MURATHO

South African university research:

Educational interpreting   **Quality assurance**
Cultural exclusion   **Localisation**
Intercultural mediation

ITD 2007

Corporate ethics

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The Executive of the South African Translators' Institute was restructured in June 2005. A small core executive (above) will act as the management committee for the Institute. A series of standing and ad hoc committees are being established, which will deal with the activities that fell under the other portfolios previously forming part of the Executive. Each committee will be overseen by a member of the Executive. As the committees are established, details of their members will be published on this page.

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The SATI constitution makes provision for members to form chapters if they wish "to be recognised as a distinct group on the grounds of their geographic proximity to one another or of a common interest that is acceptable to the Institute". Chapters are formal structures of the Institute and operate in terms of a set of regulations approved by the members of the Institute. The intention of chapters is to offer members opportunities for networking and professional advancement, which can often be more readily achieved at a local rather than a national level.

SATI Web-site:
http://www.translators.org.za
(South African Translators' Institute)

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http://www.fit-ift.org
(International Federation of Translators)

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CONTENTS

UNIVERSITY RESEARCH / UNIVERSITEITSNAVORSING

ITD 2007

GENERAL

Cover photo: A stave church in Oslo, Norway, by Reinoud Boers

Editor's Notes

Not being particularly academically inclined, I marvel at those who voluntarily subject themselves to advanced studies and extensive research and write-ups. A great deal of very interesting work is done by the academics and students at tertiary institutions, and generally, despite its applicability to them, very little of it reaches the ears of the ordinary practitioners immersed in the day-to-day activities of translation, interpreting and so on.

For this reason I have devoted this issue of *Muratho* to a selection of the research being done at our universities. It is a selection simply because not all students or academics were able to provide me with an article within the timeframes that I gave them. That is probably just as well, since this issue is very full as it is, and it gives us the opportunity to repeat the exercise at a later stage.

I would, however, like to extend very warm thanks to all the lecturers and students who responded to my call, and especially to those who submitted articles; your hard work is greatly appreciated.

I was impressed by several things with regard to this research. The first was the range of topics covered, which I think reflects a healthy profession in which there are many aspects to be given consideration. The second was the large amount of research being done on interpreting. The third was the fact that so much of the research has its basis in practice, which means that the results are relevant to those doing the work on a daily basis, rather than considering rather esoteric matters.

The emphasis on interpreting in the research being done reflects the concern in the country with practical implementation of the government's Language Policy and ensuring that our people are not held back for reasons of discrimination on the basis of language. Very innovative work with educational interpreting is being done at North-West University and I am sure that this will in due course be hailed internationally as well. Not only that – the fact that consideration is starting to be given to the use of whispered interpreting in schools as well as at tertiary level offers very exciting prospects for entrenching the concept of multilingualism in South African society.

Extending educational interpreting in this way will increase awareness of the possibilities of its use in other settings as well and I foresee a related increase in liaison interpreting in health, legal and other environments. We already have far more interpreting than previously taking place in the provincial legislatures and the recognition of its value is borne out in the research presented in one of the articles in this issue. Promoting interpreting in this way will do great things both for increasing employment in the language profession and – I hope – raising the level of professionalism in this type of work, with practitioners accepting its importance and the onus on them to perform well.

The other very satisfying aspect covered in this issue of *Muratho* is the increase in the celebration of International Translation Day. It was not too many years ago that SATI was a lone voice in the wilderness on 30 September, and ours the only celebration taking place in the country. Our hard promotional work coupled with the greater awareness of language matters in the country has borne fruit, as reflected in the variety of celebratory events that took place this year and are reported on from page 32. May we continue to go from strength to strength in this regard.

Until next time

Marion

University research

Universiteitsnavorsing

North-West University

Noordwes-Universiteit

Educational interpreting at North-West University:
A brief history and explanation

It goes without saying that the South African political landscape has changed immensely since 1994, when the new democratic dispensation was put into place and the country acquired 11 official languages. One of the results of the transformation of South African society is the major makeover of the South African tertiary system towards greater inclusivity.

An Education White Paper published in 1997, which paved the way for the full transformation of the higher education sector in South Africa, demands a thorough scrutiny of "all existing practices, institutions and values" in terms of their fitness for purpose in the new era. The motivation for the transformation lies in the pivotal role that higher education in South Africa should play in the redressing of past inequalities with a view to transforming the sector "to serve a new social order, to meet pressing national needs and to respond to new realities and opportunities".

It is clear that the management of language diversity, in accordance with the Constitution of South Africa and the stipulations of the National Language Policy for Higher Education, poses particular challenges for institutions of higher learning. The statutory obligation of universities is to be actively involved in establishing a multilingual higher education environment in South Africa and ensuring that existing languages of instruction do not act as a barrier to learners' access to institutions and subsequent success in their studies.

While the majority of the former Afrikaans universities in South Africa implemented a parallel or dual-medium policy to comply with the obligation to increase access, two of the three campuses of the recently formed North-West University, after a short pilot study in 2003, decided to embark on a project in which simultaneous interpreting would be used as a means of language facilitation in selected teaching programmes.

