

https://dspace.org/

Evaluating the functionality of the translated Sepedi Home Language CAPS for Grade 10-12.

Tshesane, Thelma Machoene Johanna

2014-08-08
http://hdl.handle.net/10539/15140

Downloaded from a DSpace repository. https://dspace.org/

EVALUATING THE FUNCTIONALITY OF THE TRANSLATED SEPEDI HOME LANGUAGE CAPS FOR GRADE 10-12

BY

THELMA MACHOENE JOHANNA TSHESANE

This Research Report is submitted to the Faculty of Humanities at the University of the Witwatersrand, Johannesburg, in partial fulfilment of the requirements for the Degree of Master Of Arts in Translation.

JOHANNESBURG, MARCH 2014

ABSTRACT

This Research Report focuses on the evaluation of the translation of the Curriculum And Assessment Policy Statement (CAPS) from English into Sepedi for Home Language Grade 10-12. Its main aim is to find out how accurate is the translation of the CAPS from English into Sepedi; and how the teachers in schools understand the translation and how they use the document for lesson planning and preparation.

The study also tests the functionalist theory used in the analysis of the target text as proposed by Nord (1992, 1997 and 2005), and the strategies of translation suggested by Mona Baker (1992) and Peter Newmark (1991).

The findings show that translations should be done for an intended purpose. The target readership should be able to use the translated document without difficulty. The translation should produce a text that will have the same effect on its readership as the source text has on its readership. Translators will also gain insight into which translation strategies should be applied when resolving translation problems.

DECLARATION

I declare that this Research Report is my own unaided work. It is being submitted in partial fulfilment for the Degree of Master of Translation, at the University of the Witwatersrand, in Johannesburg. It has never been submitted before for any degree or examination in any other university here in South Africa or anywhere else.

Thelma Machoene Johanna Tshesane

Signed at _____ on _____March 2014

Signature: _____

ACKNOWLEDGEMENTS

I would like to thank everybody whose assistance and prayers made it possible for me to complete this study, particularly, the following:

Prof Judith Inggs, my supervisor for her encouragement and guidance. If it were not for her dedication this study would not have been completed. Her insight into the subject cannot be adequately matched by any expression of gratitude on my part.

Thanks to Dr Yvonne Reed, for mentoring and reading my work, when I wanted clarification on issues of curriculum. Thank you very much for your support. Deborah Visagie and Grace Moletsane, for helping me understand research concepts when writing my first proposal for this study.

Thanks to my dear husband, Abram Rapitso Tshesane. His support and encouragement cannot be adequately matched by any expression of gratitude on my part. Thanks to my two sons Serema, Marumo and my daughter-in-law Anastacia Matome for their unwavering support. Thanks to my grand-son, junior Marumo who made me laugh when I felt depressed, and my mother Mary Kganyago for her love, endurance and support.

Above all, thanks to the ALMIGHTY for the blessings and life He gave me.

ABBREVIATIONS FOUND IN THE STUDY

CAPS - CURRICULUM AND ASSESSMENT POLICY STATEMENT

NCS – NATIONAL CURRICULUM STATEMENT

SL – SOURCE LANGUAGE (ENGLISH)

TL – TARGET LANGUAGE (SEPEDI)

ST – SOURCE TEXT (ENGLISH)

TT – TARGET TEXT (SEPEDI)

TTR – TARGET TEXT READERSHIP (SEPEDI READERS)

STR- SOURCE TEXT READERSHIP

TABLE OF CONTENTS

Abstract.....i

Declaration.....ii

Acknowledgements.....iii

Abbreviations used in the study.....iv

CHAPTER 1: INTRODUCTION TO THE STUDY 1

1.1 Contextual background 1

1.2 Aim of the study and research questions 4

1.3 Rationale 4

1.4 Outline of the research report 5

1.5 Limitations of the study 6

CHAPTER 2: LITERATURE REVIEW 7

2.1. Overview of the evolution of the curriculum for schools' education before and after 1994 7

2.2 The importance of translation in education 12

2.3 Textual analysis-what it entails 14

2.3.1 The Vocative Text 14

2.3.2 The Expressive Text 14

2.3.3 The Informative Text 15

2.4 A functionalist approach to translation 15

CHAPTER 3: RESEARCH METHODOLOGY 20

3.1 Textual analysis of curriculum documents.....20

3.2 Collection and analysis of questionnaire and interview data 20

3.2.1 Questionnaire data 21

3.2.2 Interview data.....21

3.2.3 Validity and Reliability 22
3.2.4 Ethical Considerations 23

CHAPTER 4: ANALYSIS OF THE SOURCE TEXT 24

4.1 Analysis of the factors influencing the compilation of the English Home Language policy document and its translation into Sepedi 24
4.1.1 Who is the author or sender of the text? 25
4.1.2 What is the intention of the author in writing such a text? 25
4.1.3 Who are the text recipients (addressees)? 25
4.1.4 What is the medium through which it is communicated? 25
4.1.5 At what place and time does the communication take place? 26
4.1.6 What is the motive for the production of a translated text? 26

4.2 Intra-textual features 26
4.2.1 What is the subject matter of the text or what is the text about? 27
4.2.2 What is the content or what exactly does it say? 29
4.2.3 What does the author think is not necessary to say? 29
4.2.4 What is the composition of the text? 29
4.2.5 Which non-verbal elements are used in the text? 30
4.2.6 In which words and sentences is the message conveyed? 30
4.2.7. Covers of the Source Text and the Target Text 32
4.2.7.1 The cover of the English Home Language CAPS 32
4.2.7.2 The cover of the translated Sepedi Home Language CAPS 33
4.2.8 Translation of CAPS in Sepedi (Curriculum Assessment Policy Statements) 34
4.2.9 The foreword in the Sepedi version (Appendix A) 37
4.2.10 Language structures and conventions in the Sepedi version 38

CHAPTER 5: ANALYSIS OF DATA AND DISCUSSION 41

5.1 Questionnaire data 41

5.2 Interview data 49

CHAPTER 6: SUMMARY, FINDINGS AND RECOMMENDATIONS 54

6.1 Summary and research questions 54

6.2 Findings 54

6.3 Recommendations 57

CHAPTER 7: CONCLUSION 58

REFERENCES.. 61

APPENDICES.....66

CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 Contextual background

In the apartheid era, South Africa was officially a bilingual state. English and Afrikaans dominated the public and private lives of its people. At this time the mother tongue principle in education did not produce the advantages for speakers of African Languages that it did for English and Afrikaans speakers in South Africa. It seemed that the government never intended to support the development of African Languages. According to Cluver (1992:16) "resources were only allocated for the development of Afrikaans to enable it to compete fairly and effectively with English on the technical level."

The apartheid government justified the imposition of unpopular language policies for education with the argument that: "black South Africans were incapable of making decisions in their own interest" (Rose & Tunmer, 1975:205).) The aim of education was:
"To handicap African children with the introduction of an inferior syllabus, coupled with inadequate learning conditions and poorly educated teachers. These combined factors were intended to reinforce the existing belief of white superiority while simultaneously making African children believe that they, by nature, have different destinies.....the curriculum for native education was designed to retard the intellectual development of Africans"
(Dube, 1985:93).

In 1975, when the government decreed that from Grade 7 and Form 1 half the subjects in the curriculum must be taught through the medium of Afrikaans, there was widespread opposition from teachers, learners and parents. It was felt that the imposition of this policy was a way of preventing African learners from learning subjects such as mathematics successfully and from becoming competent in English. Language was being used as a tool to entrench inequality through the government's segregationist policies (Kamwangamalu, 2000). At this time African languages continued to be taught as subjects with each language having its own curriculum. The standards of Black education in schools were inferior and conceived to ensure that the majority of blacks were fitted only for menial jobs.

In June 1976 the mass demonstrations against the enforcement of Afrikaans signalled the start of what became known as the Soweto uprising, which subsequently spread to many parts of the country (Christie, 1986:238).These demonstrations were a reaction by African students against a language policy which aimed to "entrench black racial inferiority" (Kros, 1991:134). One consequence of the widespread demonstrations was that the Bantu Education Act No. 47of 1953 was repealed and the 1979, Education and Training Act was legislated, although it continued the system of racially segregated education (Clark & Worger, 2004).

The government scrapped compulsory use of Afrikaans as the medium of instruction in African schools, but retained a bilingual trajectory of English and Afrikaans as subjects. White schools could choose English or Afrikaans as the medium of instruction and African learners were left to take English as medium of instruction. (Heugh, 2000; Makalela, 2005).As Alexander (1989:46) states, "Another devastating consequence of the medium of instruction policy, was the discrediting of mother tongue education among the black population. There was a move towards English as the language of liberation". At this time the curriculum for languages as subjects (African languages, English and Afrikaans) was designed separately for each language – there was no standardised curriculum across languages.

After the first democratically elected government came to power in 1994 most sections of the 1979 Education and Training Act were repealed by the South African Schools Act of 1996.With the dawn of democracy in 1994, the education system in South Africa had to be transformed "[T]o mark the shift from apartheid to a post-apartheid society" (Jansen 2001:196). This transformation was supported by the Constitution of South Africa (Act 108 of 1996) "which provides for curriculum transformation developed in South Africa" (Constitution, 1996:45). The aim of changing the education system was: "to overcome the legacy of apartheid education and prepare South Africans for the challenge of competing in a global economy" (Department of Education (DoE), 2000:153). The apartheid regime had segregated the people of South Africa, hence the statement by the DoE that "the legacy of apartheid runs deep and clearly requires that the curriculum of post-apartheid South Africa

deals forcibly and systematically with issues of justice, democracy, and respect for diversity and differences" (2000:155).

The constitutional provision for extending equal status to nine languages in addition to English and Afrikaans, namely Sesotho, Sepedi, Xitsonga, isiZulu, isiNdebele, isiXhosa, Setswana, siSwati and Tshivenda, implied that these languages should be given an enhanced status in the national communication process. Underpinning this new provision is the notion that people have a democratic right to information. For this constitutional right to be realised, information which in the past was available only in English and Afrikaans needs to be translated into the nine official African languages thus increasing the demand for translation and interpreting in these languages. For this demand to be met both translators and interpreters must be proficient in two or more of the languages used in any particular community or area and professionally committed to comprehensive and accurate translation or interpreting.

Duff (1981) states that the aim of translation is: "to convey the sense of the original as accurately and appropriately as possible". For Hewson & Martin (1991:113) "the aim of translation is to make a work accessible to speakers of another language who otherwise would have no way of discovering that work". According to Nord (1991:137), from a functionalist point of view, in the translation of texts, it is always imperative that the translator, with the permission of the initiator or requester of the translation, should make sure that decisions the translator takes during the process of translation, are governed by the function or communicative purpose the Target Text (TT) is intended to fulfil in a particular target culture situation. These three statements suggest that faithfulness to the original, accessibility to one's audience and understanding of the function of a text should guide the translator's or interpreter's work.

Since 1997, when the first version of the new curriculum for schools was introduced, curriculum documents have been written initially in English and then translated into the other languages required by teachers of languages as subjects, or by Foundation Phase teachers who use one of the official languages as medium of instruction across the curriculum. Unlike the language curricula of the apartheid era which differed from language

to language, each version of the post-apartheid curriculum for languages (Curriculum 2005, the National Curriculum Statement; Curriculum and Assessment Policy Statement) is the same across all eleven languages. This study is interested in the accuracy and the accessibility of the -Sepedi translation of the curriculum document for Grades 10-12 Home Language, which originated in English.

1.2 Aim of the study and research questions

The aim of this study is to investigate the accuracy and functionality of the translation of the Curriculum Assessment Policy Statement for Grades 10-12 Home Language from English into Sepedi that was initiated and authorized by the Department of Education. The following are the research questions:

How accurate is the translation of the Curriculum Assessment Policy Statement document from English into Sepedi?

How do teachers understand the translation?

How do teachers use the translated Curriculum Assessment Policy Statement document for lesson planning and preparation?

1.3 Rationale

Language is one of the most important subjects in schools. In the Curriculum and Assessment Policy Statement (CAPS) it is referred to as: "a tool for thought and communication" (DOE, 2010:3). It is used for personal communication, educational, aesthetic, creative, cultural, political and critical purposes, and it is through language that the rest of the curriculum is learnt (DOE, 2006). According to the foreword of the Minister of Basic Education, Angie Motshekga to the 2010 CAPS document for Sepedi Home Language, "from 2012 the two National Curriculum Statements, for Grades R-9 and Grades 10-12 respectively, are combined in a single document and will simply be known as the National Curriculum Statement Grades R-12. The National Curriculum Statement Grades R-12 represents a policy statement for learning and teaching in South African schools..." This curriculum document was translated into the various South African official languages,

before teachers were expected to implement it in 2012. Of interest is the fact that the Minister's foreword to the Sepedi Home Language CAPS document is not translated into this language. Discussions with colleagues who are concerned about the quality of the translation prompted me to investigate how functional for teachers are the translated Sepedi Home Language CAPS when compared to the source text (the curriculum document for English Home Language).

By undertaking a comparative analysis of sections of the English source text and the translated Sepedi text and by investigating teachers' responses to, and use of, the translated text, this study aims to provide guidance to those who will be involved in the preparation of source texts for teachers and in their translation into various African languages. This guidance aims to include suggestions for techniques which translators can employ to resolve translation problems they encounter during the process of translation. In the enactment of current South African language policy, translation has an important role to play in facilitating communication at government levels, in religious, educational and economic institutions, political parties and among the general population. The translator plays an important role in this particular communication situation. He or she is an active participant in the whole process. Given the importance of the Bill of Rights to South Africa's new democracy and the lack of published articles discussing the translation of the NCS/CAPS documents in African languages, this study addresses an important knowledge gap.

1.4 Outline of the research report

Chapter 1 introduces the study and in Chapter 2, I provide a review of literature relevant to the study. Chapter 3 outlines the methodology used in this two part study: (i) a comparative textual analysis of curriculum documents in two languages and (ii) an investigation of teachers' responses to and use of the translated document for which data has been collected by means of a questionnaire and a follow-up interview.

Chapter 4 presents findings from the comparative analysis of sections of the Grades 10-12 CAPS documents for English and Sepedi Home Language curriculum documents undertaken by the researcher.

`

Chapter 5 presents and analyses data from the teachers' questionnaire and interview responses. Chapter 6 presents the summary, findings and recommendations arising from, the study; and Chapter 7 is the conclusion.

1.5 Limitations of the study

The study is limited to four schools found in the same vicinity in Soweto. There are many high schools in Soweto, but most of them are offering Sepedi as First Additional Language. In the four schools that were selected, Sepedi is offered as a Home Language. The participants, from whom I gathered the data, were only six when the study was undertaken.

CHAPTER 2: LITERATURE REVIEW

This review is divided into two sections. The first section outlines the Language-in-Education Policies past and present, in order to situate the current Curriculum and Assessment Policy Statement for Sepedi Home Language in this history and in the history of language teaching. The second section focuses on the role of translation in a multilingual society and outlines key debates in translation studies that are used to inform the analysis of the translated language curriculum documents.

2.1. Overview of the evolution of the curriculum for schools' education before and after 1994

In South Africa, education policies and practices in general and language-in-education policies in particular have long been a site of struggle. Prior to the 1950s, "the majority of schools for Africans were state-aided mission schools" (Kros, 2002:133). The language policy of these schools was determined by the missionaries. The medium of instruction then was English, but it was not classified as a home or additional language. The National Policy came to power in 1948 and instituted the Bantu Education Act of 1953, No. 47. This Act established a separate "Bantu" education system that deliberately sought to make blacks subservient labourers: "The language policy in education was used for political purposes, to control black students by separating them into multiple ethno linguistic groups, and also to separate Afrikaner from English students" (Kros, 2002).

