commission Directorate-General for Translation, 2010:4)

Figure 2.1 below illustrates the above-mentioned fields of impact. The size of the circles is proportional to the relative importance that experts in their study ascribed to the various fields, and an impact is in one field rather than another as a result of these experts' choice (The European Commission Directorate-General for Translation, 2010:2).

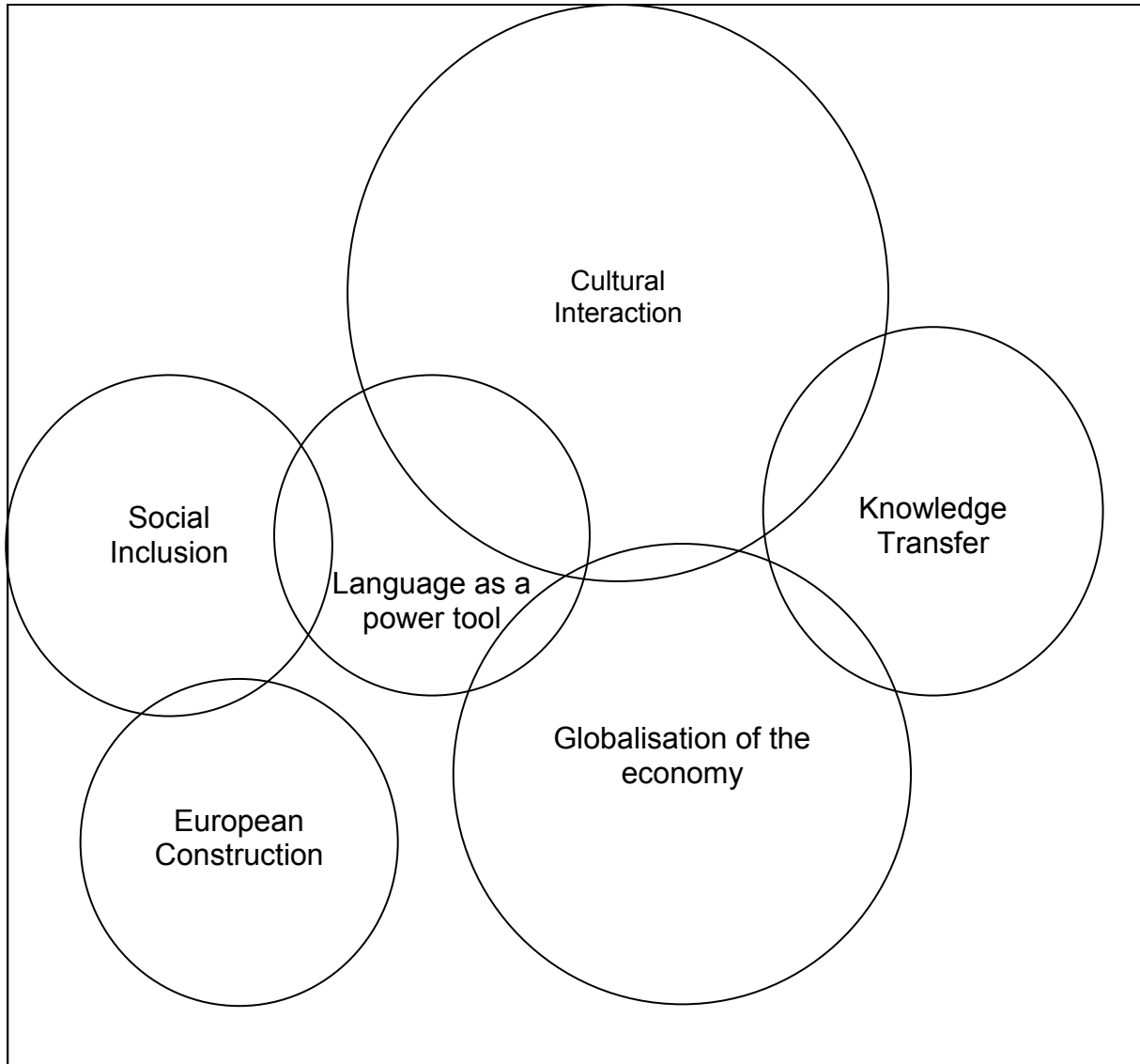


Figure 2.1: The fields of impact and the role of translation in a multilingual society (The European Commission Directorate-General for Translation, 2010:2).

In **Figure 2.1** (above), “language as a power tool” does not cut “knowledge transfer”. This appears to be of limited inclusion, and the situation in South Africa will consequently be used to illustrate this conclusion was reached.

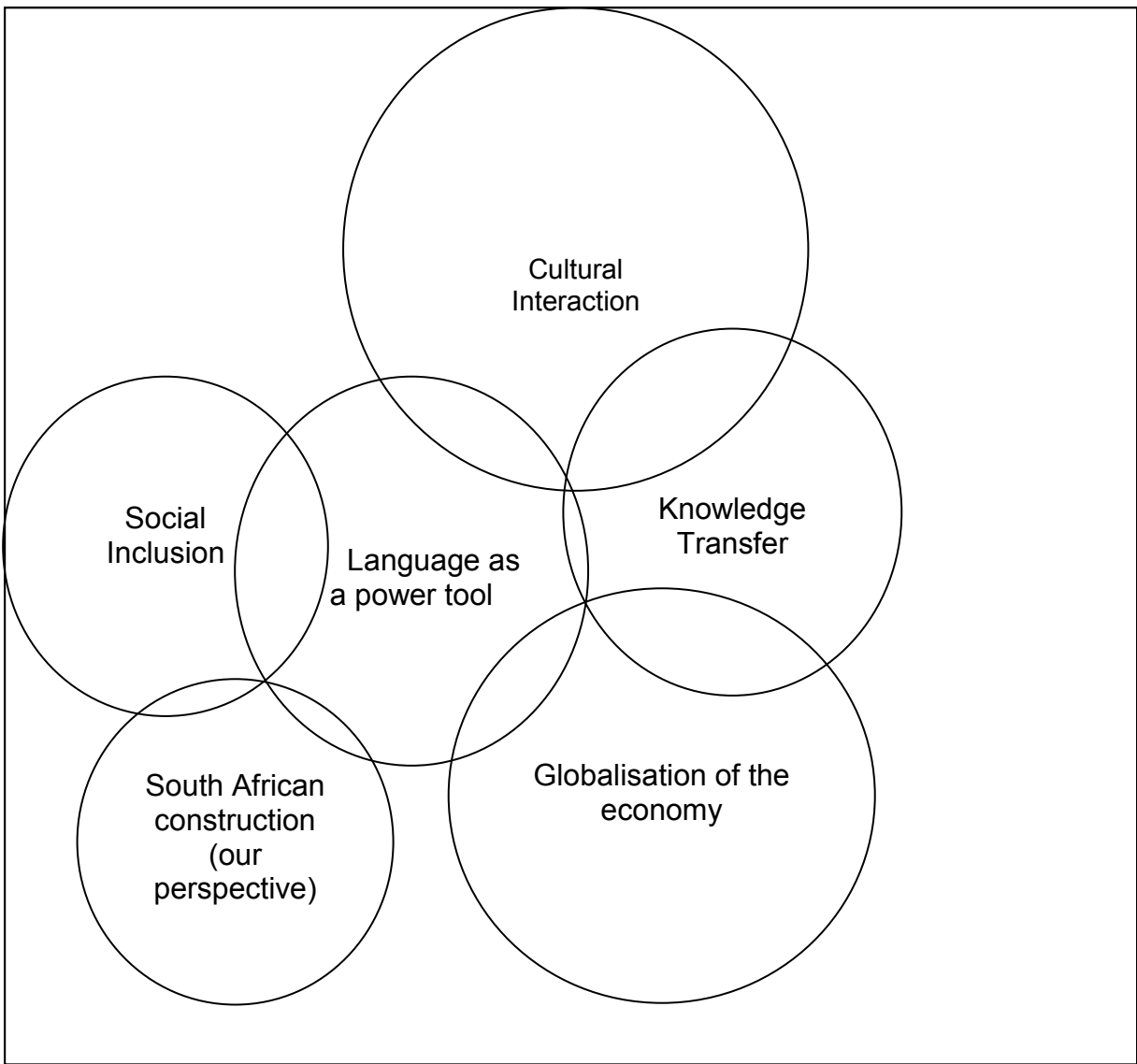


Figure 2.2: Our perception of the fields of impact and the role of translation in South Africa.

Satchidanandan (2011:1) agrees with the European Commission Directorate-General for Translation. He states that the role that translation plays in a multilingual country cannot be over-emphasised, as translation has many benefits in a multilingual country such as South Africa, including:

- It brings languages together and enables language groups to introduce diverse modes of imagination, perception and regional cultures to one another, thus linking communities. Some ideas and concepts ... would have been

impossible in the absence of translations with their natural intergrationist mission.

- Translation contributes to the extension of the scope of language and may also assist in reframing the boundaries of the sayable. New terms and coinages are necessitated by translation, which in turn results in the creation of new vocabulary, thus contributing to greater expressibility.
- Translation strengthens democracy by establishing equality among different languages and questioning the hegemony of some over others, as it proves that all ideas and experiences can be expressed in all languages and that they are exchangeable in spite of their uniqueness. It also enables the weaker sections of the society to be heard, as they can speak in their own dialects or languages and then get translated into other languages that are more widely spoken and understood. Thus translation contributes to the empowerment of the marginalised or deprivileged sections.
- Translation aids in the fight against colonial prejudices.
- Translation promotes the growth of indigenous literature and knowledge by bringing into our languages the wealth of other literatures and cultures. These exchanges also create new movements and trends.

Naudé (2005:36) further elucidates by stating that ...

... translations can never be produced in a vacuum, divorced from time and culture, and the desire to explain the time-related and culture-bound criteria at play.

Therefore,

... theorists (have to) attempt to account not only for textual strategies in the translated text, but also for the way in which the translation functions in the target cultural and literary system (Even-Zohar and Toury in Naudé, 2005:38).

From the statements above, it is clear that the cultural context(s) in which a text will be translated, may play a crucial role in the translation process. The assumption may therefore be made that students of translation should not only be taught the general practices of translation, but also how to apply these practices in specific cultural and linguistic context(s). The fact that universities in South Africa mainly rely on translation textbooks written by European and American translation experts (Liu, 2007:107), may prevent South African students from meeting this outcome.

A South African textbook of translation that deals with translation problems and expectations true to the South African context (Liu, 2007:107 & 117), could prove to be the answer to the problem in question, and will subsequently be investigated in this study.

2.9. Conclusion

The dramatic changes in South Africa's language policy after 1994 increased the need for translation and language planning. Translation may not only solve the

many linguistic problems the country is currently experiencing, but it may also have many benefits for a multilingual country, such as South Africa. However, translation is not an activity that functions independently from the culture in which it takes place, and students of translation should be taught how to apply translation principles in their specific linguistic and cultural context(s). A South African textbook of translation could contribute significantly to reaching this objective. As a result, the remainder of the study will focus on investigating, and subsequently proposing, guidelines for the development of such a textbook.

3. Chapter 3: Research methodology and data collection

3.1. Introduction

This chapter will provide a description and the rationale for the research methodology used to investigate answers to the research questions formulated in Chapter 1 of this study. It will provide information on the research design (the mixed-method approach employed to conduct the investigation, as well as on the methods of data collection (literature review, questionnaires and interviews) and the measurement concept employed during the investigation. In addition, it will explain the population of the study in question, and the efforts made to ensure validity and reliability are explained.

3.2. Research design

Du Plooy (2002:49) defines the concept “research design” as:

... method(s) and technique(s) used to collect,
analyse and interpret data.

Mouton (1996:17) elaborates by saying that a research design is:

... a set of guidelines and instructions to be
followed in addressing the research problems.

He further states that it provides:

... a plan or blueprint of how you intend
conducting the research (how the research
was conducted) (Mouton, 2001:55).

According to Mouton (1996:175), three aspects are usually included in a research design, namely:

- The aim of the research

This entails that the researcher should state the aim of the study, whether it is exploratory or validational, hypothesis testing or hypothesis generating (Mouton, 1996:175).

The purpose of this study is to determine the specific needs of South African educators and students of translation with regard to translator training, and to propose a guideline for a textbook of translation that will deal with translation problems and expectations true to the South African context.

As this study attempts to “break new ground” (Mouton, 1996:72) by developing guidelines for a South African textbook of translation (the first of its kind), it will take the form of exploratory research.

- Data or information sources

In this section,

... information should be provided on the nature, credibility, relevance and representativeness of data and information sources (Mouton, 1996:176).

Mouton (1996:175) states that there are several data sources available for researchers, namely physical and documentary sources, and direct and indirect observation (also referred to as “self-reporting”). The latter includes the use of questionnaires, scales and tests (Mouton, 1996:175). Interviews can take the

form of personal, group, face-to-face, telephone, mail as well as electronic interviewing and surveys (Mouton, 2001:99).

During the course of this study, literature reviews and interviews were the primary sources of data. Documentary sources and indirect observation (self-reporting) were therefore the primary means of data collection. This will be elaborated on in further detail in 4.4.

- Considerations of validity and reliability

According to Mouton (1996:176):

The research report should include information on the ways in which the reliability or validity and objectivity of the data or information have been controlled.

Henning, Gravett and Van Rensburg (2005:115) states that it is important because:

If the telling of the story of the inquiry develops into a rich text that gives a detailed account of what you did and how you did it, you should be able to convince your reader that your findings are valid and your processes have been reliable.

It may therefore be informally described as:

... a text's call to authority and truth (Janesick in Badenhorst, 2008:183) – convincing your reader that you are a credible researcher and that your results are worthwhile (Badenhorst in Badenhorst, 2008:183).

Reliability and validity, their worth in the research findings of this study, as well as how and why the target population of this study may be regarded as representative, will be discussed in detail in 4.5 and 4.6 respectively.

Mouton (2001:57 & 143) distinguishes between two main types of research designs, namely empirical studies and non-empirical studies. Empirical studies entail the use of primary data (such as surveys, experiments, case studies, programme evaluation and ethnographic studies), and the analysis of this data. The latter includes the analysis of text data (discourse analysis, content analysis, textual criticism and historical data) and/or numeric data (secondary data analysis and statistical modeling). Empirical studies include the following:

- Ethnographic research: participant observation;
- Ethnographic research: case studies;
- Participatory research / action research (PAR);
- Surveys;
- Comparative, cross-cultural and cross-national studies;
- Experimental designs (laboratory studies);
- Field / natural experimental designs;
- Evaluation research: implementation (process) evaluation;
- Evaluation research: experimental and quasi-experimental outcome studies;
- Evaluation research: naturalistic and empowerment evaluation;
- Statistical modeling and computer simulation studies;
- Secondary data analysis (SDA);
- Content analysis;
- Textual analysis / hermeneutics / textual criticism;
- Discourse and conventional analysis;
- Historical studies, oral history and narrative analysis;

- Life history methodology;
- Methodological studies.

(Mouton, 2001:173)

Non-empirical studies include the following:

- Conceptual analysis;
- Theory-building or guideline-building studies;
- Philosophical data;
- Literature reviews.

(Mouton, 2001:173)

As stated above (see 3.2), the purpose of this study is to determine the specific needs of South African educators and students of translation with regard to translator training, and to propose a guideline for a textbook of translation that will deal with translation problems and expectations true to the South African context.

The key research questions had an exploratory and description or action-based focus (Mouton, 2001:151). Although literature reviews were conducted during parts of the research, mainly qualitative methods [participant surveys, interviews and open-ended questions (Du Plooy, 2002:83)] were used during the research process (Mouton, 2001:151). This was done to ensure that the subjects of the research (the participants) could play a part in the design, and that understanding and insight could be gained from the worlds of the participants (Mouton, 2001:150 & 151). The study therefore made use of an empirical research design, namely participatory research / action research (PAR). This particular design was chosen for the study, as interviews and questionnaires were the primary means of data collection and it was important to encourage participants to express their attitudes and opinions in their own words (Du Plooy, 2002:138).

Du Plooy (2002:134) defines the term “participant” as:

The person being researched; also called the
... respondent in survey research.

The participants were three translation lecturers from three different universities, namely: Dr D.M. Ferreira from the Central University of Technology (Bloemfontein), Dr K. Marais from the University of the Free State (Bloemfontein) and Dr H. Kruger from North-West University (Potchefstroom campus). Initially, six universities/lecturers were requested to participate in the study, but only three were willing to do so (see Chapter 1.9. for more detail). The participants were contacted via e-mail for their responses. They also responded (gave feedback) via e-mail, and were, therefore, questioned by means of electronic surveying (Mouton, 2001:99).

3.2.1. Mixed-methods approach

According to Du Plooy (2002:39, 81 & 299), triangulation entails:

... using two or more theories, types of sampling, investigators, sources of data, and/or data collection methods ... in other words, a combination of quantitative and qualitative data collection may be used (Du Plooy, 2002:299).

Triangulation is the use of multiple methods of data collection (Mouton, 1996:156). Badenhorst (2008:93) uses the same description for a mixed-methods approach to research:

... assumes both qualitative and quantitative approaches for different parts of the project.

The assumption may be made that the terms “triangulation” and “mixed-method approach” refer to the same concept, namely the combination of qualitative and quantitative research methods for the collection of data (quantitative and qualitative research are discussed in more detail in 4.2.3. and 4.2.4 respectively).

