

**Teaching translation at Further Education and Training Colleges:  
Maluti FET as a case study**

by  
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## DECLARATION

I , the undersigned, declare that the mini dissertation hereby submitted by me for the degree Magister Atrium (Language Practice) at the University of the Free State, is my own independent work and has not previously been submitted by me at another university or faculty. I furthermore cede copyright of the dissertation in favour of the University of the Free State.



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## **DEDICATION**

I dedicate this dissertation to my mother Mrs Manotsi Leah Hlohlolo and my late father, Mr Tsiou Abram Hlohlolo.

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# CHAPTER 1

## INTRODUCTION

### 1. Introduction

The White Paper on urbanisation, accepted by the previous government of South Africa in 1986, initiated a process of normalising urbanisation in the country. This process accelerated, and with the dawn of a democratic dispensation in April 1994, increasing numbers of migrants started moving from other African countries into South African cities. The more than eight million South Africans living in rural areas are poor. The rate of unemployment is high, more than fifty percent in some places, with the result that finding employment is one of the highest priorities of people living in these areas. According to Statistics SA (2011:56) the rate of unemployment in South Africa was 29.8%, but Statistics South Africa (SA) released their latest census data in October 2012, according to which the unemployment rate (expanded definition – implying persons who did not work, but were available to work in the reference period) rose to 40%. Furthermore, with regard to urbanisation Gauteng and Western Cape are on top, with Gauteng having 9 388 854 inhabitants in 2001 and 12 272 263 inhabitants in 2011. This is an increase of 2 883 409 people, whilst the Western Cape in 2001 had 4 524 334 inhabitants and 5 822 734 inhabitants in 2011 – an increase of 1 298 400 inhabitants. Urbanisation in this instance could be an indication that many people are moving to cities, where there are more employment opportunities.

Statistics SA (2011:46) indicates that there is a lack of funds for further education and training, and as a result there are a number of illiterate adults (8.6% of the population have no formal schooling). The illiteracy figures are caused by the high population growth rates, and subsequent high dependency ratio, the lack of facilities and qualified teachers, the high dropout and failure rates, the general condition of unemployment and poverty in both rural and urban areas. Taking all these factors into account an alternative approach to education is needed in order for it to make a meaningful contribution. Education is believed to be an instrument that will modernise the economic, social and political systems.

The scenarios above (as provided by Statistics SA, 2011:45) are an indication that research on the possible introduction of translation at FET Colleges in order to create jobs and alleviate

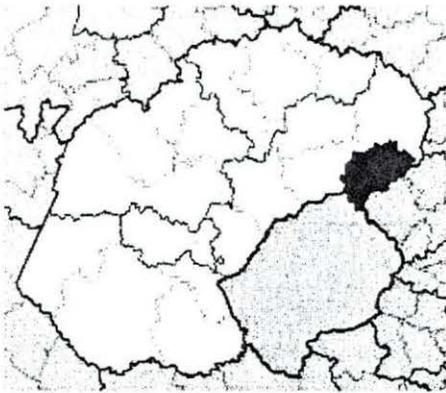
poverty is important, thus closing the gaps created by unemployment. Statistics SA (2011:46) shows that out of the population of 51 770 560, only 769 291 students attend tertiary institutions and only 359 228 people in South Africa attend colleges. This suggests a huge gap between the general population size and the amount of people attending FET Colleges.

## **1.2 Background information and rationale for the study**

The area where the study was conducted is a former homeland (QwaQwa), now known as Phuthaditjhaba comprising of many rural villages of the Basotho nation. Qwaqwa is situated in the Eastern Free State, on the banks of the Elands and Namahadi rivers, as well as on the foot of the Maluti Mountains, which are connected to the Drakensberg Mountains in the east. It also forms part of the Thabo Mofutsanyana District, one of the five district municipalities in the Free State province. As it is a mountainous area, there are also very little job opportunities and a high level of poverty. Former South African president Thabo Mbeki (1999–2008) declared Qwaqwa a nodal point in his State of the Nation Address in 2001. A nodal point is an area that is very poor and under-developed with very little job opportunities. Therefore, the government is expected to bring positive impact or alleviate poverty in the area by means of job creation, reduction in crime and violence, and the provision of free services. These free services could include health (National Health Insurance [NHI] is currently piloted in this area) and household food security and nutrition. The three spheres of government (local, provincial and national) assist in providing a sustained campaign against poverty and under-development by bringing in resources in a co-ordinated manner. Many households are headed by children, as their parents who can to work can only be employed outside the area, e.g. in Gauteng.

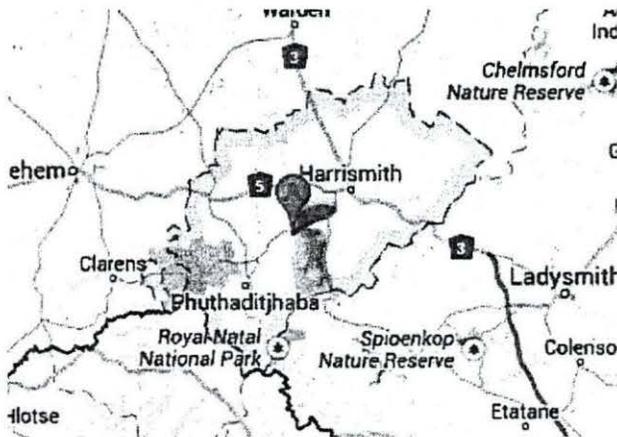
A recent study (Erasmus, 2011:109) established that there is a need for the training of both community interpreters and translators in South Africa. She suggested that the training was likely to elevate those community interpreters and translators from poverty and unemployment. She further claimed that the proposed curriculum could help in closing or filling a vacuum in the labour market for translators, thus making it possible for graduates in this programme to make a living out of either translation or interpretation. The acquisition of skills in translation and interpretation could help people cope with the demands in an ever changing world.. It can deduced from Erasmus' study (2011), there is a need for people to be trained as translators at the FET Colleges (especially at Maluti FET College for this study).

**Figure 1.1: Map of the Free State**



Map data: 2013. AfriGis (Pty)Ltd

**Figure 1.2: Map of Phuthaditjhaba**



Map data: 2013. AfriGis (Pty)Ltd

The role of the Department of Education (particularly the Department of Higher Education and Training) in South Africa has become central to providing quality education and training and skills development. Despite the constitutional mandates given to institutions of higher learning to provide effective services to address illiteracy and job creation, effective service delivery by these institutions (FET Colleges) has been hampered by the provision of academic education focusing on only selected learning areas (qualifications). All these qualifications do not necessarily provide learners with opportunities for employment (or self-employment) on the completion thereof. It is therefore important (for this study) to explore the possibility of introducing new qualifications (such as one in translation) that could address these problems.

### 1.3 Problem statement/ Research aim

Since 1994, new challenges for Further Education and Training (FET) have emerged whereby students are mainly trained in Human Resources qualifications. The FET sector has been called upon to dislodge itself from the economies of the past and to interface with the economies underpinning the reconstruction and development programmes aimed at transforming South Africa. Hoppers, *et al* (2000:3) claim that Education and Training has been challenged to put in place a single, coherent system of education and training, which can offer programmes relating to a spectrum of imperatives ranging from the individual and local, through to the national and global. The exploration of the introduction and development of translation qualifications at FET Colleges could be a means to create job opportunities and to reduce unemployment.

However, FET Colleges and economic development currently suffer from the following problems:

- FET Colleges' programmes are not properly contextualised;
- they are delinked from work experience and do not address specific economic activities and social problems such as job creation; and
- the current programmes could be failing to train students for employment upon completion of their studies, since they fail to provide for full employment.

The above problems call for an exploratory study to be conducted. The **aim** of this study is therefore to explore the possibility of introducing and developing translation qualifications in the curriculum of FET Colleges (specifically the Maluti FET College in Phuthaditjhaba) as a means to create job opportunities and to reduce unemployment and poverty.

Following the aim of this study, the following objectives have been identified:

- To look into how a translation qualification can be introduced in relation to the prescriptions of the South African Qualification Authority (SAQA).
- To indicate how translation as a career could improve job creation and alleviate poverty.

### 1.4 Research question

The main research question guiding this study could be formulated as follows:

How could the introduction of and development of translation qualifications assist in job creation and poverty alleviation?

### **1.5 Research Methodology**

For the purpose of this research, a qualitative research method will be used. Babbie and Mouton (2010:270) suggest that the primary goal of a qualitative research method is to describe and bring understanding of the problem at hand. This study includes participants (respondents) from Maluti FET College in the Thabo Mofutsanyana District (Phuthaditjhaba). Fifty students, as well as the Head of Department (HOD) (Communication and English), the campus manager (for the specific college) and the lecturers responsible for teaching languages at Maluti FET were selected to obtain feedback. The following research instruments were used to collect qualitative data, namely questionnaires (administered to the students) and face-to-face interviews (with the HOD, Campus Manager and lecturers). The data from both the questionnaires and interviews were analysed in order to find common responses relevant to the research topic.

### **1.6 Limitations of the study**

Due to the limitations of a study (mini-dissertation) of this nature, it is not possible to reach all FET Colleges in the Free State province. For this reason one college was chosen, namely Maluti FET College.

### **1.7 Lay-out of chapters**

In chapter 2, the researcher attempts to explain and define poverty as seen by both politicians and academics. The discussion will be based on poverty in South Africa; the dynamics of poverty in South Africa; poverty and inequality in South Africa; poverty and education; job creation; relationship between job creation and training; shortages of skills in South Africa; the education sector in South Africa; FET Colleges and job creation; and the aims and functioning of FET Colleges.

Chapter 3 provides discussions on, translator education, as well as teaching and learning in translation. It furthermore provides background to translation skills and competencies, translation training in South Africa and issues related to a curriculum in translation.

In Chapter 4, the methodology as well as an analysis of the data collected in this research are explained.

The final chapter (Chapter 5) provides a discussion and summary of the findings of this study, factors affecting the introduction of a qualification in translation at the Maluti FET College, recommendations and ideas for possible further research.

## CHAPTER 2

### POVERTY, JOB CREATION AND TRAINING IN SOUTH AFRICA

#### 2.1 Introduction

This study is undertaken with job creation and poverty alleviation in mind. It was especially the White paper on Urbanisation, as accepted by the previous government in 1986, which aggravated the rate of unemployment and poverty in the country. With the dawn of the democratic dispensation in April 1994, the urbanisation process accelerated even more. The new dispensation yielded the migration of people from other African countries to South Africa whereby many South Africans became unemployed and poor. In its census data, Statistics SA (2011:17) shows that the populations of Gauteng and Western Cape had been the fastest growing provinces, because there was an increased (relocation) movement to/migration of the largely rural provinces to these two provinces. Statistics SA (2011:18) indicate that the population of the Gauteng province has increased from 9 388 854 million in 2001 to 12 272 263 million in 2011, and the Western Cape Province increased from 4 524 335 in 2001 to 5 822 734 in 2011.

This chapter focuses on poverty in South Africa, the dynamics of poverty in South Africa, poverty and inequalities in South Africa, poverty and education, job creation, the relationship between poverty, job creation and training, shortages of skills in South Africa, the education sector in South Africa, FET Colleges and job creation and the aims and functioning of FET Colleges.

#### 2.2 Poverty

##### 2.2.1 Poverty in South Africa

Cooney (2011:98) claims that each of the seven letters of the word 'poverty' could be said to stand for adjectives, namely passive, outsider, voiceless, excluded, retracted, trapped in deficiencies, and yoked with lacks. Giliomee and Schlemmer (1985:5) suggest that poverty has no universally accepted definition, as it is complex and multi-dimensional and people have different perceptions of what the concept constitutes. It is defined by Nolan and Whelan (1996:193) as economy-wide problems such as inadequate employment opportunities, the inability to afford basic human needs (e.g. food) as well as the lack of income. Furthermore,

Wenner (2002:52) claims that poverty is characterised by a low income, a low calorie diet (e.g. margarine, butter, and oils), inadequate healthcare facilities, a low quality of education, low life-expectancy, high infant mortality rate, unemployment or underemployment, and not having access to various societal facilities.

De Beer and Swanepoel (2000:2-4) say poverty, within the South African context distinguishes two forms namely case poverty and community poverty. Case poverty is found in more affluent societies where the individual or an individual family suffers poverty, which is more visible compared to the living conditions of the individuals and families in the surrounding area. It occurs when certain individuals or families do not share in the general well-being of society. Community poverty, on the other hand, manifests itself where almost everyone in a community is poor. In this instance, the living conditions of the more affluent individuals or families are more visible compared to most of those living close to them. Community poverty is found mostly, but not exclusively in rural areas and in informal and squatter areas in cities. Because so many people are so visibly poor, community poverty is referred to as 'mass poverty'.

Most of the poverty experienced by countries is in the Third World Countries, e.g. 75% of the poor living in South Africa, mostly live in rural areas (De Beer & Swanepoel, 2000:7-8). These people fall in the deprivation trap: poor, weak, isolated, powerless and vulnerable. Some manage to escape poverty, mainly by migrating to the cities in search of greener pastures (better living conditions) as cities are viewed as places of opportunities. Poverty determines all the other clusters of disadvantage, thus it (poverty) contributes to physical weakness through lack of food; to isolation because of the inability to pay the cost of schooling; to vulnerability through lack of assets to pay large expenses or to meet contingencies; to the lack of power because low status goes with lack of wealth, and keeps the poor without a voice.

De Beer and Swanepoel (2000:15-16) state that a base poverty line is used to determine how many people are poor in a specific region, country or city. One such baseline is the "minimum per capita caloric intake" (De Beer & Swanepoel, 2000:17). This baseline measures food consumption (caloric intake) and determines a level of consumption. If the consumption of calories drops below the baseline minimum, the household is considered to have less than a minimum standard of living and is therefore considered poor. According to the above definition (explanation), 40 percent of the people in South Africa are considered poor and living below the poverty line.

Another base poverty line suggested by De Beer and Swanepoel (2000:15) identifies the level of income or expenditure. This quantitative measure is based on a calculation of the minimum income per adult. An average family will need to meet its expenditure on basic requirements of food, shelter, transport and clothing. This type of calculation gives researchers the “minimum living level”. According to this indicator, 44.7% of South Africans could be considered to be living below the poverty line with a salary of R1 100 or less per month.

De Beer and Swanepoel (2000:16-18) again predict that there is a close relationship between poverty and the size of the household, as larger households with many dependents could be much poorer. Furthermore, 61% of households with females at their head are poor compared to 31% of male-headed households. Poverty in South Africa could have a strong rural, race and gender bias, whereby African women bear the brunt of poverty in South Africa. Poverty is thus multi-dimensional and cannot be reduced to a single definition. An attempt has been made to broaden the concept of poverty to include aspects of well-being and inequality which reflect the lived experience of being poor more realistically. It can be chronic or temporary, is sometimes closely associated with inequality, and is often correlated with vulnerabilities, underdevelopment and economic exclusion.

### **2.2.2 The dynamics of poverty in South Africa**

According to Giliomee and Schlemmer (1985:17-20) suggestion, there are various factors contributing to growing levels of poverty, of which these factors are the roots of poverty and firmly fixed in the historical patterns of South Africa’s economic development. Some of those factors include inadequacy of the land supply in relation to the agricultural needs and lack of capital. These factors contribute to an individual being regarded as experiencing poverty. Wilson and Ramphela (1989:14) describe poverty as being “like illness, and shows itself in different ways in different historic situations and has its own diverse causes”. It is recognised that although some individuals or households are permanently poor, others move into and out of poverty. This may be a result of life-cycle changes, specific events such as the illness of a main income earner, or deterioration in external economic conditions. Also, Wilson and Ramphela (1989:17) suggest that “a person is poor if, and only if, her or his access to economic resources is inefficient to acquire enough commodities to meet basic material needs and equality”.