Consistent with the government's goal of maintaining separate cultures, identified through language, the National government also required mother-tongue instruction in the African schools. This was a way of ensuring that African learners were being exposed to "the delivery of a cognitively impoverished education and a culture of mediocrity and under-achievement" (Mashiyi, 2011:4). White learners had access to the languages of power and privilege that are English and Afrikaans, throughout their school system. Hendrik Verwoerd, who was one of the architect of apartheid, said: "the Bantu must not be subjected to an

education that shows him (Black learner) the green pastures of European society in which he is not allowed to graze" (Kros, 2002:133). Grobler (1998: 103) dubbed the Bantu Education Act the "Slave Education Act". Its main objective, as stated in the introduction, was to separate education for Africans from that of the English and Afrikaans speaking people. African education was indifferently administered and was starved of material resources.

In 1970, with the introduction of Bantustans or Independent Homelands, education for African learners was divided along ethnic lines. There were nine different Departments of Education: Leboa (for Sepedi speaking learners); Zululand (for isiZulu speakers), Bophuthatswana (for Setswana speakers), Transkei and Ciskei (for isiXhosa speakers), Gazankulu (for Xitsonga speaking learners), Venda (for Venda Speakers), Qwaqwa (for Sesotho speakers) and Kangwane (for isiNdebele speakers) (Makalela 2009a, Makalela 2009b). This division into homelands stripped Africans of their South African Citizenship. The resistance to this type of education in schools brought an end to the dual medium policy of the National Party government (Alexander 1989:25 and Marivate 1992:142). In 1978 when the Department of Education and Training took control of Education in African schools, it continued with the segregation of education. Between 1978 and 1993, African language teaching was discredited by learners at high schools. By 1978 the vast majority of African learners were being taught in English only at the secondary schools.

An observation was made and it was noted that liberation movements stigmatised both Afrikaans and the vernacular languages. Parents were also against teaching in the mother-tongue. They believed that their children already knew their own languages and that it had no place in the curriculum. Alexander (1999) and Desai (2000) mentioned that the negative attitudes of speakers of African languages are the main reason behind the lack of promotion of African languages. Prah (2005) and Makalela (2005) assert that in post-colonial countries, colonial languages were positioned as languages of prestige while African languages remained devalued. Parents in South African schools chose English because of the negative attitudes towards Afrikaans and the notion that "English is a resource and rich language...." (Makalela, 2005).

Since the 1994 democratic elections which ushered in the first post-apartheid government, education policy in South Africa has been guided by the principle of access, equity, and redress (Act 108, of 1996). There is no clarity about the date when an outcomes based approach to education was decided upon. According to Jansen and Christie, (1999:143) "the precise date and sequence of events leading to the introduction of outcomes based education (OBE) into South Africa's education and training systems are not clear". In 1995 the then Minister of Education, Sibusiso Bhengu, produced a series of White Papers on education, the most important being the "White Paper on Education and Training of 1995, which elaborated on the discourses of integration and competency, but with little reference to outcomes based education" (Jansen, 1998:145). Then, in 1996, a document spelling out the proposal for outcomes based education was published without any warning to the education stakeholders. Later that year, the planning for this new kind of education started.

In 1997 the Committee of Education Ministers took a decision to replace the old apartheid curriculum with a new Outcomes Based Education curriculum in the General and Further Education Band. The new curriculum was introduced in Grades R-9 (the General Education Band) in 2000-. A new certificate for Grades 10-12 (the Further Education and Training Certificate), which replaced the Senior Certificate, was then awarded in 2002. This new curriculum became popularly known as Curriculum 2005. After members of the public raised concerns about this new curriculum, a committee was appointed to review it. C2005 was an attempt to remedy shortcomings resulting from the apartheid era curriculum that was content laden, ideologically distorted and exams oriented. However, its implementation brought about confusion and frustration for teachers. The numbers of African language learners dwindled and some of the schools relegated the teaching of African languages to that of first or second additional languages. Grades 10-12 learners started losing interest in studying African languages as home languages.

According to Christie and Jansen (1997:172) "C2005 has rightly been accused of being jargon ridden and inaccessible in its discourse. Its procedures for designing learning programmes are complex and sophisticated if not obscure. Working with these principles requires well-prepared teachers". This type of teacher was to be found in historically White schools,

where the teachers were well trained and schools were well resourced, but not in black schools. “The framework was complex and full of difficult terminology, but gave no guidance on what to teach, or how” (Jansen, 2001). This type of curriculum failed to include elements of redress with regard to the segregationist education and the imbalances caused by apartheid education.

The new system of education created a huge gap between black and white schools (now formally open to learners of all races, but in practice still racially divided in many instances).The teachers were so negative that they resisted attending the OBE ‘training’ that was offered by the Department of Education and by higher education institutions. Most black teachers had received inferior teacher education under apartheid in comparison to their white counter parts. Black teachers called for retraining, but the government had no resources to respond to such a call.

In Curriculum 2005 African Languages were the most negatively affected subjects or learning areas. There was no clear indication of how many hours were going to be allocated to African language teaching. The teaching of African languages was no longer monitored because some teachers’ unions refused to allow inspectors to come to their respective schools. Most school governing bodies were now given the power to decide which language of learning and teaching (LOLT) should be used at their respective schools. In some schools African languages were no longer used as a medium of instruction and were relegated to the levels of second or third language or were stopped from being used in almost all schools, even in township schools. He further stated that:

> C2005 would further undermine the already weak culture of teaching and learning in schools by escalating the burden of changes at the very time that rationalization of teacher training colleges was implemented. This further limited the human resource capacity for managing such a change (Jansen, 2001).

As a result of the serious complaints about C2005, the next Minister of Education, Kader Asmal, commissioned an enquiry to review C2005, under the chairmanship of Linda Chisholm. After its revision in 2000 the department decided that C2005 be introduced in the General Education Band. In 2003 it was introduced in Grades 10-12, known as Further

Education and Training (FET) band, as the revised curriculum, termed the Revised National Curriculum Statement. It was no longer compulsory to teach African languages in township schools, but in rural areas they had no choice but to continue teaching African languages as Home Languages in the FET band (DoE, 2002).

In 2009 the Ministry of Education was divided into two divisions, namely, the Ministry of Basic Education responsible for Grade R to Grade 12 and the Ministry of Higher Education (Tertiary Education). The aim of such a division was to give each level of education enough attention to implement its policies appropriately and to oversee its curriculum as planned. In an attempt to address ongoing concerns about the implementation of the revised version of an outcome- based curriculum this curriculum was revised again.

As a result of this review, the Ministry of Basic Education produced the Curriculum and Assessment Policy Statements. The Curriculum and Assessment Policy Statements of 2010 were compelled to be translated into various South African Languages. Since 1994, one area in which the demand for information in translated form has increased, is public information material. The primary aim of such documents is to make information accessible to the layperson, but the question is whether the desired information actually reaches the public and how effectively it is communicated.

The aim of translating the CAPS into various African Languages was to disseminate important information to teachers of African languages, on what to prepare and teach in their respective classrooms. These documents were also made available to parents who can only read in African Languages. This was an attempt of the government to promote African Languages. With special reference to the Sepedi CAPS for grades 10-12 respectively, the document revealed some discrepancies when compared with the English Home Language policy document, which prompted this study.

`

2.2 The importance of translation in education

As advocated by the Constitution Act No 106, of 1996 and supporting statements from translation theorists, the Language policy framework of the Gauteng Provincial Government (2005:4) states that "the Constitution of South Africa recognizes education as one of the most important platforms for the promotion and development of languages". In the South African language policy, translation has an important role to play in facilitating communication at government levels, in religious, educational and economic institutions, political parties and among the people themselves. The main aim is to communicate with a wide audience. The aim of translating the CAPS into various African Languages was to disseminate important information to teachers of African languages. These documents were also made available to parents who can only read in African Languages. This is also an attempt of promoting multilingualism in South Africa.

Since 1994, one area in which the demand for information in translated form has increased, is public information material (Kruger, 2008:1). The primary aim of such documents is to make information accessible to the layperson, but the question is whether the desired information actually reaches the public and how effectively it is communicated. With special reference to the Sepedi CAPS, the document revealed some discrepancies when compared with the English Home Language policy document, which prompted that this study be undertaken.

Translation has always been referred to as a transfer of a message. Du Bois mentions that: "translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences" (in Bell 1991:5). That is why translation has always been referred to as a written transfer of message or meaning from one language to another. Nord (2005:180) mentions that: "translation is much more than a linguistic code-switching operation", and Hewson and Martin (1991:113) mention that: "the aim of translation is to make a work accessible to speakers of another language who otherwise would have no way of discovering that work". A translator should be able to communicate clearly with the target language reader. As Barnstone (1993:259) puts it "the task of the translator is to move information between

languages" just as Hewson & Martin (1991:223) state that "a translator is a mediator between two parties for whom mutual communication might otherwise be problematic". From these three statements one can deduce that a translator should be able to produce an acceptable text for the target readership. Translation does not only function to distribute knowledge across language boundaries, but it also expands knowledge about the source language.

Nord (2005) notes that "translation requires more than accuracy at word and sentence level. Translating a text very well requires consideration of its context and resulting features, such as style, who wrote the text, for what intended readership and with what purpose". The Sepedi translated CAPS may not reflect such a requirement. African languages translators are required to produce texts that are accessible at every level of society. House (1981:25) comments that: "the essence of translation lies in the preservation of 'meaning' across languages". Duff (1998:11 & 125) suggests that "translation should therefore be carried out by native speakers of the target language, since only they are capable of intuitively grasping words associations which reflect the way in which the language is structured and organize reality". This statement is indicative of the fact that words have a suggestive power that goes beyond their dictionary value. Words often mean what we want them to mean and the translator therefore has to reconcile several possible meanings, including the author's intended meaning, the dictionary definition and his own interpretation of the word or phrases.

This massive increase in translation into African languages shows that there is a great inherent need for information and education at grassroots level. This need has thus far mutated into pure desperation given that "translations are now being carried out regardless of whether or not specialized terminologies have been developed or standardized" (Walker, Kruger & Andrews 1998).

`

2.3 Textual analysis-what it entails

Before any elements of the Target Language come into play, the translator should have comprehended the Source Text (ST). When a translator comprehends the ST, he can easily construct the meaning of the text in question. There are things that translators should know and understand before attempting to translate a document. Nord (2005:1) mentions that "before embarking upon any translation, the translator should analyse the text comprehensively to ensure that the source text has been wholly and correctly understood".

The main aim of analysing the text in the comprehension phase of the source text is to detect and classify translation problems in a specific text (Gile 1995). The translator should be conscious of even the smallest varieties of the two languages involved in the translation of a text which may occur between different languages and bring about the vast differences in meaning. In endorsing what Nord and Gile mentioned, Newmark (1982) states "Before a translator translates a text, s/he must be conversant with the text types and the three dominant functions of language" namely informative, expressive and vocative language.

2.3.1 The Vocative Text

This text type focuses on the readership, the addressee (Newmark 1988). It calls upon the readers to respond to a text as it expects them to e.g. advertisements, notices and public speeches. It concerns itself with the relationship between the reader and the targeted readership.

2.3.2 The Expressive Text

In this type of a text, the speaker, the writer uses his speech or writing to express his feelings irrespective of any response. Texts falling under this category are autobiographies, personal correspondences, authoritative statements and so forth. When translating such texts the translator must consider the intention and feelings of the source text. S/he should be able to pass that information to the target readership.

`

2.3.3 The Informative Text

Such texts are described as those in which facts are more important than style. For the sake of translation, typical informative texts are concerned with topics of knowledge. Texts which fall under this category are mostly textbooks, government reports, literary works and so forth. The Sepedi CAPS document falls within this category. As an informative text, the translation of the CAPS should be communicative in approach. In communicative translation, Newmark (1988:45) points out that "the translator has the right to correct and improve the logic and style of the original, clarify ambiguities, jargons and normalize bizarre personal use". This is one characteristic that may be missing in the Sepedi CAPS. When texts are literally translated, the intended meaning is lost.

The principle of text analysis involves reading the text, and finding out what the intention of the text is. The targeted readership should be considered, as well as the setting and the quality of writing connotations and denotations. Ndlovu (1997:28) mentions that "theorists of translation have realized that a translator has to satisfy the needs of all interested parties in the translation, namely, the initiator, the source language author and the target language readership". This demands that the translator should decide which translation strategies she or he is going to employ during the translation process. The translator should strive to communicate with a reader who has no access to reading the source text version. The aim of translation is to produce a text that is similar to the source text, a text that will have the same effect on the readership as the Source Text has on the ST readership.

2.4 A functionalist approach to translation

Translation involves the transfer of a message. Du Bois (in Bell, 1991:5) states that: "translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences". That is why translation has always been referred to as a written transfer of a message or meaning from one language to another. Nord (1992:28) defines translation as "the production of a

functional target text maintaining a relationship with a given source text that is specified according to the intended or demanded function of the target text". She believes that: "translation is much more than a linguistic code-switching operation" (Nord, 2005:180).

According to Nord (1997:125) a proponent of functionalist theory, "it is the translator's task to mediate between the two cultures, and mediation cannot mean imposing one's specific culture concept on members of another culture community". Translation not only functions to distribute knowledge across language boundaries, but it also expands knowledge about the source language for African language speakers. The linguistic structures used in the source text differ completely from those of the target text. In the analysis of sentences used to convey certain information to the masses through the use of public material, the translator needs to take into account the differences of the registers used in the two languages; that is, their different syntactic structures and most of all the source text grammar, vocabulary and language use.

This will broaden the understanding of English language use and culture for a target language translator. This will also be a challenge to the translator, who has to have a way of negotiating the use of translation strategies when confronted by a translation problem. Barnstone (1993) notes that "what is impossible, and all linguists agree, is synonymy or identity between languages (or for that matter within languages)". Nord's functionalist approach is based on the skopos theory propagated by Vermeer (Jensen, 2009:14). This theory was adopted after translation scholars were dissatisfied with the equivalence-based theory "because there was a gap between practice and theory – functionalism was born" (Nord 1991:8). It was the German scholars Vermeer and Reiss who introduced skopos theory in relation to translation. Skopos is the Greek word for aim or purpose, and it is the aim or purpose of the TT which is the main focus of skopos theory (Nord, 1997:27). The most important element when determining the purpose of translation is the receiver of the TT, and because translation is a purposeful activity, there is always an intended receiver.

According to skopos theory, Jensen (2009:15) states that "all texts are perceived as serving a specific purpose, therefore the translator should translate in a way which enables the text to function in the situation in which it is to be used" and "with the people who want to use

it and in the way they want it to function "(Nord 1997:29). Vermeer (in Nord, 2000:236) mentions that: "the function of the TT may differ from the function of the ST". In backing up this statement, it is therefore very important for the translator to translate in such a way that the cultural expectation of the TT readership is satisfied. Nord (2005:135) comments that "translation requires more than accuracy at word and sentence level. Translating a text very well requires consideration of its context and resulting features, such as style, who wrote the text, for what intended readership and with what purpose". African language translators are required to produce texts that are accessible at every level of society. This means that whatever the translator translates into any African language he or she should be able to pass on the message as found in the source text.

House (1981:25) comments that: "the essence of translation lies in the preservation of 'meaning' across languages". Duff (1998:11 & 125) suggests that "translation should therefore be carried out by native speakers of the target language, since only they are capable of intuitively grasping word associations which reflect the way in which the language is structured and organises reality". As stated above (p.11) this statement is indicative of the fact that words have a suggestive power that goes beyond their dictionary value.

The translator therefore has to reconcile several possible meanings, including the author's intended meaning, the dictionary definition and his or her own interpretation of the word or phrase. Lockett (in Barnes, 1996: 265) is justified in saying that

> [I]f South Africa is to carry out its multilingual policy; suitably trained translators will be required. Some knowledge of the basic assumptions of translation theory is a valuable tool which every trained translator should have at his or her disposal.