The use of a mixed-method approach has the following benefits:

- The various methods complement each other, thus balancing out their respective potential shortcomings. Different methods may enable researchers to compensate for the limitations of each (Mouton, 1996:156 & 157).
- It may increase the reliability and validity of observations, analyses and findings (Du Plooy, 2002:40 & 81).
- It may be applied to minimise errors (Du Plooy, 2002:190).

According to Du Plooy (2002:190), triangulation:

... can involve checking (findings) with other sources of data.

As a combination of both quantitative and qualitative research methods were applied in this study, the mixed-methods approach was used during the research process.

3.2.2. Quantitative research

According to Badenhorst (2008:92):

“Quantitative” means expressing quantities.
Quantitative research refers to a particular

research design (experimental, survey or statistical) that relies mostly on the use of quantitative data.

Schwandt (in Badenhorst, 2008:92) states that:

Quantitative data is data expressed in quantity or amount (numbers, graphs or formulas) These research projects tend to generate numbers. The research question is: "How many?"

A quantitative design is suitable when measuring variables, and has the following characteristics (Du Plooy, 2002:82 & 83):

- The method of reasoning may be either inductive or deductive, but is mostly based on deductive reasoning. According to Mouton (2001:117), deductive reasoning:

... involves drawing conclusions from premises (other statements) that necessarily follow from such premises. The conclusions in a deductive argument are already contained ... in the premises.

- The objectives are to predict, describe and explain quantities, degrees and relationships, and to generalise from a sample in the population by collecting numerical data.
- A variety of techniques may be used to collect numerical data, such as surveys, self-administered questionnaires and experimental designs.

- The use of methods to analyse data include the use of numerous statistical techniques, such as the use of descriptive statistics to describe and organise (summarise) vast amounts of data. This was the case in this study.

As questionnaires and interviews were used as the primary sources of data collection in this study, quantitative research methods were applied.

3.2.3. Qualitative research

Qualitative research relies on data in the form of words. Qualitative researchers seek meaning of human action. These researchers depend on description to express their data. A variety of research methods are used. The guideline is the project itself. The key question is: "What does this mean?" (Shwandt in Badenhorst, 2008:92).

A qualitative research design is therefore appropriate when examining the properties, values, needs or characteristics that distinguish individuals, groups, communities, organisations, events, settings or messages, and has the following characteristics (Du Plooy, 2002:83 & 84):

- The method of reasoning is inductive. According to Mouton (2001:117 & 118), inductive reasoning involves ...

... applying inferences from specific observations ... to a theoretical population.

Another form of inductive reasoning includes "retroductive reasoning", which:

... involves using inferences ... in order to construct ... an explanation of ... observations (Mouton, 2001:118).

- The objectives are to explore areas where limited or no prior information exists, and/or to describe behaviours, themes, trends, attitudes, needs or relations that are applicable to the units analysed.
- Data collection methods include participant observation and surveys, using open-ended questions in questionnaires or interviews.
- The method of data analysis usually centres on content analyses,

... a systematic analysis of written or verbal responses and audiovisual materials (Du Plooy, 2002:84).

- It may also do a comparative analysis of the findings and the data from previous studies involving different groups or cultures.

The primary objective of this study was to provide information in a field where limited or no prior information exists (i.e. South African translation theory). The primary focus was on meeting South African translation students' needs. Qualitative research methods were therefore applied.

3.3. Target population and sampling

The term "target population" is used to refer to the entire class or group of units, objects or subjects to which findings should be generalised (Du Plooy, 2002:53); the actual population to which findings are to be generalised (Du Plooy, 2002:101).

According to Mouton (1996:110) and Du Plooy (2002:100), a sample should be as representative as possible of the target population.

Stacks and Hockling & Watt and Van den Berg (in Du Plooy, 2002:115) distinguishes between three sampling categories. These will subsequently be named verbatim, after which the specific sampling used in this study, and the reasons therefore, will be discussed.

1. Probability samples

Two types of probability samples exist, namely:

- Simple random sample: A sampling frame is available and each unit in the population has an equal chance of being selected (Du Plooy, 2002:107).
- Stratified random sample (strata or known quotas): A population can be divided into different strata, based on almost any characteristic (Du Plooy, 2002:108).

2. Quasi-probability samples

Three types of quasi-probability samples exist, namely:

- Systematic random sample: A starting point and interval(s) are selected at random (Du Plooy, 2002:110 & 111).
- Multistage random sample: Samples are drawn from different sampling frames, which consist of large aggregates of the basic unit of analysis (Du Plooy, 2002:111).

- Cluster random sample: A sample of groups or clusters is drawn, after which every unit in the selected clusters is included in the sample (Du Plooy, 2002:112).

3. Non-probability samples

Four types of non-probability samples exist, namely:

- Convenience (accidental, available or opportunity) sample: This sample is drawn from units of analysis that are conveniently available (Du Plooy, 2002:114).
- Purposive sample: A known-group or judgement sample results when the researcher uses his/her judgement to select a sample which s/he believes can provide the information needed; a quota sample results when previous knowledge leads to a sample being drawn that may guarantee the inclusion of certain population parameters (Du Plooy, 2002:114).
- Volunteer sample: This sample consists of people who volunteer to participate in the study (Du Plooy, 2002:115).
- Snowball sample: Participants are invited to participate in a study. The researcher then makes contact with those who respond and enquire whether other people they know would be willing to participate in the study as part of a larger sample (Du Plooy, 2002:115).

In this study, the target population was second year students of translation studies (see Chapter 1). A purposive, known-group sample was selected, because translation lecturers of universities were requested to participate in the study (to act as respondents in the study), as they would be able to provide the information needed in the research conducted. Initially, translation lecturers from

six universities were contacted to participate in the study, but only three were willing to do so. The participants of the study participated in the study voluntarily. As the lecturers who did not respond to the invitation to participate in the study were exempted from doing so, the sample could also be described as a volunteer sample. The research made use of non-probability sampling, consisting of a purposive, known-group and volunteer sample.

3.4. Data collection methods

The following methods of data collection were used in this study:

3.4.1. Literature review

A literature review entails:

... the collection and synthesis of existing information relating to the research topic (Du Plooy, 2002:57).

According to Du Plooy (2002:57), the purpose of a literature review is:

... to find material related to the conceptual focus of the research problem.

A literature review enables the researcher to answer the following questions:

- What research has been done in a particular area?
- What research methods have been used?
- What results have been generated?, and
- What was done with the results or findings?

A literature review is important for the following reasons:

- To find ideas when formulating a research project.
 - To see how others have conducted the practice of research.
 - To refine a research project, to find out more about it, to discover what research has been conducted, and to identify any gaps.
 - To situate this research in a body of research (Badenhorst, 2008:155).
-
- It serves as a map of the terrain, so that the researcher can acquaint him- or herself with any research already conducted in the field.
 - It provides guidelines or suggestions on the design of one's own project.
 - It yields various kinds of resources.
 - To investigate the methodology and substantive results of previous research that the (new) researcher wants to replicate.
 - To learn by studying related fields from the design and methods used in case of research done in a field which has enjoyed limited attention (Mouton, 1996:119 & 120).
-
- To ensure that one does not merely duplicate a previous study.
 - To discover what the most recent and authoritative theorising about the subject is.

- To find out what the most widely accepted empirical findings in the field of study are.
- To identify the available instrumentation that has proven validity and reliability.
- To ascertain what the most widely accepted definitions of key concepts in the field are.
- To save time and avoid duplication and unnecessary repetition (Mouton, 2001:87).

During the course of this study, literature reviews were used mainly for the following reasons:

- To find ideas.
- To see how others have conducted the practice of research.
- To provide guidelines or suggestions on the design of the project.
- To provide information (i.e. to yield various kinds of resources).

Types of information sources in a literature review include: encyclopaediae, dictionaries, textbooks, annual reviews, state-of-the-art reviews (Mouton, 1996:120), books, monographs, journal articles, conference proceedings, reference materials, newspapers, magazines, reports, theses and dissertations (Mouton, 2001:88). In this study, dictionaries, textbooks, books, journal articles, reference materials, theses and dissertations were utilized as information sources during the literature review. Internet articles were also consulted.

3.4.2. Questionnaires

The Oxford Advanced Learner's Dictionary (2000:955) defines the term "questionnaire" as:

... a written list of questions that are answered by a number of people so that information can be collected from the answers.

Two questionnaires were used to obtain the information mentioned in Chapter 6 of this study. Questionnaire A (see Addendum F) was used to determine respondents' perceptions regarding the current textbooks used in the second year of translation study at South African universities; to identify the strengths and weaknesses of these books and to identify niche or topic areas that may be neglected by these books. Questions 1 – 6 of the questionnaire were specific questions, in which the respondents had to provide specific information and/or "yes" or "no" answers. Questions 7 & 8 contained open-ended questions, in which respondents had to answer the questions in their own words (Du Plooy, 2002:138). The questionnaire was obtained from Haynes, A. (2001) *Writing Handbooks: Writing Successful Textbooks*. The questions used in Questionnaire B (see Addendum G) was open-ended. Respondents had to answer the questions in their own words (Du Plooy, 2002:138). The purpose was to provide insight into what could make a South African textbook more appropriate for the target population, in which regard it could be more up to date, and in which way it could break new ground, as well as which new approaches could be followed that would be to an advantage.

3.4.3. Interviews

Du Plooy (2002:177) describes the term “interview” as follows:

An interview is a transitory relationship between an interviewer and an interviewee. It is transitory in terms of its duration and the question-and-answer type of conversational exchange.

In this study, interviews were used to collect information for Chapters 4 and 5. The interview referred to in Chapter 4 was aimed at obtaining information regarding the potential market of the proposed textbook (whom the textbook should be written for) and the reasons thereof. The interview referred to in Chapter 5, was used to establish the context in which students study translation in South Africa. All of the questions in these interviews were open-ended, free-narration questions. Respondents were invited ...

... to answer in any way (they) may wish ...
(and to) ... tell their own story (Du Plooy, 2002:143).

3.4.4. The use of documentation

Documentary sources used included the following:

1. Rhodes University: Calendar 2009.
2. The Central University of Technology, Free State: Calendar 2009.
3. The University of the Free State: Calendar 2010: Arts & Social Sciences Undergraduate Programmes.
4. SATI: E-brochure: University of Johannesburg: *Do you have a passion for languages?*

5. University of Johannesburg, Faculty of Humanities: 2009 Marketing Prospectus.
6. University of Limpopo: Calendar 2010.
7. Walter Sisulu University of Technology & Science, Faculty of Education: Prospectus 2009.

These were used in order to establish whether the universities mentioned above offered translation either as a course, or as a subject in their undergraduate programmes. Information from other universities was either obtained by contacting the universities personally, or by visiting their websites.

1. The Constitution (Act 110 of 1983)
2. The Constitution (Act 108 of 1996)
3. The National Language Policy Framework (2002)
4. The Department of National Education: *Suid-Afrika se Nuwe Taalbeleid: Die Feite.* (no date)

These documents were used in order to gain a better understanding and more detailed explanation of South Africa's old and new language dispensation.

1. The Central University of Technology, Free State: Language and Translation Practice II (TVP20AS) Study Guide 2010.
2. The University of the Free State: Module Guide: Language Practice TPP224: Creative Translation 2010.
3. North-West University: Compilation of Curriculum L348V: Language Practice and Communication Studies 2010.

These documents were used in order to establish the context in which second year translation studies at these universities take place, as well as to establish the textbooks used and content addressed in the second year of translation study at these universities.

1. Juta: Manuscript Submissions and Proposals.

This document was used in order to determine Juta's requirements for the publication of textbooks.

3.5. Reliability

Reliability will first be quoted verbatim, after which the reliability in this study will be identified and discussed.

Reliability refers to:

... constantly obtaining the same answer when researched at different times (Du Plooy, 2002:27).

According to Mouton (1996:144), reliability demands consistency in that:

... the application of a valid measuring instrument to different groups under the different sets of circumstances should lead to the same observations.

Du Plooy (2002:121) states that there are six methods that may be used to assess reliability. These will subsequently be named verbatim, after which the reliability used in this study, and the reason for using it, will be discussed.

1. Test-retest reliability

According to Du Plooy (2002:122),

... the same measure is administered twice to the same group of people, but on two different occasions, and the reliability is determined by comparing the consistency of the scores.

The primary focus is on stability.

2. Alternate-forms reliability

A common pool of measurement items is divided among different forms – usually two – which are given to the same group of respondents. If the different forms show consistency, then it may be accepted that the scores for one form would be close to the scores for the alternate form (Du Plooy, 2002:122).

The focus is on equivalency (Du Plooy, 2002:122).

3. Split-half reliability

... the measurement items are divided (split) into two parts. Each half is scored separately and the consistency checked between these two scores ...

The focus is on internal consistency (Du Plooy, 2002:122).

4. Item-to-total reliability

Each item in a measurement is correlated with all the items in the measurement (Du Plooy, 2002:123).

5. Intercoder reliability (interjudge reliability)

This method is usually applied in a content analysis to determine how reliable the interpretation (or coding) of communication content is ... Intercoder reliability is therefore determined by calculating the average correlation among coders to determine the equivalency with which the measurement procedures, rules or categories ... are applied by coders (Du Plooy, 2002:123).

6. Computer programmes

... to calculate the reliability coefficients (Du Plooy, 2002:123).

In this study, respondents were given questionnaires and interview questions that addressed different issues relating to the study, and the same conclusions were drawn from each one, i.e.:

... valid measuring instruments [were applied]
... under different sets of circumstances, [that]
led to the same observations (Du Plooy, 2002:121).

Cohen, Manion and Morrison (2011:199) concur with Du Plooy. They state that reliability refers to the extent to which the results of a study produce similar

results if the test is repeated. According to them, there are three types of reliability:

1. Stability

This means that similar results should be obtained over a period of time using a similar sample to conduct the investigation (Cohen et al., 2011:200).

2. Internal consistency

This requires the test to be administered only once, using split-half reliability, which divides the items being tested in half, ensuring that each half contains items of similar difficulty and content. If the results of each half correlate with the results of the other, the test demonstrates split-half reliability (Cohen, Manion & Morrison, 2011:201).

3. Equivalence

A data-gathering instrument is measured twice, but the questions are rephrased. If there is a strong correlation between the results of the two tests, one may deduce that the results of the study are reliable (Cohen, Manion & Morrison, 2011:200).

As different measurement items were given to the same respondents, and had showed consistent results, alternate-forms reliability / equivalence was utilised to ensure reliability in this study.

3.6. Validity

The methods of validity will first be named verbatim, after which the validity of this study will be identified and discussed.

Validity is:

... a quality indicating accurate measures
(Du Plooy, 2002:345) (and entails)
(approximating) reality as closely as possible
(Du Plooy, 2002:27).

According to Du Plooy (2002:125), there are four methods that may be employed, either separately or in combination, to measure validity. These will subsequently be named verbatim, after which the validity used for this study, as well as the reasons why this was used, will be discussed.

1. Face validity (content validity)

Face validity ... is determined by that quality of an item or indicator judged to be a reasonable measure of a particular variable
(Du Plooy, 2002:125).

Objectivity is ensured by using several experts to judge a measure independently
(Du Plooy, 2002:125).

2. Expert-jury validity

... several people regarded as experts on the subject matter, and not an individual, evaluate the merit of a measure (Du Plooy, 2002:125).

3. Criterion-based validity

Two types may be applied, namely:

- Concurrent validity:

... a new measurement is correlated with a measure of the same thing that has previously been validated (Du Plooy, 2002:125).

Cohen, Manion and Morrison (2011:189-190) concur with Du Plooy, by describing concurrent validity as a method of collecting data using more than one instrument. If the results from the different instruments are similar, the researcher has ensured concurrent validity. According to them, one important aspect of concurrent validity is the use of triangulation / a mixed-method approach.

- Predictive validity:

... the degree to which a measure predicts known groups in which the phenomenon or construct researched must exist (Du Plooy, 2002:125-126).

4. Construct validity

It involves relating a measuring instrument to some overall theoretic framework to ensure that the measurement is actually logically related to other concepts in the framework (Wimmer & Dominick in Du Plooy, 2002:126).

In this study, three translation experts from three different universities were requested to answer questions regarding the topic. A mixed-method approach was used, as both qualitative and quantitative research methods were employed. Different measuring instruments (questionnaires and interviews) were also used as means of data collection. These instruments constantly produced the same

results. Validity in this study was ensured by making use of a combination of face (content) validity, expert-jury validity and criterion-based validity in the form of concurrent validity.

3.7. Conclusion

This chapter provided a description and rationale for the research methodology used to investigate answers to the research questions formulated in Chapter 1 of this study. It provided information on the research design (the mixed-method approach) employed to conduct the investigation, as well as on the methods of data collection (literature review, questionnaires and interviews) and the measurement concept employed during the investigation. The population of the study in question was also defined, and the efforts made to ensure validity and reliability has been explained.