The aim of this article is therefore to explain the use of simultaneous interpreting as the delivery mode in multilingual university classrooms at North-West University and to expand on the apparent gains from the interpreting service for North-West University.

Simultaneous interpreting for university classroom purposes

Interpreting in the classroom at North-West University (NWU) happens by means of Sennheiser portable whispered interpreting equipment that is carried from venue to venue. This equipment allows interpreters to sit amongst the university students and, as the interpreter speaks in a very soft voice into the microphone, minimal disturbance of the unique classroom dynamics occurs.

Interpreting service delivery at NWU takes place according to typical best practices for usual simultaneous interpreting. Apart from accurate delivery of target language text in approximately the same time as the delivery of the source text, normal requirements for interpreters in terms of proven skills as regards concentration, mental flexibility and command of subject-specific as well as educational vocabulary with high-level language proficiency apply.

Owing to the growing demand for this service, the recruitment and professional training of interpreters receive particular attention at the university. While prospective interpreters are recruited in several ways, an initial standardised assessment is taken to determine demonstrable *potential* in interpreters

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according to typical norms such as accuracy and coherence of message, command of target language vocabulary and register, as well as target language grammar and idiom, and potential in terms of mastering interpreting technique.

After this initial screening, prospective interpreters who show potential enter a rigorous in-service training process that includes not only formal weekly training sessions but also immediate exposure to interpreting situations, albeit limited exposure initially. Monitoring of their interpreting continues until the interpreters in training have proved they are capable of acting as the senior interpreter in the interpreting pair. Attendance of the formal weekly interpreter training remains compulsory, however, regardless of the level of employment.

This continuous process of recruitment and training allows for the ongoing intake and training of prospective interpreters as well as meeting the growing demand for service.

"After initial screening, prospective interpreters who show potential enter a rigorous in-service training process that includes not only formal weekly training sessions but also immediate exposure to interpreting situations, albeit limited exposure initially."

The current pool of interpreters comprises people from a variety of backgrounds: apart from a retired professor in physics and a doctoral student in chemistry, several students from the different scholarly domains in which the service is provided work as interpreters, as do senior undergraduate and master's language practice students.

While the interpreting service started out in 2004 being provided in 17 periods per week in only the Engineering programme, all indications are that the service will be delivered in more than 400 periods per week in 2008 in seven teaching programmes over two campuses of the university.

Currently, the following teaching programmes offered on two campuses of the university are delivered by means of interpreting services that are rendered in more than 400 periods per week:

On the Potchefstroom Campus:
- B Engineering
- B Pharmacy
- BCur (Nursing)
- LLB
- BA Honours in Theology

On the Vaal Triangle Campus:
- BSc (IT)
- BA (Language and Language Practice)

A closer description of the interpreting mode and type used in the university classroom

From the preceding explanation it should be evident that the simultaneous mode of interpreting is predominantly used. It appears that all the characteristics of the simultaneous mode are inherent to the interpreting happening in the classroom situation:

- The profile of a simultaneous interpreter is applicable in describing the university classroom interpreter (high language proficiency, intellectual curiosity, above-average general knowledge are necessary skills).

- The demands of simultaneous interpreting are equally applicable to the university classroom situation: divided attention, continuous response, stress/concentration demands, time pressure, and lack of access to entire source text.

- The same variables are shared in terms of typical attributes of the interpreting process as maintained by Gile (1995: 169):
  - As regards *effort*, no difference exists in terms of listening and analysis, short-term memory, production and coordination.
  - Concerning demands on *processing capacity*, i.e. saturation and individual deficit, no difference exists.
  - Regarding *memory* issues such as processing capacity, primary and secondary memory as well as short-term, long-term, immediate and working memory, the same demands are applicable.
  - In terms of *coping strategies – inter alia* chunking – as well as *tactics*, it appears as if no real difference exists between simultaneous interpreting for conference purposes and for educational purposes.

However, owing to the unique classroom circumstances it also happens from time to time that sight-interpreting is done, when the interpreter interprets text from the blackboard or the overhead projector.

While interpreting type is generally defined through the place where the activity takes place together with the reason for the activity, it appears as if the notion of 'educational interpreting' as used in association with classroom settings involving deaf and hard-of-hearing learners could be sufficient in denoting the type of interpreting activity taking place here. The reason for this is that no apparent difference in setting, approach, preparation, facilitation role or assessment is evident between interpreters working in the deaf and hard-of-hearing environment and those working with hearing participants.

However, action research done over the last

three years at NWU clearly points to the fact that educational interpreting as it occurs at this university has a strong advocacy element, which brings liaison interpreting as a type into play as well.

In conclusion

Finally, it is clear that although the use of simultaneous interpreting for university classroom purposes is a novelty for both the higher education sector and the interpreting profession, experience at NWU has shown that the added value is greater than the apparent risks. We have also learnt that this mode of delivery allows an innovative approach to solving tricky language management issues that have accompanied the transformation within the institution.