That is why a translator should be well versed in the source and target language because the policy of multilingualism expects that all translators of the target languages should be good writers in their own languages and proficient in the understanding of the source language.

Translators should have knowledge of what the texts are used for and how they achieve their effects. They should know for whom they translate and what the users want to do with

the text. If the translator has this knowledge, he or she can "produce a target text that is appropriately structured and formulated in order to effectively fulfil its intended purpose for its addressees" (Schäffner, 1998:3). However the quality of the translations produced is not always of a sufficiently high standard:

"Generally research shows that the translation market in African has been growing steadily. But it comes along with the fear that this demand will create a blooming of unqualified service providers which ultimately damage the reputation and industry". (www.commonsenseadvisory.com).

Before any elements of the Target Language come into play, the translator should have understood the Source Text (ST) thoroughly. When a well-trained and proficient translator comprehends the ST, he or she can easily construct the meaning of the text in question.

According to Baker (1992:113-114) the field of discourse (what is going on), the tenor of discourse (the relationship between the text producer and the receiver) and the mode of discourse (the role that language is playing in a specific communication situation) should be taken into consideration during the process of translation. Discourse analysis, or "the analysis of texts beyond and above the sentence" (spoken and written) plays an important role in this context (Newmark 1981:54). The translator should be conscious of even the smallest varieties of the two languages involved in the translation of a text which may occur between different languages and bring about vast differences in meaning. Newmark (1988) explains communicative translation as basic, simple and clear, more direct, more conventional and conforming to a particular register of language. In fact, one might say that a communicative translation focuses on the target readership and the translator should adjust the text for that readership rather than slavishly reproduce the exact same information. In communicative translation, Newmark (1981:45) points out that "the translator has the right to correct and improve the logic and style of the original, clarify ambiguities, jargons and normalize bizarre personal use".

The aim of translation is to produce a text that is similar to the source text. If a translator wants to retain the intended source text meaning he or she must adhere to grammar rules,

writing conventions and forms of expression particular to each language. By so doing a translator can produce quality translations, texts that read as if they were originally produced in the target language although in doing so the translator must be careful not to depart from the intended meaning of the source text. Nord (2005) suggests that such a decision is not at the discretion of the translator, but is based on input from the translation requester or initiator. Very often a translator has to decide on his or her own brief.

Nord's model of translation is based on a translator having a brief. According to Nord (1997:60), the following information should be stated in the brief, namely "the intended text function or functions; the target readership; the time and place of the text reception, the medium through which the text will be transmitted and the motive for the production of the text", but the translation task and translation strategies rest with the translator. I will be using this model in analysing the texts given to the teachers to study before they could complete the questionnaire.

Chapter 3 describes the research design followed in carrying out the research at the identified schools.

CHAPTER 3: RESEARCH METHODOLOGY

In this chapter I explain how I collected data from the participants in the study and I present an analysis of the texts that I gave to teachers to read, in order to find out how the Sepedi text was translated. As this research is a two part study, each part is described separately. The next part will be discussed in chapter 4

3.1 Textual analysis of curriculum documents

The first part of the study involves a comparative analysis of the following sections of the Sepedi HL CAPS: the reference charter and selected two week lesson cycles in both the source text (English) and the translated version (Sepedi). The analysis is based on the translation strategies suggested by Baker (1992) which are described in Chapter Four. One of the aims is to find out whether the content of the two texts is very similar or whether there are important differences. A second aim is to analyse the lexical and syntactic choices made by the translator(s) of the Sepedi HL CAPS in terms of clarity and accessibility to teachers.

3.2 Collection and analysis of questionnaire and interview data

The main aim of the second part of the study is to find out how the translated version of the CAPS into Sepedi impacts on teachers' understanding of the content of the curriculum document. I am interested in understanding teachers' experiences of how, if at all, the translated text functions as a guide for their teaching of Sepedi for FET learners. This part of the study is qualitative in nature. "Qualitative research is about exploring issues, understanding phenomena and answering questions. It is about collecting, analysing, and interpreting data by observing what people do and say" (http://www.eHow.com, 2013).

McMillan & Schumacher (2001:413) advise qualitative researchers to choose people most likely to yield information-rich data about the predicted problem. In similar vein, Merriam

(1998: 61) states that “purposeful sampling is based on the assumption that the researcher wants to discover, understand and gain insight, and therefore must select a sample from which the most can be learned”. In this study teachers from four Soweto high schools offering Sepedi for HL learners were asked to participate in the study. All these schools are in the same vicinity, namely Diepkloof. The number of participants in the study was dependent on the number of educators teaching Sepedi in the four schools identified for the research.

3.2.1 Questionnaire data

According to Macmillan & Schumacher (2001:257), a questionnaire is “relatively economical and has the same questions for all subjects and can ensure anonymity. Questionnaires can use the same statements and questions, but in all cases, the subject is responding to something written for a specific purpose”. McNiff (1988:45) states that “questions are used to get specific information and feedback and to enable comparison of participants on a certain set of criteria”. Open ended questions were used in this study. Such questions supply a frame of reference for respondents’ answers, but put a minimum restraint on the answers and their expression (Cohen et al., 2007:357). In this way the respondents are able to answer in their own words. In this study all the educators who agreed to participate were asked to complete a questionnaire (see Appendix F). The questionnaires were delivered to each school and the educators were given two weeks to complete their responses as they were required to do this in their spare time. Any educator who did not have a copy of the CAPS document was provided with one. When the completed questionnaires were collected, arrangements were made for a follow-up interview with each participant. With the permission of the school, all educators were interviewed in their respective school premises after school hours, except for the two teachers who fell ill during that time. I had to make private arrangements with them as my time for researching at the schools had lapsed.

3.2.2 Interview data

`

Cohen, Manion and Morrison (2007:349) define an interview as "an interchange of views between two or more people on a topic of interest". LeCompte and Pressie (1993, as cited in Cohen et al., 2007:352) list six types of interviews, namely: in-depth interviews, standardised interviews, life history interviews, ethnographic interviews, elite interviews and focus group interviews. In-depth interviews were used to collect data from the teachers who participated in this study. In an in-depth interview open response questions will be used to obtain data from participants with regard to how individuals conceive their world and how they explain or make sense of important events in their lives (McMillan & Schumacher, 2001:443).

As for the questionnaire, most interview questions were open-ended. To prepare themselves for the interview, the teachers were requested to study particular sections in English and Sepedi HL CAPS documents. The reason copies of both the Sepedi and English policy documents were given to the teachers, was to encourage in-depth discussion of these sections. The interviews were audiotaped and subsequently transcribed. The transcriptions were given to the teachers to read so as to verify the accuracy of the record of the interview. At the conclusion of each interview field notes were made to support the interview data.

3.2.3 Validity and Reliability

According to O' Donoghue and Punch (2003:78), triangulation is "a method of cross-checking data from multiple sources to search for regularities in research data". A combination of different techniques of data collection is central to the idea of triangulation. In this study three types of data collection methods were used, namely the questionnaires, interviews and text analysis, in order to promote the validity and reliability of the findings. Cohen and Manion (2000:254) define triangulation as "an attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint". In support of what Cohen and Manion have said, Alrichter et al. (2008:147) contend that triangulation "gives a more detailed and balanced picture of the situation". Triangulation in research aims to increase both validity and the reliability of a

study and to overcome researcher bias. Reliability is an important consideration in that it is an indicator of the trustworthiness or quality of the research (Cohen & Manion, 2000). Validity can be described as the degree to which a method, a test or a research tool actually measures what it is supposed to measure.

3.2.4 Ethical Considerations

Ethics clearance to conduct research with Grade 10-12 teachers of Sepedi was obtained from the Wits School of Education Ethics Committee and from the Gauteng Department of Education. Letters requesting participation in the research project were sent to the principals and the teachers in the different schools, together with information about the project and consent forms in regard to completion of the questionnaires and audiotaping of the interviews. Both the principals and the teachers were assured that pseudonyms would be used throughout the research report and that all data collected would be kept securely by the researcher. In the next chapter I will analyse the Sepedi CAPS and compare it with the English HL policy document.

CHAPTER 4: ANALYSIS OF THE SOURCE TEXT

In the first part of this chapter, the literature reviewed in Chapter 2 is used to inform the analysis of factors influencing the compilation and presentation of the ST and the TT and then to analyse (i) the front cover, (ii) the appendix on language structures and conventions; (iii) fortnightly teaching plans for Term 3 in both the ST and the TT.

The principle of text analysis involves reading the text, finding out what the intention of the text is, and studying the translation brief thoroughly so that an appropriate text can be produced in the target language. The targeted readership should be considered, as well as the setting and the quality of writing. According to Newmark (1988:11&18) "you have to study the text not for itself but as something that has to be reconstituted for a different readership in a different culture". The translator has to work with two texts – "the original, and the prospective translation – which can never be exactly the same as the original because of the differing cultures at play and the limitations of the transfer process" (Kruger, Wallmach & Saunderson, 2003:47).

In my case I could not get hold of any brief that was sent out to the teachers drawn from the classes for use during the process of translating the CAPS into Sepedi.

4.1 Analysis of the factors influencing the compilation of the English Home Language policy document and its translation into Sepedi

When analysing the ST and TT both extra-textual (external factors) and intra-textual factors (factors directly related to the text) should be taken into consideration. By extra-textual or external factors Nord means factors that influence the choice of content and how this content is communicated (1991:35). A translator needs to understand the extra-textual factors that influenced the content selected for a text and the design and layout of the text in order to decide on translation strategies that will enable the TT to meet the requirements of the translation brief, if provided. The brief analysis of extra-textual factors presented below is informed by Nord's New Rhetoric Formula (Nord, 1991:36) which addresses a series of questions. Each of these questions is used to analyse factors influencing the selection and presentation of content for the Grades 10-12 curriculum documents for

English Home Language (the source text) and Sepedi Home Language (the target text). Nord's New Rhetoric Formula is then used to analyse intra-textual factors which also influence the selection and presentation of content in the ST and TT.

Nord suggests that before reading the text, extra-textual factors should be analysed. Each of the questions that a translator needs to ask about extra-textual factors are listed and addressed below:

4.1.1 Who is the author or sender of the text?

In both the ST and TT the sender or author is the Department of Basic Education. However, details concerning the compilers of the original text and the translators are not provided.

4.1.2 What is the intention of the author in writing such a text?

The intention in both texts is to provide information for teachers to use in planning and teaching their lessons and in preparing learners for success in the National Senior Certificate examination at the end of Grade 12.

4.1.3 Who are the text recipients (addressees)?

The recipients are the English and Sepedi (Grades 10 -12) home language teachers who are competent in teaching these languages, and have insight and similar world knowledge and who understand the culture of the learners they teach. The copies were provided to all teachers and principals.

4.1.4 What is the medium through which it is communicated?

Both these curriculum documents are in the form of written manuals for teachers.

4.1.5 At what place and time does the communication take place?

The English HL document was distributed throughout the provinces of South Africa. The Sepedi document was distributed in Gauteng, Mpumalanga and Limpopo provinces respectively, where most of the recipients are (Nord, 1991:60). This was done during example, grade 10 teachers received them in 2011, grade 11 teachers in 2012 and grade 12 teachers in 2013. Teachers who did not obtain the document at the workshops can access and download the text at the following website: http://www.dbe.gov.za.

4.1.6 What is the motive for the production of a translated text?

The motive for the production of the translated text is to disseminate information at workshops, at the times when teachers were trained on how to implement its use. The teachers need this information in their target language so as to be able to prepare and sequence their lessons for teaching and learning and for the implementation of the language-in-education-policy for the grades concerned. According to the Assessment Instruction 17 of 2013, "to ensure that the NCS Grade R-12 syllabus, is applicable to all public schools and Independent Schools offering home languages section 61 (c) of the Schools Act 1996, Act no 84 of 1996" (Eastern Cape Provincial Assessment Instruction (2013: 1).

4.2 Intra-textual features

Intra-textual features are directly related to the text and need to be taken into consideration when a text is analysed. Intra-textual features have to do with the content and form of the text in question. The basic analytical questions that a translator needs to ask about intra-textual factors are as follows: (Nord, 1991:81)

4.2.1 What is the subject matter of the text or what is the text about?

Both English and Sepedi Home Language documents are about lesson planning by teachers for the learning and teaching situation. The document is prescriptive. There is a template provided for lesson planning. For example the following headings appear in the text: for grades 10 -12 English CAPS, (2011:44-64) and Sepedi CAPS, (2011:48-76) and their sub-headings are as follows: Teaching plan for Grades 10-12 and in Sepedi is "***Peakanyo ya go ruta Mphato Wa 10-12"***. This information appears for all the grades and it is not possible to see the progression from one grade into another in the third term (Sepedi appearing below the English. See example below:

Weeks ***Dibeke***	Listening and Speaking ***Go theeletša le go bolela***	Reading and Viewing ***Go bala le go bogela***	Writing and presenting ***Go ngwala le go hlagiša***
22 & 23	Meetings and meetings procedures: Features and conventions Planning , researching, organising, practising and presenting Duration: 1 hour	Reading for comprehension: strategies using written texts: See section 3.2 Literature study Duration: 4 hrs	Transactional text: Friendly/formal letters(requests/complaint/ application/business) formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/ agenda and minutes of meeting
22 & 23	***Dikopano le ditshepetšo tša dikopanelo*** ***Diponagalo le melao ya setsweletšwa*** ***Nako: iri ye tee***	***Go balela kwešišo*** ***Mekgwanakgwana ya go bala ditšweletšwa tša go ngwalwa*** ***Lebelela 3.2*** ***Go ithuta dingwalo/ Dipuku*** ***Nako diiri tše nne***	***Ditšweletswa tša tirišano*** ***Mangwalo a segwera/semmušo (a kgopelo/boipelaetšo/ a kgopelo ya dikgoba/a kgwebo) mangwalo a semmušo le ao a sego a semmušo a go ya***

`

			kgašong/boitsebišophelo, le lengwalo la go tiišetša kgopelo, tša bophelo bja mohu, lenaneothero le metsotso ya kopano.

The following words (**in bold**) in English have been mistranslated in the Sepedi translation:
Meetings and **meetings** procedures:
(***Dikopano* le ditshepetšo tša *dikopanelo*).** The word ***"dikopanelo"*** is non-existent. **"Go kopanela"** means to collaborate/ to partner and not meetings. Meetings are simply known as ***"dikopano".***

Features and conventions (i*ncorrectly translated as:* ***Diponagalo le melao ya setšweletšwa***). Feature means **"signs**", and in Sepedi it means ***"Maswao"*** and not ***diponagalo***. Loosely translated "***diponagalo"*** means *"those that are seen".*

Conventions ***(rules of language conventions)*** mean in this context ***"diphetogo"*** "***Setsweletšw***a" is a product, but the translator misunderstood the word co*nventions*. In this context it is referred to as ***"diphetogo"*** and not a ***product.***

Transactional texts: This has been translated as: ***Ditšweletswa tša tirišano***. Loosely translated "***ditšweletswa tša tirišano*** means "products of collaboration". Transactional texts are texts like essays, letters, press statements and so forth. It is quite disheartening to see that the weekly cycles of teaching Sepedi are using the same structure or content for the whole year and do not show progression from one grade to the other. From first term to the last term in grades 10-12, the content according to the weekly preparation is the same (DoE, 2011: ST pages 42-69 and TT pages 48-76). It is not well understood as to what the teachers should do when faced with a problem they cannot on their own unravel in understanding the use of this translated document.

`

4.2.2 What is the content or what exactly does it say?

Nord suggests that "the general background knowledge of the recipients should be taken into consideration". The documents referred to above are saying to teachers that they should follow a certain pattern that is, "in which order the content should be presented" (1991:80) that is, the sequence of the lessons they are going to teach in their respective classes.