4. Chapter 4: The potential market for a South African textbook of translation

4.1. Introduction

In this chapter, the potential market (and in effect utilisation) for a textbook of translation will be identified, in order to determine whom the textbook will be compiled for. This involves research into the courses that are available in the particular field, the institutions that offer the courses and approximately how many students are enrolled for the courses (Haynes, 2001:15-16). However, when interviewed on 26 October 2009, Lategan was of the opinion that the question of the number of students enrolled for a particular subject (and in effect how many people buy a particular book) is a commercial one. From a discipline point of view, the problem statement of this study does not depend on whether people would buy or not buy a book, but on whether there is a need for a uniquely South African textbook of translation (currently not available), and the reason for this need.

According to Juta (2009:3), prospective authors should identify the readership profile of the book (whether it is intended for students, professionals, academics in a particular field or a general audience) and, if it is intended for student use, it should:

... state the nature and level of the courses for which it is suited, together with the type of institution and the department most likely to be responsible for the course.

A literature review will be conducted, in order to substantiate the reason for the study, as well as to determine the courses that are available and the institutions that offer them. In cases where the literature review did not provide adequate

answers to the latter, the universities in question were contacted personally to obtain the information needed.

Thereafter, translation experts lecturing at three universities, namely The Central University of Technology, Free State; The University of the Free State and North-West University (Potchefstroom Campus) were questioned, in order to determine the level at which such a textbook should be introduced, as well as the reasons provided. At the start of the research process, three traditional and three universities of technology were asked to participate in the study, but only the three mentioned above were willing to comply.

4.2. Reason for the study

Over the last 10 – 15 years, the convention of translator training has been challenged (Marais, 2008:49). Similar to the global context, the relevance of translator training in South Africa is often questioned (Chesterman & Wagner in Marais, 2008:49).

Marais (2008:49) states that, not only can translation positions at times not be filled because of a lack of qualified translators, but that the quality of translated texts is often questionable. He poses the question:

Why can't ... students translate once they
have completed a course in translation...?

During a public lecture held at the Central University of Technology, Free State, on 28 May 2009, Naudé and Miller were of the opinion that the multi-cultural aspects of a country and the context within which translation takes place, should be considered when translating. They state that:

... languages are imbedded in a cultural environment and this should be the absolute guiding force for language translators... (Naudé & Miller, 2009).

However, at present a translation textbook with authority on South African translation theory does not exist (Liu, 2007:117). Most of the translation theory books used by South African universities are written by European or American translation experts (Liu, 2007:107). A South African textbook of translation that deals with translation problems and expectations true to the South African context, is thus desirable (Liu, 2007:107 & 117).

In an attempt to address the above-mentioned need, extensive research needs to be conducted into what such a textbook should contain and the requirements it should meet.

4.3. Readership Profile

The purpose of this study is to propose a guideline that will serve as the design for a South African textbook of translation that could be used by students of translation studies.

4.4. The level of the courses at which a South African textbook of translation should be used

4.4.1. The Central University of Technology, Free State

Ferreira (2010a:1) is of the opinion that a broad overview of general translation theory, such as Munday, J. 2012. *Introducing Translation Studies*, should be offered in the first year. In the second year, the theory should be made more

applicable to the South African specific context, which is where a textbook that is more South African language specific, should be used. She states that:

General theory will still be applicable, but it will be useful if students can experience first-hand how professional translators deal with translation problems that are specific to their language of use.

In her opinion, the third year should be more professional practice-orientated to assist students with preparing adequately and effectively for the world of work.

4.4.2. The University of the Free State

Marais (2010a) concurs with Ferreira's (2010a) point of view. He would start with a general introduction to global translation theory in the first year, while only making students aware that their contexts⁵ has a role to play. He would then let them read both South African and international theory from the second year onwards, coping / dealing with potential conflicting views. He states that:

... learning in our current situation cannot be done without taking cognisance of what is going on in the rest of the world. This, however, should be related to the particular problems posed by our context - which I do not think we understand yet. What we should be looking for is to take cognisance of international theory and practice while always asking what its implications are for our context or what the implications of our context are for this theory. The problem is that when we read only international theory, we start to see our data through the eyes of foreign theory. Philosophy of science has told us that this 'view' changes the facts themselves. Thus, reading only international theory is dangerous. Reading only South African theory is equally

⁵ "Context" in this case refers to a specific historical, political, social, sociological and developmental context that will have an influence on how translators will function and which choices they will (have to) make (Marais, 2010d).

dangerous because it can make us parochial. Science, rightly or wrongly, has some kind of universal scope even though it is struggling with the implications of context (Marais, 2010a).

4.4.3. North-West University

Kapp (2010) starts with the basic principles of editing and translating in the first year, continues with the established translation theory in the second year and addresses the more recent research in the third year. Kruger (2010a), however, states that she would not link a South African textbook of translation to a particular year of study, but would like such a textbook to be a more comprehensive resource that is utilised over three years of study, with different sections for different fields of translation study. She agrees with Ferreira (2010a) and Marais (2010a) that it should complement, and not replace, international translation theory.

4.5. Availability and nature of translation courses

In this section, research was conducted into the availability and nature of translation courses that are offered by the universities in South Africa, in order to establish the potential market for a South African textbook of translation, and thus also the potential need for such a textbook.

4.5.1. Cape Peninsula University of Technology

No indication could be found that the Cape Peninsula University of Technology offers translation, either as a course or a subject.

4.5.2. Central University of Technology, Free State

The Central University of Technology, Free State, offers both a National Diploma (3-year qualification) and a B.Tech Degree (4-year qualification) in Language Practice. Language and Translation Practice is presented as a major. It is a compulsory 3-year subject (for the Diploma) and it is a compulsory subject in the 4th year of study (for the Degree) (The Central University of Technology, 2009:308-310; 343 & SATI, 2009:2).

4.5.3. Durban University of Technology

Durban University of Technology offers a National Diploma: Translation and Interpreting Practice, a National Diploma: Language Practice, and a B.Tech in Language Practice (SATI, 2009:1).

4.5.4. Mangosuthu University of Technology

The Mangosuthu University of Technology does not offer translation as a course or a subject (Mangosuthu University of Technology, 2009:1).

4.5.5. Nelson Mandela Metropolitan University

The Nelson Mandela Metropolitan University does not offer translation as an undergraduate course or subject. They only offer postgraduate qualifications in language professions, namely a BA Honours in Applied Language Studies and a MA in Applied Language Studies, with translation being one of the fields of specialisation (SATI, 2009:1).

4.5.6. North-West University

The Potchefstroom Campus of North-West University offers translation as a 3-year compulsory subject (major) within a BA degree (North-West University, 2009:1 & SATI, 2009:1).

The Vaal Triangle Campus of North-West University offers an undergraduate course in Language Practice (SATI, 2009:2).

The Mafikeng Campus of North-West University does not offer translation at undergraduate level, only at postgraduate level (BA Honours) (North-West University, 2009:1).

4.5.7. Rhodes University

According to the website of Rhodes University (2009:1), their postgraduate students may specialise as translators, yet their 2009 calendar does not have any indication that they offer translation as a course or a subject (Rhodes University, 2009).

4.5.8. Tshwane University of Technology

Tshwane University of Technology offers translation as a compulsory subject (major) as part of both their National Diploma: Language Practice (3-year qualification) and their B. Tech Language Practice (4-year qualification) (Tshwane University of Technology, 2009:7-12 & SATI, 2009:2).

4.5.9. University of Stellenbosch

The University of Stellenbosch only offers a Postgraduate Diploma and an M Phil in translation, as well as a D Litt in translation (SATI, 2009:2).

4.5.10. University of Cape Town

No indication that the University of Cape Town offers translation, either as a course or as a subject, could be found.

4.5.11. University of Fort Hare

The careers page of the Faculty of Social Sciences and Humanities of the University of Fort Hare (2006:1) indicates being a translator as one of the career opportunities for graduates, but no indication that they offer translation, either as a course or as a subject, could be found.

4.5.12. University of Johannesburg

The University of Johannesburg offers Translation Studies and Practical Translation as majors as part of their BA Language Practitioners course (The University of Johannesburg, 2009:1 & SATI, 2009:2).

4.5.13. University of Kwazulu-Natal

The University of Kwazulu-Natal offers an undergraduate course in Translation Studies (SATI, 2009:2).

4.5.14. University of Limpopo

The University of Limpopo (Turfloop Campus) offers Translation Studies (and Linguistics) as a discipline (the BA Translation Studies and Linguistics) (University of Limpopo, 2009-2010:4 & SATI, 2009:2).

4.5.15. University of Pretoria

The University of Pretoria “has a number of courses in translation ... that can be taken as part of a variety of undergraduate ... degrees” (SATI, 2009:1).

4.5.16. University of South Africa (UNISA)

The University of South Africa (UNISA) only offers translation as part of their Honours in Linguistics (Translation Studies), MA in Linguistics (Translation Studies) and D Litt et Phil in Linguistics (SATI, 2009:2-3).

4.5.17. University of the Free State

The University of the Free State offers translation as a compulsory subject in their 3-year BA (Language Practice) Degree (The University of the Free State, 2009:99-103 & SATI, 2009:3).

4.5.18. University of the Western Cape

No indication that the University of the Western Cape offers translation, either as a course or as a subject, could be found.

4.5.19. University of the Witwatersrand

The University of the Witwatersrand only offers postgraduate qualifications in translation, namely: The Postgraduate Diploma in Translation and Interpreting, the Honours degree in Translation and the MA in Translation (SATI, 2009:3).

4.5.20. University of Venda for Science and Technology

The University of Venda for Science and Technology does not offer translation as a course or a subject (University of Venda for Science and Technology, 2009:1).

4.5.21. University of Zululand

The University of Zululand offers translation as part of a BA Communication Sciences Degree (University of Zululand, 2009:10, 14 & 15).

4.5.22. Vaal University of Technology

The Vaal University of Technology does not offer translation as a subject or as a qualification (Vaal University of Technology, 2009:1).

4.5.23. Walter Sisulu University for Technology and Science

The Walter Sisulu University for Technology and Science offers a translation course as part of a BA Degree in the Faculty of Education (Walter Sisulu University of Technology and Science, 2009:41-42).

4.6. Conclusion

In this chapter, the potential market for a South African textbook of translation was determined. Research was conducted into the translation courses that are available, the institutions that offer these courses and the level at which a textbook of translation, specifically written for a South African audience, should be introduced. As the importance of such a textbook was of more relevance in the disciplinary contexts of the study, the initial question of how many students are enrolled for translation was omitted, and the chapter's main focus is on the reason for the particular study.

Although there are 23 universities in South Africa, there are currently only 12 universities that offer translation studies, either as an individual undergraduate course, or as a subject within another undergraduate course. The Nelson Mandela Metropolitan University; the University of Stellenbosch; the University of South Africa (UNISA) and the University of Witwatersrand only offer translation as a postgraduate course or subject within a postgraduate course. It may thus be assumed that a strong market for a South African textbook of translation exists.

Initially, translation experts from six universities were requested to participate in the study. However, only three agreed to act as participants. Interviews conducted with the three translation experts indicated an overall opinion that a South African textbook of translation should be used in the second year of translation study, as a general introduction is important in the first year and courses should be more practice-orientated from the third year.

5. Chapter 5: An overview of the context⁶ of a South African textbook of translation

5.1. Introduction

In this chapter, information was acquired on the syllabi, courses, forms of assessment, student background (in other words, a clear understanding of the students and their needs) and the resources and types of support available to students of translation in South Africa (Haynes, 2001:15-17). According to Haynes (2001:15-17), this is the second step that should be followed when planning to write a textbook. Initially more than one source would have been consulted in this regard, but no other sources that addressed the research potential authors should do prior to writing a textbook, could be found. All other available sources only addressed the processes involved in writing and compiling textbooks, once the question, “What should a textbook contain?”, has already been answered. This matter is discussed under “Limitations” in Chapter 1 of the study.

5.2. Syllabi

Research into translation syllabi is used to indicate in which aspects of translation second year students should acquire knowledge (Haynes, 2001:17). *(The information given below was taken from the learning guides of the universities participating in the study).*

⁶ Based on the research done, the assumption is made that “context” in this case refers to the situation, surrounding or setting in which students are taught / learn translation, including the language(s) of instruction (Du Plessis et al., 2007:7)

5.2.1. The Central University of Technology, Free State

1. Equivalence at word level

Outcomes: students should be able to:

- discuss lexical meaning;
- describe the problem of non-equivalence at word level and explain some common strategies to deal with it in translation.

2. Equivalence above word level

Outcome: students should be able to:

- write detailed notes on collocation, idioms and fixed expressions and how to deal with it in translation.

3. Grammatical equivalence

Outcomes: students should be able to:

- discuss the difference between the grammatical and lexical categories in their source and target languages;
- discuss number, gender, person, tense and aspect and voice as some of the main problems that translators often encounter, because of differences in the grammatical structures of the source and target texts;
- write detailed notes on thematic structure and information structure, and explain the different approaches to the two types of structures.

4. Advertising and the translation of advertisements

Outcomes: students should be able to:

- analyse an advertisement before translating it;
- discuss the problems that the translator may experience during the translation thereof.

5. Textual equivalence: cohesion

Outcome: students should be able to:

- discuss cohesion and explain the grammatical devices that writers have at their disposal to make a text cohesive, and how these concepts are dealt with in translation.

6. Pragmatic equivalence: coherence

Outcome: students should be able to:

- write detailed notes on the role that coherence plays in a text as well as in the translation of texts.

7. Beyond equivalence: ethics and morality

Outcomes: students should be able to:

- discuss ethics and morality in translation;
- write detailed notes on the role that professionalism, codes of ethics and the law play;

- write detailed notes on the ethical implications of linguistic codes (Ferreira, 2012:9-13).

5.2.2. The University of the Free State

1. A general introduction to creative translation
2. Translating culture
3. Functionalism in literary translation
4. Translating humour
5. Translating advertisements

Outcomes: students should be able to:

- have a basic knowledge of creative translation;
- have a basic knowledge of the translation of culture;
- perform basic translation tasks and compare translations in different genres;
- indicate by means of actual translations that they can deal creatively in a variety of translations (Geldenhuys & Marais, 2010:9; 17-19).

5.2.3. North-West University

1. First semester: Theoretical perspectives on translation practice

Outcomes: students should be able to:

- demonstrate a thorough understanding of key terms, concepts, and principles in linguistic theories of translation;
- select and apply linguistic principles and theories of translation, as well as general translation processes, techniques and procedures, in producing acceptable translations of selected texts;

- solve well-defined unfamiliar translation problems by using appropriate aids for Language Practice, and assess the success of solutions;
 - collect, analyse and synthesise information on linguistic translation theory and translation practice;
 - communicate theoretical and practical considerations with regard to linguistic translation theories and problems effectively, using technology appropriately.
2. Second semester: Skills for Language Practice: copy-editing and technological skills

Outcomes: students should be able to:

- demonstrate a thorough understanding of key terms, concepts, principles and theories in language practice, specifically related to copy-editing and localisation;
- demonstrate an understanding of the role of language practice as a discipline and profession in the South African and global community;
- select and apply essential principles, procedures and techniques in various fields of language practice to create language products of an acceptable standard of quality;
- solve well-defined unfamiliar language practice problems by using appropriate aids for language practice, and assess the success of solutions.
- collect, analyse and synthesise information on copy-editing and technological skills for language practitioners;
- communicate theoretical and practical considerations with regard to language-practice problems effectively using technology appropriately (Kruger, 2010a:8-11).

5.3. Courses

Table 5.1 below provides a summary of the translation studies offered by the three participating universities. A detailed description of the academic institutions in South Africa that offer translation either as a course, or as a subject in another undergraduate course, was given in Chapter 4.

Table 5.1: A summary of the translation courses / subjects offered by the universities that participated in this study.

<u>Institution</u>	<u>Course / subject offered</u>
The Central University of Technology, Free State	National Diploma Language Practice: Translation is a compulsory 3-year subject (major).
	B.Tech Language Practice (Degree): Translation is a compulsory 4-year subject (major), i.e. students are required to take Translation until the fourth year.
The University of the Free State	Translation is a compulsory module in their 3-year BA (Language Practice) Degree.
North-West University	
Potchefstroom Campus	BA Degree: Translation is a compulsory 3-year subject (major).
Vaal Triangle Campus	An undergraduate course in Language Practice is offered.
Mafikeng Campus	Only offers translation at postgraduate level (BA Honours).

5.4. Forms of assessment

These include assessment papers, marking schemes and/or assessment criteria used to award marks that will indicate how students are required to show the knowledge that they have acquired in the subject (Haynes, 2001:17).

Haynes (2001:17) suggests that this research be used for two purposes: firstly, to ensure that writers include material that would resemble the type of tasks students are requested to execute in their assessments, and secondly, to incorporate text guideline answers in their textbooks for students to imitate.

5.4.1. The Central University of Technology, Free State

The final mark will consist of a weight of 40% for the course mark and a 60% weight for the summative assessment mark. A course mark of less than 40% results in a candidate being excluded from the final assessment.

The final course mark consists of 20% of the course marks obtained during the first semester and 20% of the course marks obtained during the second semester. The course mark includes marks for theoretical class tests and practicals that take place weekly.

The final exam mark consists of 30% of the marks obtained during the formal May evaluations, and 30% of the marks obtained during the formal November evaluations (Ferreira, 2012:6).

Refer to *Addendum A: Examples of assessment rubrics*.

5.4.2. The University of the Free State

Students write two tests during the semester, each of which contributes 30% of their course mark.