It is especially noteworthy that students value the service and they state clearly that there is minimal resistance to the service, that it does not impede end-users' conceptualisation of or participation in the communication events typical of classroom environments and that the service is not experienced as disturbing.

The most interesting spin-off of the service is that it allows for true multicultural and multilingual exposure in that class groups are kept together on the timetable and students receive optimal opportunity to get to know one another in an academic and social context.

In conclusion, this gain of allowing students from different linguistic backgrounds to interact in a spontaneous way and to be able to utilise more languages for teaching and learning purposes is contributing substantially to North-West University's vision of becoming a pre-eminent university in Africa driven by its pursuit of innovation and knowledge and in redressing past inequalities with a view to transforming the higher education sector.

Reference
Gile, D. 1995. *Basic Concepts and Models for Interpreter and Translator Training.* Amsterdam & Philadelphia: John Benjamins.

"We have also learnt that simultaneous interpreting for university classroom purposes allows an innovative approach to solving tricky language management issues that have accompanied transformation."

Recruitment and training to source interpreters for educational interpreting

The Language Directorate of North-West University (NWU) started offering a simultaneous interpreting (SI) service in selected university classes in 2004 as part of its language plan, which is founded on the principle of a functional approach to multilingualism. In addition to pilot projects to promote the use of Setswana as a language of instruction, the primary need was to interpret classes on the Afrikaans-medium campus of Potchefstroom into English, in order to ensure that Afrikaans as medium of instruction would not act as a barrier to access for or the success of students who prefer English.

The service was at first offered during 24 teaching periods per week on the Potchefstroom campus of NWU, but over about four years it has been expanded to approximately 400 periods of interpreting per week in academic fields such as engineering, pharmacy, theology, law, economics, communications studies, etc. Classes are now interpreted (from English to Afrikaans and vice versa) at the NWU's Vaal Triangle campus in Vanderbijlpark, at the Potchefstroom College of Agriculture and at a high school in Thabazimbi (a pilot project, to be expanded in 2008). Pilots with interpreting from English into Setswana will also be conducted at two primary schools in Thabazimbi and Potchefstroom in 2008. Furthermore, interpreting services have become part of the everyday non-academic operations of NWU wherever required. A team of more than 40 full-time and part-time interpreters and assistant interpreters are currently employed in the service.

SATI members, especially interpreters, would be aware that probably the greatest challenge in providing a service of this scope in a relatively small rural community such as Potchefstroom is to find an adequate number of interpreters to render the service. The NWU's School of Languages does not train interpreters as part of its undergraduate or postgraduate programmes; hence recruitment, selection and training presented quite a challenge. In addition, the idea among staff teaching the various subjects that it is not possible for somebody who is not versed in that particular field of study to interpret their subjects competently had to be contended with.

Any educational institution such as a university or school wishing to start a classroom simultaneous interpreting service on any scale needs to be aware of all the above-mentioned points. Any person experienced in interpreting and interpreter training will be aware that rather a small percentage of

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language practice trainees eventually become simultaneous interpreters. The frequency with which one is able to recruit persons with interpreting potential from a certain population can therefore be expected to be rather low. At the launch of the service, staff at NWU were only too aware that during the training of interpreters for the South African Truth and Reconciliation Commission Lotriet "had found that the initial group of 250 applicants was reduced through the various stages of selection to just 27" (Lotriet 2002: 85-87). In the light of this drop-out rate of approximately 90%, the task of establishing an SI service initially appeared daunting. And yet now, after four years, the NWU seems to have found a way of overcoming perceived obstacles and the service is flourishing. How has this been accomplished? This is discussed below, but in essence it involved attempting to find innovative solutions in order to source an SI pool, yet to maintain best practice as far as practicable. This was done by action research during all the training phases, right from the initial pilot studies, and this research is continuing with a view to constantly refining our training.

Before looking at specific aspects of recruitment and training, it has to be emphasised that from the launch of the service, continuous quality-control-oriented action research was conducted in order constantly to refine and facilitate all aspects of the service, including recruitment and training. Also, it needs to be pointed out that the interpreting method used in the service is whispered interpreting with high-quality portable equipment (the Sennheiser tour-guide system, with 16 sets accommodating 20 users each currently in use, plus a few fixed installations). In a few instances, fixed installations are used.

Recruitment

Perhaps most important in this respect is that only a few initial selection criteria are used. Persons with a tertiary qualification or in the process of obtaining one are preferred, but not even this is rigidly applied as a criterion. Recruitment is done on campus, among undergraduate and postgraduate students, as well as among retired lecturers and other interested persons in the community, all of whom then undergo the same short introductory training course, assistantship or internship selection and in-service training, if deployed. It therefore means that aptitude is in essence eventually the only criterion. Some persons remain assistants (responsible for mostly logistical aspects), while others pro-

"It was realised from the beginning that a strong practice orientation would be required to make the limited training that could be fitted in due to the time constraints as effective as possible."

gress from internships (interpreters-in-training) through to fully fledged 'anchor' interpreters. This is discussed in more detail below under in-service training.