According to Russell (1995:41-43) poverty is not only about shortage of money, but also about rights and relationships, how people are treated and how they regard themselves, powerlessness and exclusion, as well as loss of dignity. Yet the lack of an adequate income is at the heart of poverty. He further defines poverty using four levels of definition, namely starvation, subsistence, social coping and social participation. Starvation, as it suggests, makes food the only requirement. For subsistence, though still minimal, requirements identified are fuel, clothing and household expenses. A social coping definition introduces, albeit modestly, a reference to lifestyle. It takes into account prevailing standards and expectations. A social participation definition also adopts the more generously interpreted explanation, with its frame of reference being the whole society, not just the working class. Additionally it is concerned not merely with providing a standard of living just above subsistence, but also with reducing inequality.

International experiences of poverty alleviation programmes suggest that poverty is not a static condition among individuals, households or communities, but a dynamic condition, as it affects the different living conditions of individuals, as suggested by May (1998:5). Lipton (2008:22) also suggests that poverty is a concept consisting of three different perspectives, namely, an income perspective, a basic needs perspective and the capability perspective. This suggestion indicates that money is a catalyst in all human activities in life and dictates an individual's life.

Furthermore, Mbuli (2008:47) predicts that poverty is a multidimensional phenomenon that has different meanings for different people (irrespective of whether or not, it is being examined within the same subject area). Concepts related to poverty such as inequality, vulnerability, economic exclusion and underdevelopment are so frequently used in conjunction with poverty that the conceptual differences between them have become blurred. Extreme poverty deprives people of their humanity.

### **2.2.3 Poverty and inequality in South Africa**

Coetzee (1989:15-18) argues that South Africa has a small wealthy, medium-sized middle income, whereby around half the population is defined as poor and living below the poverty line (cf. De Beer & Swanepoel 2000:15-16 as indicated earlier). Poverty is mainly rural, about two thirds of the country's poor people live in rural areas and more than two thirds of rural people are poor. In urban areas only 28% are poor. Around 56% of black people are estimated to be

poor compared to around 36% of the brown population, 15% of the Indian population and 7% of the white population.

The richest 10% of the South African population gets almost half the income and the poorest 20% receive only 3.3% of the income. There is also a huge income inequality between provinces where the average income per person in Gauteng is six times greater than the average income in Limpopo. There are also extreme differences between races and provinces. Poverty is much worse in those provinces containing the former homelands with the Eastern Cape and Limpopo containing the greatest percentage of poor people.

Poverty affects almost everyone within the broader South Africa, with the following groups of people affected the most by poverty: women and children, the youth and the elderly, as well as people living with HIV and AIDS.

Women form a greater percentage of poor people than men. The main reason for this could be that women have historically had less access to education and paid jobs. Many women have mostly performed unpaid work as mothers, housewives, etc. and they are also often employed in poorly paid jobs such as domestic or farm labour.

Children are also affected by poverty in a severe manner. At the moment (2013) some of the poorest households in South Africa are those headed by children where parents are either ill or have died from AIDS-related causes or other causes. Even in families where parents are still present, children are badly affected by malnutrition and it has its most severe effect on children between six months and two years old. Poverty also limits the access children have to educational opportunities, especially early childhood development. Many poor children leave school before completing grade 12. Statistics SA (2011: 59) data claims that in South Africa, the province with the largest numbers of poor children is the Eastern Cape, where more than 70% of children live in poverty. The province of Limpopo has less people, but 74% of the children in this province live in poverty.

Poverty and lack of education limits employment opportunities for young people (the youth). In South Africa, with a high unemployment rate, many young people have no hope of finding work in the formal sector. Urban youth are also very vulnerable to getting involved in crime, gangs,

drugs or alcohol abuse. These youth are often called “youth at risk” and government targets them for public works and other government and training programmes.

About 5% of all people in South Africa are suffering from some form of disability. Poor disabled people live under the double burden of poverty and disability. Older people (the elderly) are usually not working anymore and have to be taken care of by the rest of society. In South Africa, most poor older people survive on the monthly pensions paid by the state. Due to the high unemployment rate, many families depend on state pensions and it ends up being insufficient for their basic needs.

People who carry the heaviest burden as a result of HIV and AIDS are the poor. AIDS could increase poverty if the family loses income when an earner (breadwinner) is put aside (bed-ridden) and ultimately cannot work anymore. That loss of income could result in dependants living in poverty. United Nations for Pregnancy in Africa (14 May 2013), indicated that at the moment South Africa has an overall HIV prevalence rate of 17.4% among the ages 15 to 49 in pregnant women. Statistics SA (2011:4) in their midyear population estimates claims that about 10 per cent of the overall population is HIV positive.

#### **2.2.4 Poverty and education**

According to Van der Berg (2002:3-4) education enhances the earning potential of the poor, both in competing for jobs and earnings, as a source of growth and employment in itself. In South Africa, poverty and inequality are strongly rooted in the labour market. He furthermore indicates that South Africa is a country with a notoriously skew distribution of income and consequently high poverty level for an upper-middle income status and high inequality. He also found that, for levels of education lower than matriculation (completion of secondary education); there is clear poverty dominance with more education of the household head always being associated with less household-level poverty. But at higher education levels (grade 12 or higher), where poverty is far less prevalent, other factors (e.g. race, location, household size and composition or education of other household members) intervene to reduce the role of educational attainment of the household head in household-level poverty.

In his study, Khusro (1999:76) found that despite the lasting influence of poverty, educational access is no longer a major problem in South Africa, as school-going children of all race groups

remain at school until attaining grade 12. Poverty affects health of individuals (including school children), which can have an effect on their performance in schools. For example, poor children are more likely to suffer from an ear infection that goes untreated, thus leading to difficulties in hearing, which could have negative effects on school performance.

Mandela (1994:171) claimed that education could be seen as a great engine of personal development, whereby through it, the child of an ordinary person could become a doctor or an owner of a farm. Therefore, it could be stated that it is not only a child from a well-to-do (rich) family who can achieve something in life with regard to education; even a poor child can still do better and achieve something despite the family background. The quality of education a learner receives has an effect on his or her chances in life. In other words, if a learner receives a good quality education, the chances are better that he or she will find a good, decent-paying job. Through good education, people are able to escape poverty. We could say that poor quality education traps most people from working-class communities in poverty, and that South Africa's education system could be failing the poor.

Seefelt (2009:53-55) claims that most learners from working-class communities attend "no-fee schools" that are not allowed to charge school fees. In itself, this is a good thing, but at the same time, this is not succeeding in doing away with inequality. The quality of education a learner receives has an effect on his or her chances in life. In other words, if a learner receives a good quality education, the chances are better that he or she will find a good, decent-paying job one day. Through good education, people are able to escape poverty.

### **2.3 Job creation**

A recent study (Mbuli, 2009) has found that the government could find it a challenge to meet its own job creation target because of the sluggish (slow movement or response) world economy. Economists may indicate that in order for government to meet its ultimate job creation target, the economy would have to grow at between 6% and 8% a year until 2021. The high-skilled jobs (e.g. engineering and medicine) remained the overwhelming source of job creation. Also, the South African creative industry (e.g. Film production) could contribute to job creation and ultimately the gross domestic product.

The census data (Statistics SA, 2011:58) shows that the level of unemployment in South Africa officially decreased from 25% to 24.9% from 2001 to 2011. Educational institutions play a critical role in bridging the gap between the market (employers) and graduate skills through incorporating experiential learning (interns) programmes into their educational processes. This could be related to the recent involvement of FET Colleges in helping people to obtain job-related skills such as engineering. The decrease of 0.1% in the level of unemployment in the country with a population of about 50 million translates into 500 000 job opportunities.

The re-statement of the ANC (African National Congress) manifesto for the 2004 elections (ANC, 2004) highlighted four pledges for the next decade, namely halving unemployment; halving poverty; encouraging growth and development; a possibility to create jobs; and building a social security net to meet the objectives of poverty alleviation. The government through the State of the Nation Address (Zuma, 2004:17) employed the objectives of the expanded public works programmes (EPWP) to utilise the public sector budget to alleviate unemployment and poverty by creating temporary productive employment opportunities, coupled with training at most municipalities around South Africa.

The South African government under the leadership of the ANC declared 2011 as the year of job creation. Despite the difficulties in the economic climate, the efforts to create jobs continued in both the public and private sectors. These included large-scale developments such as electricity plants, rail, and road upgrades and water management, in order to sustain between 50 000 and 100 000 jobs in construction leading up to 2015.

ANC (2004:5) stated that there were other initiatives that government put in place to create jobs, which included the following: R9 billion towards a Job Fund to encourage new initiatives both inside and outside of government; establishing more than 300 co-operatives under the Comprehensive Rural Development Programmes; 521 831 work opportunities that were to be created by the end of October 2011 through the Expanded Public Works Programme (EPWP); job opportunities for more than 80 000 people under the Community Work Programme; 15 132 jobs created under Land Care, Forestry Operations, Micro-Agricultural Financial Institutions of South Africa, Working for Fisheries and Comprehensive Agricultural Support Programmes; a further 83 791 job opportunities were to be created in all nine provinces across 63 municipalities between April and September 2011; and 600 EPWP jobs to be created through the Square

Kilometre Array Project. One will notice that in all the jobs created in those big numbers, not even a single job creation opportunity included the language industry.

Statistics SA, in their Quarterly Labour Force Survey (30 July 2013) reported that 44 000 jobs were created between the fourth quarter of 2012 and first quarter of 2013. Both the agriculture and private households' sector recorded an increase of 83 000 jobs between quarter four of 2012 and quarter one of 2013. South Africa's employment figure increased 13.62 million in quarter one of 2013 to 13.72 million in quarter two of 2013. Therefore, the national economy gained 100 000 jobs, with the unemployment rate in the same period recorded as 25.6%. On annual basis, a total of 274 000 jobs were created in South Africa in different sectors of employment.

#### **2.4 Relationship between poverty, job creation and training**

South African President Jacob Zuma (2011) during his State of the Nation Address highlighted the following factors to be looked into regarding poverty: inadequate income due to unemployment or under-employment; underdeveloped human capabilities (derived from education and training, skills, and health care); exclusion from participation in decision-making; and weak economic participation due to the economic crisis in the Euro zone. He mentioned the handing over of the National Development Plan by the National Planning Commission, which contains the proposals to tackle problems of poverty, inequality and unemployment. The government needs the growth rate of economy in excess of five per cent to create more jobs. He further mentioned that access to quality education and training enhances a developing country's ability to address poverty eradication, promote job creation and improve other socio-economic challenges. Again, he mentioned that investment in FET Colleges bursaries increased from R318 million in 2010, benefitting 61 703 students, to R1.9 billion in 2013, targeting 222 817 financially needy students.

Poverty statistics according to Wooldridge (2010:17) indicates that of the six billion people in the world, more than 1.2 billion (about one in every five) survive on less than \$1 a day. Balola (2010:51) states there are two main ways in which to approach poverty alleviation, namely the individual case approach or the aggregate approach. These two approaches produce two different results, either the reduction or the redistribution of agreement poverty.

From the above, one is likely to deduce that poverty is caused by inadequate skills or education, henceforth the solution for poverty alleviation could be skills training, or compensatory education. A skills development qualification in translation offered at FET Colleges (such as Maluti) could therefore possibly help in alleviating poverty. This could be an approach of alleviating poverty through education and training.

## **2.5 Shortages of skills in South Africa**

The current education system in South Africa is not skills-based but based on the right to education as enshrined in the Bill of Rights of the Constitution (1996:43). This system does not provide for the integration of education and training and skills training neither for skills development. Henceforth, the South African government has identified a severe skills shortage in the fields of engineering and sciences, which correlates directly to the poor pass rate in subjects such as mathematics and natural sciences. King and McGrath (2002:4) claim that a lack of education leads to poverty. Henceforth, acquired education and skills may help people to look for job opportunities and provide for themselves. Borat and Kanbur (2006:10) suggest that the shortage of skills is high due to the rise in the demand for highly skilled workers, and this contributes to the extent to which it (shortage of skills) acts as a constraint on the productivity levels of firms. Also related to this, is the fact that the shortage of high-level human capital has hindered growth in fixed investments, in research and development in higher educational institutions. In addition, there continues to be skilled immigration that is not entirely suited to an economy such as South Africa with its chronic skills shortage.

The National Skills Development Strategy (iii) [NSDS (iii)], emphasises swings in the direction of institutional learning and training linked to occupationally directed programmes. NSDS (iii) could promote the growth of FET colleges in order to address national skills needs. Better use of workplace skills programmes is encouraged as is the use of the worker-initiated training initiative.

In South Africa, census data (Statistics SA, 2011:56) indicate the shortage of skills to be at 35.4%, which could be directly linked to poverty and unemployment (with an unemployment figure of 29.8%). This could play a major role in the lives of many unemployed South Africans. Due to a shortage of skills it becomes difficult for individuals to sell their labour in the labour market, which in turn leads to unemployment and poverty.

Makuyana (2012:6) in a newspaper report, mentioned that President Jacob Zuma said that the e-tolling project in Gauteng would help create jobs and alleviate poverty. This links to his State of the Nation Address, when he took office in May 2009, in which he indicated government's intention to create some five million jobs by the end of that year. Nare (2012:8) reports that President Zuma reiterated the need for job creation when addressing people on Human Rights Day, 21 March 2012, when he said "People need jobs, that is why we are focusing so much on developing the country's economy so that more jobs are created".

According to a report by the Human Science Research Council (HSRS) (2012:1), South Africa's growth is still hampered by a severe skills shortage, as it is failing to match its rapid economic growth with an increase in homegrown talent. South Africa's skills gap currently mainly concerns sciences, technology, engineering, mathematics and accounting (HSRC, 2012:1). Census data (Statistics SA, 2011:39) indicate that 2.5% of people with unique skills, such as specialised medical personnel, are migrating to other countries for financial reasons.

Maimane (2012:5) claims that government has tried to alleviate the skills shortage by issuing work permits to qualified professionals from other African countries and abroad. Furthermore, the South African government is not the only country facing a skills shortage. Canada, Australia and New Zealand all face the same dilemma. However, these countries are better positioned to attract labour than South Africa; hence South Africans are leaving the 'motherland' in search of greener pastures in these countries. The HSRC (2012:2) reports that Sector Education and Training Authorities (SETAs) have been tasked to reduce skills shortages and unemployment by 15% by 2014. Despite this, the skills shortage problem will not be bidding South Africa farewell soon, unless the government speeds up programmes to create jobs and alleviate poverty.

Maimane (2012:16) suggests that there is a need and an effort to improve the effectiveness and efficiency of South Africa's skills development system, due to a shortage of skills. He quotes Minister Blade Nzimande (Department of Higher Education and Training) during the launch of the third National Skills Development Strategy (iii), when he says, activities will focus on technical and scarce skills to address the low level of youth and adult language and numeric skills which will enable additional training. Maimane (2012:18) further claims that South Africa faces a shortage of intermediate and artisan skills.