Students are also required to hand in assignments during the semester. These contribute 10% to their course mark.

Students write a formal assessment in November / January. The average of their evaluation mark and their course mark will constitute their final mark for the module.

Students will also be assessed on the language usage, design and presentation of their work (Geldenhuis & Marais, 2010:10).

Refer to *Addendum A: Examples of assessment rubrics*.

5.4.3. North-West University

1. First semester: Theoretical perspectives on translation practice:

Students are assessed by means of practical translations with annotations, class presentations, essays, shorter written assignments, tests and examinations.

Formative assessment consists of 60% theory, which takes the form of essays, summaries and class tests, and 40% practice, which takes the form of practical translations with annotations. All formative assessment counts towards the participation mark.

Summative assessment consists of one three-hour exam paper. 60% of the question paper assesses fundamental knowledge (concepts, facts and applications), and 40% of the paper assesses skills and competencies (practical translation and annotations).

The final mark consists of a 60% participation mark and a 40% examination mark.

2. Second semester: Skills for language practice: copy-editing and technological skills:

Students are assessed by means of practical copy-editing with annotations, class presentations, essays, shorter written assignments, practical localisation exercises, a localisation project, tests and examinations.

Formative assessment consists of 40% theory, which takes the form of essays, summaries and class tests, and 60% practice, which takes the form of practical copy-editing with annotations and practical software localisation exercises. All formative assessments count towards the participation mark.

Summative assessment consists of one three-hour paper. 60% of the question paper assesses fundamental knowledge (concepts, facts and applications), and 40% of the paper assesses skills and competencies (practical editing, annotation and localisation).

The final mark consists of a 50% participation mark and a 50% examination and project mark (Kruger, 2010a:8-11).

Refer to *Addendum A: Examples of assessment rubrics*. Assessment can alternatively also take place by using educational technology such as an accompanying CD or DVD, or by placing tests and exercises on Blackboard for students to complete.

5.5. Student background

This refers to the nature of the students who will use the textbook, with special reference to the students' educational background. According to Haynes (2001:18), it is important to note how a textbook should relate to its readers' prior and future learning. He states that a textbook should ideally:

- not assume knowledge on the part of its readers that they do not have;
- connect with the knowledge they do have;
- develop their knowledge to a higher level and;
- prepare them for the learning they would do if they proceeded to enroll on a higher course.

In the context of this study, this would mean that the textbook must be suitable for students who have already successfully completed their first year of translation study, developed their knowledge to a second year level of translation theory – while linking it to the first year knowledge – and it should prepare them for the third year of translation study.

Although the book should contain practical examples, the primary focus during the first and second years of translation study is on the establishment of theoretical knowledge, after which preparation for practice takes place in the more senior years.

5.5.1. The Central University of Technology, Free State

Students at the Central University of Technology, Free State, are mainly Afrikaans, English and Sesotho first language speakers. The Sesotho first

language speakers are in the majority. These students have all passed grade 12 with an average of 60% for at least two official regional languages, and have passed Translation in their first year of study (Ferreira, 2010b:1).

5.5.2. The University of the Free State

Students at the University of the Free State have a grade 12 National Senior Certificate and have passed the first year of Translation. Second year Translation students are mainly Afrikaans, Sesotho and Setswana (Geldenhuys & Marais, 2010:1).

5.5.3. North-West University

Students from North-West University come from different linguistic backgrounds, namely Afrikaans, English, Sesotho and isiZulu (Kruger, 2010a:2).

5.6. Resources and types of support available to students

According to Haynes (2001:20), this is important, because books used primarily for self-study purposes can differ greatly from books used in a situation where students receive much academic support:

The former (will) need (to) explain everything so that it is self-evident; the latter may do little more than provide exercises for students to complete after receiving instruction on a topic in class.

5.6.1. The Central University of Technology, Free State

Theoretical work is explained in class sessions of 80 minutes per week. The lecturer has consultation hours during the week, during which students may consult with her, should they experience any problems, or have any further enquiries. Students also receive a learner guide at the beginning of the year, in which the whole course is explained and references for extra resources are noted. Lecturers also make use of Blackboard learning (Ferreira, 2010b).

5.6.2. The University of the Free State

Theoretical work is explained in class, and everyone who attends class, receives an electronic copy of the PowerPoint the lecturer used in class directly afterwards. Students also receive a guide containing notes of all the work that will be dealt with during the year at the beginning of the year (Geldenhuys & Marais, 2010:2).

5.6.3. North-West University

The North-West University offers considerable support to their students. They utilize language-specific facilitators in practical classes to ensure that students are exposed to practical work in the languages in which they work, and in order for the multilingual classroom situation to be optimised to everyone's benefit. Classes are presented in Afrikaans and English, with simultaneous interpretation into the other languages (Kruger, 2010a:2).

Students are further supported by means of additional facilitation classes for those who are interested, and there is a writing laboratory where mentors assist students with the compilation of their assignments (Kruger, 2010a:2).

5.7. Conclusion

The purpose of the research done in this chapter was to determine which aspects of translation the textbook should cover, and how these should be presented.

The main aspects that should be addressed in the textbook include theoretical perspectives on translation practice, amongst others equivalence at and above word level, grammatical equivalence, textual equivalence (cohesion) and pragmatic equivalence (coherence), with special reference to the translation of creative texts such as literature, humour and advertisements, as well as copy-editing, technical and technological skills.

As theory and practice is of equal importance to the universities who participated in this study, the textbook would have to combine these two aspects in a sensible, relevant, user and practice-friendly manner.

The textbook must be suitable for students who have already completed their first year of study, successfully developed their knowledge to a second year level – while linking it to the first year knowledge – and it should also prepare them for the third year of translation study.

Students from the three participating universities come from different linguistic backgrounds, including Afrikaans, English, Sesotho, Setswana and isiZulu. The book should be written in English, as it is a generally accepted medium of communication, and in such a way that it is understood by the various language groups.

However, it should be noted that English is a second or even third additional language for the majority of the students studying at all the institutions who participated in the study. As a result, students often struggle to understand the

theory and how to apply it effectively into practice. In textbooks used in South African translation education at present, the use of practical examples in foreign languages makes this even more difficult for students. The theory in these books are sufficient to present needs, but the practical examples are often in foreign languages (for example a translation of a sentence from French into Italian), that are too remote from the languages students have to use in practice in South Africa. Students therefore often struggle to make the connection between the theory and the practical examples, and as a result are not able to apply it effectively into practice. For this reason, there is a need for practical examples in the South African languages and context that students will be translating from and into.

It is recommended that the textbook should include practical examples presented in the official languages of South Africa, in order to enable them to better understand how the theory should be applied in practice, and to enable them to apply it effectively in practical translations and in the world of work.

All three universities that participated in the study offer support to their students. The work is explained in class contact sessions and there is additional support available to students who do not understand the work in question. Students receive formal instruction during which theory is explained, as well as support from lecturers. Self-study is recommended to enhance skills and knowledge, and the exercises will assist with this. The book would therefore not have to be written in a way that is self-evident, but should provide exercises for students to complete after receiving instruction in class. Liu (2007:197) suggests that these exercises should not only consist of discussions, but also practical exercises that will assist the student in practising the theory/theories that have been covered.

6. Chapter 6: An evaluation of current textbooks used in the second year of translation study

6.1. Introduction

In this chapter, the strengths and weaknesses of books used in second year translation studies at the participating institutions will be assessed. This is in order to identify niche or topics / themes that may be neglected in these books, but that need to be addressed (Haynes, 2001:15; 21 & 24).

Initially, the study should have included a chapter on *Criteria of publishers for the publication of textbooks*. When planning a textbook, it is important to pay attention to the criteria set by publishers for publications. The latter is important because the structure and information provided in such a textbook should be applicable to the standards of publishers to ensure the possibility of publication.

However, during the course of the research it was found that there were so many similarities in the questions asked and the answers provided in these two chapters (i.e. *An evaluation of current textbooks used in the second year of translation study* and *The criteria of publishers for the publication of textbooks*) that it was decided to incorporate them into one extensive chapter.

In order to identify the questions the participants had to answer in this chapter, three publishers, namely Juta, Oxford University Press (OUP) and Pearson Education were consulted. Juta referred the researcher to their website and provided her with a manuscript submission form, indicating the questions they would like to have answered when proposing a manuscript. Oxford University Press (OUP) also referred her to their website. Naudé (2011:1) from Pearson Education posits that these criteria are quite diverse, because it depends on the publishers' publishing policies, as well as on the specific market involved. She

suggested that a literature review of the book *Get Your Book Published in 30 (Relatively) Easy Steps* by Basil van Rooyen be conducted. A fourth publisher was approached in this regard, but no feedback was received. A literature review of related sources was also conducted.

During the research process, it was found that publishers tend to be more concerned with the technical aspects of a manuscript, than with the actual content, as very little information could be found on what content publishers were looking for when deciding whether to publish a textbook, or not. As the primary focus of this study is on the content of a textbook, only the requirements of publishers that focused on the actual content of textbooks from the information found were extracted. Information that focused on the technical information, such as the format and the fonts potential authors should use, were omitted.

In order to answer the identified questions, the textbooks of translation that are currently used in second year translator training at the Central University of Technology, Free State; the University of the Free State and North-West University, were identified.

Thereafter, a literature review was conducted, in order to determine the topics addressed in these textbooks.

Finally, second year translation lecturers from the Central University of Technology, Free State; the University of the Free State and North-West University were asked to complete two questionnaires.

Questionnaire A focuses on existing textbooks, their content, and on content that should be added, omitted or altered to suit a South African context.

Questionnaire B aims to answer to the following questions:

- What could make a South African textbook of translation more appropriate to a second year South African translation class?
- In which regard could such a book be more modernised?
- How can such a textbook break new ground?
- What new approaches could be followed that would be to the advantage of second year translation students in South Africa, so as to keep them abreast of developments concerning this discipline world-wide?

6.2. The requirements of publishers and authors

6.2.1. Juta

Juta (2009:3) states that prospective authors should list the titles, as well as the authors, publishers and publication dates of competing books or books that are currently used or recommended. They expect prospective authors to answer the following questions when submitting a book proposal:

- a) Why do you consider your book ... more appropriate to the reader?
- b) In what way is your book more up to date?
- c) If your book breaks new ground, how does it do so?
- d) If the approach is new or different, how is this an advantage?

(Juta, 2009:2-3)

The proposed textbook should be more appropriate to the potential readers and more up to date than the textbooks currently used in second year translation classes in South Africa. It should also be innovative and this new and/or different approach should provide an advantage to potential readers.

6.2.2. Oxford University Press (OUP)

Oxford University Press (OUP) (2009:1) states that potential authors should be able to answer the following questions:

- a) Why will [your audience] choose to buy your book? What is the unique selling proposition?
- b) What's your competition? In other words, what other books are there on this subject, and particularly, in the South African context?
- c) What [aspects] make your book better than any of these competing books?

Therefore, the textbook should have a unique selling position, and should be more applicable than the books in competition that are currently on the market.

6.2.3. Van Rooyen, 2005: *Get Your Book Published in 30 (Relatively) Easy Steps.*

Van Rooyen (2005:119) states that publishers are likely to consider the appropriateness and competition of a book in assessing a book for publication. In the case of assessing appropriateness, publishers would like to establish whether the book fits in with the present list and/or whether it would represent a new direction.

In the case of assessing a book's competition, publishers would like to establish whether a similar book exists and, if so, whether the proposed book would be an improvement (Van Rooyen, 2005:119).

6.2.4. Legat, 2001: “What publishers want”.

According to Legat (2001:2), publishers want something that differs from the work of existing, established authors. Therefore:

... something new to say about [your subject].

6.3. Meeting the requirements of publishers with regard to the content of a textbook

From the above information it is evident that, as far as the content of a South African textbook is concerned, publishers want textbooks that differ from existing books in the field of translation in the sense that:

- a) It is more appropriate to a second year South African translation class;
- b) It adheres to recent challenges;
- c) It breaks new ground;
- d) It follows new approaches that are more advantageous for the translators of the languages used in South Africa.

6.4. Textbooks currently used in 2nd year translation study

The following textbooks are currently in use:

- Baker, M. 2011. *In other Words: a coursebook on translation*. 2nd Edition. London & New York: Routledge (The Central University of Technology, Free State).
- The University of the Free State does not use a textbook in the second year of study. They have compiled a guide containing several articles on subjects related to creative translation.

- Hatim, B. & Munday, J. 2004. *Translation: An advanced resource book*. London & New York: Routledge (North-West University).

(An overview and introduction of these textbooks follow in 6.5.)

6.5. An overview of textbooks

6.5.1. Baker, M. 2011. *In other Words: a coursebook on translation*. 2nd Edition. London: Routledge. (The Central University of Technology, Free State).

6.5.1.1. Literature review

The textbook draws on modern linguistic theory, and in doing so, provides information and guidelines on key decisions students of translation will need to make. Each chapter explains key concepts, identifies potential sources of translation problems relating to these concepts, and provides strategies for solving these problems. The book also contains authentic examples of translated texts, as well as practical exercises and suggestions for further reading (Baker, 2011:cover page).

According to Baker (2011:4), the book...

... explores some areas in which modern linguistic theory can provide a basis for training translators and can inform and guide the decisions they have to make in the course of performing their work.

The book starts with the simpler theory and gradually becomes more complex, as the focus widens in each chapter (Baker, 2011:4).

The subsections addressed in the book are indicated below. A description of each subsection is also given. The descriptions were taken from the first edition (1992 edition) of the book. This was done because the 2011 edition only provided questions that will be answered in the various subsections, whereas the 1992 edition offered a description of the theory discussed in each subsection (Baker, 2011:4-5 & vii-ix, and Baker, 1992:5 & vii-viii).

a) Equivalence at word level

- The “meaning” of single words and expressions are explored.
- The chapter addresses the word in different languages, lexical meaning and the problem of non-equivalence.

b) Equivalence above word level

- Combinations of words and phrases are investigated. It answers the question:

... what happens when words start combining with other words to form conventionalised or semi-conventionalised stretches of language?
(Baker, 1992:5)

- The chapter addresses collocation, idioms and fixed expressions.

c) Grammatical equivalence

- This chapter deals with grammatical categories, e.g. number and gender.

- The chapter addresses grammatical vs. lexical categories, the diversity of grammatical categories across languages and word order, and it introduces text.

d) Textual equivalence: thematic and information structures

- ... deals with the role played by word order and structuring messages at text level (Baker, 1992:5).
- The chapter covers a general overview based on the Hallidayan approach to information flow and The Prague School position on information flow: functional sentence perspective.

e) Textual equivalence: cohesion

- The chapter addresses cohesion –
 - the lexical and grammatical relationships that provide links between various parts of a text (Baker, 1992:5).
- The chapter addresses reference, substitution and ellipses, conjunction and lexical cohesion.

According to Baker (1992:5), the two chapters on textual equivalence may be termed as:

... the textual level of language.

f) Pragmatic equivalence

- The chapter addresses ...

... how texts are used in communicative situations that involve variables such as writers, readers and cultural context (Baker, 1992:5).

- This chapter deals with coherence, coherence and the process of interpretation: implicature and coherence and implicature and translation strategies.

g) Beyond equivalence: ethics and morality

- This section deals with professionalism in translation.

Each chapter also contains sections with exercises as well as suggestions for further reading and notes.

The Central University of Technology, Free State, addresses all these subsections in theoretical class sessions, with the exception of (d) Textual equivalence: thematic and information structures. Students have to read this section on their own as a self-study component of the work.

(Comments on the book follow in 6.5.1.2)

6.5.1.2. Feedback to Questionnaire A

When requested to complete the questionnaire on the first (1992) edition of *In Other Words: A coursebook on translation* (by Baker) in 2010 (before the 2011 edition was published), Ferreira believed that the textbook was very authoritative,

as Baker had been in the translation business, both as an academic and as a translator, for many years. She stated that the book was very comprehensive, as it provided extensive research on the theory associated with equivalence in translation, as well as suitable examples from different language combinations. According to Ferreira (2010b), the book was well written, easy to understand and very clear on what the author wanted readers to understand. She perceived the book as well organised, as the book starts off with elementary problems and gradually moves to the more complex problems of equivalence within translation. Although it had been published in 1992, it addressed the typical problems of equivalence within translation and provided solutions on how to deal with equivalence in translation, and could thus be seen as up to date regarding the theory of equivalence in translation (Ferreira, 2010b).

She stated that it was an excellent textbook, except that all examples were from languages foreign to the South African student. The theory component was of great value, but students did not always seem to grasp how to apply the theory into practice. In her opinion, the reason for this could be that they do not have enough background to apply the principles, and that they need to be tutored in the application of these principles.

It is Ferreira's (2010b) view that nothing should be altered with regard to the theory itself. However, she stated that it would be helpful if examples were of such a nature that students could identify with the examples in the languages of their choice. They should also be able to use these examples to explain how equivalence may be obtained in the languages from and into which they are working.

She summarised her opinion of the book as follows:

In other words: a coursebook on translation provides learner translators with an excellent insight into problems related to equivalence in

translation. The textbook starts off by explaining equivalence at word level and moves to equivalence above word level. It then explains how grammatical equivalence works and how it should be dealt with within translation. Text is introduced and the problems that text can create with regard to equivalence between texts are explained. From there it moves on to the more complex textual equivalence and shows how cohesion and coherence is dealt with within text. It also explains how the translator should use both textual and extra-textual factors to deal with non-equivalence in the translation of texts. The theory is supported throughout the book by practical examples from different languages to show the reader how to apply the theory that has been explained (Ferreira, 2010b).