Training

In all instances where interpreter training had to be done by Language Directorate staff (for all the pilots and for the full roll-out of the service on the Potchefstroom campus), it was done under time constraints. This forced language directorate staff to design strategies and follow directions that in the end were instrumental in shaping the whole training philosophy for academic interpreters at the NWU as it currently stands. It was realised from the beginning that a strong practice orientation would be required to make the limited training that could be fitted in due to the time constraints as effective as possible.

The training approach has now been shaped over close to four years. It consists of the following:

- Interpreting basics – theory and practice (there is an emphasis on graded exercises in order gradually to introduce people to the multitasking requirements involved in interpreting)
- Practical training – with a variety of actual recordings of lectures
- Home exercises – also with a variety of recorded lectures
- Selection – based on a practical interpreting test of a more general recording
- Preparation of study material for classes
- In-service training as assistant interpreters and interns, as well as continuous development training (discussed below)

In-service training

Intensive in-service training lies at the core of the training of the NWU's interpreters. The first and most important part of this in-service training consists of intensive preparation of the study material for classes by the interpreters in their own time. For this purpose the compulsory study guides that exist for each module that is taught at the NWU are made available to the interpreters before the start of classes for each semester. Furthermore, the prescribed text books for each module are also provided, and access to the library and on-line sources is available.

The core of the preparation done by the interpreters, however, depends on the co-operation of the lecturers involved in teaching the classes. This may vary, but most

lecturers are only too aware of the time and effort-saving effected by the SI service that is rendered in their classes. The interpreting eliminates the need for repeating parallel medium classes, which require double the amount of lecturing time. Dual-medium classes, where everything that is said in one language is repeated in the other, are also eliminated. Lecturers' teaching time as well as their research time is therefore optimised by the interpreting service, hence their good co-operation with interpreters. Lecturers hence provide interpreters with additional background notes and other lecture material that will be used during classes, such as transparencies or data projector slide shows. In their preparation interpreters also consult with lecturers, where necessary. A strong team approach has established itself, with constant communication between lecturers and interpreters.

The most important material gleaned by interpreters from the various sources set out above, besides the actual subject knowledge, is the terminology that they require in order to interpret effectively. Part of each interpreter and assistant interpreter's work consists of compiling and maintaining an up-to-date terminology list for the particular modules in which he or she is involved. These terminology lists are edited by subject specialists and by linguists for quality-assurance purposes and made available to the whole interpreting team.

Integral to the in-service training is the hierarchy of interpreters in the service. Assistant interpreters undergo in-service training by not only doing the same preparatory work as the interpreters, but by also compiling their own terminology lists during classes. They furthermore have access to subject recordings with which to practise. Assistant interpreters initially become involved in the actual academic interpreting by ensuring that the equipment is timeously available in the class, that receivers are handed out and received back in good order and that receivers are cleaned. They also assist interpreters linguistically in the normal way that interpreters in a team assist each other. After some exposure to the classes of the particular module and once they feel ready, the assistants start interpreting portions of lectures, for example the introductory parts, until such time as they feel ready to do a final selection test. Upon passing that, they are deployed in the subjects where they have been assisting when vacancies arise.

A further aspect of the in-service training consists of discussion sessions where interp-

reting recordings are analysed by the trainers with the interpreters, on both an individual and group basis. An aspect of the in-service training referred to above is that it is based on continuous, intensive research. This research is carried out among all parties involved, namely the end-users, the lecturers, the interpreters and assistants, as well as the trainers. This is done by way of quarterly questionnaires researching various aspects of the interpreting service, focus-group discussions held with end-users, lecturers and interpreters, feedback questionnaires completed by interpreters in response to the training sessions presented by the trainer and regular project meetings among the project staff. From all of this research, information is constantly fed back to the interpreters during individual discussions and group training sessions.

For quality-assurance purposes recordings of source and target languages are made of each lecturer's interpreted classes and of each interpreter's interpreting over the spectrum he or she interprets (some interpreters interpret various subjects, others just one). The recordings are then made available to lecturers to peruse whenever they wish, while the Language Directorate is able to use these recordings for purposes of quality control, research and further development. This recorded material has proven to be of immeasurable value in all these regards.

Future training

The first aspect forming part of the planning for the future training of interpreters to be incorporated into the interpreting pool consists of a restructuring of the undergraduate modules in Translation Studies in the School of Languages. This is currently under way and an internship in interpreting will be integrated from the third-year Translation Studies programme. The Black Box computerised interpreter training program is currently being put into operation, with a wide-ranging variety of recordings other than from

Interpreters in action at NWU

"A further aspect of the in-service training consists of discussion sessions where interpreting recordings are analysed by the trainers with the interpreters, on both an individual and group basis."

the academic domain being incorporated, which will facilitate exposure of the NWU's interpreters to subject matter not encountered in their normal work.