4.2.3 What does the author think is not necessary to say?

The document is prescriptive. There is a template provided for lesson planning. The template does not provide teachers with an understanding of how these should be taught. There is no suggested pedagogy mentioned or recommended on how to implement this new curriculum. The learners' context is not taken into consideration, because these documents are to be used by all learners registered for the subjects throughout the country. In the TT the translator did not explain to teachers that some words will be left out or omitted because some words do not exist in the target language, e.g. articles 'a' and 'the'. He also did not explain why the chunk of information about paragraph writing has been omitted. This makes the texts different. (English CAPS, 2011:94 compared to Sepedi CAPS, 2011:101 under the sub-heading of paragraphs).

4.2.4 What is the composition of the text?

Both texts "are signalled by their outward appearance" (Nord, 1991:80) e. g. a title, chapters, foreword from the Minister, and so forth. However the most important elements are the verbal elements, sentence structure, supra-segmental features, i.e. the tone of the text. These elements have informative and stylistic features. (Nord, 991:80). For example in the ST information is understandable, but in some cases the explanation in Sepedi is different from the English. For example the explanation of the word "paronym" in English CAPS (2011:90) is as follows: "-word formed from a foreign word (e.g.) enjambement". In Sepedi CAPS (2011:94) it is explained as follows: "***mantšu ao a bopilwego go tšwa modung***

`

o tee". Loosely translated it means "words constructed from the same root". The Sepedi paronimi is more accurate in meaning than the English explanation. In the TT the translator has left out chunks of information very vital in teaching essay writing. (Sepedi CAPS 2011:101).

4.2.5 Which non-verbal elements are used in the text?

There are no non-verbal elements in the text, except for the picture of Angy Motshekga, the Minister of Basic Education. **(See Appendix A)**

4.2.6 In which words and sentences is the message conveyed?

In both texts, English and Sepedi CAPS, linguistic terms have been used and in the Target Text, some sentences are too long and the translation caused shifts of meaning.
For example, words like: homonimi, hiponimi, are not quite understandable in the Sepedi text in the following subheading:

Source text: English: The Home Language level: "[This] level also provides learners with ***literary, aesthetic and imaginative*** ability that will provide them with the ability to ***recreate, imagine, and empower*** their understanding of the world they live in" (English CAPS, 2011:8).

Target Text Sepedi: ***Maemo a leleme la gae***
"[M]aemo a, a thuša barutwana ka dingwalo, bokgabo, le bokgoni bja boikgopolelo bjo bo tla ba kgontšhago go hlama gape, go gopola le go matlafatša kwešišo ya bona ya lefase leo ba dulago go lona" *(*Dbe, 2011:8*).*

`

Analysis:

The source text has used the words "**Home language"** and not "**Home tongue"** as is translated in Sepedi. The translator could have used ***"Polelo"*** in the place of ***"tongue". "Leleme la gae"*** is the spoken language, but we always speak of the ***"Polelo ya ka gae" which means "***home Language", which is written and familiar to the target readership.

The word "imagine", has been translated as***: "go gopola"*** which means to think. The translator wanted to say to "**visualise or to picture or to envisage".** So the translator resorted to the use of a superordinate (Baker 1992) instead of the direct word "***go ba le seswantšho***", meaning ***to picture***, as a paraphrase.

Vermeer as quoted in (Nord 1997:29), states that "the Skopos rule enables your text/translation to function in a situation in which it is used and with the people who want to use it and precisely in the way they want it to function". If a translator aims at producing an acceptable translation for the target readership, Baker (1992) suggests the use of certain translation strategies, which a translator can apply during the process of translation. The strategies help translators to deal with or resolve translation problems where there is a lack of equivalent terms in the two languages to make the translated text acceptable to its readership. These strategies are outlined below and are used in the analysis of the text.

The strategies are as follows: translation by a more general word, which is referred to as a superordinate. Baker explains it as follows "one of the commonest strategies for dealing with many types of non-equivalents, particularly in the area of propositional meaning" (1992:26). Other strategies are as follows: "using a less expressive word, translation by cultural substitution, translation using a loan word plus an explanation, by paraphrasing using related words or paraphrasing using unrelated words. The seventh strategy is translation by omission. If a word does not play a vital role to the development of the text, the word can be omitted. Omission may also "spare the reader from being distracted by lengthy explanations" (Baker, 1992:42).

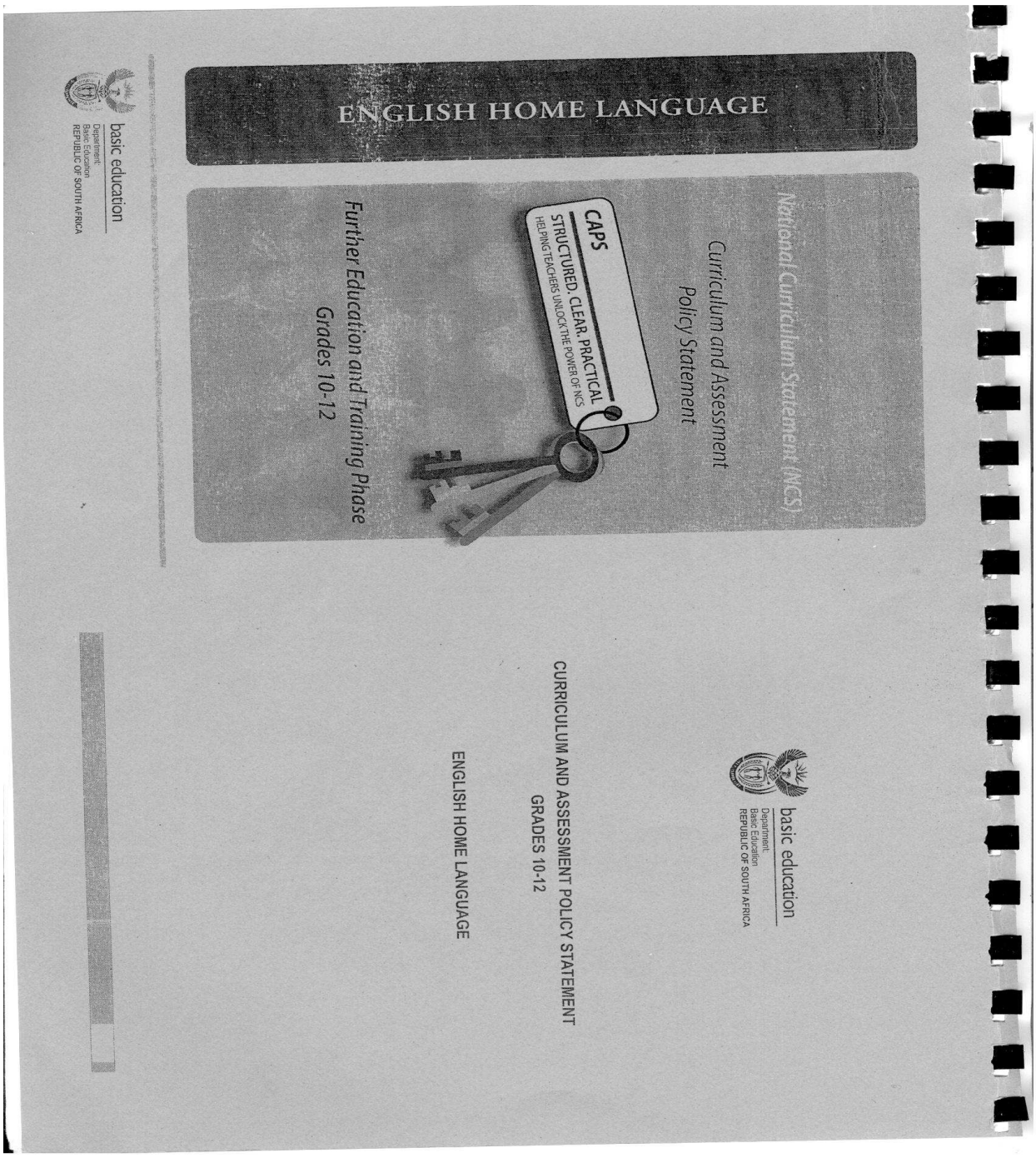
The above strategies are used in the discussion to show how they were used in solving translation problems encountered during the process of translating the Sepedi CAPS. The following sections in the ST were chosen to be compared with the sections of the translated

`

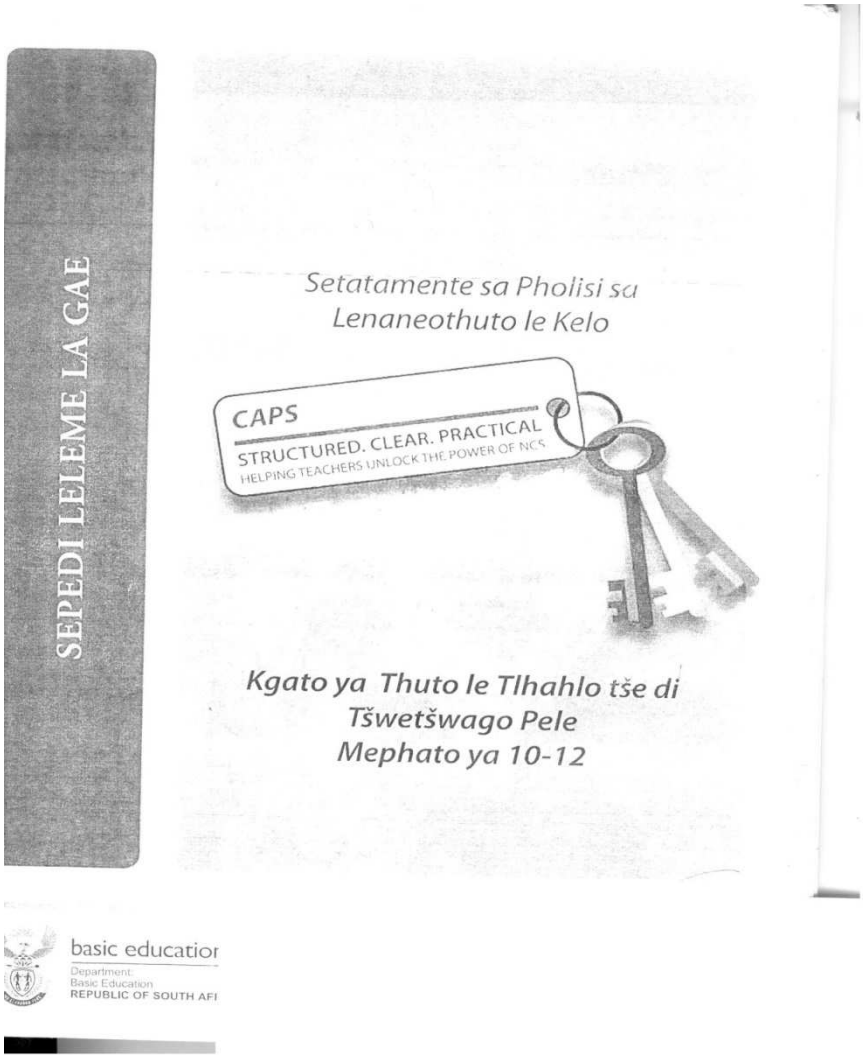
Sepedi Home Language Curriculum Assessment Policy Statements, namely the outside cover of the documents, the appendix on language structures and conventions, and the fortnightly teaching plans for the third term for grades 10-12.

4.2.7. Covers of the Source Text and the Target Text

4.2.7.1 The cover of the English Home Language CAPS



4.2.7.2. The cover of the translated Sepedi Home Language CAPS



4.2.8 Translation of CAPS in Sepedi (Curriculum Assessment Policy Statements)

The outside covers of both English and Sepedi are compared as follows:
In Sepedi the CAPS is translated as: Setatamente SA Pholisi SA Lenaneothuto le Kelo
The following statements were left untranslated: (See Appendices K English/ Sepedi L)
Structured, Clear, Practical: This may not be the translator's fault as it is a poor and ironically unclear sub-heading. Without a translation brief in his possession the translator would not know what to do with such an issue.

Helping Teachers Unlock the Power of NCS (not translated). Also not surprising, this is a vague slogan-type phrase.

English Home Language has been translated as: ***SEPEDI LELEME LA GAE***
Back-translated as "**Sepedi tongue of home".** It is not acceptable to use the word '***Leleme'*** here as it is a spoken language only. In Sepedi when you ask '**what language do you speak?**' we do not say '**What tongue do you speak?'** but we say: "**o bolela polelo efe?" or "o bolela polelo mang?" Leleme** is a spoken colloquial language. ***Polelo*** stands for language. The translator has used the strategy of translation using related words.

National Curriculum Statements is translated **as follows in Sepedi: *Setatament Sa Kharikhulamo ya Setšhaba***. Back-translated it means: "Statement of Curriculum of the Nation". In Sepedi National means "***Bosetšhaba***', (adjective) and not Nation which means "***Setšhaba"*** (noun). Sometimes "***Setšhaba"*** may mean 'a community'. So the translator has used a superordinate or a general word.

For the word Statement, I would not have used the word ''***Setatamente''*** as it is confusing in this context for the Sepedi speakers, because according to the Oxford dictionary (2005:355) the word **'Statement,'** means a detailed explanation; accounts; clarifications, details and so forth. The translator borrowed the word **"Setatamente"**, from "**Statement"** which in the TL is used to refer to an '***account from a store'***, such as Woolworths or Edgars stores or a '***utility bill'***. The translator has borrowed the word from English, but for the target readership, the word statement in this context is translated by use of unrelated words

(Baker, 1992:42). In the context of what is being discussed, I could have translated it as follows: ***"Tlhaloso e e tseneletšego ya Pholisi ya Lenaneothuto le*** *Kelo"* loosely translated it would mean: "A detailed explanation of the Curriculum and *Assessment Policy Statement".* The abbreviation would be: ***"TTLB" in Sepedi.*** I have translated by use of a paraphrase using unrelated words (Baker 1992). The word *Statement* here with its English meaning in this context does not have a similar and simple equivalent in Sepedi it is semantically complex (Baker, 1992:38).

According to Baker, loan words are purposely used for their stylistic value – for having the ability to add sophistication to a text or to help achieve a particular effect in the text (1992:22). In the case of the Sepedi CAPS, the translator perhaps wanted to sound sophisticated, knowing that there is a Sepedi term in the TL, he preferred to use the loan word, "**Kharikhulamo".**

The Sepedi term **"Lenaneothuto"** has been used interchangeably throughout the Sepedi CAPS document with the word "**Kharikhulamo"**. Maybe the translator should have indicated to the readership that the word **"Kharikhulamo",** as a loan word also means **"Lenaneothuto"** in Sepedi, which has been used in all educational documents over the years and is familiar to the target readership. This explanation has not been given in the whole document or in the glossary of terms in the translated document. Although loan words are known to be helpful in the development of languages that are under developed as far as terminology is concerned, translators should be careful not to dismiss use of existing Sepedi terms that are acceptable terms to the readership of the language concerned.

In "Setatamente sa Pholisi sa *Lenaneothuto* le *Kelo',* the word "**Kelo"** in the context is scale set for assessment, it does not mean ***'go ela/ to weigh' in the CAPS***, but ***go "hlahloba",*** which in this context would mean to "assess/ test / find out the level of / degree of….. ". **T**he translator here has used translation by use of related words. This is done when a concept is lexicalised in the target language, but in a different form (Baker, 1992: 36). I would have translated as follows: "***Tlhaloso e e tseneletšego ya Pholisi ya Lenaneothuto le Tlhahlobo"***. Back-translated it would mean: ***A detailed explanation of the Policy of Curriculum and Assessment.***

`

The following words in the Sepedi CAPS were not translated:

CAPS Structured, Clear, Practical /Helping Teachers Unlock the Power of NCS.