The Central University of Technology, Free State started using the second (2011) edition of the book in 2012. When asked in 2012 if her opinion had changed, she confirmed that the feedback given in questionnaire A was still valid, and that she had merely updated to the newer version. The details in this study were changed to the new version to make it more recent, but the feedback given regarding the textbook is still relevant.

6.5.2. The University of the Free State

As previously mentioned (cf. p. 93), The University of the Free State does not use a textbook in the second year, but has compiled a module guide consisting of articles on subjects related to creative translation. These focus on the translation of headings, advertisements, humour, weather forecasts, jokes, etc. (Marais, 2010c). Marais had no comments on these articles.

6.5.3. Hatim, B. & Munday, J. 2004. *Translation: An advanced resource book*.
London & New York: Routledge (North-West University).

6.5.3.1. Literature review

The book

... attempts to investigate both the practice and the theory of translation in an acceptable and systematic way (Routledge, 2006:1).

According to Routledge (2006:1), the book is divided into three sections:

Section A – An introduction of the key concepts of translation, as well as activities that reflect on the theory. It motivates readers to think about the particular theory. It also contains key concept boxes that emphasise and summarise the main points (Routledge, 2006:1).

Section B – This section is an extension of Section A, and contains extracts from books or articles relevant to the subject in question. It also consists of tasks divided into three sections:

Before you read, which recalls Section A.

As you read, which brings out the key elements of the reading, and

After you read, which “recapitulates the main points and prepares for exploration” (Routledge, 2006:1).

Section C – This is the exploration section, as it ...

... critiques and develops the previous sections with a series of tasks and projects that at first provide the reader with specific

data to investigate and then encourage wider exploration and original research in the reader's own linguistic and cultural context (Routledge, 2006:1).

The book addresses the following topics (Hatim & Munday, 2004:vii & viii):

Section A: Introduction

Unit 1 – What is translation?

Unit 2 – Translation strategies

Unit 3 – The unit of translation

Unit 4 – Translation shifts

Unit 5 – The analysis of meaning

Unit 6 – Dynamic equivalence and the receptor of language

Unit 7 – Textual pragmatics and equivalence

Unit 8 – Translation and relevance

Unit 9 – Text type in translation

Unit 10 – Text register in translation

Unit 11 – Text, genre and discourse shift in translation

Unit 12 – Agents of power in translation

Unit 13 – Ideology and translation

Unit 14 – Translation in the information technology era

Section B: Extension

Unit 1 – What is translation?

- Unit 2 – Translation strategies
- Unit 3 – The unit of translation
- Unit 4 – Translation shifts
- Unit 5 – The analysis of meaning
- Unit 6 – Dynamic equivalence and the receptor of language
- Unit 7 – Textual pragmatics and equivalence
- Unit 8 – Translation and relevance
- Unit 9 – Text type in translation
- Unit 10 – Text register in translation
- Unit 11 – Text, genre and discourse shift in translation
- Unit 12 – Agents of power in translation
- Unit 13 – Ideology and translation
- Unit 14 – Translation in the information technology era

Section C: Exploration

- Unit 1 – What is translation?
- Unit 2 – Translation strategies
- Unit 3 – The unit of translation
- Unit 4 – Translation shifts
- Unit 5 – The analysis of meaning
- Unit 6 – Dynamic equivalence and the receptor of language
- Unit 7 – Textual pragmatics and equivalence
- Unit 8 – Translation and relevance

Unit 9 – Text type in translation

Unit 10 – Text register in translation

Unit 11 – Text, genre and discourse shift in translation

Unit 12 – Agents of power in translation

Unit 13 – Ideology and translation

Unit 14 – Translation in the information technology era

Developing words and cultures – some concluding remarks

Further reading

However, the North-West University only addresses the following units in the second year of study (Partridge, 2010), because it only serves as an introductory module:

Section A: Introduction

Unit 1 – What is translation?

Unit 2 – Translation strategies

Unit 3 – The unit of translation

Unit 4 – Translation shifts

Unit 5 – The analysis of meaning

Unit 6 – Dynamic equivalence and the receptor of language

Unit 7 – Textual pragmatics and equivalence

(Comments on the book follow in 6.5.3.2)

6.5.3.2. Feedback to Questionnaire A

Partridge (2010) from the North-West University is of the opinion that *Translation: An advanced resource book* (by Hatim & Munday) is authoritative, but that it is comprehensive because the theories are carefully explained and examples are provided to provide further clarity. She also states that the core readings in the textbook are invaluable. In her opinion, the book is well pitched and the material is presented in a well constructed manner. The book is well organised because it consists of three sections: an introduction (in which key terms and concepts are introduced); an extension (in which selected core readings are introduced); and an exploration (in which more examples are provided).

However, a problem that is often experienced with the book is students' need for examples in their working languages (in the case of North-West University these are English, Afrikaans and Sesotho) (Partridge, 2010).

She also states that the module in which the book is used, is an introductory module to translation theory and that time is limited. Therefore only the first seven units in the textbook are discussed (see "Literature review" 6.8.2.1). The rest of the contents in the textbook are discussed comprehensively in other modules (Partridge, 2010).

Overall, she summarised her opinion of the book as

... a good introductory textbook that explains the basic principles in translation theory fairly well (Partridge, 2010).

6.6. Feedback to Questionnaire B

6.6.1. Question 1: What could make a South African textbook of translation more superior, or more appropriate, to a second year South African translation class?

Ferreira (2010c) from the Central University of Technology, Free State, is of the opinion that theory and practical applications true to the South African context could make a South African textbook of translation more superior and more appropriate to a second year South African translation class.

According to Marais (2010c) from the University of the Free State, the most obvious advantage of a localised textbook would be the examples used. He also believes that the book should deal with South African data, including orality, the informal economy⁷ and the developmental nature of its context (Marais, 2010c).

Kruger from North-West University's answer is provided at the end of question 4.

6.6.2. Question 2: In which regard could such a book be more up to date with respect to South African students' needs and the current translation situation in South Africa?

Ferreira (2010c) states that the book should preferably concentrate on the theory explained regarding practical application in the South African languages, and enable students to obtain first-hand experience in solving practical problems in their target languages.

Marais (2010c) states that the book should theorise its context, rather than other contexts.

⁷ "Informal economy" in this case refers also to the informal language practice industry in which students and translators would have to operate (Marais, 2010d).

Kruger from North-West University's answer is provided at the end of question 4.

6.6.3. Question 3: In which way can a South African textbook of translation break new ground?

Ferreira (2010c) states that it will automatically break new ground, as it will be the first of its kind.

Marais (2010c) is of the opinion that it could focus on the informal economy and community work / service learning in Language Practice.

Kruger from North-West University's answer is provided at the end of question 4.

6.6.4. Question 4: What new approaches can be followed that could be to an advantage?

Ferreira (2010c) believes that South Africa's approach to translation is different from that of other countries, as it has language planning at its core. South African translators do not only have to deal with the translation of documents into indigenous languages, but these languages also need to be developed – a situation in which translators play a crucial role. Therefore, the approach used in the textbook should also support language planning and development, to enable students to understand the measures necessary to facilitate translation. She also states that writers should offer readers hands-on exercises that facilitate the learners' exploration of theory through several experiential channels: visual, kinaesthetic and auditory.

According to Marais (2010c), delivering into orality and its features would be meaningful, and looking at the role of translators in developing communities could add value to translation education.

Kruger (2010b) from North-West University suggests a two-volume textbook that would include both theory and practice. It is her view that South African students would benefit most from a textbook that:

... illustrates the usefulness of theory by means of case studies and examples of texts in languages and from context that (they) are familiar with.

In her opinion, many students struggle with translation theory because they do not really understand the applications used to explain them. Therefore, a textbook with South African, African and global applications would be ideal.

Furthermore, she states that the same principles should apply for the part on practical translation. The latter could include discussions of practical translation and translation exercises involving South African texts and languages; a focus on the practical and business side of translation; computer skills and resources for translators and sections on word-processing tools and Computer-aided Translation (CAT) tools (Kruger, 2010b).

She is also of the opinion that the textbook should not only focus on translation proper, but should also investigate newer applications, such as subtitling and audio description⁸ from a South African perspective. This would break new ground because

... it would provide a meaningful addition to a body of training resources, which are most often based on the Anglo-European context (Kruger, 2010b).

⁸ Also “video description”. “... refers to an additional narration track for blind and visually impaired consumers of visual media ... It consists of a narrator talking through the presentation, describing what is happening during the natural pauses in the audio, and sometimes during the dialogue if deemed necessary” (Wikipedia, 2012:1).

Kruger makes a valid point in this regard. In today's technological society, where multimedia applications play a major role, it has become increasingly important not only to train translators in the translations of texts on paper, but that their training should also enable them to translate texts in a variety of media formats.

6.7. Conclusion

The research conducted in this chapter indicated that the following issues should be addressed in a second year textbook of translation:

- An introduction to translation;
- translation strategies;
- the unit⁹ of translation;
- translation shifts and equivalence (at word level, above word level, grammatical, textual and pragmatic), with special reference to the translation of creative texts;
- ethics and morality in translation;
- the practical and business side of translation;
- computer skills and resources for translators;
- sections on word-processing and Computer-aided Translation (CAT) tools.

In this regard, a book consisting of three sections is suggested, namely:

Section A - An Introduction to translation

This section would build on the general, international theory that was addressed in the first year. This textbook would answer the question "What is translation?" (in the South African context), and address translation strategies, the units of

⁹ This refers to the unit of the text to be translated, that determines whether it should be translated word-for-word or paragraph-for-paragraph, and whether the meaning or words of the texts should be translated.

translation, translation shifts and ethics and morality in translation, from a South African perspective.

Section B - Equivalence in translation

This section would address the problem of non-equivalence in translation, identify possible causes of non-equivalence in translation, and discuss strategies to overcome these problems, yet again from a South African perspective and with examples specific to the South African context.

Section C - Translation in an electronic era

This section would focus on computer skills and resources for translators, and would contain sections on word-processing and Computer-aided Translation (CAT) tools.

A two-volume textbook that contains both theory and practice will be the ideal. Translation lecturers agree that the textbook should theorise its context, rather than other contexts. In other words, the textbook should deal with data and practical applications true to the South African context, including the informal economy and the developmental nature of its context. Practical applications in languages foreign to students are a common problem. The book should, therefore, include case studies and examples of texts in languages and from contexts that students are familiar with. It should enable students to get first-hand experience in solving practical problems in their target languages. The book should also offer readers hands-on exercises that would facilitate the students' exploration of theory through several experiential channels (visual, kinaesthetic and auditory). An accompanying CD / DVD / e-book with the practical applications (such as relevant links, assessments, self-assessments, additional reading and self-study material, summaries and exercises) could also be useful. These should also be placed on Blackboard for students.

Finally, the textbook should not only focus on translation proper, but also on language planning, newer applications, such as subtitling and audio description, from a South African perspective, and the role of translators in developing communities and community work / service learning in Language Practice.

7. Chapter 7: The requirements of Outcomes-Based Education (OBE) and the level descriptors for the South African National Qualifications Framework (NQF)

7.1. Introduction

In order to realise the vision of a democratic and productivity-driven South Africa, the country uses an Outcomes-Based Education (OBE) system in Higher Education. This system requires that the quality of education offered should be high and that education should enable students not only to take part in all the processes related to a democratic society, but also to meet their full potential. This requires that students are not only taught content, but skills and values as well (Swanepoel, 2009:87). It is therefore important that, when researching and planning a textbook true to the South African context, these principles and the requirements of the OBE system, be considered. OBE appears to have three primary focuses, namely: the four principles of OBE, levels of thinking about teaching, and surface and deep approaches to learning. These focuses will be discussed in this chapter. Firstly, each focus will be named verbatim, after which suggestions on meeting each in a South African textbook of translation will be discussed.

In addition, this chapter will provide insight into the level descriptors of the South African National Qualifications Framework (NQF).

7.2. The four principles of OBE

The four principles of OBE are clarity of focus; designing down or designing back; high expectations and providing expanded learning opportunities (Killen, 2007:53-54). These will be addressed verbatim, after which suggestions on

meeting these principles in a South African textbook of translation for second year translation students will be discussed in 7.5.

7.2.1. Clarity of focus

“Systems should be organised so that [lecturers] and [students] can focus on the significant outcomes that [students] need to achieve” (Killen, 2007:53). This would also entail lecturers helping students to achieve the outcomes in question.

7.2.2. Designing down or designing back

This means that “all instructional decisions are made by tracing back from the „desired end result’ and identifying the „building blocks” (the set of defined goals and skills a student has to achieve in order to successfully achieve the primary outcomes of a particular subject) . The curriculum is therefore determined by the outcomes that the students need to achieve (Killen, 2007:53).

7.2.3. High expectations

Lecturers should expect students to achieve “significant outcomes to high standards”. All students are expected to have a thorough understanding of the work done as well as intellectual rigour (Killen, 2007:54).

7.2.4. Expanded learning opportunities

Lecturers are expected to realise that not all students learn the same materials in the same way and/or time, and should therefore create learning opportunities for all learners by being flexible in their teaching and assessment practices (Killen, 2007:54).

From Killen's information, it is evident that the primary focuses of OBE are on achieving an outcome by defining goals and skills students will need to achieve this outcome. High expectations are set for these students, and should be achieved by providing expanded learning opportunities.

7.3. Levels of thinking about teaching

According to Biggs and Tang (2007:15-19 & 27-28), there are three common theories regarding the way people perceive teaching and learning, namely:

7.3.1. Level 1: What students are

The lecturer's responsibility is to present information, and the student's responsibility is to internalise. If students do not do this, either as a lack of ability or as a lack of motivation, it is their problem (Biggs & Tang, 2007:16-17 & 27-28).

7.3.2. Level 2: What lecturers do

The lecturer's responsibility is to present information and to explain concepts and principles, for which they need various skills, competencies and techniques. The primary focus is therefore on the actions of the lecturer to fulfill his/her role, and not on the students and who they are (Biggs & Tang, 2007:17-18 & 27-28).

7.3.3. Level 3: What students do

The focus is on what the student does. "Are they engaging in those learning activities most likely to lead to the intended outcomes? If not, what sort of teaching / learning context would best help them? How can I know that they have achieved the intended outcomes satisfactory?" (Biggs & Tang, 2007:19, 27 & 28).

The fact that OBE primarily focuses on the student achieving certain outcomes, it is evident that the desired level of thinking when following an OBE approach is Level 3: What students do.

7.4. Surface and deep approaches to learning

7.4.1. Surface approach

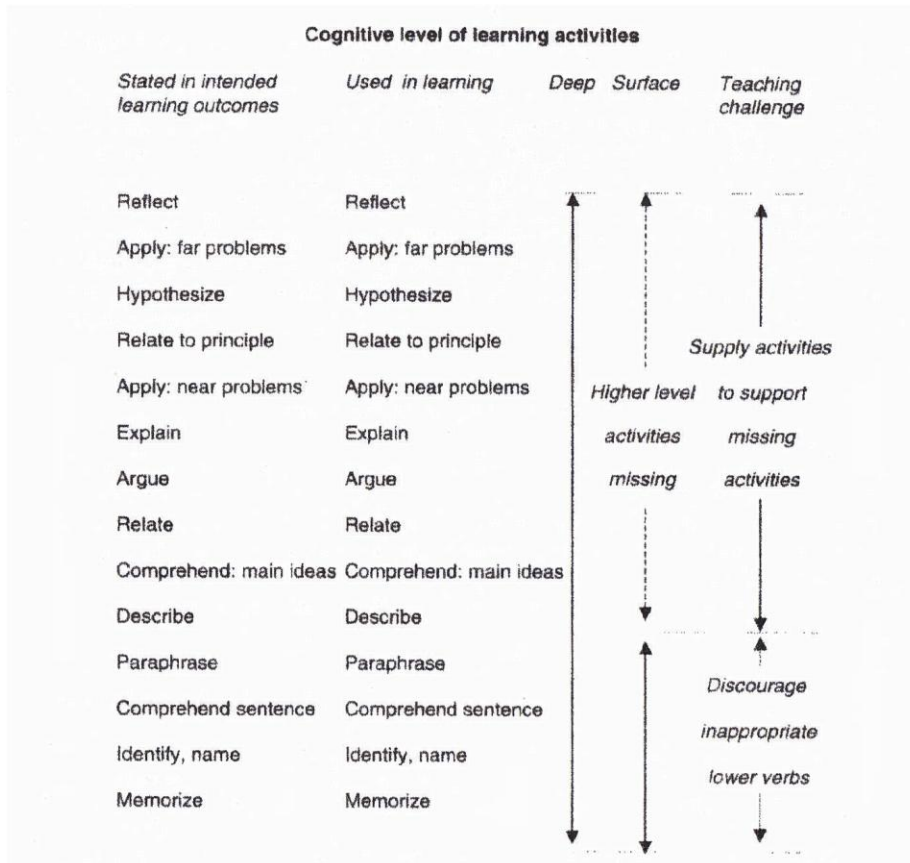
With the surface approach, the learning activities are too low a level to achieve integrated learning outcomes. Work is memorised to give the impression of understanding. The intention is to get the task out of the way with minimum trouble, while appearing to meet course requirements. “Facts” are therefore learnt without a meaningful framework (Biggs & Tang, 2007:22-24 & 29; Entwistle, 2009:34-37 & Fry, Ketteridge & Marshall, 2009:10-12).