## 2.6 The education sector in South Africa

Schools should address poverty as an important test of an education system, Connel (1994:43) suggests. Education could be used to be represented in political rhetoric as a panacea (remedy) for poverty. It is clear that education and training must be at the post-basic education level, building participation in the formal economy as a means of alleviating poverty. The particular nature of poverty in South Africa stresses the central role of education and training in addressing the predicament. Foster (1990:150) claims that education in South Africa is seen as the foundation of growth, both personally and within a society. Moreover, it provides access to better job opportunities. Accordingly Unterhalter *et al.* (1999:101) suggest that education plays a critical role in generating productive economic growth and accelerating sustained economic growth for citizens. Productive economic growth therefore stresses the need for education to boost the economy of the country. Akoojee and McGrath (2005:47) predict that post basic education and training is a major tool in poverty alleviation in South Africa. There seems to be a clear commitment across government towards the development of skills that are required for a faster employment growth.

A recent report (Weissenberg, 2012:151) found that formal education in South Africa is categorised according to three levels, namely General Education and Training (GETC), Further Education and Training (FET), and Higher Education and Training (HET). The GETC band caters for learners from grade R to grade 9; the FET band caters for learners from grade 10 to grade 12; whilst HET includes education at FET colleges, universities of technology and universities. South Africa has 23 universities, subsidised by state and governed in terms of the Higher Education Act. The universities remain autonomous reporting to their own councils rather than to government. South Africa has two national ministers for education, one responsible for the Department of Basic Education (from grade R to grade 12); whilst the other is responsible for the Department of Higher Education (FET Colleges and Universities). Each of the nine provinces has a Member of Executive Council (MEC) who is responsible for education.

van Niekerk (2012:133) claims that six (6) comprehensive universities offer a combination of academic and vocational diplomas and degrees, while six (6) universities of technology focus on vocationally oriented education. The eleven (11) traditional universities offer theoretically oriented university degrees. These universities offer a range of diplomas, postgraduate diplomas, and undergraduate to postgraduate degrees in different faculties such as humanities,

sciences, commerce, pharmacy, medicine, law, theology, information technology, nursing, engineering, finances and education.

University research on education, training and poverty alleviation (Mbuli, 2009:79) has indicated that the prospects for education and training could make the necessary impact on poverty alleviation through employment opportunities, as well as acquired skills training or development. Education and training are not magical solutions but elements of a broader approach that is needed to reduce (alleviate) poverty and increase employment opportunities (job creation). The way out of poverty is to work towards success through educational achievements.

### **2.6.1 Further Education and Training Colleges and job creation**

According to McGrawth (2000:30) there is a need for recapitalisation and re-curriculation of the FET College sector. Cooperation between the Departments of Higher Education and Training; and the Department of Labour are again mandated to ensure that FET Colleges provide or deliver curriculums relevant to national economic needs in order to alleviate poverty in the communities they serve.

Government uses employment creation as one of its main strategies for curtailing the high poverty levels in South Africa. The following mechanism are proposed by government in order to ensure job creation, namely promoting the enhancement of skills, education and training, providing financial and non-financial support to small medium and micro enterprises (SMMEs) and undertaking special employment-creating projects. The Further Education and Training Act of 1998 (and related policies such as National Education Policy Act of 1996, FET Act 16 of 2006 [as amended], FET Colleges Amendment Bill of 2012), provides the basis for developing a nationally coordinated Further Education and Training system, ensuring that students from this band, especially out-of-school youth and adult learners, acquire education that is relevant to the workplace, which could make them employable.

Blade Nzimande (Minister of Higher Education and Training) highlighted the relationship between job creation and the role FET Colleges can play during his budget speech in 2012, as reported by Thamage (2012:3). He referred to the vital importance of job creation and the role FET Colleges could play in training students in different fields needed by the country. Thamage

(2012:4) also reported that job creation has become one of the key priorities for our government, and education and training are a critical component (Government Communication and Information System, 2011/2012:11). To further create jobs, and help students achieve the necessary training, government has introduced free education for the poor, and this has already been implemented at FET Colleges.

Government further made resources (R2.5 billion) available for programmes at FET Colleges. President Jacob Zuma in his 2011 State of the Nation Address further urged every sector to focus on job creation, whereby FET colleges were asked to come on board, in offering students training, particularly those who could not make it to universities, (<http://www.southafrica.info>). The introduction of translation as qualification at FET colleges (particularly the Maluti FET College for the purposes of this study) is aimed at reducing the rate of unemployment (at least in the Eastern Free State region).

From the abovementioned, I deduce that FET colleges are well placed to positively impact the skills shortages in the country. Many colleges offer quality career-orientated qualifications. Qualifications designed to prepare graduates for the work place including on-the-job-training. It is therefore necessary that FET colleges train students to become independent and employable, as well as self-sufficient contributors to a sustainable economy.

### **2.6.2 The aims and functioning of FET colleges**

Skills development is critical to the development of South Africa, with job creation as a logical progeny of skills development (Department of Higher Education and Training, 2010:53). According to the Department of Higher Education and Training (2010:55), FET colleges are meant to provide an intermediate level of training and artisan skills to mitigate the shortages of skilled people to fill positions available in the technical and associated professional occupations. Furthermore, FET colleges must also provide second chance education opportunities for those who do not qualify for university entrance.

Van Niekerk (2012:117) suggests that the aims of FET colleges are to provide in the varied needs of individuals and communities, and to contribute effectively to social and economic development, as well as a flexible and responsive, multi-pronged strategy to be employed. FET colleges should take cognisance of the inescapable realities of globalisation, ensuring at the

same time that local needs and priorities shape our interaction with the global economy, through the implementation of equitable, relevant and effective human resource development policies. Maimane (2011:93-95) claims that FET colleges should therefore contribute in important ways to the development of an export-led and globally competitive manufacturing sector through education and training of a highly skilled and innovative workforce. He further claims that through their programmes, the people they train and the community development initiatives it supports, the FET education system could be a crucial resource and catalyst for change. Therefore, one could note that FET colleges are located within the broader context of the country's developmental agenda. They target unemployed or under-employed youth and others who need to update (improve), reskill and retrain for South Africa's changing economy. FET colleges would yield an expanded cadre of artisans and other mid-level skills for a developing economy.

Pampallis (2013:12) reports that the government's priority in the postschool system is to expand the size and quality of Further Education and Training College systems, whereby these colleges must focus on more practical, career-oriented programmes and offer programmes to those with grade 9 as well as to those with grade 12 education. He reports again that FET Colleges should provide an education in skills that are in high demand, including qualifications for the building and engineering trades, the manufacturing and hospitality industries, business and early childhood teaching. Furthermore, he reports that poor students at FET Colleges do not need to pay fees and may get assistance with transport or accommodation costs from government.

## **2.7 Conclusion**

This chapter included a discussion of the dynamics of poverty in South Africa; job creation, the relationship between poverty, and job creation and training. Attention was also given to shortages of skills in South Africa, the education sector in the country and more specifically FET Colleges, and their impact on job creation. It could be noted that education, training as well as development could contribute to the alleviation of poverty. In the next chapter, the following aspects will be discussed namely, translator education, translator training, as well as translation teaching and learning. Aspects of curriculum development will also be discussed. Critiques as seen by Erasmus (2010) in her study will be looked into in the next chapter. A curriculum will be recommended for use at Maluti FET College.

## **CHAPTER 3**

### **LITERATURE REVIEW: TRANSLATOR EDUCATION AND TRANSLATION CURRICULUM**

#### **3.1 Introduction**

This chapter focuses on translator education and training, aspects of translation teaching and learning, as well as various issues related to a translation curriculum. Erasmus (2010:101) emphasised the need for the improvement of translation training in South Africa in her comparison between professional translators and translation students, and also pedagogical implications drawn from some of the focal issues in translator training.

Erasmus (2010:105) furthermore emphasised the need for translator training and curriculum development, which prompted this study in order to explore the possible introduction of a qualification in translation at Maluti FET College, in Phuthaditjhaba, Free State.

#### **3.2 Relationship between translator education and translator training**

Arigo and Brunello (2006:1-2) suggest that training and education are very similar, yet different areas. Education is usually the gaining of knowledge about facts, events and concepts; whilst training is usually concerned with gaining a skill, taught either in trade schools or higher institutions of learning such as universities of technology or universities. Furthermore, education in its general form is learning to gain knowledge and which is complemented by skills training. Training generates individual expertise (skills) that could increase productivity; whilst education generates knowledge.

Kussmaul (1995:1) suggests that translator training should focus on knowledge about the process, not the product. In this way, one does not train a translator to produce a good product, but to engage in an effective process, implying that one does not assess the product, but assess the process. Kussmaul (1995:6-7) also found that during translation training, educators can make use of the inter-language approach when students translate into the foreign language. Henceforth, a new process-oriented approach has been developed recently in order to gain more

immediate access to that “notorious black box”, the translator’s mind. Therefore, the training of translators indicates that the translator’s mind together the brief given by the client, is important.

It is possible to achieve this by adopting introspective methods from psychology, where experiments have been carried out in which the translators were asked to utter everything on their minds while translating, and these monologues were then tape recorded. These monologues are referred to as think-aloud protocols (TAPs). These protocols were then analysed in order to arrange translation strategies, with the pedagogical (diagnostic) intention of observing challenges experienced by students. Consequently these TAPs could help in the training of translators in order to identify their challenges and as a result attend to the challenges speedily. Marais (2009:471) has found that there is a need for restructuring translator education at most universities, to be in line with the new requirements for Higher Education and Training.

Furthermore Marais (2009:474) indicates that as far as translation theory in most universities is concerned, the focus is on the theory of translation practice and theoretical translation models, with a strong emphasis on culture, ideology and pragmatics (especially text pragmatics). Hence translators could be trained to translate through their culture (e.g. Sesotho-speaking translator could be more comfortable to translate to or from Sesotho). This translation practice could contribute to knowledge needed by translators and help them to choose appropriate words relevant for use during the translation process. According to Marais (2009:474) there is a model (ecological or holistic) for translator training in which both the translation theory and the translation practice can form part of a reflective practicum. A holistic or ecological model implies that translators should be viewed from an ecological or holistic perspective, functioning as parts of a whole society and relating to the whole society. He suggests that reflective practicum is the space within which teaching and learning should occur, whereby an educator becomes a coach and a student becomes a practitioner. It therefore brings about a situation where students as practitioners could experiment through solving problems. Above all, students could gain through observing what their coaches are doing in tackling real and complicated processes, providing students the opportunity to be functional and professional when faced with real-life consequences. For this reason Marais (2008:53) claims that in South Africa, the training of translators should reconsider its alignment with the needs of the market. He further argues that training of translators can only be done by means of empirical research, meaning that empirical data are collected from the market and from graduandi as to the nature of the profession in South Africa.

Li (1999:196) maintains that “the most important implication for translator training is that translation is viewed as a process, not a product”. Subsequently it must be noted that the training of translators could involve stages that must be followed accordingly.

Gile (1995:8) claims that formal translator training is necessarily better than the in-house option, whereby it makes such training desirable, namely formal training provides closer supervision by qualified training experts. Above-all, the formal training provides students with a face-to-face contact experience with educators and translation situations analysed immediately. Therefore, students could be assisted and guided by experts invited by educators during the contact sessions. Gile (1995:13) has found that the theoretical components in a training programme could be sought in its explanatory power, and students are encouraged to ask questions in order to get clarity and further explanation. Moreover the translation theory taught to students, could contribute to a better understanding of the following aspects:

- **Understanding phenomena:** Why do authors write the way they do? Why do speakers make ungrammatical sentences? How are written or oral statements perceived? As a result, it could be that the interests or intentions of authors should be seriously considered.
- **Understanding translation difficulties:** Why is it difficult to re-express the same message in a different language? Why is there linguistic interference between two working languages? Subsequently it becomes clear that there are challenges in translating texts with regard to keeping the message the same as the source texts.
- **Understanding translation strategies recommended by instructors:** Why is it acceptable for translators to change some information elements when going from source to target language? Why should one translate only into one’s native tongue? Therefore, it is becoming clear that according to translation strategies some information from the source text could be altered to meet the demands of the client.

From the abovementioned understandings, training students could have the following advantages: students could advance faster and further, by gaining an appropriate explanatory framework. Thus theoretical concepts and models could help students prevent or do away with strategic errors in translation. Theoretical concepts and models could help students choose appropriate strategies and tactics when faced with new situations, which they could not meet

during training. It could also provide students with tools for analysis of alternative actions and their respective consequences. Gile (1995:13-14) further claims that translation theory concepts and models could equip students with appropriate strategies and tactics to deal with challenges, rather than running away from problems. This could make training translators to be professional and efficient. Kelly (2005:1) claims that the literature makes it clear that translator training should be related to the context in which it takes place. The context in which translator training occurs entails at least three aspects, namely **the student's needs, the market's needs, and the society's needs**. Therefore, it could be noted that training should occur at the relevant and appropriate level, taking into consideration what the student is expected to know, what the current market needs as well as the expectations of the community. It could again be noted that these three aspects cannot be divorced from one another – they make translation possible.

Li (1999:194) claims that lecturers do not necessarily know what students' needs are, what the level of their knowledge is, and what they expect to learn from qualifications in translation. Therefore, it could be noted that the author emphasises the fact that educators only teach students without assessing learner needs and expectations after qualification completion. Furthermore, Li (1999:195) and Kelly (2005:52) suggest that the literature points to the important fact that training should be aligned to the market needs. If so, the market could be expected to provide their needs to higher education institutions, so that they can design their programmes to meet their demands. This informs my study as these markets are likely to create jobs for translators upon completion of their studies.

At the same time, Tennent (2005:11-12) claims that in providing education to professional translators, it is important that practical exercises are included in their training programme. Students will be expected to translate these exercises with the educator commenting about how translation was done and provide corrections and guidance. In translation training, there could be a special qualification on the use of dictionaries or at least some hours could be allocated to the usage of dictionaries. The way translation is taught has important implications for students' future employment, as translating is no longer an activity that is carried out in isolation. Therefore it could be noted that, specific training is needed if translators are to benefit from the opportunities offered by the rapidly evolving field of information technology.

As suggested by Gonzales (2004:63), two elements are crucial for a relatively all-round curriculum, namely, the imminent skills and the subtle language training. Gonzalez (2004:14-15) identifies three main approaches to the learning or education process relevant to translation training. These approaches are transmissional, transactional and transformational.

(1) According to the **transmissional** approach, students are made to believe in the end-product only and with a strong believe in the educator providing information. Students are not expected to ask questions but only to follow instructions by the educators. Consequently, this approach makes students to be only the recipients of the information without asking any question about the texts to be translated. Henceforth, students will be stereotypes without independent thinking.

(2) In a **transactional** approach students are encouraged to work as a team brought together by an element of cooperation, and free interaction. Included in the approach is the fact that the educator is the person with the ultimate resolution to any problem encountered during the working sessions. Consequently, this approach exposes the empowerment of students after the activities as the educator constantly provides advice and direction.

(3) A **transformational** approach provides a learning environment in which students are interested in collaboration in their studies and eager to explore the translation processes where the educator operates as a guide; and extramural activities (practices) are considered. Through these approaches (Gonzales, 2004:16-17), there is a possibility that real classroom dynamics could be experienced with other approaches directly related to translation and observable mainly in class discussions. These experiences could depend on how the educator views texts and their ultimate translations. The translator training could include the following activities; the linguistic-based approach based on the comparison of languages, text types, pragmatics, semiotics, semantics and morpho-syntax, that is, mainly text and language centred. This activity indicates that the text should be viewed from other languages, and as a result it should be comparable. On the other hand, culture plays an important part in the translation and analysis of texts, therefore the intentions and reactions of translators are accordingly observed. Challenges are experienced regarding ideologies pertaining to the translation of texts. The cognitive approach emphasizes the application of translation solutions.