Conclusion

The recruitment and training set out above works for the NWU, particularly in the case of students who are part of the SI team. It does not mean that should they leave the NWU interpreting service they are able to enter the open market as conference interpreters yet, but they have vastly more practical experience than the average language practice student completing a first or even an honours degree. This experience will stand them in good stead when entering the job market as simultaneous interpreters, say for example at National Parliament. Whereas initially interpreters are part-time employees only, a number of them are currently contracted NWU employees with term appointments, and five of these positions are now in the process of being converted into full-time interpreting positions. These interpreters have also increasingly been exposed to other interpreting situations besides academic lectures, making them more multi-skilled.

The first of these more comprehensively skilled interpreters are now ready to attempt SATI interpreter accreditation, and an examination opportunity in the near is being arranged. This will be the final proof of whether interpreter selection and training at the NWU are really successful.

Reference

Lotriet, Annelie. 2002. Can short interpreter training be effective? The South African Truth and Reconciliation Commission experience. In: Hung, Eva (ed.). *Teaching Translation and Interpreting 4: Building bridges.* Amsterdam & Philadelphia: John Benjamins.)

Benchmarking the quality management process of educational interpreting services at North-West University

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The well-known phrase 'You can't manage what you can't control, and you can't control what you don't measure' is of distinct importance for the quality management of the educational interpreting services rendered by the Language Directorate at North-West University (NWU).

The challenge of managing the quality-related aspects of educational interpreting services is particularly relevant if one bears in mind that service delivery, which started out in 2004 with only 17 periods per week in a single teaching programme, currently comprises approximately 400 periods per week in more than 130 modules, in seven teaching programmes over two campuses of North-West University.

We view the management of quality in terms of *all functions* of the *service as a whole* performed at all the relevant operational, normative and strategic levels. While this whole endeavour implies the definition of the quality attributes of every single activity that takes place within the service, it actually means unpacking the business as a whole and simultaneously benchmarking it against a standard that has not yet been fully developed owing to the novelty of the venture.

In the light of the novelty of interpreting services rendered on this scale within the educational environment, we had to start out with an exploration of the quality parameters pertaining to all those domains that could have a bearing on the success of educational interpreting services rendered at the university.

The complexity of quality management for educational interpreting services

Practice soon taught us that the process of quality management in educational interpreting services is a complicated one that is determined by an interplay between different variables. Using an eclectic point of departure, we realised that best practice principles for quality management at the operational, normative and strategic levels within the different domains that surround our service are indeed applicable for quality management of the interpreting service.

In the management of service-provision it should be borne in mind that the higher education landscape in SA is transforming and that policies like the National Language Policy for Higher Education, with a strong requirement of multilingualism, have to be complied with. Interpreting services are thus provided with a view to enhancing access to and the success of teaching programmes.

Secondly, it is evident that the norms, standards and qualities that apply to interpreters working in a professional milieu are of para-

mount importance for the quality management of interpreting processes and products within the educational interpreting environment. While it is admitted that the objective measurement of quality of interpreting remains a problematic issue owing to the apparent lack of objective and measurable standards and the peril of subjectivity and personal taste, the Language Directorate deals with this issue with great care. Potential interpreters are recruited, trained and assessed in accordance with professional standards. The quality of the interpreting product is monitored by means of a recording programme in which recordings are continuously made and assessed on the basis of SATI criteria. As is also customary for the profession, interpreters in the educational interpreting service work in pairs.

Thirdly, the mere fact that the interpreting occurs within a teaching and learning environment has a distinct bearing on the way in which quality is defined and measured, i.e. defining the variables that influence the interpreting product. Apart from recognising different teaching styles and approaches (classical lecturing, outcomes-based, group work, etc.), the quality principles applicable to classroom communication are extremely important. In managing interpreting quality it is important to account for typical classroom management issues, for the dynamic interplay between lecturers and students, for the way in which a lecture rolls out to achieve optimum results, for the fact that some students are better prepared than others, and for the fact that some lecturers use the blackboard while others prefer technical resources. Recognising teaching differences is pivotal for the way in which interpreting services are rendered, interpreters are trained, lecturers are involved and faculty managements are seen as key partners in the process. It is also important for the way in which end-users are involved in the assessment of the service.

Quality assurance

Owing to the complexity of rendering educational interpreting services on such a large scale as is currently happening at NWU, it is obvious that service should be managed in a meticulous and quality-driven manner – not only to assess the effectiveness of this mode of delivery, but also to enable communication of the quality management processes to other stakeholders in such a manner as to gain their buy-in and trust in the process.