7.4.2. Deep approach

The deep approach includes activities that may enable students to achieve high level outcomes. The deep approach stems from “the felt need to engage the tasks appropriately and meaningfully”, and therefore the student attempts to use the most appropriate task for this purpose. Learning is characterised by a desire to understand and seek meaning (Biggs & Tang, 2007:24-25 & 29; Entwistle, 2009:34-35 & Fry, Ketteridge & Marshall, 2009:10-12).

Table 7.1 below provides a detailed description of surface and deep approaches to learning.

Table 7.1: Desired and actual level of engagement, approaches to learning and enhancing teaching (Biggs & Tang, 2007:27)



In OBE, good teaching is characterised by a support of the activities that result in students achieving the desired outcomes (Biggs & Tang, 2007:29). For this purpose, OBE makes use of constructive alignment, that:

... focuses particularly on the nature of the learning activities the student uses to achieve outcomes and on this account more readily leads to enhanced teaching (Biggs & Tang, 2007:28).

Deep approaches are also to be encouraged, while surface approaches to learning should be discouraged (Biggs & Tang, 2007:29). Based on this information, it would also appear that *Level 3: What students do* (see 7.3.3.) is the desired level of thinking about teaching.

In conclusion, it is clear that the central focus of OBE is not on the memorisation of facts and theory in order to pass assessments, but to prepare students for the world of work. Learning should be structured to prepare students for their life after university, and should therefore be ...

... aimed at stimulating the minds of [students] so that they are able to participate fully in economic and social life. [They] should be able to apply knowledge and skills in an integrated way in a work ... environment (Killen, 2007:50-51).

To achieve this objective, it is important to:

... align the systematic structure and the classroom practice with the theory (Killen, 2007:48).

7.5. Suggestions on meeting the requirements of OBE in a South African textbook of translation

7.5.1. Obtaining clarity of focus

Practical translation exercises that are either taken from the “real-life” situation that students will be required to work in, or texts that closely simulate these texts, should be included in the textbook. This could give students a clear indication of

the skills and knowledge they will have to apply in the world of work, and the manner in which they will be expected to apply these skills.

It is also important that students are required to, when doing these exercises, translate from and into the languages they will be required to use in the world of work.

7.5.2. Designing down / designing back

As this entails the curriculum being determined by the outcomes, the textbook should be made more applicable to the South African specific context.

7.5.3. Setting high expectations

The textbook should contain practical exercises using texts that were either taken from “real life” situations in which students, once graduated, will be expected to translate or texts that closely simulate these texts. These may set a higher standard than merely using everyday texts that serve no purpose other than to provide practice.

Once again, it is also important that students work from and into languages that they will one day be required to use in the world of work.

7.5.4. Providing expanded learning opportunities

In this case, lecturers should not only assess students on theoretical knowledge, but also provide them with practical examples, practical case studies and practical exercises in their first language to illustrate how the theory is applied in practice.

7.5.5. Level 3: Thinking about teaching (focusing on what students do)

The focus in this section is to create a teaching / learning context that will ensure students engage in learning activities that will enable them to reach the intended outcomes. Practical exercises that were either taken from the “real life” situation or that closely resembles it, and that require students to translate from and into the languages they will have to use in the world of work, could once again prove to be the answer to achieving a level 3 perception on teaching.

7.5.6. Discouraging a surface level approach to learning and encouraging a deep level approach to learning

As this entails students achieving a full range of outcomes, theory should be supplemented with a wide range of practical examples, case studies and exercises in the students’ first language. These could ensure that they do not merely memorise the theoretical facts (surface learning), but that they are also able to comprehend, argue, explain, hypothesise, and apply both near and far problems relating to the theory in practice, as well as to relate to the principles (see *Table 7.1*). The choice between a surface and deep level approach to learning lies primarily with the lecturer. However, teaching should mainly be student-centred, and this student-centred approach is what the textbook should aim at achieving.

7.6. Level descriptors for the South African National Qualifications Framework (NQF)

7.6.1. Level descriptors

The National Qualifications Framework (NQF) states that a “level descriptor” is a statement of learning achievement that describes each of the NQF levels in order

to define outcomes and criteria that would determine the level of knowledge a student should achieve if s/he is to successfully meet the unit standard for his/her qualification (NQF, s.a:1).

7.6.2. NQF Level Six

According to the South African Qualifications Authority (SAQA) (2012:9), second year students (students at NQF Level Six) should achieve the following learning outcomes:

(1)

- Scope of knowledge, in respect of which a learner is able to demonstrate: detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice to unfamiliar but relevant contexts; and knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.
- Knowledge literacy, in respect of which a learner is able to demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation within an area of study, operation or practice, and awareness of knowledge production processes.
- Method and procedure, in respect of which a learner is able to demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- Context and systems, in respect of which a learner is able to demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

(2)

- Problem solving, in respect of which a learner is able to demonstrate the ability to identify, analyse and solve problems in unfamiliar

contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.

- Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- Producing and communicating information, in respect of which a learner is able to demonstrate the ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context.

(3)

- Ethics and professional practice, in respect of which a learner is able to demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.

(4)

- Management of learning, in respect of which a learner is able to demonstrate the ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate.
- Accountability, in respect of which a learner is able to demonstrate the ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.

7.6.3. Suggestions for achieving the outcomes of NQF Level Six in a South African textbook of translation

(1) Knowledge scope; knowledge literacy & context and systems

This could be achieved by an introductory section on translation in South Africa that answers the question “What is translation?” (in the South African context), and addresses the terminology of translation, translation strategies, the units of translation, translation shifts and equivalence, all from a South African perspective.

(2) Method and procedure; problem solving; accessing, processing and managing information & producing and communicating information

This could be achieved by developing a two-volume textbook that contains both theory and practice. The practical volume should include case studies and examples in languages and from contexts that students are familiar with, enabling them to acquire first-hand experience in solving potential translation problems in their target languages. In addition, it should facilitate students’ exploration of theory through several experiential channels (visual, kinaesthetic and auditory). In this case, an accompanying CD / DVD / e-book may be ideal. Alternatively, lecturers could use electronic applications such as Blackboard to enhance students’ learning experience.

(3) Ethics and professional practice

In order to achieve this outcome, the book should include a chapter on ethics and morality. This study unit should enable students to discuss ethics and morality in translation, and write detailed notes on the role that professionalism, codes of ethics and the law play, as well as on the ethical implications of linguistic codes.

(4) Management of learning & accountability

This could be achieved by providing exercises for students to complete after receiving instruction in class. These exercises should be both theoretical and practical in order to assist students in practising the theory/theories covered in class sections, and to do self-assessment.

7.7. Conclusion

OBE's primary focus entails ensuring that students acquire the necessary skills and knowledge they will be required to use effectively in the world of work once they have graduated, rather than the memorisation of theoretical facts to pass an assessment. Emphasis is placed on aligning the theory with the practical components of the subject.

In a South African textbook of translation, the standards of OBE could be achieved by including practical examples, case studies and exercises that are taken from "real life" situations in which students will be required to translate.

These case studies and exercises should also be done from and into the languages students will be translating from and into the world of work. For example, from English into Afrikaans or Sesotho.

The NQF Level Six outcomes may be achieved by including an introductory section on translation in South Africa that builds on the general, international introduction done in the first year and answers the question "What is translation?" (in the South African context). It should also address the terminology of translation, translation strategies, the units of translation, translation shifts and equivalence from a South African perspective.

The textbook should preferably be a two-volume textbook that contains both theory and practice. Case studies and examples in languages and from contexts familiar to the students should be included in the practical volume. The latter will enable them to acquire first-hand experience in solving translation problems in their target languages. The textbook should also facilitate students' exploration of theory through several experiential channels (visual, kinaesthetic and auditory). An accompanying CD / DVD / e-book may be the ideal means to achieve this. As an alternative, lecturers could make use of educational technology, such as Blackboard applications.

As students should be able to discuss ethics and morality in translation, and to write detailed notes on the role that professionalism, codes of ethics and the law play, as well as on the ethical implications of linguistic codes, the textbook should contain a chapter on ethics and morality.

Finally, the textbook should provide exercises for students to complete on their own after class. These will enable them to practise the theory/theories covered during lectures, and to do self-assessment.

8. Chapter 8: A guideline for a South African textbook of translation study

8.1. Introduction

In this chapter, the information acquired from Chapters 4 – 7 will be compiled into guidelines for a proposed South African textbook of translation study. This chapter will summarise:

- whom the textbook should be written for (the potential market or target group of the book);
- the content that a textbook of translation for South African students should contain;
- the level of education the textbook should be aimed at;
- the language usage in the textbook;
- the topics that should be addressed in the textbook;
- the format the textbook should have and;
- suggestions on ensuring that the textbook meets the requirements of OBE as well as the level descriptors for the South African National Qualifications Framework (NQF).

8.2. Potential market / target audience

A South African textbook of translation should be written for students in the second year of translation study because a general, international introduction is important in the first year and the courses should be more practice-orientated from the third year.

8.3. Content

The main aspects that should be addressed in the textbook include theoretical perspectives on translation practice, amongst others the following:

- Equivalence at and above word level;
- grammatical equivalence;
- textual equivalence (cohesion);
- pragmatic equivalence (coherence) and;
- ethics and morality.

There should be special reference to the translation of creative texts, such as literature, humour and advertisements. Copy-editing and a section on technological skills should also be included in the textbook.

As theory and practice is of equal importance to the universities who participated in this study, the textbook would have to integrate theory and practice.

In addition, the textbook should not only focus on translation, but it should teach students skills that could aid in the development of the official languages of South Africa. These findings are discussed in detail in Chapter 6 (cf. p. 77-96).

8.4. Level of education

The textbook should be suitable for students who have successfully completed their first year of study, and have developed their knowledge to a second year level – while linking it to the first year's knowledge. It should also prepare students for the third year of translation study.

8.5. Language

Students from the three participating universities come from different linguistic backgrounds, including Afrikaans, English, Sesotho, Setswana and isiZulu. The book should be written in English, as English is the generally accepted medium of communication in tertiary education, and at a level that it is intelligible and comprehensible to the different language groups.

However, it should be noted that English is an additional (second or even third) language for the majority of the students of these universities. Consequently, students often struggle to understand the theory and to apply the theory into practice. In South African translation education, the use of practical examples in foreign languages often makes this difficult. It is therefore recommended that the textbook should include practical examples presented in the official languages of South Africa (the students' first languages), in order to enable these students to understand how the theory should be applied in practice and to enable them to apply the theory to practice themselves.

8.6. Topics that should be addressed

Topics that should be addressed in the textbook include:

- An introduction to translation in South Africa;
- translation strategies;
- the unit of translation;
- translation shifts and equivalence (at word level, above word level, grammatical, textual and pragmatic), with special reference to the translation of creative texts;
- ethics and morality;
- the practical and business side of translation;
- computer skills and resources for translators and;

- word-processing and Computer-aided Translation (CAT) tools.

8.7. Format

A book consisting of three sections is proposed, namely:

Section A - An Introduction to translation in South Africa

As general, international translation theory would have been addressed in the first year of study, the focus of this section would be on answering the question “What is translation?” in the South African context. It would also address translation strategies, the units of translation and translation shifts, and ethics and morality in translation from a South African perspective.

Section B - Equivalence in translation

This section would address the problem of non-equivalence in translation, identify possible causes of non-equivalence in translation and discuss strategies to overcome these problems, from a South African perspective and with examples specific to the South African context.

Section C - Translation in an electronic era

The focus of this section will be on computer skills and resources for translators, as well as on word-processing and Computer-aided Translation (CAT) tools.

A two-volume textbook should be ideal. The first volume should contain theoretical information, and should theorise its context, rather than other contexts. In other words, it should deal with data and practical applications true to the South African context. These will include the informal economy and the developmental nature of its context. The second volume should contain practical

applications and case studies. Practical applications and case studies in languages foreign to students appear to be a common problem. For this reason, the book should include case studies and examples of texts in languages and from contexts that students are familiar with, which may enable students to acquire first-hand experience in solving practical problems in their target languages.

The use of several experiential channels (visual, kinaesthetic and auditory), such as an accompanying CD / DVD / e-book, or Blackboard applications, could assist in facilitating the students' explorations of theory.

In addition, the textbook should address translation proper, language planning, newer applications (such as subtitling and audio description), the role of translators in developing communities and community work / service learning in language practice – all from a South African perspective.

The book would not have to be written in a way that is self-evident, as the universities that participated in the study offer support to their students. The work is explained in contact sessions and there is additional support available to students, should they not understand the work in question. The textbook should therefore rather act as a supplement to contact sessions and provide exercises for students to complete after receiving instruction in class. These exercises should consist of both discussions and practical exercises that could assist the student in practising the theories covered in the theoretical session. Hands-on exercises that could facilitate the students' exploration of theory, through several experiential channels (visual, kinaesthetic and auditory) should also be included. On-line exercises; exercises on Blackboard and other computer-based applications (such as accompanying CD's / DVD's / e-books) could be used as an addition to the book.

8.8. Meeting the standards / requirements of Outcomes-based Education (OBE) and the level descriptors for the South African National Qualifications Framework (NQF)

The main focus of OBE appears to be equipping the student with the necessary skills and knowledge s/he will be required to use effectively in the world of work, once s/he has graduated. In order to enable students to use the knowledge and skills they have acquired in ways that are meaningful to their own lives and future careers, emphasis is placed on aligning the theory with the practical components of the subject.

Practical examples, case studies and exercises that were either taken from “real life” situations in which students will be required to translate – or that closely resemble these texts – might be a means to achieving the aims of OBE.

It is also important that the case examples, case studies and exercises are written / done from and into the languages students will be required to use in the world of work.

In addition, the textbook should be student-centred rather than lecturer-centred.

In order to achieve the NQF Level Six outcomes, the book should include an introductory section on translation in South Africa that answers the question “What is translation?” (in the South African context), and address translation strategies, the units of translation, translation shifts and equivalence, all from a South African perspective.

The book should preferably be a two-volume textbook that contains both theory and practice. The practical volume should include case studies and examples in languages and from contexts that students are familiar with, enabling them to

obtain first-hand experience in solving translation problems in their target languages. Several experiential channels should be applied in order to facilitate students' exploration of theory. An accompanying CD / DVD / e-book, or technology such as Blackboard applications, could be a means to achieving this.

A chapter on ethics and morality should be included to enable students to discuss ethics and morality in translation; to write detailed notes on the role that professionalism, codes of ethics and the law play; and to discuss the ethical implications of linguistic codes.

Providing exercises for students to complete after receiving instruction in class should enable students to practise the theory/theories covered in class sections, and to do self-assessment.

8.9. Conclusion

This chapter provides guidelines that could be used to design a South African textbook of translation that deals with problems and expectations true to the South African context. It provides information on the potential market or target audience of the textbook, the content that the textbook should contain, the level of education the textbook should be aimed at, the language usage in the book, the topics that should be addressed in the textbook, as well as the format the textbook should have to ensure that the textbook meets the requirements of OBE, and adheres to the level descriptors of the NQF.

9. Chapter 9: Findings and Recommendations

9.1. Findings

9.1.1. Introduction

This chapter reviews the preceding study in the light of the questions that were asked in the first chapter, and recommendations are made for future research. The purpose of this study was to develop guidelines for a South African translation textbook that deals with translation problems and expectations true to the South African context. The necessity for the development of such guidelines firstly arose from the changes in South Africa's language policy since 1994, and the increasing need for translation in South Africa. As translation cannot take place in isolation from its cultural and linguistic context(s), the lack of a textbook with practical applications and exercises true to the South African context necessitated this study.

9.1.2. Answering the initial research questions

Each of the questions posed in Chapter 1 (cf. p. 3) are consequently answered.

9.1.2.1 Why is there a need for a South African textbook of translation?

Section 3(1) of the National Language Policy Framework (The Department of Arts and Culture, 2002:15) and Ferreira's study (2002) stated that the dramatic changes in South Africa's language policy after 1994 increased the need for language planning and translation. Translation may not only solve the many linguistic problems the country is currently experiencing, but, as derived from the European Commission Directorate-General for Translation (2010:1-2) and Satchidanandan (2011:1), it may also have many benefits for a multilingual country such as South Africa. However, translation is not an activity that

functions independently from the culture in which it takes place (Naudé, 2005:36; and Even-Zohar & Toury in Naudé, 2005:38) and students of translation should, therefore, be taught how to apply translation principles in their specific linguistic and cultural context(s). A South African textbook of translation could contribute to reaching this objective, and was subsequently investigated in this study.