Gonzales (2004:18) further claims that the cognitive approach emphasises the application of translation solutions; whereby these solutions could be regarded as strategies or procedures to

specific problems on the discussion about what goes on in the translator's mind and on exploring what lies behind translation competence. It is therefore important to note that translation problems could be solved using strategies applicable to translation. Above all the transference of skills are the main area of study and practice. In the functionalist approach, the purpose of translation lies on how the translation assignment is to be carried out as per the client's brief. Here, the target text is more central than the source text and its author, and the transformation necessary to comply with the initiator's requests are key issues around which classroom discussions revolve.

The philosophical and poetic approach is where the emphasis is on literary translation to understand the meaning, to grasp the spirit or truth believed to underlie all texts. Therefore, the meaning of the target text should be the same as the source text; thus making translators more efficient in doing their work. Moreover, the more students know about this range of approaches and the more they experience them, the more informed their translation choices will be. This means that students could be in a position to decide on their translation choices on their own.

In the South African context, translation has expanded since the adoption of the South African Constitution which caters for eleven (11) official languages and also South African Sign Language (Marais, 2008:49). Therefore, it could be necessary that each of these eleven official languages have translators to help people to understand one another's languages. Marais (2008:78) claims that translation consistently demands acts of judgement from translators, and further indicates that good translators needs to be wise as well as to have technical skills. He stresses the importance of skills for translators to be effective in their work. Henceforth, training of translators at FET colleges could provide such skills needed for translators.

From recent studies (Marais, 2008:53; Li, 1999:195; Kelly, 2005:52) it becomes clear that everyone agrees that the market should play an important part in the production of translators. This indicates that the market is to contribute or have a say in the direction or ways in which translators are to be trained or skilled. The needs of society in which translation functions should be incorporated in translator training.

Translations fulfil a particular role in the literacy or other systems in the target culture (receiving culture), henceforth a translator is expected to know and understand the culture of the client for the quality production of a target text (Toury, 1995:17). Therefore, it must be noted

that knowledge of the client's culture could enhance the quality of the target text that will be produced.

In a comprehensive study, Lung *et al.* (2004:147) suggest that attitudes towards a literature-oriented translation curriculum should positively change in order to produce better trained translators regarding cross-cultural activities. Findings indicated a general consensus that literature training is constructive in enhancing cross-cultural awareness and the language competence of students. It further showed that translation students have higher regard for the usefulness of literature training .

Schön (1990:3) claims that the nature of disciplinary knowledge differs vastly from the "indeterminate zones of practice beyond its canons" and that mere technique is equally not able to solve problems in a wide variety of settings. In essence, Schön has found that one has to decide between rigour and relevance. This develops the idea that one has to distinguish and think about being rigorous or relevant when dealing with translator training. Schön (1990:23) further predicts reflection-in-action as an indivisible, holistic doing-while-thinking and thinking-while-doing referring to an oscillating cycle of moving between doing and thinking. Therefore, translators should have the ability through translation education and training to frame ill-structured or unique problems and then experimentally solve the problems within these frameworks. Schön (1990:123) also claims that the reflective practicum is a virtual world in which some of the complicated real-life situations could be controlled or suspended. He does not only favour this approach in solving problems but provides a solid theoretical grounding, with his case of epistemology of practice which does not dichotomise the means from the end, the research from the practice or the knowing from the doing. Therefore it could be that the interest is in discovery and appropriation by educators and not teaching.

Kirally (1995:11) claims that the focus in translator education is not so much on the product, but on the process, although one cannot avoid focusing on the quality of the product. It is therefore implied that translation is a process in which a translator constantly has to make choices within a social environment, which should also be the focus of research and training. In the following section, I reflect on the teaching and learning of translation.

### **3.3 Translation teaching and learning**

Translation is usually taught according to views on the translation process and product (Gonzalez, 2004:15-16). Ideally, translation students are expected to acquire knowledge through visualising concepts and principles. This means that teaching translation is based on the knowledge of theory and practice, where students will be expected to put theory into practice by doing translation exercises most of the time.

According to Kelly (2005:102-103), teaching and learning activities are useful and positive due to the following reasons namely: Firstly, collaborative learning is richer and more effective, and students are encouraged to work together as a collaborative unit, no student is allowed to work as an individual. Secondly, team work is encouraged as it is an important social and personal experience for students. Team work encourages people to work as partners and not as opposition. Team work also promotes understanding among members of the team. Thirdly, interpersonal skills are not only an important element of professional translator activity, but also essential generic skills in demand by employers. Lastly, small groups prove to be more effective to work with, than larger groups. This could improve the development of high-level cognitive skills such as problem-solving, reasoning or justifying proposals and decisions. Thus, professional translators could be equipped with strategies in dealing with problems and producing acceptable proposals and decisions.

Literature indicates that deciding on a philosophical stance from which to approach teaching and learning, plays a decisive role in determining other choices in pedagogy and didactics, according to Holljen (2000:42). Therefore, it could be noted that during teaching and learning, relevant and appropriate methods are to be used to approach translation matters. Holljen (2000:48) also states that the aim of translation teaching and learning are to be as follows: to provide reasons for and justify choices, to understand rules that govern translation, to create in students a tool to function as a frame of reference against which they can assess the process of translation. She (Holljen) favours a practice-mentioned approach, once again focussing on practising in real-life situations.

Kirally (2000:153) is a supporter of the traditional school, which is identified by its classroom centre, teacher centre, product centre and knowledge centre in the translation programmes. This school is mainly mentioned in a positive sense to indicate how training should be done, whereby

the educator provides tuition only in the classroom situation with relevant education aspects looked into, such as the ultimate product to be achieved. Kirally (2000:154) has found that indicative bottom-up learning provides results. It should be noted that even if learning is indicative (indicating something that affirms, denies or asks questions) it could provide the expected results. Kirally's (2000:5) pedagogy results in an approach, a design, and a procedure, involving a philosophical approach pertaining to learning, such as cognitive theory or the socio-constructivist. The cognitive aspects of translation will have to be studied or included in the translation programme to be taught.

Lee-Jahnke (2005:361) identifies the cognitive or process approach as interested in finding out what is going on in the translator's mind during teaching and learning. This leads to the issue of how translators will think about the way translation knowledge could be imparted to them; and how they are likely to respond to both teaching and learning.

As mentioned before, Kussmaul (1995:9) claims that translation is a cognitive, problem-solving process, and it takes as its point of departure the notion that translation as a cognitive activity occurring in the translator's mind during teaching and learning. He further states that translation should be studied as such and taught as such, in order to yield positive results needed in the teaching and learning processes. He is in favour of a bottom-up process in translation teaching. According to him, it has been found that inductive, bottom-up learning achieves better results. Therefore, it must be noted that students are expected to learn from a lower to higher level, providing a gradual improvement in the learning process.

Another approach, the socio-constructivist approach suggests that knowledge is construed in the minds of the learners through the many social settings that make up their lived experiences indicating that knowledge is mainly a reflection of the relationship that exists between language and culture (Van Harmelen, 1999:80-81). Ultimately the institution (school) is one of the settings through which the student's knowledge of time, place and space is normally if not always construed. He further argues that the learner-centred approach is located in the social-constructivist and adopted by the South African mode for Curriculum and Assessment Policy Statement (CAPS). However, this perspective originates from the cognitive psychology developing as an alternative approach to behavioural psychology as well as within the study of language acquisition. Similarly, Vygotsky (1986:147-150) claims that the construct is to be revisited to ensure that the learners have internalised the new knowledge and that it becomes

part of their lives and experiences, considering whether they understand the new knowledge they learn and are able to demonstrate their ability to apply the new knowledge.

The socio-constructivist school proposes an approach according to which the assumption is that students construct their own knowledge from the social situation in which they operate, as a point of departure. This constructivist approach differs radically from the traditional teacher-centred approach, in that the teacher is redefined as a facilitator who discovers new knowledge with students while facilitating their discovery processes. Vygotsky (1996:151) states that translation schools contribute to translation training in that training should resemble, if not, take place in real situations.

The table below demonstrates the comparison between traditional and constructivist classroom situations.

<b>Traditional classroom</b>	<b>Constructivist classroom</b>
Curriculum begins with the parts of the whole; it emphasises basic skills.	Curriculum emphasises big concepts; beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of learner questions and interest is valued.
Learning is based on repetition.	Learning is interactive, building on what the learner already knows.
Teachers disseminate information to learners; learners are recipients of knowledge.	Teachers have a dialogue with learners, helping learners construct their own knowledge.
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Assessment is through testing correct answers.	Assessment includes learners' works, observations, and points of view; as well as tests; process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic; ever changing with experiences.
Learners primarily work alone.	Learners primarily work in groups.

**Table 3.1 Comparison between traditional and constructivist approaches (adapted from Department of Education, 2000:12)**

Looking at table 3.1, it is clear that the advantage of the socio-constructivist approach is that it should be able to bridge the gap between theory and practice in Translation Studies. Kussmaul (1995:49) claims that the socio-constructivist school raises an issue that needs clarification, namely “whether training for translators should focus on skills or competence or on knowledge and what the relationship between these two notions should be in a training programme”. Consequently, one is expected to believe that both training and competency have a clear relationship because one cannot do without the other. This implies that one cannot be competent without proper and appropriate training. This statement supports my study in the sense that it proves that translators need to be practically trained at FET Colleges to acquire a certificate, and be employable.

Kelly (2005:119) claims that learning only takes place in real, complex circumstances, and professional realism is a pre-requisite for teaching translators. It is therefore important to indicate that there should be an institution that trains translators within acceptable standards and relevant resources.

### **3.3.1 Some examples of teaching and learning activities**

Following are some examples of teaching and learning activities as devised by Kelly (2005:108-109); that have been divided into modules, outcomes, and activities to ensure that effective teaching and learning occurs within a translation process.

**Module 1:** Introduction to translation practice.

**Outcome:** "Students will be able to identify how cultural differences between source and target text readers may influence translation decisions; and will be able to propose a range of possible solutions. Therefore, it must be noted that culture influences affect the final translation product. Moreover, the solution to be provided could still be influenced by culture. It is again essential to note that culture could dictate what should be contained in the final translated text”.

**Activity:** “Buzz group with mixed nationality groups; strongly culture-bound texts; students should identify implicit information and its importance for the overall communication situation. These mixed nationality groups will definitely influence the translation process with everyone interested in his or her culture.”

**Module 2:** Introduction to scientific translation.

**Outcome:** “Students will be able to identify and locate suitable documentary resources and in particular parallel texts and appraise their reliability. Students could be expected to show their capability and reliability with regard to translation processes”.

**Activity:** “Brainstorming to identify possible resources and plenary reports. The drawing up of conclusions, protocol for searches, and criteria for reliability are necessary for brainstorming. It could be necessary to encourage students to know and understand how to draw conclusions on the final translation product. Therefore, students could be in a position to defend and argue their decisions taken during the translation process”.

**Module 3:** Advanced level legal translation.

**Outcome:** “Students will be able to evaluate their own peer translations and assess their ability as professional products; they will also be able to propose and put in place appropriate measures to ensure quality on a freelance basis. Students could be trained to evaluate translation products and determine their acceptability within societies. Again students could be taught on how a translated version should be in terms of quality for clients, to avoid unnecessary delays”.

**Activity:** “Each work group is responsible for assessing at least one other group’s translation per session/week/unit. This type of an activity could assist in ensuring that students are trained on the assessment of the work completed. Once students are working in a group, they are therefore sharing ideas and experiences. The work is carried out outside the classroom, and then given to the group and assessed as feedback. This promotes independent working without supervision by educators”.

### **3.4 Translation skills and competences**

Kelly (2005:38-39) has identified the following areas of competence for a good translator: he or she must be a good communicator in at least two languages spoken in the community it serves; cultural knowledge is necessary as the texts would be translated with culture in mind; moreover, intercultural knowledge is also important so as to bring other cultural groups together through translation. Again it must be noted that the translator should know the subject area involved in the translation task on hand.

More importantly, the translator is expected to be a professional through the affiliation gained by joining, for example South African Translators’ Institute (SATI). For a translator to be

effective and efficient he or she must know how to operate equipment such as a computer. The behavioural attitude or psycho-physiological and interpersonal relationships are necessary for a good translator. For a good translator to be effective, strategic competence is important.

Kearns (2008:91-92) and Kelly (2005:38-39) both claim that the areas of competence are interrelated and each is necessary for the overall macro-competence to function correctly. However, it is the strategic competence which coordinates how the other competences work when completing a given task. In addition, the area of strategic competence, as a tool for monitoring all of the competences at the same time is found within the development of psycho-physiological competence. This could be important for translators becoming more confident both about their ability and also to detect their own strengths and weaknesses. It could also be to determine or seek help in finding remedies in order to maintain a balance and constantly improving translator competence.

A good translator needs to spend time in the source country. He or she must purchase and refer to language guides. It is important for him or her to read newspapers and journals in the source language, read texts appropriate to the speciality in the source language. The translator should be prepared to obtain a qualification. A good translator must be in a position to familiarise himself or herself with how the language is currently used, together with commonly used slang, dialect, and new words borrowed from other languages. This is evident in the findings of Kearns (2008:94) who has found that a good translator should be able to ensure smooth transfer of information, from one language to another. Computer skills are essential (it is a must), with advantages such as the ability to figure out, use and optimise more efficient but less-shiny translation memory tools such as Omega T and its close friend Okapi Rainbow, and also saves money for other valuable resources such as dictionaries and journals. More-over, the translator should be able to solve problems themselves and much faster in the event of a technological failure, which will improve their reliability, please their clients and save them time.

Marais (2008:50) shows that a translator needs to know the finer tricks of the trade, have acts of judgement, and be able to make choices on a daily basis. Furthermore, he or she must be in the arena of a number of ideologies and powers that force themselves on him or her. Moreover, Marais (2009:78) claims that the specific competencies of translators are important to both the translator and client. A translator must have the ability to bring together complex bodies of knowledge, taking into account the unique requirements of each translation situation, be able to

discern the perspective and values playing a role in a particular translation situation. Furthermore, a good translator must have a good judgement with regard to the relevance of knowledge they have for any situation. They have to judge the skills they have available, which skills to use in a situation, and which skills to discard.

### **3.5 Translation training in South Africa**

Theorists have various suggestions as to the training of translators in South Africa, for instance Kirally (2000:46) claims that the students will have to construct their own knowledge of the profession and their own understanding of their responsibilities and rights as professionals through experience, by collaboratively participating in the authentic activities of professional translators.

Also Chesterman and Wagner (2002:18-19) suggest that discussions with language practitioners in South Africa often lead in the same direction, as government posts for translators can sometimes not be filled because of a lack of qualified translators. Therefore, it goes without saying that South Africa still need to do more in the training of language practitioners.

Naudé (2002:44-51) claims a review of the development in Translation Studies, indicating the implications for Bible translation, as well as the realisation that translation is never produced in a vacuum. According to him, translation is needed regardless of time and culture and the desire to explain the time and culture bound criteria. This results in a shift away from the normative and prescriptive methodology towards a descriptive methodology for a study of the subject. He says that from the eighteenth century onwards, scholars of Translation Studies made use of frameworks and methodologies borrowed from other disciplines such as psychology, the theory of communication, literary theory, anthropology, philosophy and more recently cultural studies. He further sees Translation Studies as conveying a foreign message with its implicatures by exploiting the maxims of the target community. According to him, there is an assertion that the many principles, rules and guidelines of translation handed down by commentators through the centuries are in fact applications of the principle of relevance. Relevance favours a particular kind of translation which is clear and natural in expression, in the sense that it should not be unnecessarily difficult to understand.