In the above sentence, the translator has used translation by omission. It is advisable to make sure that omitted words do not play a vital role in the development of the text before they are omitted. On the other hand "omission can spare the reader from being distracted by lengthy explanations" (Baker, 1992:42).

The above words and sentence, if translated, would have urged the target language readers to be enthusiastic in using the policy document, but this slogan that has not been translated or is omitted, has an important role to play in the text, for example:

In the ST: **CAPS Structured, Clear, Practical, is** also not translated in the Sepedi CAPS.

If the ST author could have written: CAPS: Ensuring Lessons are Structured Clearly

Practical: perhaps the TT translator would have found it easier to translate, but in any event the translator should have understood that the words were describing the nature of the CAPS.

In this context, I have understood **'Clear'** to mean: '***faultless, flawless, and perfect'***

this in Sepedi means 'nepagetše'. Again the word 'Practical' has been understood as: 'Hands-on, doable and realistic' so I would have used 'doable'. In Sepedi it means ***'kgonagala'***. I have chosen and used this superordinate ***'kgonagala'*** in the back-translation. See example below:

TT: CAPS: ***E Hlamegile, e Nepagetše, e a Kgonagala***.

Back-translated it would be: CAPS: Structured, Correct, Doable.

ST: Helping Teachers Unlock the Power of **NCS** (National Curriculum Statements)

TT: E ***Thuša Barutiši go Rarolla Bokgoni bja*** **TLB** which stands for **"*Tlhaloso e e Tseneletšego ya Lenaneothuto la Bosetšhaba***". Back-translated it means: 'It helps teachers to unravel the capacity of the NCS'. In this context 'unlock' means to '***unravel, explain, crack, reveal'.*** The researcher has chosen 'unravel' because the CAPS should be able to help teachers to solve problems they encounter during lesson preparation for learning and teaching in their respective classrooms.

`

TTLB stands for: ***Tlhaloso e e tseneletšego ya Lenaneothuto la Bosetšhaba***, which stands for: ST: National Curriculum Statements

Further Education and Training Phase, Grades 10-12 was translated as follows in the TT CAPS: "***Kgato ya Thuto le Tlhahlo tšeo di Tšwetšwago Pele, Mephato ya 10-12***".

Back translated it is: 'Phase of Education and Training that is Developed Grades 10-12'.

Further Education and Training Phase, Grades 10-12.

I would have translated it as follows:

TT***: 'Tšwetšopele ya Kgato ya Thuto le Tlhahlo Mephato ya 10-12***; back translated it would be: **ST**: "***Development of the Phase of Education and Training, Grades 10-12"***. This is a clear indication that the syntactic structures of the languages in question are dissimilar. For example: In the sentence: (Sepedi) '***Ngwana yo o rata go dula a robetše"***. Back-translated in English it would not make any sense if you say "this child likes/love to sit asleep".

Check the following analysis of words used in the sentence above:

Ngwana – child

yo – this

rata – love/like- (In Sepedi rata can mean like or love, but in this context the English speaker would prefer to use like and not love.

go dula - to sit

a robetše- asleep

nako tšohle - always

"This child always likes to be asleep" in English. Look at the vast difference in the syntax.

4.2.9 The foreword in the Sepedi version (Appendix A)

It is so unfortunate that the Minister's foreword is not translated in the Sepedi CAPS. It would have been helpful for teachers to understand the history of the development of the NCS in their own language, so as to be better equipped to interpret it appropriately for implementation. The researcher discovered that this section is also not translated into other African languages. Informal discussions with some colleagues, who were involved in the translation of these documents, revealed that the Minister was afraid that the

translators would distort her message. Why then did she sanction the translation of the statements themselves into various African languages? Was she not 'afraid' that this would also cause misinterpretation of the ST which was going to be used by hundreds of teachers throughout the country? This decision raises a number of questions: why she distrusted the translators, as most of the people used to translate the text were drawn from ordinary teachers from the classroom and not skilled and trained translators (See Chapter 5: Analysis of teachers' interviews data. (This came up when discussions were held with teachers during the interviews).

4.2.10 Language structures and conventions in the Sepedi version

This section is found in **English Home Language (**ST) pages 93-94 **(Appendix G**) and the Sepedi Home Language (TT) pages 99-101 **(Appendix H).**

The reason for choosing the reference charter is because most of the topics and terms that are to be taught throughout the year for grades 10-12 are tabled in this section in the ST. (See page 93-94). The following information found in the ST reference charter under 'Sentence structure and conventions' is the big chunk of information that has been erroneously omitted or perhaps the translator just decided to leave it out in the Sepedi translated text. Here is the chunk of the omitted section:

"**Choice paragraph:** in my opinion, belief, idea, understanding, I think that, I consider, I believe, it seems to me, I prefer/ like/ dislike/hope/**feel Classification paragraph**: Is a kind of, is a type of, falls under, belongs to, is a part of, fits into, is grouped with, is related to, is associated with:

Description paragraph: above, below, beside, near/ north/ east/ south/ west, size, colour, shape, purpose, length, width, mass/weight, speed, is like, resembles
Evaluation paragraph: good/bad, correct/ incorrect, moral immoral, right/wrong. Important/trivial, suggest, recommend, advise, argue.
Definition paragraph: is defined as, is a kind of,

`

Concluding paragraph: to conclude, to sum up, in summary, in short, as you can see" (DoE, 2011: 94).

Not all omitted words will be translated here, but only the words which the translator could have cited as very important and are used on daily basis when teaching learners to write an essay for example:
"Choice paragraph: in my opinion, belief, idea, understanding, I think that, I consider, I believe, it seems to me, I prefer/ like/ dislike/hope/feel

The above paragraph could have been translated as follows:
Choice paragraph: "***Tema ya Kgetho ya mantšu":***
In my opinion – "***ka kgopolo ya ka***";
In my belief – "***ka tumelo ya ka"***
In my understanding – "***ka kwešišo ya ka"***
I think that – **"ke nagana gore"**
It seems to me **– *"go bonala go nna gore"***
I prefer / I like **– *"ke rata"***
I hope – "***Ke holofela***"
I feel – ***"ke kwa"*** (ST: (DoE, 2011: 94) and TT (DoE, 2011: 100).

All the above words and phrases have not been translated in the Sepedi CAPS. They are omitted. These words and phrases are very important and should not have been left out. It is also proof that the Department of Education did not do quality assurance of the Sepedi translated CAPS.

Again in the weekly preparation, weeks 23 and 24, under the heading: ***'Listening and speaking'*** (See table on page 27-28) information has been left out. In the ST the following words are used in the third bullet: Planning, researching, organising, practising and presenting. In the TT under the heading "***Go theeletša le go bolela"*** the mentioned words are omitted. (DoE, 2011: ST page 69 and TT page 74.

`

In functionalism the notion of translation error must be defined in terms of the purpose of the translation process or product. A translation error is an offence against the function of the translation, the coherence of the text, the text type or text form, linguistic conventions, culture- and situation-specific conventions and conditions, and the language system (Jensen 2009).

With reference to the strategies of translation as suggested by Baker, the Sepedi translator has used translation by omission (1992:42) under language convention. Baker has mentioned that if the word or item is not vital to the development of the text, then the word or item can be omitted. In the case of the translated Sepedi CAPS, how can a teacher, who depends solely on this policy document for reference, teach essay writing without mentioning the basic guidelines of essay writing? This chunk of information has been omitted. This error sheds light on why African learners in their first year at university are unable to write good and readable essays. This might change in the education campus because there is a writing centre where students are being mentored in writing appropriately.

My personal experience as a teacher for over three decades, lack of exposure to good academic essay writing at high school, is causing many African learners to drop out of their first year of study at university.

In the next chapter, the data collected from teachers in the form of a questionnaire and follow up interviews will be discussed. The findings will be presented in chapter 6 of this study.

`

CHAPTER 5: ANALYSIS OF DATA AND DISCUSSION

In this chapter I present and analyse data gathered from information collected from the teachers using a questionnaire. For clarification of some of the answers they gave in the questionnaires, follow up interviews were audio-recorded and transcribed (Appendix G).

5.1 Questionnaire data

According to Newmark (1991:99), "the readership is the most persistent contextual factor in writing and in translation..." The readership should always be the deciding factor as far as translation strategies are concerned.

The six participants (teachers) in the study completed a questionnaire which consisted of 13 questions. In this first section of the chapter I state each research question, explain why it was asked, present the teachers' responses and analyse them. The findings are discussed in Chapter 6, in relation to the research questions, the literature review and the functionalist theory as proposed by Nord (1991:4).

Question 1: For how long have you been teaching Sepedi to Grade 10-12 learners?

Participants	Experience in teaching of Sepedi
Teacher 1	28 years
Teacher 2	26 years
Teacher 3	22 years
Teacher 4	19 years
Teacher 5	20 years
Teacher 6	18 years
Total Number of years	133 years
Mean Average	22.6 years

`

This question was asked in order to establish whether experience in teaching was a factor in understanding the translated curriculum document. The responses from the participants indicate that they are highly experienced in the teaching of Sepedi as a home language.

Question 2: Please list your academic and professional qualifications

Participants	Academic qualifications	Professional Qualifications
Teacher 1	Bachelor of Arts (B.A)	Secondary Teachers Diploma
Teacher 2	Bachelor of Arts (B.A)	Primary Teachers' Diploma
Teacher 3	None	Secondary Teachers' Diploma
Teacher 4	None	Secondary Teachers' Diploma
Teacher 5	B.A. Ed.	Senior Primary Teachers' Diploma
Teachers 6	None	Senior Secondary Teachers' Diploma

This question was included in the questionnaire in order to establish whether having been trained academically and professionally as a teacher may have an influence on understanding how best to use the curriculum document. Irrespective of the qualifications the participants have, their responses indicated that they all have problems in understanding how they should be using the CAPS documents. The comment in Extract 1 is representative of their views:

Extract 1:

Teacher 3: "I am still battling to structure my lesson plans, because the document does not say how I should be doing it. There is no template for lesson planning".

Question 3: Do you have a copy of the Sepedi CAPS? Answer YES or NO. If your answer is no, provide a reason why you do not have one.

This question was included to ascertain whether the teachers had access to the curriculum document for their lesson planning and also for preparing for the interviews.

`

The fact that five of the six had their own copy suggests that distribution by the Department of Basic Education had been efficient. The one teacher who did not have a copy had not attended the training workshop at which the document was issued, due to illness.

Question 4: Which document are you currently referring to when preparing your lessons for teaching?

The aim of this question was to find out if teachers were using curriculum documents other than the CAPS.
Two teachers from two different schools said they were referring to the National Curriculum statements. One of these teachers said:

Extract 2:
T-2: "I prefer using the previous National Curriculum Statements document. It indicates what I should be teaching in all the grades. I even know the vocabulary that has to be mastered by grade 10, 11 until they come to grade 12. This new CAPS does not show progression from one grade to the other".

Four teachers stated that they referred to the English Home Language CAPS, because it is understandable while one teacher stated the following:

Extract 3:
T- 2: "I will continue teaching what I know will be examined. I cannot (emphatically), I cannot consult the Sepedi CAPS. It is not clear and does not give direction. In actual fact I ignore it. At least the NCS is better".

The fact that teachers are not referring to the CAPS or are ignoring it is a clear indication that teachers do not know where to find help within it for their lesson preparation. They find the Sepedi CAPS too difficult to understand and not helpful for sequencing and preparing their lessons.
Question 5: Do you understand how you should be using the CAPS for lesson preparation?

`

Yes or NO. If your answer is no, what makes it difficult? Provide a reason in the open space.

……

……

This question was included with the aim of finding out if teachers were using the CAPS to plan and prepare their daily lessons. Five teachers stated that they had a difficulty in understanding the CAPS. Only one teacher said that she understands the document, but what is surprising is that in the questionnaire she rated the translated CAPS in Sepedi as "badly translated". I find her comment contradictory because 'badly translated' is presumably difficult to understand.

Extract 4:

T—2: "I do not understand the vocabulary used in the Sepedi CAPS. I am still struggling to understand how I should structure my lesson plans. They have used lots of unexplained loan words".

If late in the school year (September 2013) experienced teachers are still struggling to understand the translated curriculum document, this suggests that the translated document needs to be reviewed. Because the teachers are implying that they understand the English document and therefore should understand the loan words, I found it very odd. In the follow-up interview, three teachers could not give me an explanation of what 'register' means as used in the CAPS. This proves that sometimes teachers do not understand some concepts in the English policy documents. No wonder that there is a claim that they were unable to give good explanations to the learners and that is why they still grappling with structuring their lesson plan.

Question 6: Is the message in the translated Sepedi CAPS communicated clearly? Yes or No. If your answer is no, what do you think the problem could be?

This question was included here to find out whether the responses would be similar to the responses to Question 5. All six teachers said they did not think the information in the CAPS

`

was clearly communicated, even the teacher who said he understood how to use it in question 5 above. This teacher said:

Extract 5:

T- 3: "We are still struggling really. I for one cannot structure lesson plans in terms of the vocabulary used in the CAPS. How do I teach "Ditšweletswa tša tirišano? What is all this? **Retšistara gona ke go reng**? This language is bizarre". (The Sepedi words found here are explained or discussed under interview data when follow-up interviews were done).

These comments are evidence that teachers are frustrated by the use of unexplained terminology in the document. ***"Ditšweletswa tša tirišano"*** is an incorrect translation for *"Transactional writing".* Its back-translation is *"Products of working together"* The translator has used the loan word ***"Retšistara"*** for "*register"*, but there is no explanation of the word in the Sepedi glossary of terms. Four of the teachers in the interview did not understand what the word "register" meant.

Question 7: When reading the CAPS did you come across any new words that you did not understand? Give examples of such words.

The question was asked with the intention of checking if the teachers did study the sections that were given to them by the researcher as preparation for the interviews. The four teachers who answered this question gave similar responses: ***"Ditšweletswa tša tirišano*, Retšistara, Paronimi, *Pun"***.

I could not find an explanation for some of these words in the Sepedi glossary of terms at the end of the document for example, "pun". The explanation of Paronimi as found in the glossary of terms (Sepedi CAPS, page 94) is explained as: ***"mantšu a go bopša go tšwa modung o tee"*.** Back-translated this means: ***"words formed from one* root".** In the English Home Language CAPS the word paronym is explained as ***'word formed from a foreign word'*** e.g. (enjambement) (English CAPS, page 80). The Sepedi explanation is more accurate than the explanation in the ST. The word "***pun"*** is not explained at all. The translator used the word as is in English. This is evidence that the English text also has its own flaws and suggests that not even the ST CAPS is reliable in giving explanations.

`

Question 8: When reading the CAPS did you come across any loan words? If Yes, give 5 examples of such words.

The question was asked to find out if the teachers were able to identify loan words because teaching learners examples of loan words is part of the curriculum. The teachers' responses were as follows:

Extract 6:

T1: ***"Mainapalo ke eng se?"*** (Incorrect translation of numerals). How do I teach this?"

T2: ***"Ditšweletšwa tša tirišano***" (incorrect translation of 'Transactional writing')

The three other teachers gave these examples: "Paronimi, ***Homonimi, Retšištara, Polisimi Hiponimi".***

T1 and T2 did not focus on loan words but rather repeated their frustration with incorrectly translated words. Teachers 3, 4 and 6 focused on technical terms rather than vocabulary or loan words for teaching. These are technical terms, but for a person who did not study linguistics, they look and sound like loan words.

Question 9: Have you ever heard of translation methodologies in any African language? Yes or No. If yes, give an example of one method you know.

By asking such a question I was indirectly trying to find out if any of the teachers had been involved in the translation of the CAPS. I also wanted to make teachers aware that there are particular approaches and methods used to translate documents and that not all people can translate even if they have good command of the language. They need to be trained as translators.