To this end, the Language Directorate committed itself to managing service delivery on the basis of a total quality management pro-

cess that relies heavily on the continuous gathering of data. Amongst others, the following data-sets have been gathered in a longitudinal way and continuously updated and analysed for the purpose of adjusting the management processes:

- Longitudinal qualitative data on the perceptions of end-users as regards the use of simultaneous interpreting for classroom purposes as well as their assessment of the efficiency of individual interpreters

- Qualitative data derived from focus group discussions with a representative number of end-users to obtain first-hand impressions of the service and their inputs in the improvement of the service

- Approximately 320 hours of recordings that are continuously made of a representative number of interpreters and lecturers so as to determine the quality of interpreting as well as the quality of so-called technical interpreters as opposed to linguistic interpreters

- Longitudinal quantitative data on the performance of end-users in comparison with students who do not make use of interpreting services and in comparison with the total performance of a group

- Data on the terminology lists that have been compiled by assistant interpreters during lectures in comparison with core concepts used in the study material

A full set of procedures for the logistical management of the service has been drafted in accordance with the experience gained over the past few years.

Concluding remarks

We have learnt over the past few years that rendering interpreting services for classroom purposes in tertiary education is challenging. Approaching this endeavour from a quality management point of view has ensured a clear understanding of the service, at both a macro and a micro level. While we had to unpack the business at all levels of operation in order to develop an understanding of what is actually happening in the process of educational interpreting for hearing end-users, we also had to develop best-practice principles at micro level according to which quality management could take place.

After three years of service-delivery we remain confident that the effort is truly worthwhile and also that far more surprising outcomes than those we originally envisaged are being realised by this undertaking.

"Recognising teaching differences is pivotal for the way in which interpreting services are rendered, interpreters are trained, lecturers are involved and faculty managements are seen as key partners in the process."

Exploring the differences between conference and educational interpreters

On the Potchefstroom and Vaal Triangle campuses of North-West University (NWU), an educational classroom interpreting service is currently serving a large number of tertiary students by making different programmes accessible through simultaneous interpreting. The project has been running since 2004, with the lectures of certain programmes being interpreted into either Afrikaans or English. After a formalised process of recruitment and training, postgraduate subject specialists, retired professors and other students with interpreting capabilities are employed as interpreters. The mode used is recognised as simultaneous interpreting and the type is mainly educational interpreting in the spoken form, as the venue and function is purely in and for the educational environment. Owing to the novelty of the service, a tailor-made model or framework for the training and performance of spoken simultaneous educational interpreters or interpreting is being developed in accordance with professional norms and standards.

However, as the project was rolled out over the past few years, we had to ask ourselves whether the same standards that are applicable to conference interpreting could be applied to educational interpreting. The fact that we work primarily in the educational environment implies many variables that do not form part of typical conference interpreting, regardless of the fact that the same mode of interpreting is being used. Issues such as accounting for differences in teaching style and classroom communication do not come up in a typical conference environment.

The aim of my research project is to determine whether there are in fact differences between conference interpreting and educational interpreting with regard to the process of interpreting, the product delivered and the performance of the interpreters in their respective functions, as well as the interpreters' perceptions of these issues. The benefits of investigating apparent differences between conference and educational interpreters would include definite adaptations to current trends and standards for educational simultaneous interpreting in relation to, amongst other things, their role and responsibilities, recruitment processes, training, in-service training and remuneration for specifically educational interpreters.

Investigating the apparent differences between conference and educational interpreters

Educational interpreting as such is not an entirely new field, if we take into account that educational interpreting involving Sign Language interpreting for Deaf students or scholars has been used since the early 1970s. However, educational interpreting in the spoken form is very new and as yet largely unexplored. Therefore, the processes and problems that emerge in the course of the NWU interpreting and the phenomenon of educational interpreting are being mapped, as data is collected on a continual basis.

In 2004 Franz Pöchhacker published *Introducing Interpreting Studies*. He identified generic operations for interpreters and the elements necessary in their range of abilities in order for them to function properly. Amongst these elements are the process, product and performance and their subdivisions and he maintains that these attributes are integral to the management of quality as rendered by conference interpreters. Owing to the fact that the shared mode of interpreting in both conference and educational settings is the simultaneous mode, the assumption is that the generic model would allow for comparisons to be made between conference interpreting and educational interpreting. Pöchhacker's book is recently published, theoretically grounded and encompasses the