Furthermore Naudé (2002:51) says that any translation may be formulated for a particular original text and there are no limits on the translation to move away from the source text. Therefore, this indicates that a text is translated for a specific reason or purpose but it should retain the meaning of the source text. Subsequently there are no limits on the translated text but the initial meaning of the text should remain the same at all times.

Practical in-service training is a very important aspect of the training of new translators. Different higher learning institutions such as academic universities and universities of technology offer degrees (e.g. Bachelors of Arts, Bachelors of Technology, Bachelors of Arts Honorius, Masters of Arts, Doctors of Philosophy or Doctors of Technology) and diplomas (National Diplomas) in translation, or related fields of study. Qualifications in the fields of linguistics and translation related studies are offered by the following institutions (Boers, 2012:15). Table 3.2 also shows the different qualifications.

The **Central University of Technology (Free State)** offers theory and practice in a National Diploma (Language Practice), whereafter a student can continue with a BTech (Language Practice), MTech (Language Practice) and DTech (Language Practice).

The **Durban University of Technology (DUT)** provides training in the form of a National Diploma (Language Practice), BTech (Language Practice), MTech (Language Practice) and DTech (Language Practice) involving both theory and practice. DUT students are exposed to work-related learning (in-service training), which lasts for three months at an institution dealing with language practice (e.g. in translation).

The **Vaal University of Technology** offers a National Diploma (Language Practice), BTech (Language Practice) and MTech (Language Practice).

With regard to academic universities, the following qualifications are offered at the various institutions:

The **University of the Free State** offers a number of short qualifications and certificate programmes including a Postgraduate Diploma in Language Practice; BA (Language Practice); BA Hons. (Language Practice); BA Hons. (Linguistics); MA (Language Practice) (either structured or research); MA (Linguistics); and PhD (Language Practice); PhD (Linguistics). In

translation, students do practical assignments and theory on translation, as well as other related module qualification.

The **Stellenbosch University (SU)** offers a Postgraduate Diploma in Translation; BA (Programme in Language and Culture); BA Hons. (Translation); MA (Translation) as well as MA (General Linguistics); and DLitt (Translation/Document design/Lexicography/Interpreting/Editing). SU also offers training in translation, by means of a postgraduate diploma, which is completed in one year full-time study, comprising of both practical and theoretical components. Compulsory components required in Translation Studies are translation theory and lexicography. On top of these components, the institution offers an “outside job” or internship, which is compulsory for each translation student whereby students are exposed to translation within a professional set-up and a brief report, is to be compiled after completing the internship.

The **Witwatersrand University** offers a range of short qualifications in translation and interpreting, such as translation methods where students are introduced to the theory and practice of translation for a variety of text types, ranging from technical to creative. These short qualifications are at postgraduate level, with the aim of equipping students with practical and theoretical skills. Above all the training and development, it is important to provide students with a general overview of the principles and practices which govern the translation profession. Witwatersrand University offers a Postgraduate Diploma (Translation and Interpreting); BA (General); BA Hons. (Translation); a research MA (Translation); and PhD (Translation).

The **North-West University** has three campuses, namely Vaal Triangle, Potchefstroom and Mahikeng. The Potchefstroom campus does not offer Translation Studies/Language Technology anymore. The Vaal Triangle campus offers undergraduate qualifications in Language Practice; BA (Translation and Interpretation Studies), BA Hons. (Language Practice) MA (Language Practice/Technology) and PhD (Language Practice/Technology); and Mahikeng campus offers BA (Language Technology/Language Practice), BA Hons. (Language Practice/Technology), MA (Language Practice/Technology) and PhD (Language Practice/Technology). Furthermore, in a Master’s degree programme (Language Practice/Technology), the NWU (all campuses) offers students practice-orientated work in language practice with an internship programme (during the last six months of the study) at a publishing company for at least three weeks.

The **University of Johannesburg** offers training in the form of the following degrees: BA (Language Practice); BA Hons. (Applied Linguistics and Literary Theory); research MA (Applied Linguistics and Literary Theory); and PhD (Applied Linguistics and Literary Theory), with Language Practice as major.

The **Nelson Mandela Metropolitan University** offers BA (Translation); BA Hons. (Translation); MA (Translation); and DLitt (Translation) and also offers qualifications in translation practice and theory.

The **University of South Africa** offers BA (part of the BA programme and not Translation alone), BA Hons. (Translation Studies or Linguistics) – students choose between these two. For the completion of the BA Hons. students have to submit a complete portfolio; MA (Linguistics with specialisation in Translation Studies) offering modules in translation theory and practice; research MA (Translation); and PhD (Linguistics with specialisation in Translation Studies).

The **KwaZulu-Natal University** offers training in BA (Translation Studies); BA Hons. (Intercultural Communication and Translation); MA (Intercultural Communication and Translation); and PhD (Intercultural Communication and Translation).

The **Limpopo University** provides training through a Postgraduate Diploma in Translation Studies and Linguistics; BA (Translation Studies and Linguistics); and MA (Translation Studies and Linguistics) with theory and practical skills taught to students. Students are further expected to compile a portfolio of evidence, and also complete a practical translation by using a rubric. The following table summarises the qualifications available.

University	UFS	University of Johannesburg	Universtiy of Witwatersrand	UNI SA	North-West University	Stellenbosch University	Central University of Technology	Kwazulu-Natal University	Durban University of Technology	Limpopo University	Vaal University of Techn ology	Nelson Mandela Metropolitan University
Certificate (Short Qualification)			✓									
Diploma		✓	✓			✓			✓		✓	
BA Hons. (Language Practice)		✓		(part thereof)		✓	BTech		BTech		BTech	✓
		✓	✓			✓						✓
MA		✓				✓						✓
PhD		✓				✓						✓
Compulsory Modules	Linguistics. Language Practice. 2 Languages.	Linguistics and literacy theory. 2 Languages. Production and perception of texts. Cross-cultural communication.	Theory and practice of translation. Translation methods.	Portfolio of evidence. Theory and practice.	Theory and practice.	Translation theory and lexicography.	Theory and practice.	Note: French Department has two streams majoring in translations	Theory and practice.	Theory and practice. Modified content. Portfolio of evidence. Practical translations (using a rubric).	Theory and practice.	Theory and practice in translation.

**Table 3.2 Translation Training in South Africa (Geldenhuys, 2012)**

### 3.6 Curriculum

A curriculum, according to Dollerup and Loddegaard (1991:35-36) is the total provision of an educational institution. It can also refer to the subject matter of a particular qualification of study to the learning that is intended, namely, the educational organisation and provision, or to the unknown and unquantifiable, that is the learning experiences. In their study, Fraser *et al.* (1993:92) suggest that a curriculum is the interrelated totality of aims, learning content, evaluation procedures and teaching and learning activities, opportunities and experiences that guide and implement the didactic activities in a planned and justified manner. Therefore, a curriculum could be seen and understood as a guideline in achieving a certain goal during the study process. A curriculum must influence the student to choose a specific qualification (Translation Studies in this case) that will secure employment on completion and maximise the return they receive from their investment in education. Kelly (2005:2) says that systematic approaches to curriculum design should be taken as the starting point. The institutional and social context, in which training occurs, establishes the aims (objectives) or intended outcomes with input from the professional sector for which the students are to be trained.

A translation curriculum as suggested by McMillan and Schumacher (1997:153), could offer skills and knowledge that could attract students who have to compete in the labour market. Here, the authors are spreading awareness that a translation qualification is likely to lure students to study towards a certificate, and hopefully students would be available and compete in the market for employment. Anderson *et al.* (2005:8) claim that a curriculum could state that students will be able to judge and solve ill-structured problems in a way to facilitate intercultural communication by producing a print-ready document within the constraints introduced by reality. The curriculum could be constructed in such a way that requires that the outcomes of a translation qualification should include more than the mastering of mere techniques or declarative knowledge. In addition Schön (1990:136) indicates that the curriculum for translator education should contain routine translation work, but could also include more taxing work such as translations which present ideological and/or cultural difficulties, translations where target readers require specific choices, and translations where the translator has to negotiate complex power relationship in defining the brief, e.g. Bible translation.

Theories of learning and curriculum design states that one should start at the end, indicating that one first determines the expected outcome of any teaching and learning process, and then structures the process in order to meet the outcomes (Biggs 2002:144). He (Biggs 2002:156) further claims that logical steps are necessary in training translators and this should involve determining what a translator is, and what constitutes a competent translator. Other questions that would need answering would be: what are the areas of knowledge and the competencies that a professional translator needs in the South African context?

### **3.6.1 Aims of the curriculum**

In answering the question of what the aims of a curriculum should be, Fraser *et al.* (1993:92-93) suggest the following: to provide a step-by-step study of the learning content; to provide evaluation procedures related to a specific curriculum; to enhance teaching and learning activities through the use of a curriculum; to provide opportunities and experiences which guide and implement the didactic activities in a planned and a justified manner as expected; as well as to be able to help in providing factual knowledge in a specific field of study.

In the same way Biggs (2003:48) proposes the following hierarchy of verbs to form curriculum aims (objectives). To illustrate, these aims are shown using a table 3.3.

<b>PHRASE</b>	<b>LEVEL</b>	<b>VERB</b>
-	Pre-structural	Misses point
Quantitative	Uni-structural	Identify Do simple procedure
	Multi-structural	Enumerate Describe List Combine Do algorithms
Qualitative	Relational	Compare/Contrast Explain Causes Analyse Relate Apply
	Extended abstract	Theorise Generalise Hypothesise Reflect

**Table 3.3: Hierarchy of verbs (adapted from Biggs 2003:48)**

Fraser *et al.* (1993:93) claims that the aims of a curriculum can be formulated with differing degrees of detail. It is a standard practice to formulate an overall aim, and then detailed outcomes. The overall aim of a qualification in translation (undergraduate) at a tertiary education institution is to train professional translators. The aim (outcome) is formulated from the perspective of the institution, rather than from that of the student.

Kelly (2005:36) claims that the overall aim of a programme could be achieved on completion of such a programme, with regard to skills, knowledge and attitude. Thus, upon completion of the

translation qualification, students will have acquired the necessary set of competences (knowledge, skill and attitudes) to be able to join the translation profession in any of its specialised areas in this country or abroad at a junior level.

### **3.7 Issues related to the curriculum**

In their research Hoppers *et al.* (2000:106-107) suggest that a curriculum does not simply occur, but is linked to the following activities, namely: the implementation of the curriculum could be affected by a number of forces which can either strengthen or undermine it; learners need to be assessed against the prescribed curriculum as set out by the faculty responsible; learners will have to be issued with certificates (after completion of a qualification) by an accredited institution; education policies could play an important role to determine what should be included in the official curriculum as well as the social, political and economic factors that affect it; the specific market could determine the contents of the curriculum, in order for the market to employ students on completion; both the learners and educators will have to be inspired; there should be appropriate resources available for learning and teaching; and portfolios of evidence of learners would have to be moderated by external educational bodies in order to verify marks and confirm competency in relation to a curriculum.

Hoopers *et al.* (2000) and Kelly (2005) both agree that the market could influence the ultimate curriculum. Therefore, it must be noted that the employers could determine what should be taught, which could depend on specifications from these employers. A very crucial consideration for the South African context is that the profiles of both educators and students must also be taken into account.

It is against this background and discussion that I suggest a translation curriculum (see Addendum C) for a translation curriculum from the South African Qualifications Authority. The curriculum could be divided into theory and practice, whereby in theory students could be introduced to the different translation theories and principles; and in practice students could be expected to translate texts as well as doing practicals at institutions dealing with translation such as courts of law. Curriculum development (Kelly, 2005:59) is a gradual multi-tiered process,

whereby each step must be performed in order and at the right time. Curriculum development in translation is a dichotomy of flair or creativity and systematic thinking. Creativity in curriculum development is likely to reach the client once it is in line with the brief. In the past translators have been trained informally, basically through trial and error, unstructured apprenticeship arrangements, or any of the various translating activities.

### **3.8 Conclusion**

This chapter focused on the role played by employers in determining what should be contained in the curriculum. The importance and knowledge of institutions offering Translation Studies is provided in detail using both a discussion and summarised table including the types of degrees offered. The possible teaching and learning activities are provided as guidelines during the teaching process. In the subsequent chapter the emphasis will be on the data analysis and interpretation of data and findings.

## **CHAPTER 4**

### **METHODOLOGY AND DATA ANALYSIS**

#### **4.1 Introduction**

This chapter focuses on the methodology guiding this study as well as the analysis and interpretation of data gathered in this project. The results of both the questionnaires and interviews will be analysed and discussed in this chapter.

#### **4.2 Methodology**

Babbie and Mouton (2010:75) define research methodology as the research process that focuses on procedures to be followed in conducting research of this nature as well as tools that are to be used during the process of information gathering. It also focuses on individual steps during the research process. Furthermore, Coffey and Atkinson (1996:151) refer to methodology as the systematic gathering of data for a specific reason from various sources, such as questionnaires and interviews.

For this study, I chose to make use of a qualitative research methodology. According to the theories of Babbie and Mouton, 2010:646 and Dey, 1993:127, qualitative research can be explained as the approach in social research whereby all forms of data are gathered using qualitative techniques, regardless of a typical example of something (paradigm) used to control the research. Qualitative research uncovers knowledge about how people think and feel about situations in which they find themselves rather than making workable judgements about the validity of those thoughts and feelings. Therefore, qualitative research is used to explore the truths that exist in the world and uses scientific ways to build a more complete understanding of reality.

Similarly Denzil and Lincoln (2005:107) propose that in a qualitative study a research process should be reflexively operating through every stage, employed in many different academic disciplines, traditionally in all the sciences. They further claim that the purpose is to gather information in order to gain an in-depth understanding of human behaviour, investigating the ‘why’, and ‘how’ of decision-making and not just ‘what’, ‘when’, and ‘where’. Therefore, this implies that there should be reasons (purposes) behind the information that is to be gathered in such a study.

Loseke *et al.* (2007:98) suggest that qualitative research involves smaller groups of focussed participants which are more often needed than larger groups of participants. Therefore, it could be noted that qualitative research produces information only on one particular case study (in this research the case of Maluti FET College) with a more general conclusion. It is also used to seek empirical support for research hypotheses. Qualitative research often categorises data methods for gathering information; e.g. semi-structured interviews and questionnaires. Furthermore, it could focus on the use of focus groups and key informant interviews. It produces data that is highly structured (e.g. open-end responses from surveys to tightly defined interview questions).

#### **4.2.1 Data collection methods**

A researcher can decide on one or multiple data collection methods, while considering its overall appropriateness to the research. Inaccurate data collection could ultimately impact the results of the study and lead to invalid results (Maxwell, 1996:44).

For the purposes of this study, questionnaires and interviews were identified as data collection methods. Questionnaires were administered to fifty (50) students at the Maluti FET College in Phuthaditjhaba in the Eastern Free State, while interviews were conducted with the Maluti FET College’s Campus Manager, the Head of Department responsible for Communication and English, as well as three lecturers (one from the Departments of Communication and English; one from Business Studies; and another from Accounting, Economics and Marketing). The Campus Manager and Head of Department were chosen because they form part of the institution’s management structure. The specific three lecturers were chosen because of their

day-to-day interaction with students that could provide the necessary information required. The data collected were organised and analysed in a qualitative manner.