9.1.2.2. What steps do you need to follow when researching the content of a textbook?

In this study, Haynes's (2001:15-16) structure for researching the content of a textbook was used. According to Haynes (2001:15-16), researching the content of a textbook entails research into the following:

- The potential market of the textbook

The potential market for a textbook of translation should be identified in order to determine whom the textbook will be written for. This involves research into the courses that are available in the particular field, which institutions offer the courses and approximately how many students are enrolled for the courses. However, when interviewed on 26 October 2009, Lategan disagreed with Haynes. He is of the opinion that the question of how many students take a particular subject (and in effect how many people might buy a particular book), is a commercial one. From a discipline point of view, the problem statement of a study such as this, does not depend on whether people would buy or not buy a book, but on whether there is a need for a uniquely South African textbook of translation (that is not currently available), and the reason for this need. For this reason, this study focused primarily on the need for a South African textbook of translation. Juta (2009:3) also stated that the readership profile of the book has to be identified and that the nature and level of the courses for which it is intended has to be investigated. In Chapter 4 of this study, a literature review was conducted, in order to substantiate the reason for the study, as well as to

determine the courses that are available and the institutions that offer them. In cases where the literature review did not provide suitable answers to the latter, the universities in question were contacted personally to obtain the information needed. Thereafter, translation experts lecturing at three universities, namely The Central University of Technology, Free State; The University of the Free State and North-West University (Potchefstroom Campus) were questioned, in order to determine the level at which such a textbook should be introduced, as well as the reasons why it should be used at that particular level. Initially, six universities (three traditional and three universities of technology) were contacted to participate in the study, but only the three mentioned above were willing to participate.

- The context of the textbook

According to Haynes (2001:15-17), this entails acquiring knowledge on the syllabi, courses, forms of assessment, student background (in other words, “a clear understanding of the students and their needs” (Haynes, 2001:15-17) and the resources and types of support available to students of translation in South Africa.

The aforementioned information was acquired by conducting a literature review of the translation study / learning guides of the universities who participated in the study, as well as by interviewing the translation lecturers who acted as respondents in the study.

- An evaluation of the current textbooks used

During this phase, the strengths and weaknesses of books currently used by universities (in this case in second year translation studies at the participating institutions) were assessed, in order to identify niche or topic areas that could be

neglected in these books, but that need to be addressed (Haynes, 2001:15; 21 & 24).

Initially, the study should have included a chapter on *The criteria of publishers for the publication of textbooks*. When planning a textbook, it is important to pay attention to the criteria stipulated by publishers for the publication thereof, as the structure of, and information provided in such a textbook should have to adhere, and be applicable to the standards of publishers in order for it to be useful and to ensure the possibility of publication.

During the course of the research it was found that there were many similarities in the questions asked and the answers provided in these two chapters (i.e. *An evaluation of current textbooks used in the second year of translation study* and *The criteria of publishers for the publication of textbooks*), that they were incorporated into one extensive chapter.

A literature review was conducted in order to determine which textbooks are currently used in the second year of translation studies at the participating universities and the content addressed in these books. Haynes's (2001:25) questionnaire was used to evaluate existing textbooks, their content and content that should be added, omitted or altered to suit a South African context. Thereafter, the three respondents of the study were given Questionnaire B, based on Juta's (2009:2-3) questions for prospective authors. In this questionnaire, they had to answer the following questions:

- How, in their opinion, the textbook could be more appropriate to a second year South African translation class;
- in which regard the book could be more up to date;
- in which way it could break new ground and;
- which approaches could be followed that would be to the students' advantage.

- The requirements of OBE and the South African National Qualifications Framework (NQF) were also investigated.

In addition, it was considered important that, when researching and planning a textbook true to the South African context, the principles and the requirements of OBE as well as the level descriptors of the NQF should be considered. This should be done in order to ensure that, should the guidelines of this study ever be used to write the textbook, the content of the book will adhere to the National Curriculum Statement (NCS) of South Africa.

9.1.2.3. What is the potential market for a South African textbook of translation, in other words, whom will a South African textbook of translation be written for?

Literature reviews of the universities in South Africa, their websites and calendars, as well as personal contact with relevant people at those universities, indicated that there are currently 12 universities in South Africa who offer translation studies. Translation is offered either as an individual undergraduate course, or as a subject within another undergraduate course. The assumption can therefore be made that a strong market for a South African textbook of translation exists.

Interviews with translation experts (Ferreira from the Central University of Technology, Free State; Marais from the University of the Free State; and Kapp and Kruger from North-West University) indicated an overall opinion that a South African textbook of translation should be used in the second year of translation study, as a general introduction is important in the first year and the courses should be more practice-orientated as from the third year.

9.1.2.4. In which context will a South African textbook of translation be used?

The purpose of the research done was to determine which aspects of translation the textbook should cover, and how these should be presented. In order to achieve this objective, the focus was on acquiring knowledge of the syllabi, courses, forms of assessment, student background and the resources and types of support available to students, as indicated by Haynes (2001:15-17). This was done by means of literature reviews and interviews.

The research indicated that the main aspects that should be addressed in the textbook includes theoretical perspectives on translation practice, amongst others equivalence at and above word level, grammatical equivalence, textual equivalence (cohesion) and pragmatic equivalence (coherence), with special reference to the translation of creative texts such as literature, humour and advertisements, as well as copy-editing and technological skills.

As theory and practice was of equal importance according to the universities who participated in this study, the textbook would have to combine theory and practice.

The textbook should be suitable for students who have successfully completed their first year of study, developed their knowledge to a second year level – while linking it to the first year knowledge – and should also prepare them for the third year of translation study.

Students from the three participating universities come from different linguistic backgrounds, including Afrikaans, English, Sesotho, Setswana and isiZulu. The book should be written in English because it will be accessible to the different language groupings (as English is the *lingua franca* of South Africa and

understood by the majority of citizens). It should also be written at a level and in such a way that it is understood by the various language groups.

However, it has to be noted that English is an additional (second or even third) language for the majority of the students studying at all the institutions that participated in the study. As a result, students often struggle to understand the theory and how to apply it into practice. In textbooks used in South African translation education at present, the use of practical examples in foreign languages makes this extremely difficult.

It is recommended that the textbook should include practical examples presented in the official languages of South Africa (preferably the students' first languages), in order to enable them to comprehend how the theory should be applied in practice, and to enable them to apply it effectively in practical translations and in the work situation.

All three universities that participated in the study offer academic support to their students. The content of the course is explained during interactive sessions, and there is additional support available to students who do not understand the work in question. As students receive formal instruction in contact sessions during which theory is explained to them, as well as constant support from lecturers, students are not dependant on self-study, and therefore the textbook would not have to be written in a way that is self-evident. It should rather provide exercises and methods for students to complete, after receiving instruction in class.

9.1.2.5. What are the strengths and weaknesses of textbooks currently used in translation education in South Africa?

Although Marais had no comment on the notes used by the University of the Free State, it was clear from Ferreira's (The Central University of Technology, Free State) and Partridge's (North-West University) answers to Haynes's

questionnaire that both felt that their respective textbooks were authoritative, comprehensive, well pitched, clear, well organised and modern.

However, both felt that the use of examples in languages foreign to South African students, made it difficult for the students to apply the theoretical principles in practice, and this could be seen as a weakness of the textbooks currently utilised.

9.1.2.6. What are the niche and topic areas true to the South African context that are neglected by these textbooks?

Although all the participants were satisfied with the content of the books they are currently using, they felt that the following topics should be addressed in a South African textbook of translation for second year students:

- An introduction to translation in South Africa;
- translation strategies;
- the unit of translation;
- translation shifts and equivalence (at word level, above word level, grammatical, textual and pragmatic), with special reference to the translation of creative texts;
- ethics and morality in translation;
- the practical and business side of translation;
- computer skills and resources for translators and;
- sections on word-processing and Computer-aided Translation (CAT) tools.

In this regard, suggest a textbook consisting of three sections are suggested, namely:

Section A - An Introduction to translation

This section would build on the general, introductory international theory that was addressed in the first year. It would answer the question “What is translation?” (in the South African context), and address translation strategies, the units of translation, translation shifts and ethics and morality, from a South African perspective.

Section B - Equivalence in translation

This section would address the problem of non-equivalence in translation, identify possible causes of non-equivalence in translation and discuss strategies to overcome these problems, yet again from a South African perspective, and with examples specific to the South African context.

Section C - Translation in an electronic era

This section would focus on computer skills and resources for translators, and sections on word-processing and Computer-aided Translation (CAT) tools.

A two-volume textbook – one containing theory and the other practical applications – will be ideal. The practical volume should contain case studies, examples and practical examples in/of texts in languages and from contexts that students are familiar with. Liu (2007:197) suggests that these exercises should not only consist of discussions, but also practical exercises that should assist the student in practising the theory/theories covered during the session.

9.1.2.7. How may these textbooks be improved to better suit a South African-specific context and target group?

Translation lecturers agree that the textbook should theorise its context, rather than other contexts. In other words, the textbook should deal with data and practical applications true to the South African context, including the informal economy and the developmental nature of its context. The book should include case studies and examples of texts in languages, and from contexts, that students are familiar with. It should enable students to obtain first-hand experience in solving practical problems in their target languages. It would appear that practical applications in languages foreign to students are a common problem. The book should also offer readers hands-on exercises that could facilitate the students' exploration of theory through several experiential channels (visual, kinaesthetic and auditory). An accompanying CD/DVD/e-book with practical applications, or the use of Blackboard applications, could be useful in this regard.

English is an additional (second or even third) language for the majority of the students studying at the institutions that participated in the study. Consequently, students often struggle to understand the theory and apply it into practice. Presently, textbooks used in South African translation classes use practical examples from foreign languages, which exacerbates the problems South African students experience.

It is recommended that the textbook should include practical examples presented in the official languages of South Africa, in order to enable students to understand how the theory should be applied in practice, and to enable them to apply it more effectively in practical translations and in the work situation.

9.1.2.8. What shortcomings in the existing textbooks should be addressed, in order to meet the needs of South African translation students?

Respondents indicated that language planning, newer applications such as subtitling and audio description from a South African perspective, and the role of translators in developing communities and community work / service learning in Language Practice, should be included in the textbook.

9.1.2.9. What are the Outcomes-based Education (OBE) standards and NQF Level Six Outcomes that should be met for a textbook for students of translation in their second year?

In order to achieve the NQF Level Six outcomes, the book should include an introductory section on translation in South Africa that answers the question “What is translation?” (in the South African context), and addresses translation strategies, the units of translation, translation shifts and equivalence, all from a South African perspective.

The book should preferably be a two-volume textbook that contains both theory and practice. The practical volume should include case studies and examples in languages and from contexts that students are familiar with. This will give them first-hand experience in solving translation problems in their target languages. In addition, it should facilitate students’ exploration of theory through several experiential channels (visual, kinaesthetic and auditory). In this case, an accompanying CD / DVD / e-book, or Blackboard applications, could be ideal.

A chapter on ethics and morality would enable students to discuss ethics and morality in translation. In addition, it will assist them to write detailed notes on the role that professionalism, codes of ethics and the law play, as well as on the ethical implications of linguistic codes.

Providing exercises for students to complete after receiving instruction in class should enable students to practise the theory/theories covered in class sections, and to do self-assessment.

9.2. Recommendations

The information obtained in this study, enables the researcher to make the following recommendations:

From the research, it is evident that:

- there is a need for a South African textbook of translation and;
- the textbook should contain case studies, practical examples and exercises in languages that students are familiar with, namely the official languages of South Africa.

In light of research conducted into the potential market of a South African textbook of translation, it is recommended that:

9.2.1. the textbook should be written for students in their second year of translation study. This means the book should be suitable for a target group who have already successfully completed their first year of study, developed their knowledge to a second year level, and at the same time will prepare them for the third year.

9.2.2. It is recommended that the textbook should address the following topics, all from a South African perspective:

- a) An introduction to translation in South Africa;
- b) translation strategies;
- c) the unit of translation;

- d) translation shifts and equivalence (at and above word level, grammatical, textual and pragmatic), with special reference to the translation of creative texts;
- e) ethics and morality;
- f) the practical and business side of translation;
- g) computer skills and resources for translators and;
- h) word-processing and Computer-aided Translation (CAT) tools.

The following recommendations are made regarding the language usage of the textbook:

9.2.3. the textbook should be written in English, as English is the generally accepted medium of communication in tertiary education in South Africa;

9.2.4. the textbook should be written in such a way that it is intelligible and comprehensible to the different language groups, as English is an additional language for the majority of students;

9.2.5. the textbook should contain practical examples presented in the official languages of South Africa (the students' mother tongues and first additional languages), to enable them to apply the theory to practice.

In light of research conducted into the format of the textbook, as well as the requirements of the Level Six descriptors of the South African National Qualifications Framework (NQF), it is recommended that:

9.2.6. the textbook should contain three sections.

9.2.6.1. Section A should provide students with an introduction to translation in South Africa. It should answer the question: "What is translation (from a South African perspective)?" This section should also address

translation strategies, the units of translation and translation shifts, and ethics and morality.

9.2.6.2. Section B should focus on equivalence in translation. As a result, it should address the problem of non-equivalence in South African translation, identify possible causes of non-equivalence in South African translation, and provide students with strategies to overcome these problems.

9.2.6.3. Section C should address translation in an electronic era. It should focus on computer skills and resources for translators, as well as on word-processing and Computer-aided Translation (CAT) tools.

9.2.7. The textbook should consist of two volumes.

9.2.7.1. Volume 1 should contain theory that theorises the South African context, including the informal economy and the developmental nature of the South African context. In addition, volume 1 should not only focus on translation proper, but also on newer applications such as subtitling, audio-description, the role of translators in developing communities, and on community work / service learning in Language Practice.

9.2.7.2. Volume 2 should contain practical applications, including case studies and examples in the official languages of South Africa and from contexts that students are familiar with. Volume 2 should enable students to get first-hand experience in solving practical translation problems and should facilitate students' exploration of theory through visual, kinaesthetic and auditory channels.

In light of research conducted into requirements of Outcomes-based Education (OBE), it is recommended that:

9.2.8. the practical examples, case studies and exercises contained in the textbook should be taken from the “real life” situations in which students will have to translate in the world of work or, alternatively, should closely resemble these texts;

9.2.9. the practical examples, case studies and exercises contained in the textbook should be written / done from and into languages that students will use in the world of work. These will primarily be their first languages and (first) additional languages;

9.2.10. the textbook should be student-centred rather than lecturer-centred. Although students would not have to do mainly self-study, the textbook should therefore not have to be written in a way that is self-evident. It should rather assist students with practicing the theory covered in class.

9.3. Conclusion

The change in South Africa’s language policy after 1994 increased the need for language planning and translation in South Africa. However, it appears that many South African graduates cannot deliver quality translations, even after completing a course in translation. The lack of a South African textbook of translation that deals with problems and expectations true to the South African context, could be a reason for this problem.

In this study, the need for a South African textbook of translation was investigated, after which research was conducted into the potential market, content and format of a South African textbook of translation. The information gathered for this study, the outcomes of chapter 8, as well as the

recommendations made in this chapter, provides specific guidelines as to how a South African textbook of translation should be structured and the contents that should be included.

Summary

The purpose of this study was to propose guidelines for a South African textbook of translation.

After the fall of Apartheid and the start of a democracy in 1994, South Africa declared eleven languages to be the official languages of South Africa. This brought about an increased need for translation and language planning in the country, which in turn made the training of professional translators more important. Although translation cannot be separated from the society and culture in which it takes place, South African universities still utilise translation textbooks written primarily by European or American translation experts. The lack of a South African textbook that deals with problems and expectations true to the South African context could be the reason why many translation graduates in South Africa can still not translate, even after completing a course in translation. A South African textbook of translation could therefore be the answer to the problem in question.

The research was conducted by means of implementing a mixed-method approach because both qualitative and quantitative research methods were employed. Data was collected by means of literature reviews, questionnaires, interviews and the use of documentary sources.

The interviews consisted of open-ended, free narration questions, while the questionnaires consisted of specific and open-ended questions.

A purposive sample was selected for this study. Translation lecturers of universities were requested to participate in the study, as they were able to provide the information needed for the research.

Interviews with the aforementioned lecturers indicated that the target population of the study should be second year students of translation studies, as international translation theory should be addressed in the first year, and translation courses should be more practice-orientated from the third year.

Reliability in the study was established by using alternate-forms reliability / equivalence because different measurement items were given to the same respondents and consistent results were obtained.

The validity of the study was ensured by using a mixed-method research approach and using different measuring instruments (literature reviews, questionnaires, interviews and documentary sources), that constantly produced the same results. A combination of face (content) validity, expert-jury validity and criterion-based validity, in the form of concurrent validity, was applied.

The information obtained from the research methodology was decoded in order to allow the drawing of assumptions and conclusions.

From the literature review, it was evident that – for the purpose of this study – research should be conducted into the potential market and context for a South African textbook of translation. In addition, the current textbooks used in the second year of translation studies had to be evaluated, and the requirements of Outcomes-Based Education (OBE) and the level descriptors for the South African National Qualifications Framework (NQF) for textbooks for second year translation students had to be considered.

As previously mentioned, the potential market for the textbook was identified as second year students of translation studies.

The textbook should provide an introduction to translation in South Africa, and should address translation strategies, the unit of translation, translation shifts and

equivalence, ethics and morality, and the practical and business side of translation. In addition, it should provide information on computer skills and resources for translators as well as on word-processing and Computer-aided Translation (CAT) tools.

The textbook should be written in English, but should contain practical examples presented in the official languages of South Africa to enable students to apply the theoretical principles in practice.