Figure 1

Educational Interpreters:
To whom do you feel responsible?, n = 14

7%
14%
79%

User
Both
Speaker

Figure 2

Conference Interpreters:
To whom do you feel responsible?, n = 14

40%
47%
13%

User
Speaker
Both

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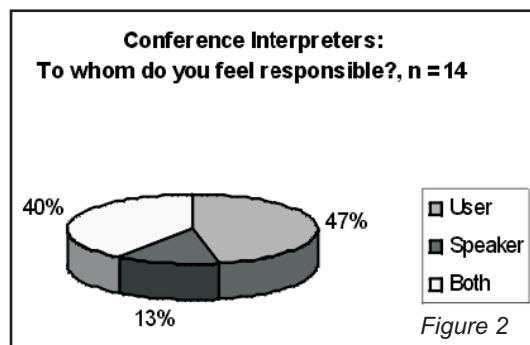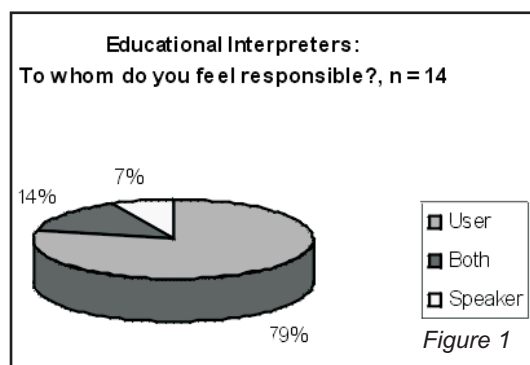
three basic foundations of interpreting: the process, product and performance. In contrast with existing profiles of interpreters (such as those proposed by Wallmach and Kruger 2002 and Mikkelson 1999), Pöchhacker discusses not only the abilities needed to be a successful interpreter, but also the product delivered and the performance of interpreting. This allows for comparisons to be made at various other levels.

What emerged from the data?

Empirical research was conducted and, using the availability sampling method, 14 available conference interpreters and 14 available educational interpreters were involved. Data was gathered by means of a structured interview that highlighted areas in which the two groups of interpreters indicated different perceptions and opinions. While the questionnaire focused on the process of interpreting, the subsequent interview focused on the product and performance of interpreting.

The area that indicated the greatest differences between the two groups of interpreters was the view the respondents held on their respective *roles*.

Questions regarding formal interpreting training, interpreters' role as a social position and responsibility were asked.

As can be seen from Figures 1 and 2, 79% of educational interpreters indicated that they felt responsible only to the users of the service. Of the conference interpreters, 47% answered they felt responsible to the users of the service.

Here a clear difference is seen between the educational interpreters' and conference interpreters' feelings of responsibility towards users of the service. The conference interpreters agreed that they did feel responsible for the product that the users receive, but not at an emotive level, simply because they are the individuals who are listening to the product.

However, the majority of educational interpreters felt so strongly about their responsibility towards the users that it was clear they felt emotionally linked to the students.

The data showed a definite difference between the number of educational interpreters and the number of conference interpreters who felt they were responsible to only the users of the service. The conference interpreters did feel that they must deliver a good service to the users, but also that they must be equally true to the speaker, and therefore also the message being delivered. The educational interpreters on the other hand expressed themselves as follows:

- "I feel only responsible to the users of the service. Maybe because I am still a student myself."

- "I am responsible to the users. They are at a disadvantage."

- "The students are the only ones who really benefit from the interpreting service."

- "My belief is, your responsibility is only towards the users. They need me there."

Conclusion

From the current research it appears as if a distinct difference exists between conference and educational interpreters as regards their role clarification. Concerning the process and product, no clear-cut differences are apparent at this stage and more research is needed in this regard.

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Wallmach, K & Kruger, A. 2002. *Principles of Interpreting I*. Pretoria: Unisa, Department of Linguistics (Study material for the BA Programme in Court Interpreting).

Are longer interpreting turns than the norm possible within an educational interpreting environment?

The international norm regarding simultaneous interpreting turns suggests that, for optimal interpreting quality, avoidance of mental fatigue, the most profound product and adherence to an ethical code of conduct, interpreters should interpret for a maximum of 30 minutes. Interpreting for longer periods of time requires team interpreting, with one interpreter actively interpreting, while the other interpreter rests and can be of assistance to the active interpreter if necessary. This norm was created for simultaneous conference interpreting, since interpreting research is an extremely recent occurrence, destined to create feasible and professional working conditions for interpreters, done in the dense language environment of conferences.

Article by Elma de Kock. Elma is an admin officer in the Insitutional Office at North-West University. She is currently doing research towards an MA in Applied Linguistics. [elma.de kock@nwu.ac.za]

"Although NAJIT also favours team interpreting, they feel that this is only obligatory in cases that last for an hour or more, while educational interpreting and liaison interpreting allow for even longer interpreting periods (up to four hours) before team interpreting is introduced into the system."

However, there are some exceptions to the suggested convention. Although the National Association of Judiciary Interpreters and Translators (NAJIT) also favours team interpreting, they feel that this is only obligatory in cases that last for an hour or more, while educational interpreting and liaison interpreting allow for even longer interpreting periods (up to four hours) before team interpreting is introduced into the system. Although this information contradicts the norm, no reasons are provided for these exceptions.

Certain challenges related to the interpreting service at North-West University (NWU) made it virtually impossible for us to adhere to this norm. We therefore had to determine whether the utilisation of longer interpreting turns is a fair practice – taking into account the strain and working conditions of the interpreter, as well as the ethics of deviation from the norm – for both user and interpreter, and also to justify this position to the users of the service in an educational environment.

Challenges at NWU

Following the merging of tertiary educational institutions in South Africa, which posed various problems regarding educational language policies in certain tertiary programmes, interpreting was suggested at NWU as a viable and less expensive alternative to parallel or dual-medium classes. A pilot project in the engineering department at NWU was introduced in 2004 and has grown from 22 interpreting periods a week to some 400 periods a week in 130 different modules in the first semester of 2007.