#### **4.2.2 The manner in which the interviews were conducted**

According to Newman (2003:153) the researcher could use the following probing strategies during an interview: (i) **detail-oriented probes** that are aimed at ensuring that the researcher understands the “who”, “where” and “what” of the answer provided by the participant; (ii) **elaboration probes** that are designed to get the full picture and normally involve asking the participant to tell the researcher more about a certain example or answer given; and (iii) **clarification probes** that are used to check the understanding of the researcher and whether what had been said was accurate. These probing strategies were used to enhance this study as I tried to gain an understanding of and clarity on the responses provided by the participants.

In order to ensure successful interviews, the following factors as proposed by Niewenhuis (2007:88) were also incorporated into the study: (1) finding persons who are best qualified or suitable to answer the specific researcher’s questions; (2) making it clear to the respondents what the aim of the interview is and what information will be gathered; (3) collecting rich and descriptive data on the phenomena studied; (4) avoiding questions where the interviewee could either answer “yes” or “no”; (5) including questions with regard to experience and behaviour.

In the interviews I kept these aspects in mind – explaining the intentions of the study to the respondents; avoiding questions with ‘yes’ or ‘no’ answers; and dealing with experience and behaviour in the interview. A copy of the questions asked during the interview is attached as Addendum A.

### **4.3 Data analysis**

#### **4.3.1 Qualitative data analysis**

As mentioned previously qualitative data analysis is the process of evaluating using analytical and logical reasoning to examine each statement of data provided. Therefore, it could be data

from various sources gathered, reviewed and then analysed to form findings or conclusions about the research topic. This type of data analysis is also a non-numerical approach during data interpretation in order to discover the essential meanings and arrangement of relationships involved in the research (Babbie, 1990:123; Babbie & Mouton, 2010:646). Mouton (2010:490) indicates that qualitative data analysis is based on all forms of analysis of data that has been gathered using qualitative techniques, regardless of the paradigm used to govern the research.

According to Newman (2007:109-111) qualitative data analysis is a measurement approach and develops ways to capture and express variable and non-variable concepts using various alternatives to numbers. Therefore, qualitative data analysis could take an inductive approach and, henceforth measure features of social life as part of a process that integrates creating new concepts or theories with measurement. He also claims that qualitative data analysis uses two processes, namely conceptualisation and operationalisation.

**Conceptualisation** could be defined as a process of taking a construct and refining it by giving it a conceptual or theoretical definition. Conceptual definition is a definition in abstract, theoretical terms. It refers to other ideas or constructs. It is again regarded as the process of carefully thinking through the meaning of a construct. It develops clear and explicit definitions of constructs. Definitions are closely linked to other ideas, but usually they are also closely tied to specific data. They (ideas) can be expressed in the words and concrete actions of the people being studied. In qualitative data analysis, conceptualisation is largely determined by data.

**Operationalisation** could be defined in terms of the specific operations of actions a researcher carries out. An operational definition could be a survey questionnaire or a method of observing events in a field setting. It links the language of theory with the language of empirical measures, which describe how people concretely measure specific variables. The variables refer to specific operations or what people use to indicate the presence of a construct that exists in observable reality. Operationalisation in qualitative data analysis is an after-the-fact description more than a before-the-fact pre-planned technique.

### 4.3.2 Analysis of questionnaire data

A questionnaire is a list of questions to be asked to selected respondents, and designed to extract information needed for the research (Mertens, 1998:164). A questionnaire serves basic functions such as to collect the appropriate data; to make data comparable and amendable to analysis; to reduce biasness; as well as to make questions engaging and varied. Each aspect of the questionnaire (i.e. each question) will be interpreted and discussed separately. A copy of the questionnaire is attached as Addendum B.

#### 4.3.2.1 Gender

Twenty-nine (29) females and twenty-one (21) males answered the questionnaire.

Scale	Number	Percentage
Male	21	42
Female	29	58
TOTAL	50	100

**Table 4.1: Gender profile**

Even though these percentages (as shown in table 4.1) do not represent all students on the Maluti FET College campus and only a sample; the figures provide an indication in terms of the sample used for this study. Statistics SA (2012:21) indicates in its census data that there are more females (26 071 721 or 51.5%) than males (24 515 036 or 48.5%) in the South African population. The numbers in the randomly-selected sample correspond in some way to the national figures. Furthermore, Statistics SA (2011:58) data indicate that 34.6% of the population are unemployed women, whilst 25.6% of the population are unemployed men. This indicates towards the fact that more women could be looking for job opportunities. In the same way, Statistics SA (2012:27) also indicates that 14% of the population's households are female-headed and therefore in need of job opportunities. This is of importance to this study which was conducted in a former homeland where men are historically working outside the area, normally at the mines in the Northern Free State or in Gauteng. It could therefore be deduced that more women would show interest in a new course in Translation Studies if this could lead to job opportunities. The gender profile of the South African Translators' Institute shows that 60% of

the 800 members are female and 40% are male (Boers 2012:7). These figures hint towards the fact that translation as a career is more female-oriented.

#### 4.3.2.2 Languages spoken at home

The information shown in Table 4.2 indicates that very few students speak languages other than Sesotho.

Scale	Language	Number	Percentage
Language spoken at home	Sesotho	43	86
	English	02	4
	IsiZulu	02	4
	Sepedi	01	2
	Setswana	01	2
	IsiXhosa	01	2

**Table 4.2: Home Languages**

This is of importance to the study as it could explain the need for people to have access to other languages in the provinces through the means of translation. Erasmus (2010:78) suggests that there is a need for community translators to be trained in order to facilitate smooth communication in different communities. In their census data Statistics SA (2011:23-25) indicates that the following languages are spoken in the Free State province as a whole: 12.7% speak Afrikaans; 2,9% speak English; 0,4% speak IsiNdebele; 7,5% speak IsiXhosa; 4,4% speak IsiZulu; 0,3% speak Sepedi; 64,2% speak Sesotho; 5,2% speak Setswana; 1,2% use Sign Language, 0,1% speak SiSwati; 0,1% speak Tshivenda; 0,3% speak Xitsonga; and 0,6% speak other languages. The need for translation and translators could arise where people interact for business or educational purposes.

#### 4.3.2.3 Languages studied at school

The information shown in table 4.3 about languages studied at school is relevant because it could increase the chances of respondents being interested in studying translation in order to know and understand other languages that they could not study at school

Scale	Language	Number	Percentage
Language studied at school	Sesotho	43	86
	English	50	100
	IsiZulu	02	4
	Sepedi	01	2
	Setswana	01	2
	IsiXhosa	01	2

**Table 4.3: Languages studied at school**

Statistics SA (2011:50) indicates that 7.1% of the Free State population (2 745 590) has no education, and as a result such people could need translation (even on community level) for communication and understanding purposes. These census data correlate with Erasmus' (2010:101) claims that there are gaps to be filled in the training of community translators. These gaps can however only be filled through the introduction of courses in translation at college level (in the specific communities concerned). The college could therefore explore the possibility of providing courses that could lead to translation as a career. This information furthermore shows that respondents preferred to study their mother-tongues languages. This information is important because it could enhance chances of influencing the institution to introduce translation in the form of a certificate course because it could encourage better understanding between people.

#### *4.3.2.4 Level of language education beyond school level*

None of the respondents studied languages beyond their secondary schooling. The responses could be due to a lack of interest in the field of languages or a lack of information regarding the opportunities available in a language-orientated career. Henceforth, the introduction of a qualification in translation could fill this gap. In studying languages (and specifically translation), people would be able to create their own job opportunities (in the form of freelance practices) or be employable as translators in different organisations, institutions or companies that make use of translation services.

#### 4.3.2.5 Level of languages studied at another level

As mentioned in 4.3.2.4, none of the respondents studied language beyond school level. The responses could change however once respondents become exposed to translation and the possibilities it holds.

#### 4.3.2.6 Language competency in languages other than those mentioned above

It must be noted that the figures in table 4.4 are only for study (exploratory) purposes and do not represent the whole population of the college.

Scale	Competency with regard to:					
	Reading	Percentage	Writing	Percentage	Speaking	Percentage
Setswana	27	54	25	50	49	98
IsiZulu	04	08	02	04	10	20
IsiXhosa	22	44	05	10	24	48

**Table 4.4: Competency in other languages**

Statistics SA (2011:24) shows that 64.2% of the Free State population speak Sesotho as their first language, and as a result other population groups not speaking Sesotho could need translation for effective communication. Therefore, the need for exploring the possibility for translation becomes imminent. This information is relevant and important because it shows language competency and that people would need access to other languages in which they are not as competent.

#### 4.3.2.7 Provide views on multilingualism

This open-ended question provided the respondents the opportunity to give their opinion on a specific topic, namely multilingualism. The respondents indicated that multilingualism could assist in understanding and communicating with people of other races and ethnic groups. Respondents indicated that “multilingualism facilitates the communication process, and encourages people to know each other’s cultures and beliefs”. “This is brought about by eleven official languages spoken in South Africa”. Other respondents indicated that “it broadens

vocabulary or knowledge in languages and cultures”. Some of the respondents responded as follows: “it makes communication more efficient towards different types of human beings”; “to share ideas in different languages”; “it is good because it is a multicultural country enabling people to share ideas about differences in different languages” and “people are encouraged to speak more than one language”.

#### 4.3.2.8 Works or documents read in translation

Respondents were asked to indicate which translated documents they have read.

Document(s) read	Percentage
Magazines	25
Dictionary	18
Pamphlets	12
Local newspaper	20
Constitution of the Republic of South Africa	23
No document read	2

**Table 4.5 Read translated documents**

In this study, respondents have shown a love and passion for their languages. This could be of importance in further investigations toward the need for access to translation as a possible career. Respondents indicated that they derive pleasure from reading documents written in their mother-tongue languages. This confirmed the necessity of trained translators as the documents (indicated above in Table 4.5) are written in languages other than Sesotho and other local languages. These responses validate the need of introducing a course in translation at a tertiary institution such as Maluti FET College.

#### 4.3.2.9 Dictionaries owned

Respondents had to indicate the type of dictionaries used. Results are shown in table 4.6.

Types of dictionary	Percentage
Oxford	80
Thesaurus	10
None	10

**Table 4.6: Types of dictionaries**

The respondents indicated that the “Oxford dictionary is commonly used because it is user-friendly, or might be easy to read explanations” and the “Thesaurus is not popular due to its high level in explaining concepts or it could have been expensive and students cannot afford to buy it”. The majority of respondents own Oxford Dictionaries because the institution offers them to students for free. Other respondents do not own dictionaries.

#### 4.3.2.10 *The use of dictionaries*

The percentages in table 4.7 indicate the percentage of students who use dictionaries on a daily, weekly and monthly basis.

Frequency	Percentage
Daily	15
Weekly	60
Monthly	25

**Table 4.7: Frequency of dictionary use**

The percentages indicate that very few students use dictionaries on a daily basis, which could be a problem for students who may be interested in becoming translators. However, the usage of dictionaries could not only provide dictionary users access to the correct pronunciation of words, but also inform people as to which part of speech a certain word belongs to; and to provide the correct spelling of a word. Linguistically speaking, dictionaries assist in the writing of words or phrases and are of great help, especially to students studying languages. It could also enrich people’s vocabulary.

#### 4.3.2.11 *Considerations of a career in language professions*

As this study is exploratory in nature, the interest indicated in table 4.8, could not guarantee the increase in the student registration for the course as these are all students already registered in specific courses at the FET College.

Profession (Translator)	Percentage
Interested	90
Not interested	10

**Table 4.8: Career considerations**

Henceforth, the study is meant to explore the possibilities for introducing such a course before actually presenting it to the College Council and eventually implementing the course at Maluti FET College. These figures provide significant insight into a given situation (to explore the possibility of introducing Translation Studies into the curriculum of Maluti FET College) for a possible profession in languages. Erasmus (2010:59) also claimed and alluded to the fact that there is a need for community translators to be trained, with the intention of providing services to their communities while at the same time creating jobs for themselves. Statistics SA (2011:56) census data show that translation as a career is not specified.

It must be taken into account that data provided by the respondents are not a representation of the whole population. Interestingly enough, these respondents showed an enthusiastic interest in the profession. This could be indicative of a possible interest among newcomer students if and when such a qualification is introduced. Again it could be that those not interested in the profession are not interested due to a lack of information.

#### *4.3.2.12 Salary expectations with a two-year qualification in translation*

The breakdown in the salaries shows how respondents regard translation as a paying or rewarding career, bearing in mind that the statistics are not necessarily representative of the student population at the college.

Expected salary per month	Percentage
R 6 000.00	11
R 8 000.00	18
R 9 000.00	15
R10 000.00	16
R15 000.00	9
R20 000.00	5
R25 000.00	7
R27 000.00	9
No figures indicated	10

**Table 4.9 Salary expectations**

These salary expectations could be a good reason for exploring the possibility of introducing Translation as qualification, with the possibility of job creation in mind. This information is important as it indicates that the respondents place a high value on the profession. The results indicate that there could also be quite a number of prospective students interested in exploring this career.

#### 4.3.2.13 Availability of work opportunities for language practitioners

Table 4.10 indicates the percentage of respondents who felt that there where work opportunities available for language practitioners.

<b>Work in Language Industry</b>	<b>Percentage</b>
Respondents who do not believe that work opportunities are available.	10
Not sure	4

**Table 4.10 Job opportunities**

The majority of respondents believed that there are work opportunities available for language practitioners. This is also evident with regard to the salary expectations provided in table 4.9. The almost desperate belief in possible job opportunities could however also be ascribed to the high unemployment figure of 40% (Statistics SA, 2012:54) among the South African population.

Respondents who indicated that they do not believe there is work for language practitioners (10%) and those indicating that they are not sure (4%) could indicate that they have merely not heard of the possibilities available for translators. This could imply that if people are familiarised with translation as a field of study and the job opportunities available to them, more young people would apply and enrol in such a course in order to break the vicious cycle of unemployment and poverty in the region.

#### 4.2.1.14 Indications of job availability

Table 4.11 shows that respondents indicated that they are aware of a variety of available job opportunities.

<b>Job opportunities</b>	<b>Percentage</b>
Universities	6
Magistrate courts	11
Public organisations (Libraries)	8
Colleges	9
Television	10
Magazines	12
Hospitals	7
Parliament	11
Government departments	7
Own business	5
No idea	4
Did not indicate any place of employment	10

**Table 4.11 Available jobs**

They also mainly mentioned work places with job security very few seemed prepared to start their own businesses (meaning that they are self-employed as freelance translators or language practitioners).

#### 4.3.2.15 Opinion on the possible introduction of translation for a career path as a translator

One respondent indicated that the introduction of translation, if introduced, could help in job creation and could alleviate poverty. "It could be a step forward in helping the society in understanding some documents when given to them in a foreign language." Another respondent said: "it will be a good idea; and could help people to know different languages; as well as playing a significant role in changing our lives, through employment that could be created on completion of the course and poverty could be alleviated". Other respondents said: "if the possibility of introducing translation has been explored and seen to be possible, students could register for it" and "it could benefit patients at hospitals who do not understand their illnesses; as well as understanding languages spoken by foreign doctors employed in our communities." The last statement is supported by Erasmus (2011:88) who argues that the use of community

translators could benefit the community as they know and understand languages used by their communities. Another respondent replied: “At magistrate courts, these community translators could help in speeding up the processes enabling people to understand their statements and cases quickly resolved”; “it could broaden students’ academic language knowledge as they could study different languages and understand the content part in their studies”.