The textbook should contain three sections. Section A should provide an introduction to translation in South Africa, while Section B should focus on equivalence in translation, and Section C should address translation in an electronic era.

The book should consist of two volumes, of which volume 1 should contain theory that theorises the South African context, and volume 2 should focus on practical applications, case studies and examples in the official languages of South Africa and from contexts that students are familiar with.

The latter should be taken from “real life” situations in which students will have to translate in the world of work, or should closely resemble these texts, and should be written / done from and into languages that students will have to use in the world of work.

Therefore the aim of this study has been achieved, because proposed guidelines for a South African textbook of translation have been developed.

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Addendum A: Examples of assessment rubrics

The Central University of Technology, Free State

EXAMPLES OF ASSESSMENT RUBRICS

ASSESSMENT OF AN ASSIGNMENT

TECHNICAL ASPECT	MARK ALLOCATION
Introduction	15
Advertisements in general	15
Analysis of the advertisement/Translation	20
Problems – linguistic	15
Cultural	15
Conclusion	15
Bibliography	5
TOTAL:	100

SELF-ASSESSMENT

	Yes	No	Remarks
Did I understand the question/assignment?			
Did I do the question/assignment on my own?			
Did I consult any resources?			
Did I use any original ideas of my own?			
Was my assignment well presented?			
Was I satisfied with the final presentation? (neat and tidy, clear, systematic)			
Could I improve the final presentation?			

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PEER-ASSESSMENT

	Yes	No	Remarks
Did we understand what we had to do?			
Did we need any help?			
Did we all contribute to the group work?			
Did we share our ideas and thoughts?			
Did we listen to each other's ideas and thoughts?			
Are we satisfied with the outcome of our work?			
Did we help each other by working together?			

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QUANTIFICATION OF LEARNING OUTCOMES (INDICATE WITH AN X)

	75%-100%	60%-74%	50%-59%	0%-49%
1. Excellent				
2. Achieved				
3. Partially achieved				
4. Not achieved				

The University of the Free State

ASSIGNMENTS WILL BE EVALUATED ACCORDING TO THE FOLLOWING CRITERIA:

<p>A. Statement of research problem/Introduction of topic/Objectives</p> <ul style="list-style-type: none"> ○ well formulated ○ needs to be reformulated as follows, because <p>.....</p> <p>.....</p>		5
<p>B. Literature overview/Theoretical framework</p> <ul style="list-style-type: none"> ○ comprehension of principles, concepts and issues of topic/a clear synthesis/interpretation of relevant sources ○ acceptable, but attention should also be paid to sources or aspects such as the following: <p>.....</p> <p>.....</p> <ul style="list-style-type: none"> ○ inadequate, the learner needs to review appropriate sources regarding this domain 		30
<p>C. Analytical framework and research procedures/structure and organisation</p> <ul style="list-style-type: none"> ○ adequate and original ○ flawed, particularly as regards the following: <p>.....</p> <p>.....</p>		40
<p>D. Finding/Summary</p> <ul style="list-style-type: none"> ○ worthwhile/interesting ○ flawed, because: <p>.....</p> <p>.....</p>		5
<p>E. Language, style and technical presentation</p> <p><i>Language considerations:</i></p> <ul style="list-style-type: none"> ○ acceptable (corrections and suggestions indicated on manuscript) ○ unacceptable (spelling/ typing/ grammar/ punctuation errors) <p><i>Technical presentation:</i></p> <ul style="list-style-type: none"> ○ acceptable (suggestions indicated on manuscript) ○ unacceptable, because: <p>.....</p>		20
<p>F. Recommendation</p> <ul style="list-style-type: none"> ○ recommended for exam purposes as is ○ recommended for exam purposes with changes as indicated ○ recommended for thorough revision - a second submission is advised ○ not recommended for exam purposes – submit again 		

North-West University

ASSESSMENT GRID FOR ESSAYS

OUTCOME 1: Interaction with sources

Outcome not achieved (0-3)	Outcome achieved (3.5-6)	Outcome exceeded (6.5-8)	Distinction (8.5-10)
<p>Inadequate.</p> <p>Partial understanding of the content of the relevant sources is demonstrated.</p> <p>References to the sources mentioned above are not integrated into the argument of the essay.</p> <p>Sources are not properly acknowledged.</p> <p>Sources are quoted when it would have been more appropriate to paraphrase the gist of the sources.</p> <p>There is no discourse between the student's own views and those expressed in the sources.</p>	<p>Adequate.</p> <p>Full understanding of the content of the relevant sources is demonstrated.</p> <p>References to the sources mentioned above are integrated into the argument of the essay.</p> <p>Sources are properly acknowledged.</p>	<p>Good.</p> <p>Full understanding of the content of the relevant sources is demonstrated.</p> <p>References to the sources mentioned above are integrated into the argument of the essay.</p> <p>Sources are properly acknowledged.</p> <p>Sources are quoted when appropriate and the gist of sources are paraphrased when appropriate.</p> <p>There is a discourse between the student's own views and those expressed in the sources.</p>	<p>Excellent.</p> <p>Full understanding of the content of the relevant sources is demonstrated.</p> <p>References to the sources mentioned above are integrated into the argument of the essay.</p> <p>Sources are properly acknowledged.</p> <p>Sources are quoted when appropriate and the gist of sources are paraphrased when appropriate.</p> <p>There is a discourse between the student's own views and those expressed in the sources.</p> <p>There is a discourse between the student's own views, those expressed in the sources and discussions of the topic in other sources.</p>

OUTCOME 2: Mastery of concepts / Application of theoretical guidelines

Outcome not achieved (0-3)	Outcome achieved (3.5-6)	Outcome exceeded (6.5-8)	Distinction (8.5-10)
Inadequate. Terms are not used correctly.	Adequate. Terms are used correctly.	Good. Terms are used correctly. The student distinguishes between concepts or provides definitions where applicable.	Excellent. Terms are used correctly. The student distinguishes between concepts or provides definitions where applicable. The student's use of terminology demonstrates an understanding of the literature.

OUTCOME 3: Ability to communicate ideas effectively

Outcome not achieved (0-3)	Outcome achieved (3.5-6)	Outcome exceeded (6.5-8)	Distinction (8.5-10)
Inadequate. The central research question is not clear. There is no clear introduction and conclusion. The argument is not structured logically. Attention needs to be paid to the line of argumentation and clarity of expression in the discussion.	Adequate. The central research question is clear. There is a clear introduction and conclusion. The argument is not always structured logically. Attention needs to be paid to the line of argumentation and clarify of expression in the discussion.	Good. The central research question is clear. There is a clear introduction and conclusion. The argument is structured fairly logically. The line of argumentation is clear, but the clarity of expression in the discussion is not always clear.	Excellent. The central research question is clear. There is a clear introduction and conclusion. The argument is structured logically. The line of argumentation and the clarity of expression in the discussion is always clear.

OUTCOME 4: Technical aspects

Outcome not achieved (0-3)	Outcome achieved (3.5-6)	Outcome exceeded (6.5-8)	Distinction (8.5-10)
<p>Inadequate.</p> <p>Source references in the essay and the bibliography at the end of the essay is not according to the house style of the university.</p> <p>Blatant grammatical, spelling and punctuation errors.</p>	<p>Adequate.</p> <p>Source references in the essay and the bibliography at the end of the essay is according to the house style of the university.</p> <p>More than 5 spelling or punctuation errors that make the essays less acceptable.</p>	<p>Good.</p> <p>Source references in the essay and the bibliography at the end of the essay is according to the house style of the university.</p> <p>Less than 5 spelling or punctuation errors.</p>	<p>Excellent.</p> <p>Source references in the essay and the bibliography at the end of the essay is according to the house style of the university.</p> <p>Faultless.</p>

Evaluation scales used in language practice

Two evaluation scales are used in the subject group language practice for the assessment of practical work: one for Translation and one for editing. These scales were originally developed by Prof Alet Kruger. The evaluation scale for theoretical essays is presented in a separate document.

The emphasis in language practice is not on marking answers wrong or right, but to continually assess and improve learners' interaction with the relevant issues in language practice. We therefore use an outcomes-based marking system rather than the conventional system where learners lose marks for every wrong answer.

For each scale there are four outcomes that are specifically aimed at the content of that type of work. A tick is made against the category of quality that a learner achieves for each outcome, ranging from "outcome not achieved" to "distinction". A pass mark is awarded to those who have achieved all four outcomes, and distinctions to those who have achieved distinctions for at least three outcomes. Marks are allocated to each of the quality categories for each of the four outcomes depending on the outcomes the lecturer wants to assess in the particular assignment

Assessment of written Translations

The criteria mentioned below should be taken into account when learners do a practical Translation for professional purposes:

1. accuracy
2. choice of vocabulary, terminology and register
3. cohesion, coherence and organisation
4. grammar, spelling and punctuation.

Major as well as minor errors lead to the incorrect or inaccurate transfer of information, and therefore outcome 1 is very important.

Major errors include:

- misinterpretations or gross misTranslations in which the meaning of a part of a text (e.g. a paragraph) is lost completely
- the omission of essential words or other information from the text
- the addition of information that does not exist in the original.

Minor errors include:

- misTranslations in which the meaning of a word is lost
- the omission of words that contribute only slightly to meaning
- the inclusion of Translation alternatives when the translator should have made a choice.

OUTCOME 1: Accuracy of Translation

(Transfer of information, including dates, names, figures, etc.)

Outcome not achieved	Outcome achieved	Outcome exceeded	Distinction
Inadequate. Partial understanding of the message, but a number of minor and various major errors lead to a false transfer of information.	Adequate. No major errors. There are a number of minor errors.	Good. No major errors. Less than 2 minor errors.	Excellent. No major or minor errors. Transfer of information is completely accurate.

OUTCOME 2: Vocabulary, idiomatic language use and register

Outcome not achieved	Outcome achieved	Outcome exceeded	Distinction
Inadequate. A number of clumsy or inappropriate renderings that seriously impair or distort the transfer of the message. Little or no sense of register.	Adequate. A few peculiarities, but does not impair the overall acceptability of the message. A few incorrect choices regarding words, register and idiomatic language use.	Good. Vocabulary, terminology and idiom are appropriate throughout. Register is mostly appropriate.	Excellent. Language use and register are completely appropriate for the subject and the intention of the original.

OUTCOME 3: Cohesion, coherence and organisation

Outcome not achieved	Outcome achieved	Outcome exceeded	Distinction
Inadequate. Does not read like an original text. Stilted or incoherent; far too literal rendering of the structure of the SL.	Adequate. Structure is mostly logical, but it sometimes includes clumsy or incoherent constructions that make parts of the Translation stilted or unnatural.	Good. Structure and organisation are clear and logical.	Excellent. Reads easily and naturally in the target text. Well organised with a very logical structure and a high level of coherence.

OUTCOME 4: Technical aspects

(Presentation, grammar, spelling, punctuation etc.)

Outcome not achieved	Outcome achieved	Outcome exceeded	Distinction
Inadequate. Blatant grammatical, spelling and punctuation errors.	Adequate. More than 5 spelling or punctuation errors that make the Translation less acceptable.	Good. Less than 5 technical errors.	Excellent. Faultless.

Assessment of written text editing

The four main outcomes that are of importance for text editing are:

1. correction of technical errors;
2. use of proofreading/editing marks or *track changes* function;
3. stylistic corrections;
4. degree of editorial changes.

OUTCOME 1: Correction of technical errors

Outcome not achieved	Outcome achieved	Outcome exceeded	Distinction
Some errors not noticed and additional errors or inconsistencies introduced. Poor knowledge of spelling, punctuation and grammatical conventions.	Some technical errors not corrected, or altered incorrectly. Could improve knowledge of spelling, punctuation and grammatical conventions.	Almost all technical errors corrected. Good knowledge of spelling, punctuation and grammatical conventions.	All technical errors corrected. Excellent knowledge of spelling, punctuation and grammatical conventions.

OUTCOME 2: Use of proofreading/editing marks or *track changes* function

Outcome not achieved	Outcome achieved	Outcome exceeded	Distinction
Proofreading/editing marks or <i>track changes</i> used incorrectly or inconsistently. Work is unclear or illegible.	Familiar with proofreading/editing marks or <i>track changes</i> , but there is some non-standard use of proofreading marks.	Accurate use of standard proofreading/editing marks or <i>track changes</i> .	Clear, accurate and consistent use of standard proofreading/editing marks or <i>track changes</i> .

OUTCOME 3: Stylistic corrections

Outcome not achieved	Outcome achieved	Outcome exceeded	Distinction
Text still unacceptable in terms of accuracy, fluency, coherence and readability.	Text definitely improved in terms of accuracy, fluency, coherence and readability.	Text definitely improved in terms of accuracy, fluency, coherence and readability. Demonstrates good writing skills.	Text reads easily and naturally. Dramatic improvement in terms of accuracy, fluency, coherence and readability. Demonstrates advanced writing skills and sensitivity to target audience.

OUTCOME 4: Degree of editorial changes

Outcome not achieved	Outcome achieved	Outcome exceeded	Distinction
Far too many or too few corrections.	Corrects all the necessary errors, but does not retain the author's style.	Corrects all the necessary errors and retains the author's style.	Corrects all the necessary errors and retains the author's style. Demonstrates authority, sensitivity and insight into the text editor's role.

Addendum B: Example of the e-mail sent to universities to request their participation in the study

Dear Sir / Madam

I am a Master's Degree student at the Central University of Technology, Free State. My dissertation is titled "Proposing a guideline for a South African textbook of Translation". As part of my research, I have to depend on the participation of other universities for information, as well as to conduct interviews with Translation lecturers and the completion of questionnaires by Translation students. My study leader, Dr D.M. Ferreira, and I have identified your university as one of the six universities in the country we would like to participate in this study. It would be greatly appreciated if you could give me permission to do so. I can assure you that the information provided will be used solely for the purpose of my study. I have attached a short summary of my study; if you have any further questions or enquiries please feel free to contact me at the contact details or e-mail address provided.

Thank you for your time in this regard.

Kind regards

Tania van Vuuren
(051) 522 9992
083 800 1874
tvvuuren@cut.ac.za

Addendum C: Example of the questions asked to participants in Chapter 4

First of all, I would like to thank you for your willingness to participate in my study. Your time, effort and willingness to share your knowledge with me is greatly appreciated.

My first question(s) to you as experts in the field of translator training is:

- At which level (1st, 2nd, 3rd, 4th year) do you think a South African textbook of Translation should be used, and why? (In other words, do you think we should start with the South African-specific theory at an early stage and gradually broaden our field to international Translation theory, or do you think we should start with international theory and gradually move to the more South African-specific theory, and why?)

Thank you very much for your time in this regard. I am looking forward to hearing from you.

Kind regards

Tania van Vuuren

The Central University of Technology, Free State

Addendum D: Examples of questions asked in Chapter 5

Good day and thank you for answering my question. In chapter 5 of my study, I need to acquire knowledge of the syllabuses, courses, forms of assessment, student backgrounds (in other words, a clear understanding of the students and their needs) and the resources and types of support available to students. Could you please forward me a copy of your syllabus and provide me with information on these issues for the **second year** of study?

Thank you very much for your trouble in this regard.

Kind regards

Tania van Vuuren

Addendum E: Example of the e-mail sent to publishers to establish the questions that should be answered in Chapter 6

Dear Sir / Madam

I am currently doing my Master's degree in Language Practice, entitled "Proposing a Guideline for a South African Textbook of Translation". My aim is not to write a textbook, but to answer the question: "If someone should write a SA textbook of Translation, what should it look like?". My final chapter is titled "The requirements of publishers for the publication of textbooks". This chapter attempts to answer the question: "What should a textbook look like / which requirements should it meet in order for you to publish it?" Can you please provide me with information on this matter or with the contact details of someone who would be able to assist me? This is of great importance and urgency to me.

Thank you for your time in this regard – it is greatly appreciated.

Kind regards

Tania van Vuuren

The Central University of Technology, Free State

Addendum F: Questionnaire A used in Chapter 6

Questionnaire with regard to textbooks currently used in 2nd year translator training

1. Title of book:

2. Author(s):

3. Today's date:

4. Information:

4.1. Subtitle:

4.2. Publisher:

4.3. Format: hardback/softback

4.4. Date of edition:

4.5. No. of editions:

4.6. No. of impressions of current edition:

4.7. Where published:

4.8. No. of pages:

4.9. Price(s):

4.10. Other:

5. Strengths:

5.1. Authoritative?

5.2. Comprehensive?

5.3. Well pitched?

5.4. Clarity?

5.5. Organisation?

5.6. Up to date?

5.7. Other?

6. Weaknesses:

6.1. Unauthoritative?

6.2. Not comprehensive?

6.3. Poorly pitched?

6.4. Obscurity?

6.5. Disorganised?

6.6. Dated?

6.7. Other?

7. What could have been?

7.1. Added?

7.2. Omitted?

7.3. Altered?

8. Overall

8.1. Please summarise this book in a few words.

Addendum G: Questionnaire B used in Chapter 6

- a) What could make a South African textbook of Translation more superior or more appropriate to a second year South African Translation class?
- b) In which regard could such a book be more up to date?
- c) In which way can a South African textbook of Translation break new ground?
- d) What new approaches can be followed that would be to an advantage?