Five of the teachers stated that they have not heard about any translation methods used to translate African languages. One teacher did not respond to this question. This is what two of the teachers said:

Extract 7:

Teacher 3:"At my church the 'tolk' translate for us". In her questionnaire she asked: "can you tell me what the difference is between translation and interpreting"? (I responded to this question when I interviewed the teacher).

Teacher 1and 3 "Not as far as I know, It's the first time I hear about this"

Question 10: Is it important for a teacher to know how to translate into Sepedi from English? If yes or no, give a reason.

This question was asked to find out whether teachers would be interested in learning how to translate from English into Sepedi. All teachers said: "Definitely yes"' One of the teachers said:

Extract 8

T-2: "By 2015 Sepedi teachers, African language teachers should be able to translate learning and teaching support material in all African languages for classroom use, because our languages do not have good writers. In 2015 teachers will be forced to translate stories for children in their various African languages".

This response indicates that these teachers would like to learn how to translate. They are faced with a mammoth task of developing material for learning and teaching and it could be helpful to use English materials as a base.

Question 11: Do you think pre-service teachers should be taught how to translate from English into Sepedi? If yes or no give a reason why.

This question was included here to find out if in-service teachers would recommend that pre-service teachers should obtain training in translation. All six teachers agreed that pre-service teachers of Sepedi should receive training in translation. The comment below is representative of their thinking:

`

Extract 9:

T-3: ***"Ba se ke ba swana le rena*.** Our education did not expose us to translation, otherwise ***nkabe e le kgale ke le mofetoledi wa dipuku tša bana tša Sepedi*".**

(English: "They should not be like us. Our education did not expose us to translation otherwise I could have been a good translator of English into Sepedi children's books".)

What Teacher 4 and the other teachers were suggesting is that if they knew how to translate well, they could translate children's books originally written in English, rather than writing originally in Sepedi.

Question 12: When you were reading the CAPS were you able to identify any new words that are more difficult to understand than the words you are familiar with? Give two examples of such words.

The aim of this question was to find out if teachers could identify words that are not easily understood by the target readership. Only two teachers responded and both mentioned the same example as had already been given in response to earlier questions: ***"Setatamente; Ditšweletšwa tša tirišano, Retšistara".***

If terminology such as this in these two examples above is not clearly explained in curriculum documents it is likely to cause teachers to ignore the teaching of some of the most important terms that learners need to know for the purposes of formative and summative assessment. For instance translation of the term 'transactional writing' from English into Sepedi is not understandable and it is perhaps one of the reasons why the translator omitted chunks of information relevant to transactional writing under language structures and conventions (See Chapter 4). This information deals with paragraph writing.

Question 13: How would you rate the translation of the CAPS from English into Sepedi?

Make a tick (X) next to one of the following descriptions:

Excellent –

Generally well translated – (one teacher)

Badly translated – (five teachers)

I do not know –

I am not sure-

`

This question was asked to check whether teachers were responding consistently to the document. The majority of responses indicate that in their view the document is neither functional nor user friendly for its target readership. Two teachers were not consistent in answering question 6 and 13. Both teachers had stated that the Sepedi CAPS message was clear, but in question 13 when asked to rate it, they mentioned that it was badly translated. This is a contradiction.

5.2 Interview data

Interview data was collected to clarify some of the questions that were not clearly and satisfactorily answered in the questionnaire the teachers had to complete. Amongst the 6 teachers only 5 agreed to be interviewed. The sixth teacher withdrew from the study. See the following questions:

Question 6: Is the message in the translated Sepedi CAPS communicated clearly? Yes or No. If your answer is no, what do you think the problem could be?

Five teachers agreed that the message in the Sepedi translated CAPS was not clearly translated. All of them endorsed the use of the English CAPS for lesson preparation not the Sepedi document.

Extract 1:

T-1, T-2, T-4: and T-5: "The district officials refer us to the Sesotho and English CAPS, stating that the information is the same."

If that is case what was the importance and value of translating the CAPS into all the African languages?

Extract 2:

T-4: "You know, all the time Sepedi documents are poorly translated. When you want to know why you are told that Sepedi has many dialects. I do not dispute that, but there is a

`

standardised Sepedi, familiar and acceptable terminology that is used across all Sepedi dialects and also in the classroom".

It seems that the translators of the education department did not discuss the terminology to be used for translating before the actual document was translated. A discussion guided by a brief, would have brought about a consensus on which vocabulary should have been used.
The inconsistency in the use of terminology in the same document is causing misunderstanding for the teachers' teaching according to a document that is supposed to guide them.
T-4 and T- 5 continued by saying:

Extract 3:

T-2, T-4 and T-5: "I complained to the district officials that some people translating the Sepedi CAPS were not Sepedi speakers, and I was seen as challenging the officials. These people give work to their friends. They did not look for people who have a rich and good Sepedi vocabulary."

Extract 4:

T- 2: (**Sounding very angry**). These people (Officials) do not care. The CAPS is killing our language. We should go back to the basics of language teaching. What the CAPS is doing, is just killing our language."
From extracts 3 and 4 what I deduce is total despondency which could lead to rejection of the use of the document, even though there might be relevant and good information the teachers could use for effective Sepedi teaching.

Extract 5:

T-1: "The people who translated this document were just ordinary curriculum people and teachers drawn from the classrooms to form a team of translators. There were no trained translators amongst the team so as to guide the whole translation process".
When teachers were asked if they were involved in the translation of the CAPS they responded as follows:

`

Extract 6:

T-2 and 4 said: “we were involved, but when we made queries, we were not listened to. Instead we were cautioned not to challenge the officials”.

This is a disturbing factor. Teachers were forced to do the work to please the officials and were not allowed to question some decisions. At most times they were told that it was policy, and they must adhere to it.

From the interview data there is substantial evidence to support the findings from the textual analysis of the curriculum document that the message in the Sepedi translated CAPS is not clearly communicated, because there are too many unexplained loan words that are used to replace the existing Sepedi equivalents. The teachers complained about the over use of loan words in the document, while culture specific terms were available but not used. I asked teachers if they had any problem with the use of loan words and the answer was no. All the teachers had no problem, but they mentioned that sometimes these words are not clear to them, because they had not been given an appropriate explanation. For example, amongst all the five teachers interviewed, only one could explain to me what the word *register* means in the way it has been used in the CAPS. See answers from other teachers:

Extract 7:

T-4: Register is for assessment.

T-5: Register? It is just a register!

I explained it as follows: Register cuts across the curriculum. It refers to the type of language you use for a given situation and can cut across language/dialect/accent. Example, doctors, lawyers; teachers use a certain language when they are discussing some issues as a group. When I indicated to the teachers what register actually means, one of the teachers responded as follows:

Extract 8:

T- 4: “Some of the explanations given in the text are misleading. The explanation of transactional writing is incorrectly translated as **“Ditšweletšwa tša tirišano”** in the Sepedi CAPS. This is just wrong, there is no such a thing in Sepedi”. Transactional writing is

***"Dingwalwa tša go tšweletša go itlhamela,* go swana le taodišo"**. (Transactional writing is when you create a piece of writing like an essay).

T-5: In the four hour workshop with district officials, they could not explain that word to us. You see, even district officials have a similar problem. They were unable to explain to us. At cluster level we requested that the facilitators should make time to come and discuss some of the terms with us because we did not understand. Up till now they have never made an effort, we are still waiting.

One of UNISA's tutorial letters suggests that: "the basic rule in translation is that the role of the translator is to prevent linguistic exclusion" (UNISA, 2001:34). When teachers do not understand a written message, the translation strategies should be reviewed. This should have happened before the final document was distributed.

Question 13: How would you rate the translation of the CAPS from English into Sepedi?

Make a tick (X) next to one of the following descriptions:

Excellent –

Generally well translated – (one teacher)

Badly translated – (five teachers)

I do not know –

I am not sure-

The teacher who said the text was "generally well translated", stated in question 6, that the message was not clear. Unfortunately, when I wanted to interview this teacher she immediately withdrew from the study.

The other five teachers all rated the CAPS curriculum as "badly translated". The teachers were asked to say why, and their answers were as follows:

Extract 9:

T-1: Translation ma'am is a field on its own. As a language practitioner I may not pretend that I can be able to translate a document as it were with the CAPS, because it would affect

whatever outcome of the document that you would want to translate. This document does not make sense".

Extract 10:

T-4: If I cannot understand a document that I am supposed to refer to for my lesson planning, why should I consult it? The document is useless. If district officials cannot understand it, do they really think we can use it?

Extract 11

T- 2: The Sepedi CAPS needs to be reviewed. We are sick and tired of this, because we are not being listened to. It **mus**t (emphatically) be reviewed. I still say the CAPS is killing our language. It must be revised. I am very proud to be a Mopedi.

This is a clear indication of how frustrated the teachers are. It can be asked what the purpose of translating African languages policy documents was if teachers cannot get help from the district facilitators. The curriculum people, district facilitators, teachers and trained translators should come together and discuss the Sepedi CAPS and see how it can be modified so that the end-users can use it to their benefit.

In the next chapter I summarise the study and give findings and recommendations.

CHAPTER 6: SUMMARY, FINDINGS AND RECOMMENDATIONS

In this final chapter my intention is to consolidate findings of the entire research project and its importance to translation studies. I also present conclusions drawn from the findings, highlight the contribution of the study to the existing body of knowledge in translation into African languages and make practical suggestions for the implementation of the findings and for future research.

6.1 Summary and research questions

Translation in African languages, especially in Sepedi as a result of its many dialects, is a controversial issue. According to the participants in the study, the translation of the Sepedi CAPS has failed to achieve its intended purpose in the education system. The present study was motivated by the poor use of the translated policy document used by Sepedi Grade 10-12 teachers, in their endeavour to plan and prepare their lessons. The use of questionnaires, follow-up interviews and the analysis of the TT was an attempt on my part to establish possible answers to the following research questions:

- How accurate is the translation of the Curriculum Assessment Policy Statement from English into Sepedi?
- How do teachers understand the translation?
- How do teachers use the translated Curriculum Assessment Policy Statement document for lesson planning and preparation?

6.2 Findings

From the data contained in this study, there is a substantial amount of evidence to back up the opinion that the message in the Sepedi translated CAPS is not clearly communicated. Teachers stated that there are too many unexplained loan words used to replace the

existing Sepedi equivalents, and this causes confusion and misunderstanding of the message by the target users of the text.

All the teachers are aware of the fact that the Sepedi CAPS, is not user-friendly as it cannot assist teachers to plan and prepare their lessons. They therefore preferred the English CAPS as their source. Their claim is that the message in the Sepedi CAPS is too complicated to be understood and full of inappropriate explanations of some of the loan words used in it. The translated Sepedi CAPS is perceived as not having the capacity to serve its function as a translated text aimed at the target audience. Worse even, when more information from the English (ST) policy document is sought by teachers, the question that arises is why do we have the CAPS policy document translated into African languages if it is not used to serve its intended purpose?

Irrespective of professional qualifications and teaching experience, those who possess older qualifications (UED) preferred the use of original Sepedi terms. All of the teachers still struggle and grapple to understand the concepts or terminology used in the Sepedi CAPS. There are too many loan words in the CAPS and the familiar Sepedi terms which are known to teachers were discarded during the process of translation.

All the teachers preferred using the English policy document, rather than the translated document, because the message in the translated text was misleading and led to misunderstanding.

None of the lessons planned in the CAPS show any progression from one grade to the other because the template is the same throughout grade 10-12. Five of the teachers interviewed were aware that even the district officials had similar problems in understanding the translated Sepedi CAPS.

The explanation of loan words in the CAPS varies with the explanations found in the different prescribed Sepedi textbooks used by the learners, and this confuses the teachers. They are not able to explain some of these words as the CAPS did not provide explanations in the glossary of terms.

`

All the teachers emphasise that Teacher Training Institutions should include translation studies in their language curriculum, where student teachers would be exposed to the methodology of translating into African languages and would then be aware of the appropriate strategies to use during the translation process.

All of the five teachers interviewed endorsed the use of the English policy document rather than the Sepedi CAPS, despite the fact that they were questioning the use of the English text to prepare their lessons. In the same vein they were asking what is the importance of translating the CAPS into Sepedi if it is not going to be used.

Teacher 1 was of the view that a translation need not be a mistranslation of the ST. When comparing the ST to the TT, two different things or two different messages are sent out. If qualified and quality language translators were used in the translation of the CAPS there would be no, or at least fewer, misconstrued messages.

Teacher 2 stated that the way loan words were used in different textbooks prescribed for the learners are confusing. She was still battling to understand the terms as the terms are explained differently. This is how the translation of the CAPS has influenced authors of CAPS approved textbooks in the writing of teaching and learning material.

Teacher 3 was of the opinion that the CAPS was 'killing' the Sepedi language by over using loan words that are not clearly used in the TT. She also stated that the omission of a chunk of information left out for paragraph writing has done a disservice to many learners. The information left out is the basis for essay writing.

Teacher 4 stated that translation should not be direct. Translators should translate in such a manner that people you are translating for would be able to understand the message. A person should not find it difficult to understand what the writer wants to say.

Teacher 5 stated that if he cannot get help from the facilitators how is he expected to explain concepts which they could not help clarify at a workshop meant for teachers. He

emphasised the fact that teacher trainees should be exposed to translation strategies in order to be able to translate any material written in English for use in African languages classes, as there are very few well translated texts in Sepedi.

On the basis of the findings above, this study concluded that the teachers are faced with a mammoth task of trying to understand and decipher the message found in the Sepedi CAPS. These findings also suggest that it would be an educationally sound decision to use culture-specific terms in a translation and write the new words in brackets so that teachers could become familiar with them, and not to totally discard the Sepedi terms known by the teachers and familiar to the Sepedi learners.

6.3 Recommendations

For a translation to be acceptable to its target readership, especially its users, namely the teachers, I would recommend that the Department of Education as a whole should always provide a translator with a brief. The brief should contain 'explicit or implicit' information about:

Who are the TT addressees/ readers?

What is the intended function of the TT?

When is the prospective time and place of text reception?

What is the motive for the production or reception of the text?

How is the text going to be transmitted?

Since the acronym CAPS is used throughout the text, and the fact that it is popularly known by teachers, I would use it here as a name and also retain it in Sepedi as CAPS. Another important point is that the new loan words used for the first time in the text should be immediately accompanied by an explanation in brackets to avoid inconsistent explanations. The translators should avoid using synonymous words interchangeably in the same page (check the words used interchangeably on the outside cover of the Sepedi policy document, namely 'Kharikhulamo' and Lenaneothuto'). The glossary of terms should be updated and if it is following the English ST format as a translation, the translator should make sure it is kept that way.

`

CHAPTER 7: CONCLUSION

This study aimed at finding out how accurately the Curriculum Assessment Policy Statement for Grade 10-12, Home language was translated from English into Sepedi, and how the teachers understand and use the document for lesson planning and preparation.

In the first chapter I introduced the study and gave input on how it came about that we have CAPS in the education system. In chapter 2 the literature review explains the theories used in translation, and explains the strategies of translation suggested by Mona Baker (1992) and Peter Newmark (1991). In Chapter 3, I gave detailed information on how I collected data from the participants and why I chose to dwell on Nord's functionalist theory. This appears in chapter 4 where I analysed the chosen sections of both the ST and TT, given to teachers to study before they could complete the questionnaire. In chapter 5, I presented and analysed data and discussed the participants' responses gathered through use of the questionnaire and follow-up interviews. In chapter 6 I summarised the findings and made certain recommendations.

According to Nord (1991:9) the text function is determined by the situation in which the text is going to be used, and for this reason she believes that the translation instructions should be clearly tabled in a brief. A brief is a set of instructions from the initiator of a translation. In this case it is the Department of Basic Education in South Africa. It should address the possible recipients of the TT, the intention of the translation, the time and place of reception and how this information is going to be communicated.