#### **4.4.1 Analysis of data from personal face-to-face interviews**

In this sub-section, data that had been collected from personal face-to-face interviews will be analysed. Hammersley (1990:234) says that the interview has a distinct advantage of enabling the researcher rapport with potential participants and therefore the researcher could gain cooperation from the participants. Furthermore, interviews could yield the highest response rate in a research project, as the researcher could clarify ambiguous responses and where appropriate, seek follow-up information. In the following section, I will analyse the questions asked in the face-to-face interviews.

##### *4.4.1.1 Interview question 1*

*Do you think it could be valuable to include a translations as qualification in your curriculum? What would the benefits thereof be?*

One of the respondents answered that “it could be one way of creating jobs and if students on completion of the certificate could either be self-employed or seek employment at places relevant to their study”. This means that the value of a translation certificate is strongly linked to the possibility of employment. In another interview, a respondent indicated that “it could improve the results of the institution particularly those doing vocational studies” and “it could help in removing barriers in learning for students using second language (English in this case) as a medium of instruction”. Therefore, students could study in a conducive environment with a better understanding of the language used for study purposes. “It could promote multilingualism, whereby students could be able to speak and understand more than two languages”, thus a person who knows more than two languages could stand a better chance of employment. “It could improve better understanding of other peoples’ culture”, which could eventually lead to better intercultural relationships, especially in the workplace. Above all, it could bring value to the

curriculum of the institution as it will prepare students for work on completion of the qualification, as it is a skill that could be needed for the specific job (translator).

#### *4.4.1.2 Interview question 2*

*Would you think it is important for Further Education and Training Colleges to also include translation as a course taught to other students in other courses?*

In the interviews, respondents answered: “it will help students with their language proficiency; particularly in the other content courses where English is used as a medium of instruction”. “It could help students in other fields of study (e.g. financial management, human resources, engineering, etc.) to understand policies as well as legislation once such documents are translated”. Therefore, the better understanding of relevant materials (policies) used in their courses by students could encourage them to study and complete their studies on time. “It could broaden their curriculum and students who could develop passion in translation but still being in their fields of study could resort to translation”. Furthermore, it could be that some students in other disciplines could use the skills taught in translation to become translators in their specific fields of specialisation.

#### *4.4.1.3 Interview question 3*

*Would your institution consider introducing translation as qualification? Why do you say so?*

In the interviews, one of the respondents answered as follows (which corresponds to the answers by the rest of the respondents): “they could consider introducing translation as a certificate in order to provide this necessary skills to prepare students for job opportunities in that field”. Another respondent indicated that “all new courses to be introduced at the College must first go through the College Council for scrutiny and approval” and “the course introduction proposal is to be submitted to the College Council in a submission form, indicating the number of interested students, student payment (if any), costing of the programme (course)”. Above all, all interviewed personnel have shown an interest in the course. Their considerations indicate that if

an approval could be availed as quickly as they may wish; translation could be introduced as soon as possible in order for the relevant resources to become available as per budget.

#### *4.4.1.4 Interview question 4*

*What problems do you foresee in the implementation of a translation qualification at FET Colleges?*

Most of the respondents had similar views, referring to three main problems, namely finance, human resources and venues to host the course. In terms of finances, two factors were raised, namely (1) payment of the lecturing staff and (2) funds to sustain such a course. With regard to human resources, the problem could be the availability of qualified personnel (lecturers). With regard to suitable venues (or lecture rooms), one of the respondents indicated "...the available lecture rooms are utilised to the maximum". Lastly, another problem could be the availability of study material for such a course. The respondents see the problems but not necessarily indicate a dislike into the possible introduction of such a course. These problems are real, but they could be addressed.

#### *4.4.1.5 Interview question 5*

*What do you think could be the benefits of introducing translation in the curriculum of many FET Colleges? Could you briefly explain?*

In the words of one of the respondents: "The primary benefit of introducing translation in the curriculum of many FET Colleges could be that of enhancing or promoting the well-being of students by ensuring their employment on completion of such a course". Therefore, job creation and alleviation of poverty could be enhanced as students could be put at an advantage and as a result this course could be helpful and useful because it provides skills that are needed by the country. Students could profit or capitalise by freelancing as translators and starting their own personal freelance companies and even employing other people after completing such a qualification.

“The students could improve their communication skills needed during job searching”. What this respondent means is that students would know how to communicate because of the skills acquired in the qualification and use these during job interviews. “It could help and contribute to the development as well as improvement of the life of the communities”. This means communities could benefit from the introduction of translation, because a number of students could study as translators and be employable. “It could be beneficial to students after completing the course by being self-employed or employed at institutions dealing with translation, and reduce the government’s burden in creating jobs for every citizen”.

#### **4.5 Conclusion**

In this chapter, I discussed the methodology employed in this project, and also provided an analysis of the data collected through questionnaires and face-to-face interviews. Each question in the questionnaire as well as the interview questions were recorded and interpreted separately. Responses from the respondents in both the questionnaire and the interviews indicated that there could be a need for a translation qualification at Maluti FET College. The problems indicated (in interview question 4) could also be addressed through a written submission to the College Council. The chapter to follow will provide a summary of findings and recommendations; as well as an indication of further research on the topic.

## **CHAPTER 5**

### **FINDINGS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter focuses on findings derived from exploring the possible introduction of Translation Studies at Maluti FET College, Phuthaditjaba. The discussion will also include factors affecting the introduction of Translation Studies at Maluti FET College, as well as recommendations for further research relating to this topic.

#### **5.2 Summary of the findings**

The fifty respondents (randomly selected from the 914 students enrolled at Maluti FET College) answered the questionnaire in the researcher's presence (under supervision) and were provided with the necessary clarity on the completion of a questionnaire (guidance) from the researcher. The five staff members chosen for participation in this study were interviewed face-to-face and provided responses informing the main research aim of this study, namely to explore the possibility of introducing Translation Studies in the curriculum of Maluti FET College, with the intention of job creation and poverty alleviation. From the responses received, it can be deduced that there is an interest from both students and staff members to introduce a certificate/course in translation at Maluti FET College. However, mere interest in such a qualification would not guarantee the introduction thereof.

The different languages spoken both at home and at work could trigger a desire for people to be trained as translators to ensure smooth intercultural and interlingual communication. People from different language groups would be able to understand each other through translation services. Many students (from the sample for this study) did not study languages beyond grade 12, but if prospective students are familiarised with the possibility of a qualification in Translation Studies as well as the possible career opportunities available, they could be interested in enrolling for

such a qualification with the intention of acquiring skills and finding employment upon completion.

The students participating in completing the questionnaires have shown a passion for entering the language profession as translators, supported by the suggested salary scales for such a career. They also indicated a belief that there would be employment opportunities available to people qualifying as translators. The students also provided their opinions regarding the introduction of translation as a course because they believed it could be useful and helpful for them in searching for employment. They also indicated the belief that translation as a skill, which could put them in a better position during job interviews because it is language-oriented, and thus if they could be employed the poverty in their area could be alleviated.

With regard to the interview questions (in which only lecturers were involved), the following were my main findings. The lecturers indicated that a qualification in translation, if introduced, could be valuable for students in the search of finding employment. The introduction of such a course could benefit both the students (placing them at an advantage in the job market) and the institution (number of students could increase). Knowledge of translation and the skills and strategies involved could also improve the understanding of content in other courses. The institution could consider introducing translation in the curriculum only if the College Council approves it, and the necessary resources are provided.

Normally, no project would be introduced without any problems. In this case the problems could be human resources (trained lecturers in translation), finances and venues (lecture halls) for teaching. Many FET Colleges could benefit from the introduction of translation because the communities they serve could know that it has changed into a skills development centre.

### **5.3 Factors affecting the introduction of a qualification in translation at Maluti FET College**

It must be noted that for a qualification in translation to be introduced, the College Council would have to be briefed about such a qualification and other related needs such as the training of personnel, funds, and the appropriate venues for such a course.

In another related study, Erasmus (2010:99) found that the first point of concern was that the background knowledge of teachers and students could have not been taken into account. One solution could be to initiate this programme at an FET College (at a specific campus such as Maluti FET College) where suitably qualified educators are available to offer tuition, preferably those who have studied languages and have knowledge of translation as indicated through the interview.

Additionally selection criteria for students to be allowed into this programme should be developed. The possible suggested criteria could be a certain pass rate (e.g. 60%) in languages with students showing a passion for working in the language industry. These criteria could be established using a psychometric test or any acceptable mechanisms to determine their interest and capability. It should be made a prerequisite for students interested in the qualification to write an admission test. Another concern (as indicated in the findings) is that most students do not study languages beyond school level. This is substantiated by the outcome of the questionnaire question with reference to the level of languages studied beyond post school level.

### **5.4 Recommendations**

From my literature review about translator education and the discussion of poverty and performing a qualitative analysis of data collected by means of interviews and questionnaires, I have concluded that introducing Translation Studies as a means of career training can have a positive impact on the lives of South Africans. I therefore recommend that the Maluti FET College Management (e.g. College Chief Executive Officer and Campus Managers) should engage with the College Council about the possible introduction of a qualification in translation.

The following suggestions can be made: Consultation with UFS in order to envisage a partnership between two entities. A meeting with Department of Languages at the Maluti FET College could be convened. A meeting with the College Council could be convened. Registration of the course according to the proposed curriculum could take place. Possible employment of lecturers or students from UFS can be foreseen, for example, those who have completed their MA degrees can lecture courses at the Maluti FET College. The Maluti FET College can approach other departments (e.g. Labour, Justice, Arts and Culture) for bursaries and funding. Lastly, students can be recruited by means of a marketing drive to get them to study for this qualification.

Erasmus (2010:88) proposed that even if the curriculum (refer to addendum C) could be of help, the current FET College students could not be expected to function on the same cognitive level compared to that of advanced students attending an institution of higher education, e.g. a university. According to Kirally (2000:3-4) true expertise in any career can only be developed by the student on the basis of authentic and real-life situations and compounded by personal experience to be gained by the student. Also translator education in Africa cannot take place at the level of higher education only (Marias, 2009:83), although this is not meant to denigrate higher education, as translation will not be taught at universities only, and FET Colleges could be included. These graduates have excellent theoretical acumen as well as practical experience to lead and guide prospective students to become well-rounded language practitioners (translators).

I further recommend that the provided curriculum as per SAQA prescripts (see Addendum C) be implemented as is, in order to ensure that it yields accreditation and certification to students who could render translation services on completion of the course. The completion of such a course could improve their earning capacity. The proposed curriculum aims to promote understanding and respect for the linguistic and cultural diversity in South Africa.

The college could compile a list of the number of students interested in a qualification in translation, which could support their submission. The problem of human resources as indicated during the interviews could be addressed through the acquisition of the Skills Development Fund

from the Department of Labour to train a certain number of lecturers in translation. It is furthermore recommended that translation be studied as a Skills Development Programme, with the intention of creating jobs, reducing unemployment and alleviating poverty.

Finally, various government departments such as the Department of Sports, Arts and Culture, and the Department of Justice, should be approached for funding of such a programme through bursaries. I therefore conclude that this exploratory research study indicates that it could be possible that translation be introduced at Maluti FET College, once relevant and appropriate resources are available.

### **5.5 Further research**

Further research could be undertaken to investigate the working relationship between FET Colleges and local magistrate offices in order to provide practical training for students, among others to assist in the translation of statements and oaths in courts.

Lastly, further research could be to investigate and conduct research at other FET Colleges in the Free State (and elsewhere in the country), on the possible introduction of translation as qualification.

## ADDENDUM A

### INTERVIEW QUESTIONS

1. Do you think it could be valuable to include translation as qualification in your curriculum? What would the benefits be?
2. Would you think it is important for Further Education and Training colleges to also introduce translation as qualification taught to other students in other qualifications?
3. Would your institution consider introducing translation as qualification? Why do you say so?
4. What problems do you foresee in the implementation of a translation qualification at FET colleges?
5. What do you think could be the benefits of introducing translation in the curriculum of many FET colleges? Could you briefly explain?

**ADDENDUM B**

**Questionnaire:**

Instructions:

- a) Indicate your response on each question by placing an **X** in the preferred or correct block.
- b) At the end of the questionnaire, please provide or write your opinion on the possible introduction of translation (Theory and Practice) at the Maluti FET College.

1. Indicate your gender:

Male  Female  (NB: for statistical purposes only)

2. What languages do you speak at home and at work?

Language spoken	Home	Work
e.g. Sesotho	X	X

3. Which languages did you study at school?


4. Do you have language education beyond school level?

Yes  No

5. If yes, which languages and at what level?

Language	Level of education

6. What is your language competency in languages other than those mentioned above?

Language:	Competency with regard to:		
	Reading	Writing	Speaking

7. What is your view on multilingualism?


8. Which works/documents have you read in translation?


9. Which dictionaries do you own, if any?


10. How often do you make use of dictionaries?

Daily	Weekly	Monthly

11. Have you ever considered a career in language professions?

Yes

No

12. What would your salary expectation be with a two-year qualification in Translation?

13. Do you believe there is work available for Language Practitioners?

Yes

No

14. If yes, where?

15. Provide your opinion on the introduction of translation as qualification leading to a career as a translator

**ADDENDUM C**



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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
REGISTERED QUALIFICATION:**

**National Certificate: Specialised Translation**

<b>SAQA QUAL ID</b>	<b>QUALIFICATION TITLE</b>			
48785	National Certificate: Specialised Translation			
<b>ORIGINATOR</b>		<b>ORIGINATING PROVIDER</b>		
SGB Translation, Interpreting and Language Editing				
<b>QUALITY ASSURING BODY</b>				
CHE - Council on Higher Education				
<b>QUALIFICATION FIELD TYPE</b>		<b>SUBFIELD</b>		
National Certificate	Field 04 - Communication Studies and Language		Communication Studies	
<b>ABET BAND</b>	<b>MINIMUM CREDITS</b>	<b>OLD NQF LEVEL</b>	<b>NEW NQF LEVEL</b>	<b>QUAL CLASS</b>
Undefined	120	Level 6	New Level Assignment Pend.	Regular-Unit Stds Based
<b>REGISTRATION STATUS</b>		<b>SAQA DECISION NUMBER</b>	<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>
Reregistered		SAQA 0480/09	2009-07-01	2012-06-30
<b>LAST DATE FOR ENROLMENT</b>		<b>LAST DATE FOR ACHIEVEMENT</b>		
2013-06-30		2016-06-30		

*In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise.*

This qualification does not replace any other qualification and is not replaced by any

other qualification.

## **PURPOSE AND RATIONALE OF THE QUALIFICATION**

The purpose of this qualification is to enable learners to render specialised text in specialised context professionally and ethically. The impact of errors when translating specialised text between (two) languages for specialised readership can have serious negative consequences, and attention to detail is essential. The status of technical translating in the South African economy and earning ability of qualifying learners can be improved.

The qualification requires of learners to be able to use computers in the context of technical translating, collect the information required for technical translating, and earn a living by providing quality specialised translation services professionally, ethically and with a focus on customer service.

Qualifying learners can contextualise text within a target culture when translating specialised text, to ensure an autonomous text. Competent specialised text translators are able to involve specialised readers, translate between two cultures, edit between two languages, proof read, and analyse specialised text by consulting references and sources.

Specialised translation facilitates equal access to specialised text in a variety of languages. This improved access results in, for example, improved judicial system, nursing, and health service delivery, improved occupational safety and health, improved productivity, and better informed share and stakeholders.