The functionalist theory of translation suggests that "translation should be coherent with the readership or receivers of the translated text's situation. The target readership should be able to understand the translated text and interpret it as being sufficiently coherent with their own communicative situation and culture" (Nord, 2001:154). From the analysis of data gathered from teachers when the study was carried out, most of the teachers stated that they do not understand the message as found in the CAPS, because of the many loan words used in the policy document without a clear explanation of what they actually mean.

`

The district officials failed the teachers because they had promised to come back to them and explain some aspects which the teachers did not clearly understand.

The teachers expressed the fact that the Sepedi policy document was not coherent with their communication and culture as Nord has suggested. Furthermore, Nord (2001) states that "the target text should bear some kind of relationship with the source text, a relationship called inter-textual coherence". According to the findings of the study this relationship between the ST CAPS and TT CAPS does not exist. If teachers are still referring to the ST when a translated text is available, it means that the teachers do not trust using the TT to guiding them in the preparation of their lessons. That is why one of the teachers was persistently saying that "the Sepedi translated CAPS is killing our language" (see interview data analysed in Chapter 5).

In other words the excessive use of loan words should be reduced when the policy document is revised. The translated document certainly needs revision. This applies to loan words that have existing Sepedi terms in the target language. If loan words are used with the intention of enriching the language it should be carefully done. The development of African languages is fully supported by the South African Language Plan Task Group Team which stated that: "the African languages that have been disadvantaged by the linguistic policies of the past should be developed and maintained "(Langtag, 1996).

To improve the quality of translation in Sepedi and in all the other African languages, the Department of Education should organise workshops and training sessions for their language practitioners or translators. The Institutions of Higher Learning offering short courses on translation studies should invite these language practitioners working for government to upgrade their language skills.

The courses should offer linguistics, especially the syntax of the respective African languages. Practitioners should also be exposed to the use of different translation strategies and how these strategies may be employed during the process of translation. Such interventions will afford African languages a better means of producing quality translated documents that will be acceptable and accessible to the target readership.

`

This endeavour should be an effort from all sectors of government to build the capacity of their Hansard Section and language practitioners in general. There should also be a regulatory body instituted in South Africa, to monitor government translated documents in all spheres of government. One of the responsibilities of this body should be checking the quality of the translated documents before they can be circulated for use by consumers. The omissions made in the Sepedi CAPS would not have been made if there had been people monitoring the TT. The information found in the ST was narrowed in the TT when I discovered that during the process of translation, a large chunk of information about teaching learners on how to write a paragraph had been omitted. This is discussed fully in chapter 4. Before a translator can omit any item from the source text, he or she must ensure that the omission will not have any adverse effect on the overall meaning of the source text.

Lastly, the government should take the translation of African languages policy documents seriously. This will be a way of showing that African Languages are given the same status as other official languages in our country. At the same time, African language translators should also make an effort on their side to upgrade their language skills and produce translated texts that correspond to the language speakers' communication and culture.

REFERENCES

Alexander, N. (1989). *Language Policy and National Unity in South Africa/Azania*. Cape Town: BUCHU Books.

Alexander, N. (1999). African Renaissance without African Languages? *Social Dynamics: A Journal of African Studies, 25*(1), 1-12. doi 10.1080/025339508548658

Alrichter, H.F. (2008). *Teachers investigate their work: an Introduction to Action Research across the Professions*. London: Routledge.

Bell, R.T. (1991). *Translation and translating: Theory and practice*. London: Longman.

Aveling, H. (2002). Mistakes in translations: A functionalist approach. A paper prepared for the Third workshop on “The Art of Translation", London. Retrieved from Aveling@latrobe.edu.au

Baker, M. (1992). *In other words.* London: Routledge.

Barnstone, W.H. (1993). The poetics of translation: History, theory and practice. Yale University Press.

Christie, P. (1986). *The right to learn: The struggle for education in South Africa*. Johannesburg: Ravan Press.

Concise Oxford dictionary. (1982). Oxford: The Claredon Press.

Clarke, N.L, & Worger, W.H. (2004*). South Africa: The rise and fall of apartheid.* Harlow: Pearson Longman.

Cluver, A. D.de V. (1992). Language planning models for a post-apartheid South Africa. *Language Problems and Language Planning, 16*(2), 106-136.

Cohen, L., & Manion, L. (2000). *Research methods in education.* (6th ed.). London: Routledge.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education.* London: Routledge.

Department of Education. (2000). *A South African curriculum for the twenty-first century: Report on the review committee on Curriculum 2005*. Pretoria.

Department of Education. (2010). *National Curriculum Statement for Grade R-12.* Pretoria.

Department of Basic Education (2011). *Curriculum Assessment and Policy Statements Grades 10-12 English Home Language.* Pretoria.

Department of Basic Education (2011). *Curriculum Assessment and Policy Statements Grades 10 -12. Sepedi Home Language.* Pretoria.

`

Desai, Z. (2000). *Mother Tongue Education: The key to African Languages development? A conversation with an imagined South African audience*. In Phillipson, R.ed. Rights to Language: Equity, Power and Education. New Jersey: Lawrence Erlbaum Associates Publishers, p.174-178.

Dube, E. (1985). The relationship between racism and education in South Africa. *Harvard Educational Review, 55,* (86-100).

Duff, A. (1981). *The third language: recurrent problems of translations into English.* New York: Oxford University Press.

Eastern Cape Provincial Assessment Instruction. (2013). Government Printing Works: East London.

Gile, D. (1995). *Basic concepts and models for interpreter and translator Training*. John Benjamins: Amsterdam.

Grobler, B. (1998). *Language policy and mother tongue education in South Africa: The case for a market-oriented approach.* Van Schaik: Pretoria.

Heugh, K. (2000). *The case against bilingual and multilingual education in South Africa*. Cape Town: PRAESA.

Hewson, L., & Martin, J. (1991). *Redefining translation: The variational approach*. London: Routledge.

House, J. (1981). *A model for translation quality assessment*. Tubingen: Gunter Narr.

Education and Apartheid. Retrieved from http://www.How.com

Jansen, J. (1998). Curriculum reform in South Africa: A critical assessment of Outcomes-Based Education. *Cambridge Journal of Education, 28*(3), 321-331.

Jansen, J., &. Christie, P. (1999). *Changing curriculum studies on Outcomes Based Education in South Africa*. Cape Town: Juta.

Jansen, J. (2001). Explaining non-change in education reform after apartheid: Political symbolism and the problem of policy implementation. In Y. Sayed & J. Jansen (Eds.), *Implementing education policies: The South African experience.* Cape Town: UCT Press.

Jensen, M.N. (2009). *Professional translators' establishment of Skopos. A brief study*'. (Thesis) Retrieved from http;//pure.au.dk//portal/files/7795/Professional Translators Establishment of Skopos.pdf

`

Kamwangamalu, N.M. (2000). Language policy and mother- tongue education in South Africa, (online). Retrieved from http://digital.georgetown.edu/gurt/2000/gurt200009.pdf

Kros, C. (2002). W.W.M.Eiselen: Architect of apartheid education. In P. Kallaway, *The History of education under apartheid, 1948-1994: The doors of learning and culture shall be opened*. Cape Town: Pearson Education.

Kruger, A. (1992). *Changes in translating domains.* Pretoria: UNISA.

Kruger, A., Wallmach, K., & Sanderson, P. (2003). *Translating and editing techniques*. Pretoria: UNISA.

LANGTAG (1996). *Towards a National Language Plan for South Africa*. Pretoria: Department of Arts, Culture, Science and Technology.

Madiba, R. M. (1998). Translating into African Languages: The problem of terminology use: in *Language facilitation and development in South Africa*. SATI: Johannesburg.

Makalela, L. (2005). We speak eleven tongues: Reconstructing multilingualism in South Africa. In B. Brock-Utne & R. K. Hopson (Eds.), *Languages of Instruction for African emancipation: Focus on post-colonial contexts and considerations*. Cape Town: CASAS.

Makalela, L. (2009a). Harmonizing South African Sotho language varieties: Lessons from reading proficiency assessment. *International Multilingual Research Journal (3)*2, 120-133.

Makalela, L. (2009b). Unpacking the language of instruction myth: Toward progressive Language Policies in Africa. In *Paradigms for Multilingual language policies in African education*, (Eds.). B. Brock-Utne and K.K. Prah, 170-194. Cape Town: CASAS.

Marivate, C.N. (1992). *The evolution of language policy for Africans in South Africans*. (Unpublished Doctoral Thesis), UNISA.

Mashiyi, F.N.M. (2011). *How South African teachers make sense of language-in-Education policies*: (Published Doctoral Thesis, University of Pretoria).

McMillan, J.H., & Schumacher, S. (2001). Research in Education. A conceptual introduction. (5th ed.). New York: Longman.

McMillan, J.H., & Schumacher, S. (2006). *Research in Education. Evidence-based research inquiry*. (6th ed.). New York: Pearson.

`

McNiff, J. (1988).*Action Research: Principles and practice*. London: Routledge.

Merriam, S.B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.

Newmark, P. (1981). *Approaches to translation*. London: Pergamom Press.

Newmark, P. (1988). *A Textbook of translation*. New York: Prentice Hall.

Newmark, P. (1991). *About translation*. Clevedon: Multilingual Matters Ltd.

Ndlovu, V. (1997). *Transferring culture*: Alan Paton's: *Cry the Beloved Country in Zulu*. (Unpublished M.A. Dissertation), Pretoria. UNISA.

Nord, C. (1991). *Text analysis in translation*. Amsterdam: Rodopi.

Nord, C. & Sparrow, P. (1991). *Text analysis in translation: Theory, methodology and didactic application of a model for translation-orientated text analysis*. Amsterdam: Rodopi.

Nord, C. (1997). *Translating as a purposeful activity; a Functionalist Approach explained*. Manchester: ST Jerome Publishing.

Nord, C. (2005). Text analysis in translation: Theory, Methodology and Didactic Application of a mode for Translation Oriented Text Analysis. (2nd edition). Edebions: Amsterdam.

O'Donoghue, T. & Punch, K. (2003). *Qualitative educational research in action: Doing and reflecting*. London & New York: Routledge.

Parmegiani, R. (2008). *Reconceptualising language ownership. A case study of language practices and attitudes among students at the University of Kwa-Zulu Natal*. Durban: University Kwa-Zulu Natal.

Pokorn, N. (2005). *Challenging the translation into traditional axioms*: Amsterdam: John Benjamins.

Prah, K.K. (2005). Language of instruction for education, development and African emancipation. In B.Brock-Utne & R. K. Hopson, (eds.), *Languages of instruction for African emancipation: Focus on post-colonial context and considerations*. Cape Town: CASAS.

Qualitative Research. Retrieved from http://uk.geocities.com_sangera/qualitativequantitativeresearch.html

Rampton, M. B. H. (1990). Displacing the native speaker: Expertise, affiliation and inheritance. *ELT Journal, 44*(2), 9-10. London: Oxford University Press.

`

Rose, B. & Tunmer, R. (1975). *Documents in South African education*. Johannesburg: Donker Publishers.

Schäffner, C. (1998). *Translation and quality. Current issues in language and society*. Multilingual Matters Ltd.

Sepeng, M.B. (2006). *Transmitting indigenous knowledge today* (Unpublished M.A. Research Report, Johannesburg: University of Johannesburg.

Sprott, T.C. (2002) *Translating for a particular audience* (Unpublished MA research Report, Johannesburg: Wits University.

The South African Constitution. (1996). Retrieved from http://www.polity.org.za/html/govdocs/constitution/saconst.html?

Walker, A.K., Kruger, A. & Andrews, I. (1995). Translation as transformation: a process of Linguistic and cultural adaptation. *SA Tydskrif vir Taalkunde/. SA Journal of Linguistics Supplement (26,* 99-115

FOREWORD BY THE MINISTER



Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12*. The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* represents a policy statement for learning and teaching in South African schools and comprises of the following:

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

FOREWORD BY THE MINISTER



Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12*. The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* represents a policy statement for learning and teaching in South African schools and comprises of the following:

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

APPENDIX 1: LANGUAGE STRUCTURES AND CONVENTIONS (REFERENCE CHART)

LANGUAGE STRUCTURES AND CONVENTIONS
Vocabulary development and language use
Synonyms, antonyms, paronyms, polysemes, homonyms, homophones, one word for a phrase
Figures of speech (simile, metaphor, personification, oxymoron, metonymy, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, litotes, oxymoron, paradox, pun, understatement, synecdoche)
Idiomatic expressions/idioms/proverbs
Borrowed, inherited, new words (neologisms), and etymology (origin of words)
Parts of words: Prefixes, roots, and suffixes

Sentence structures and conventions	
Parts of words	Prefixes, roots, and suffixes
Nouns	Abstract nouns, concrete nouns, simple nouns, common nouns, complex nouns Compound, collective, (un)countable, proper nouns, gerunds, predicate and object, gender, plural, diminutives, augmentatives, articles, nouns derived from other parts of speech
Pronouns	Indefinite, relative clause, demonstrative pronouns, possessive, personal, reflexive
Verbs and modalities	Present perfect progressive, passive: present progressive, passive: present perfect Passive: future, dual use of some nouns/verbs, gerunds/infinitives, main verbs Transitive, intransitive, finite, non-finite, copulative, regular, irregular, phrasal, Stative, verbal extensions (derivatives), auxiliary linked to modals: • subjunctive • imperative • potential • indicative • conditional
Adjectives	Comparative, superlative, numerical, demonstrative, relative
Adverbs	Participles of possibility, of opinion, of time, of manner, of place, of frequency
Question forms	Positive forms, negative forms of information questions, with modals
Prepositions/locatives	with a variety of phrasal verbs, movement, place, time
Clauses and sentences	complex, with the addition of second subordinate clause complex, with relative clause(s), direct and indirect speech, relative clause, noun clause, compound complex-compound, correct word order, concord, active and passive voice, negation

Conjunctions and transition words (paragraphs)	Chronological/sequential order: first, second, third, before, after, when, later, until, at last, next, recently, previously, afterwards Explanation/cause and effect: hence, consequently, because, for this reason, since, as a result of, is due to, therefore, thus, consequently, hence, it follows that, if … then Procedure: first, second, third Compare/contrast: similar, different, smaller than, bigger than, however, but Order of importance: always, finally Spatial order: above, below, left, right, etc. Generalisations: generally, in conclusion Choice paragraph: in my opinion, belief, idea, understanding, I think that, I consider, I believe, it seems to me, I prefer/like/dislike/hope/feel Classification paragraph: is a kind of, can be divided into, is a type of, falls under, belongs to, is a part of, fits into, is grouped with, is related to, is associated with Description paragraph: above, below, beside, near, north/east/south/west, size, colour, shape, purpose, length, width, mass/weight, speed, is like, resembles Evaluation paragraph: good/bad, correct/incorrect, moral/immoral, right/wrong, important/trivial, suggest, recommend, advise, argue Definition paragraph: is defined as, is a kind of Concluding paragraph: to conclude, to sum up, in summary, in short, as you can see
Interjectives/ ideophones	E.g. boom, splash
Exclamations	E.g. oh, wow
Punctuation	Hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, acronyms

Critical language awareness
Facts and opinions
Direct and implied meaning
Denotation and connotation
Socio-political and cultural background of texts and author
The effect of selections and omissions on meaning
Relationships between language and power
Emotive and manipulative language, bias, prejudice, discrimination, stereotyping, language varieties, inferences, assumptions, arguments, purpose of including or excluding information

MAMETLETŠO 1: DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO (TŠHATE YA KGAKOLLO)

DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO	
Kgodišo ya tlotlontšu le tšhomišo ya polelo	
Mahlalošagotee, maganetši/malatodi, diparonimi, pholisemi, homonimi, lentšu le tee sebakeng sa lefoko Dikapolelo (tshwantšhišo, tshwantšhanyo, mothofatšo, phetolaina, mainahlangwa ka medumo, pheteletšo, phetolaina, kgegeo, tshotlo, kodutlo, kgakantšho, papadišantšu, polelo ya go fihla taba, tlhagišo ya taba ka bohlale, phefolo, lithosese, anthisese) Mebolelwana ye e nontšhago polelo/dika/diema Mantšu a maadingwa, ao a amogetšwego polelong ya rena go tšwa go dipolelo tše dingwe mohlala, ubuntu, bafanabafana, tlhago, le a mafsa (dineolotšiseme) le ethimolotši (tlhago ya mantšu) Ditho tša polelo: Dihlogo, medu le meselana	
Dibopego tša lefoko le melao ya tšhomišo ya polelo	
Dikarolo tša mantšu	Dihlogo, medu le meselana
Maina	mainakgopolo maina a tlhago mainagokwa mainakgoboko mainapalo mainaina Sediri le sedirwa Bong Bontši Nyenyefatšo Mainamatšo
Mašala	Mašalašupi Mašalarui Mašalaina
Madiri le mathuši	• Lefetedi le lefeledi • Lediri la go se latelwe ke sedirwa. • Dihlogo, medu, le meselana ya madiri • Matšwamadirlng • Madiri a tlhago • Madirani • Lethuši la –go pele ga lediri • Mabopi • Leba o Mahlalošagotee/mahlalošetšagotee le malatodi/maganetši o diparonimi o šomiša lentšu le tee sebakeng sa sekafoko • Maswaodikga

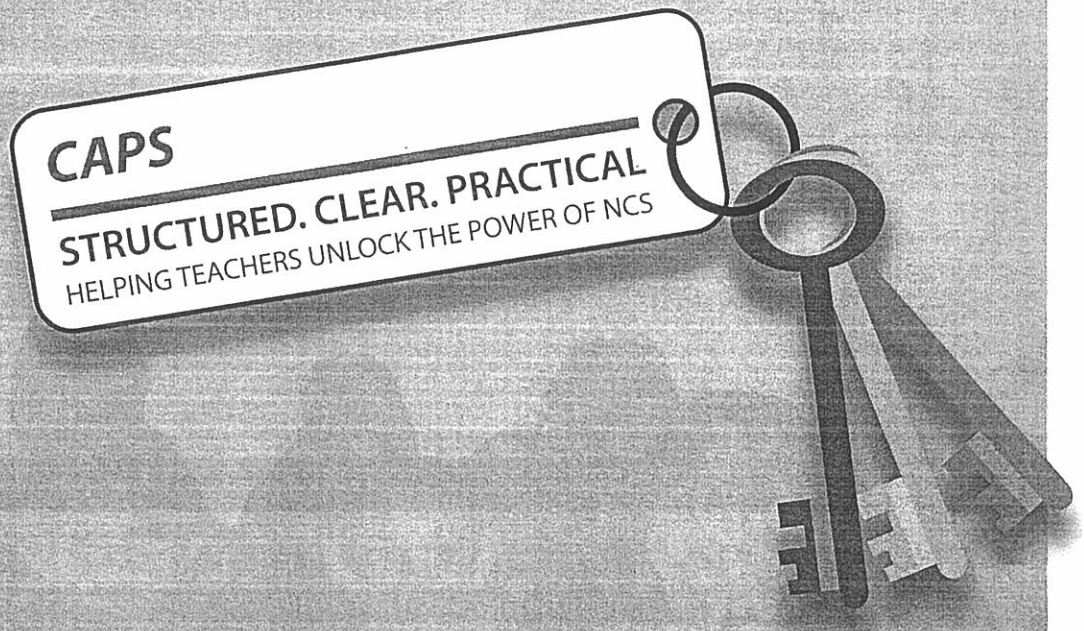
Makopanyi le mantšu a go tliša kwano mafokong le ditemaneng	Tatelano: la mathomo, la bobedi, la boraro, pele, ka morago, neng, morago ga fao, go fihlela, mafelelong, go latela, kgauswinyana. Tlhathollo/tiragalo le poelo: ka gore, ka lebaka le, e sa le, gona ge, bjale ge, ge...gona Tshepedišo: la mathomo, la bobedi, la boraro Bapetša/phapantšho: swana le, fapana le, nnyane go, kgolo go, ka fao, fela Tatelano go ya ka bohlokwa: ka mehla, mafelelong A go hlatha felo: ka godimo, ka fase, la nngele, la go ja, bj.bj. Kakaretšo: ka kakaretšo, ke fetša ka gore Temana ya go ruma: ke fetša ka gore, go akaretša..., ka kakaretšo, ka boripana, bjalo ka ge le bona * Omission
Malahlelwa	Mohlala, twaa!!, šweuu!!
Go makala	Mohlala, jojojo! Eya! Ruri! Dinoko di ntswetše!
Maswaodikga	ditlhakakgolo, fegelwana, ditsebjana, khutlopedi, go thalela, sekakhutlo, lenalana, tlami, thaladi, mašakana
Mopeleto	Patrone ya mopeleto Melao ya mopeleto le melao ya tšhomišo ya polelo Khutsofatšo Diakronimi Kgokagano le kgaoganyo ya mantšu
Go godiša temogo ya tšhomišo ya polelo ka tsinkelo	
Dintlha le dikakanyo Tlhalošothwii le ya go rarela Tlhalošo ya pepeneneng le tlhalošo yeo e iphihlilego ya lentšu Bokamorago ba setšweletšwa le ba mongwadi mabapi le tša phedišano le, sepolitiki le tša setšo Mohola wa kgetho le tlogelo go tlhalošo Tswalano gare ga polelo le maatla. Polelo ya go tsoša maikutlo le ya go goketša, go tšea lehlakore, go hlaola batho go ya le ka seo ba lego sona, go kgetholla, go lebelela dilo ka leihlo le tee, go šomiša ditsela tša go fapana tša polelo, mohlala, go tšea sephetho go ya ka dintlha tše di filwego, go tšea sephetho go ya ka dikakanyo tša gago, go fahlela ka dintlha, mohola wa go akaretša goba go tlogela tshedimošo	

Appendix B

ENGLISH HOME LANGUAGE

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Further Education and Training Phase Grades 10-12

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SEPEDI LELEME LA GAE

Setatamente sa Pholisi sa Lenaneothuto le Kelo



Kgato ya Thuto le Tlhahlo tše di Tšwetšwago Pele Mephato ya 10-12

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

MPHATO WA 10 KOTARA YA 3			
Dibeke	**Go theeletša le go bolela**	**Go bala le go bogela**	**Go ngwala le go hlagiša**
21 le 22	**Dikopano le ditshepetšo tša dikopanelo:** • Diponagalo le melao ya šetšweletšwa • Go beakanya, go nyakišiša, go rulaganya, go itlwaetša le go hlagiša Nako: iri ye tee	**Go balela kwešišo:** Mekgwanakgwana ya go bala ditšweletšwa tša go ngwalwa: Lebelela 3.2 • **Go ithuta Dingwalo/Dipuku** Nako: diiri tše nne	**Ditšweletša tša tirišano:** Mangwalo a segwera/ semmušo (a kgopelo/ boipelaetšo /a kgopelo ya dikgoba/a kgwebo)/ Mangwalo a semmušo le ao a sego a semmušo a go ya kgašong/boitsebišophelo le lengwalo la go tiišetša kgopelo/ tša bophelo bja mohu/ lenaneothero le metsotso ya kopano **Tsepamela go:** **Magato a go ngwala** Go beakanya, go ngwala sengwalwakakanywa, go boeletša, go hlokola, go phošolla le go hlagiša **Dibopego le melao ya tšhomišo ya polelo** • Retšistara, setaele le segalo • Kgetho ya mantšu • Sebopego sa lefoko • Go ngwala temana • Maswaodikga le mopeleto **Tlhamego le diponagalo tša setšweletšwa se se kgethilwego** Nako: diiri tše nne
23 le 24	**Go anega kanegelo:** • Diponagalo le melao ya šetšweletšwa • Go beakanya, go nyakišiša, go rulaganya, go itlwaetša le go hlagiša Nako: iri ye tee	• **Go balela kwešišo :** o Kgodišo ya tlotlontšu le tšhomišo ya polelo o Sebopego sa lefoko • **Go ithuta Dingwalo/Dipuku** Nako: diiri tše nne	**1x Taodišo:** Taodišokanego/ Taodišotlhaloši/ Taodišongangišano **Tsepamela go:** **Magato a go ngwala** Go beakanya, go ngwala sengwalwakakanywa, go boeletša, go hlokola, go phošolla le go hlagiša **Dibopego le melao ya tšhomišo ya polelo** • Retšistara, setaele le segalo • Kgetho ya mantšu • Sebopego sa lefoko • Go ngwala temana • Maswaodikga le mopeleto **Tlhamego le diponagalo tša setšweletšwa se se kgethilwego** Nako: diiri tše nne

MPHATO WA 11 KOTARA YA 3			
Dibeke	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša
21 le 22	**Dikopano le ditshepetšo tša tšona :** • Diponagalo le melao ya šetšweletšwa • Go beakanya, go nyakišiša, go rulaganya, go itlwaetša le go hlagiša Nako: iri ye tee	• **Go balela kwešišo :** Tlhathollo ya ditšweletšwa tša go bonwa • **Go ithuta Dingwalo/Dipuku** Nako: diiri tše nne	**Ditšweletša tša tirišano:** Lengwalo la segwera/ semmušo (la go kgopela / boipelaetšo / ditebogo / la go ya go bagaši ba ditaba / la kgwebo/ boitsebišophelo le lengwalo la go tiišetša kgopelo / tša bophelo bja mohu/ lenaneothero le metsotso ya kopano **Tsepamela go:** **Magato a go ngwala** Go beakanya, go ngwala sengwalwakakanywa, go boeletša, go hlokola, go phošolla le go hlagiša **Dibopego le melao ya tšhomišo ya polelo** • Retšistara, setaele le segalo • Kgetho ya mantšu • Sebopego sa lefoko • Go ngwala temana • Maswaodikga le mopeleto **Tlhamego le diponagalo tša setšweletšwa se se kgethilwego** Nako: diiri tše nne
23 le 24	**Go fa kanegelo le/goba diretotumišo:** • Diponagalo le melao ya šetšweletšwa • Go beakanya, go nyakišiša, go rulaganya, go itlwaetša le go hlagiša Nako: iri ye tee	• **Go balela kwešišo:** Mekgwanakgwana ya go bala ditšweletšwa tša go ngwalwa: Lebelela 3.2 • **Go ithuta Dingwalo/Dipuku:** Nako: Diiri tše nne	**1x Taodišo** Taodišokahlaahlo Taodišongangišano Taodišokgadimo **Tsepamela go:** **Magato a go ngwala** Go beakanya, go ngwala sengwalwakakanywa, go boeletša, go hlokola, go phošolla le go hlagiša **Dibopego le melao ya tšhomišo ya polelo** • Retšistara, setaele le segalo • Kgetho ya mantšu • Sebopego sa lefoko • Go ngwala temana • Maswaodikga le mopeleto **Tlhamego le diponagalo tša setšweletšwa se se kgethilwego** Nako: diiri tše nne

MPHATO 12 KOTARA YA 3			
MABOKGONI			
Dibeke	**Go theeletša le go bolela**	**Go bala le go bogela**	**Go ngwala le go hlagiša**
21 le 22	**Kahlaahlo/ Poledišano tša segwera:** • Diponagalo le melao ya šetšweletšwa • Šomiša melao ya polelo Nako: iri ye tee	• **Go balela kwešišo:** Mekgwanakgwana ya go bala ditšweletšwa tša go ngwalwa: Lebelela 3.2 • **Go ithuta Dingwalo/Dipuku** Nako: diiri tše nne	**Ditšweletša tša tirišano:** Pego/ ditshwayotshwayo/athikele ya kuranta/ athikele ya kgatišobaka **Tsepamela go:** **Magato a go ngwala** Go beakanya, go ngwala sengwalwakakanywa, go boeletša, go hlokola, go phošolla le go hlagiša **Dibopego le melao ya tšhomišo ya polelo** • Retšistara, setaele le segalo • Kgetho ya mantšu • Sebopego sa lefoko • Go ngwala temana • Maswaodikga le mopeleto **Tlhamego le diponagalo tša setšweletšwa se se kgethilwego**
23 le 24	**Go tsebiša seboledi/ Go fa ditebogo** • Diponagalo le melao • Šomiša melao ya polelo Nako: iri ye tee	• **Go balela kwešišo :** Tlhathollo ya ditšweletšwa tša go bonwa • **Go ithuta Dingwalo/Dipukwana** Nako: diiri tše nne	**Ditšweletšwa tša tirišano:** Polelo/ poledišano/ potšišotherišano. **Tsepamela go:** **Magato a go ngwala** Go beakanya, go ngwala sengwalwakakanywa, go boeletša, go hlokola, go phošolla le go hlagiša **Dibopego le melao ya tšhomišo ya polelo** • Retšistara, setaele le segalo • Kgetho ya mantšu • Sebopego sa lefoko • Go ngwala temana • Maswaodikga le mopeleto **Tlhamego le diponagalo tša setšweletšwa se se kgethilwego** Nako: diiri tše nne
25 le 26	**Tekanyetšo ya Bomolomo/ Orale** **Nako: Iri ye tee**	• **Go ngwala kakaretšo:** • **Go ithuta Dingwalo/Dipuku** Nako: diiri tše nne	**Ditšweletšwa tša tirišano:** Lengwalo la segwera/ semmušo a kgopelo / boipelaetšo / ditebogo / la kgwebo/ mangwalo a semmušo/a segwera a kgakollo /boitsebišophelo le lengwalo la go tiišetša kgopelo/ tša bophelo bja mohu/ lenaneothero le metsotso ya kopano. **Tsepamela go:** **Magato a go ngwala** Go beakanya, go ngwala sengwalwakakanywa, go boeletša, go hlokola, go phošolla le go hlagiša **Dibopego le melao ya tšhomišo ya polelo** • Retšistara, setaele le segalo • Kgetho ya mantšu • Sebopego sa lefoko • Go ngwala temana • Maswaodikga le mopeleto **Tlhamego le diponagalo tša setšweletšwa se se kgethilwego** Nako: diiri tše nne

GRADE 10 TERM 3			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
21 and 22	**Meetings and meeting procedures:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	**Reading for comprehension: Strategies using written texts:** See Section 3.2 • **Literature study** Duration: 4 hours	**Transactional text:** Friendly/ formal letters (request/complaint/ application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/agenda and minutes of meeting **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
23 and 24	**Storytelling:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** o Vocabulary development and language use o Sentence structures • **Literature study** Duration: 4 hours	**1 x essay:** Narrative/descriptive/argumentative **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

GRADE 11 TERM 3			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
21 and 22	**Meetings and meeting procedures:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** Interpretation of visual texts • **Literature study** Duration: 4 hours	**Transactional text:** Friendly/ formal letters (request/complaint/ application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/agenda and minutes of meeting **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
23 and 24	**Storytelling** and/or **praise poems:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** Use written texts. see Section 3.2 • **Literature study** Duration: 4 hours	**1 x Essay:** Reflective/ discursive / argumentative **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

GRADE 12 TERM 3			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
21 and 22	**Informal discussions/ conversation:** • Features and conventions • Applying conventions Duration: 1 hour	• **Reading for comprehension:** • Strategies using written texts. see 3.2 • **Literature study** Duration: 4 hours	**Transactional texts**: Report/review/ newspaper article/magazine article **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
23 and 24	**Introducing the speaker/ vote of thanks:** • Features and conventions • Applying conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** Interpretation of visual texts • **Literature study** Duration: 4 hours	**Transactional text:** Speech/ dialogue/interview **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hrs