Qualifying learners are capable of:

- Selecting correct technical terminology
- Using standardised technical language
- Contextualising technical information of source texts
- Identifying field-specific technical information of source text
- Planning the encoding process for technical translation
- Encoding specialised information
- Describing research problems

To qualify, a learner has to be competent in specialised translation in one field, with competence in specialised translation relating to this field as part of the core of the qualification. In addition, the qualifying learner is equipped to pursue related career paths and contribute economically, by electing to attain outcomes for:

- A third language, and/or
- Managing delivery of specialised translation products

### **Rationale**

A National Certificate in Specialised Translation (NQF Level 6) is required because there is a need for entry-level competence and recognition for competence in the area of

specialised translation. The qualification is intended to build on general translation competence.

The attainment of a qualification in specialised translation allows the transfer of specialised knowledge by the translator to specialised audiences. Applying specialised translation competence fosters and promotes multilingualism, and improves the accessibility of specialised text for specialised readers. Specialised translation facilitates the formation of social relationships and empowerment by making accessible specialised information and knowledge.

This qualification is aimed at providing access to education and training by means of Recognition of Prior Learning within the competence areas. The qualification design includes a planned combination of outcomes aimed at meeting the demand for:

- Increased employability of qualifying learners
- Enhanced quality of products in all fields (for example, manuals)
- Reader involvement
- Optimal sales impact by improving readability and thus marketability. For example, translating financial information well can improve stakeholder and shareholder confidence.

The qualification is set to improve employment opportunities for learners in this field. Learners include users of all official South African and any other languages. Qualifying learners are required to have specialised knowledge of at least one field of information. Fields include agriculture and nature conservation; culture and arts; business, commerce and management; communication studies and language; education, training and development; manufacturing, engineering and technology; human and social sciences; law, military science and security; health sciences and social services; physical, mathematical, computer and life sciences; services; physical planning and construction. Qualifying learners are able to find employment in companies, universities, and government departments, and also as freelancers.

#### **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING**

The qualification design is based on the assumption that the following competencies have already been attained prior to learning towards this qualification:

- Building information resources
- NQF level 6 competence in at least one technical field
- Writing various texts in different contexts in source language
- Assessing source text
- Adapting source text
- Transforming text types in source language
- Processing general (pragmatic) texts in source language
- Writing various texts in different contexts in target language
- Assessing target text
- Adapting target text
- Transforming text types in target language

- Processing general (pragmatic) texts in target language

Because of the impact of language and technical field competence of the effectiveness of specialised translation, it is assumed that learners have attained the above NQF Level 5 translation competence in two languages. Credit can be attained through recognition of prior learning

#### Recognition of prior learning (RPL)

Learners who have met the requirements of any Unit Standard in this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant will be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standard or Unit Standards. A qualification will be awarded should a learner demonstrate that all the exit level outcomes have been attained.

### **RECOGNISE PREVIOUS LEARNING?**

#### **QUALIFICATION RULES**

##### Rules of combination

This qualification is designed as follows:

- All Fundamental Unit Standards (20 Credits) are compulsory
- All Core Unit Standards (80 Credits) are compulsory
- At least 20 credits must be attained from the Elective Unit Standards in the following two areas of competence:

##### 1. Communicate proficiently in an additional language:

- Engage in sustained oral communication and evaluate spoken texts (5 Credits)
- Read, analyse and respond to a variety of texts (5 Credits)
- Write for a wide variety of texts (5 Credits)
- Use language and communication in occupational learning programs (5 Credits)

##### 2. Manage delivery of specialised translation products:

- Implement systems to meet the flow of information in a team, department or division (3 Credits)
- Investigate and explain marketing communications concepts (8 Credits)
- Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget (6 Credits)
- Monitor, evaluate and communicate project schedules (4 Credits)
- Implement project administration processes according to requirements (5 Credits)
- Identify and interpret related legislation and its impact on the team, department or division and ensure compliance (4 Credits)

#### **EXIT LEVEL OUTCOMES**

1. Write and transfer specialised text within a specific context using standardised

language

2. Select correct technical terminology showing responsibility to others - Range: terminology includes both target text and source text
3. Solve specialised translation problems
4. Collect, analyse, organise and critically evaluate field-specific technical information in relation to the field
5. Work within the context of a group of role players to encode technical information into the target language  
Range: role players include experts, clients, colleagues, etc.
6. Identify and contextualise technical information taking into account relationships between source language and target language systems  
Range: system can include culture, norms, genre conventions, political systems, etc
7. Contribute to translation research in a specific field
8. Communicate effectively using language skills in the mode of written presentation in a third language
9. Manage delivery of specialised translation products

#### **ASSOCIATED ASSESSMENT CRITERIA**

1. > Specialised text transfer is efficient, effective, appropriate and relevant
  - Language structures used are based on recognised text conventions of technical writing
  - Target text meets requirements of standardised language of the relevant field
  - Information is transferred correctly in terms of brief
  - Information is transferred in a way to optimise ease of reader processing
  - Content is relevant in terms of ease of reader processing
  - Words are selected based on ease of reader processing
  - Information is transferred correctly in terms of recognised principles of textuality
2. > Technical terminology selected is from recognised sources, for various levels, clients, texts, readers and tools
  - Brief is adhered to
  - Technical terminology selected is based on target conventions
  - Selected terminology meets context requirements
3. > Identification of problems is justified in terms of relevant text types
  - Selected problem solving strategies result in effective and efficient text
  - Target text meets the requirements of the brief

4. > Information collected is from recognised field-specific sources
- Methods of analysis are appropriate for purpose of analysis
  - Organising systems are in place
  - Organising systems are accessible for future use
  - Target text reflects encoding and decoding strategies based on relevant evaluated information
5. > Technical text translation is relevant for briefed purpose
- Translation reflects consultation with relevant role players
  - Translation reflects use of appropriate resources  
Range: resources include tools for consultation e.g. e-mail, telephone, PC
  - Agreement about process of translation reflects awareness of agreed organisational roles
  - Style adheres to organisational conventions
  - Conduct in relation to the group is not unethical
6. > Conventions used are justified in relation to target language and source language norms
- Contextualisation of technical information/language is accurate in terms of source language conventions and no misinterpretations and mistranslations are present
  - Vocabulary, idiom, and register is appropriate for context, target language and target language system
  - Identified technical information is coherent in terms of target language system
7. > Identification of research problems are appropriate for the context within a specific field
- Existing information sources consulted are appropriate for the field
  - Processes followed to develop a rationale are well described in the field
  - Hypotheses formulated are appropriate for specific research questions
  - Research methodologies employed to collect information is from the existing body of knowledge within the relevant field
  - Analysis and evaluation of results are in terms of stated hypotheses
  - Communication of results is appropriate for specific familiar, predetermined audiences
8. > Text types, text features and text functions are correctly identified, selected and verified in relation to parallel texts
- Texts are designed based on context-specific requirements
  - The writing process is planned effectively
  - Errors in text are accurately identified and analysed
  - Feedback regarding text is obtained and provided
  - Linguistic or textual features are accurately assessed
  - Text assessment findings are justified
  - Strategies selected to improve and transform text are context-appropriate and justified
  - Comparison of own composition with similar text types is relevant

- Text quality is improved where relevant
- Adaptations of text for different readerships is appropriate for specific readership profiles
- The conceptual level of text is adjusted to correct readership level

9. > Systems are implemented to meet the flow of information. Investigation of marketing communications concepts is appropriate for purpose of communication

- Cost budgets are accurately prepared and estimated
- All actual costs are monitored and controlled against budgets
- Project schedules are communicated to all relevant persons
- Monitoring and evaluating of project schedules is against agreed criteria and meets project objectives
- Project administration processes are according to requirements
- All relevant legislation is complied with

#### Integrated assessment

Before qualifying, the learner will be expected to demonstrate competence, as specified in the exit level outcomes and assessment criteria that integrates the assessment of all specific outcomes, for all Unit Standards, for example, applying competence in a practical scenario. This will require learners to translate specialised text in at least one language combination. In addition, during the learning process to attain the outcomes of each Unit Standard, learners will be expected to give evidence that they have attained the embedded knowledge and specific skills contained in specific outcomes for the relevant Unit Standard.

#### **INTERNATIONAL COMPARABILITY**

These standards have been developed in line with international standards for the same level of learning and application. Specific comparisons have been made with the standards employed in New Zealand, Australia and Scotland.

#### New Zealand

The New Zealand National Qualifications Framework has ten levels of progression. Relevant Unit Standards (no qualification exists on the New Zealand framework) are registered at Levels 6 and 7. Level 6 is described as involving carrying out processes that require a command of wide-ranging highly specialised technical or scholastic skills, a wide choice of standard and non-standard procedures, often in non-standard combinations, in highly variable routine and non-routine contexts. This is the equivalent of the South African NQF Level 5 or 6.

- The New Zealand standards also include credits for Management practice, at Level 6
- The New Zealand standards include 20 credits each at Level 7 for conference interpreting, court and legal interpreting, and interpreting in health care settings
- The New Zealand standards include translating literary text (Level 7) from one language to another, assigned 15 credits
- Credits assigned to each unit standard are generally higher for the South African

Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the qualification. Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

To register as an assessor, the following are required:

- Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained (a portfolio of evidence)
- NQF recognised assessor credit

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

- Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
- Taking into account that the relationship between practical and theoretical is not fixed but varies according to the type and level of qualification.

#### CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

#### NOTES

N/A

#### UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	<u>115023</u>	Contextualise technical information of source text	Level 6	New Level Assignment Pend.	10
Core	<u>115022</u>	Describe research problems	Level 6	New Level Assignment Pend.	20
Core	<u>115021</u>	Identify field-specific technical information of source texts	Level 6	New Level Assignment Pend.	10
Core	<u>115024</u>	Plan the encoding process for technical translation	Level 6	New Level Assignment Pend.	20

Core	<u>115019</u>	Encode specialised information	Level 7	New Level Assignment Pend.	20
Fundamental	<u>115020</u>	Use standardised technical language	Level 6	New Level Assignment Pend.	10
Fundamental	<u>115018</u>	Select technical terminology	Level 7	New Level Assignment Pend.	10
Elective	<u>8974</u>	Engage in sustained oral communication and evaluate spoken texts	Level 4	NQF Level 04	5
Elective	<u>10139</u>	Implement project administration processes according to requirements	Level 4	NQF Level 04	5
Elective	<u>10143</u>	Monitor, evaluate and communicate project schedules	Level 4	NQF Level 04	4
Elective	<u>10134</u>	Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget	Level 4	NQF Level 04	6
Elective	<u>8975</u>	Read analyse and respond to a variety of texts	Level 4	NQF Level 04	5
Elective	<u>8979</u>	Use language and communication in occupational learning programmes	Level 4	NQF Level 04	5
Elective	<u>8976</u>	Write for a wide range of contexts	Level 4	NQF Level 04	5
Elective	<u>15225</u>	Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	New Level Assignment Pend.	4
Elective	<u>15226</u>	Implement systems to meet the flow of information in a team, department or division	Level 5	New Level Assignment Pend.	3
Elective	<u>10064</u>	Investigate and explain marketing communications concepts	Level 5	New Level Assignment Pend.	8

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:**

**NONE**

**PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:**

*This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Quality Assuring Bodies have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Quality Assuring Body should be notified if a record appears to be missing from here.*

**NONE**

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## SUMMARY

A recent study (Erasmus 2010:109) found there is a need for the training of both community interpreters and translators in South Africa and that this training was likely to elevate those community interpreters and translators from poverty and unemployment. It was further stated that the proposed curriculum could help in closing or fulfilling a gap in the labour market for translators, thus making it possible for graduates in this programme to make a living out of either translation or interpretation. Therefore, it has become necessary to explore the possibility of introducing such programmes and qualifications at FET Colleges to assist in job creation and poverty alleviation. For the purposes of this study I chose Maluti FET College, Phuthaditjhaba in Qwaqwa in the Eastern Free State. The methodology followed in this study was qualitative in nature, focusing on one specific case study. The data collection process included questionnaires and interviews. Questionnaires were given to 50 students, while face-to-face interviews were conducted with the Campus Manager, Head of Department for Languages, and three lecturers. According to the responses there was interest, but that alone cannot guarantee an introduction of such a qualification in translation at Maluti FET College. The responses only provided a guideline and could be used as supporting statements for a possible introduction of a qualification. They could also be used to determine the possibility of students interested in enrolling for a course, if introduced. Some responses from both the interviews and questionnaires indicated that such a qualification could create some job opportunities for students on completion. Recommendations include that the Maluti FET College management should engage with College Council about the possible introduction of translation as qualification; that a partnership be developed between Maluti FET College and the University of the Free State with possible assistance in introducing translation; that the suggested curriculum as per SAQA prescriptions be implemented as is, in order to yield accreditation and certification to students who complete the qualification; and furthermore that various government departments such as the Department of Sports, Arts and Culture, and Department of Justice be approached for funding such programmes through bursaries.

## OPSOMMING

'n Onlangse studie (Erasmus, 2011:109) het bevind dat daar 'n behoefte bestaan vir die opleiding van beide gemeenskapstolke en –vertalers in Suid-Afrika en dat hierdie opleidingheel moontlik daardie gemeenskapstolke en-vertalers sal ophef uit armoede en werkloosheid. Daar word verder verklaar dat die voorgestelde kurrikulum kan help om 'n leemte in die arbeidsmark vir vertalers te verklein of te vul en dit sodoende vir graduandi van hierdie program moontlik te maak om 'n bestaan uit vertaling of tolking te maak.

Derhalwe het dit nodig geword om die moontlikheid te ondersoek om sulke programme en kwalifikasies by VOO-kolleges bekend te stel om te help met werkskepping en die verligting van armoede. Vir die doel van hierdie studie het ek die Maluti VOO-kollege in Phuthaditjhaba in Qwaqwa in die Oos-Vrystaat gekies. Die metodologie wat in hierdie studie gebruik is was kwalitatief van aard en het op een spesifieke gevallestudie gefokus. Vraelyste is aan 50 studente gegee, terwyl een-tot-een onderhoude met die Kampusbestuurder, Hoof van die Departement van Tale en drie lektors gevoer is. Volgens die antwoorde was daar belangstelling, maar dit alleen kan nie die bekendstelling van so 'n kwalifikasie in vertaling by die Maluti VOO-kollege waarborg nie. Die antwoorde gee slegs 'n riglyn en kan as ondersteunende opgawes gebruik word vir die moontlike bekendstelling van die kwalifikasie. Dit kan ook gebruik word om die moontlikheid te bepaal of studente belang sal stel om in te skryf vir so 'n kwalifikasie, indien dit ingestel word. Sekere antwoorde van die beide diegene met wie onderhoude gevoer is en die vraelyste het aangedui dat so 'n kwalifikasie werksgeleenthede vir studente wat die studie voltooi, kan skep.

Voorstelle sluit in dat die bestuur van die Maluti VOO-Kollege met die Kollegeeraad skakel oor die moontlike instelling van vertaling as kwalifikasie; dat 'n vennootskap tussen die Maluti VOO-Kollege en die Universiteit van die Vrystaat kan ontwikkel met die moontlike bystand om vertaling bekend te stel; dat die voorgestelde kurrikulum volgens SAQA voorskrifte geïmplementeer word soos dit is om sodoende akkreditasie en en sertifisering te verseker van studente wat die kwalifikasie voltooi; en voorts, dat verskeie staatsdepartemente soos die Departement van Sport, Kuns en Kultuur en die Departement van Justisie benader word vir befondsing van sulke programme deur middel van beurse.