The exponential growth in programmes requesting the interpreting service at NWU made enormous demands in terms of manpower and funding. The restrictions on these factors forced the Language Directorate at NWU to require interpreters in the simultaneous mode to interpret for longer periods of time. This, of course – seen against the background of research on simultaneous interpreting, the responsibility of providing a prime product in the educational environment for equal learning opportunities to all students, and adherence to an ethical code of conduct for interpreters – had to be justified for the service to continue.

Data in relation to this justification was obtained through questionnaires completed by the interpreters at NWU regarding their levels of fatigue after prolonged interpreting, an estimation of the quality of their product and factors that enhanced or inhibited the interpreting quality. Similar questions were asked of a focus group of interpreters at NWU. The responses in both the questionnaire and the focus group indicated that not one of the interpreters found that interpreting for longer than an hour is impossible, and although they found some programmes more taxing than others, they still felt that the quality of interpreting was adequate.

For the sake of comparison, corresponding questions were posed to educational interpreters for deaf or hard-of-hearing pupils. Interestingly enough, the results obtained from this group were same as those from the questionnaires and the focus group discussion with interpreters at NWU.

Ultimately, all the interpreters included in this survey were positive about their contribution to the educational environment, empowering students that were disadvantaged through language to reach their potential, and also indicated that this was a learning experience and an opportunity for personal growth.

This might indicate that longer simultaneous interpreting turns in the educational environment pose no problems …

… But the proof of the pudding is in the eating

However, it became evident from this research that interpreters are not objective about the quality of their product after interpreting for longer than 30 minutes, because mental fatigue causes them to accept their deteriorating product without realising the dramatic decrease that occurs in the quality of their interpreted message.

One way in which the quality of the interpreting in prolonged turns can be measured is by comparing the average marks of the non-users of the interpreting service in the class with the average of the users of the interpreting service. The results of these comparisons showed that the marks of the users of the interpreting service were either fractionally lower or slightly higher than the average of the rest of the class. If the interpreting quality were poor, we would have expected a noticeable discrepancy between the average of the users and non-users of the service.

Conclusion

The results of this research thus far suggest that it is possible to use prolonged simultaneous turns in educational interpreting at NWU. These results still need to be verified by a more scientific examination and analysis of the quality of interpreting from transcriptions of prolonged interpreting in the classes. More

research should also investigate the ethical justification of the prolonged interpreting turns.

If this scientific analysis reinforces the results of the preliminary study, interpreting may also be able to provide solutions at other merged tertiary institutions with similar problems in relation to the language of education.

The growth of the interpreting service and the growing request for it at NWU, the results obtained even with prolonged periods of simultaneous interpreting and the new policy regarding language in education might cause interpreting to be a plausible solution to future education in South Africa. 🦃

Classroom interpreting at secondary school level: A case study

Language rights and issues regarding public schools in South Africa have received extensive exposure in the media recently. Schools in Nelspruit, Volksrust, Lydenburg and Ermelo as well as Laerskool Mikro in Bellville have experienced strong pressure from the government to adopt inclusive education and a more multilingual approach.

It appears that the South African school system is currently facing the following language-related problems:

1. Learners are not admitted to certain schools, because they are not fluent in the language spoken at the school.

2. In parallel-medium schools learners are segregated based on their choice of language of education.

3. In dual-medium schools learners only understand half of what is being said, because they only understand one of the languages used in education.

4. Teachers who have to prepare and present their lessons in two or more languages are put under a great deal of stress and have to do extra work for which they are not paid.

5. It is not financially viable for schools to appoint extra teachers to educate learners in a second language not spoken primarily at the school.

6. Schools in South Africa do not accommodate all eleven languages in order to facilitate home language education.

7. Learners who do not speak the language used at school feel socially excluded.

8. It is hard to find quality teachers who can teach in all eleven official languages.

First and foremost, the impression exists that these apparent problems could prevent schools from educating their learners optimally, in accordance with the Constitution, which states in section 29(2) that 'everyone has the right to receive education in the official language of their choice in public educational institutions where that education is reasonably practicable'.

Secondly, it is clear that these problems might have a hampering effect on the full implementation of the Language in Education Policy that was adopted in 1997. Amongst other things, this policy gives the following as the state's overarching language goals in school education:

1. The protection, promotion, fulfillment and extension of the individual's language rights and means of communication in education

2. The facilitation of national and international communication through promotion of bi- or multilingualism through cost-efficient and effective mechanisms

3. The redressing of the neglect of the historically disadvantaged languages in school education

From the preceding contextualisation it is evident that much still needs to be done in terms of language management within the South African school system.

After the successful implementation of educational interpreting services at North-West University, the headmaster of Frikkie Meyer High School approached the Language Directorate to enquire about the possibility of expanding the service to the secondary school environment.

On the basis of this discussion, a pilot project started at the said high school in January 2007.

The discussion that follows will firstly focus on the different modes of language delivery currently used in South African schools and distinguishing interpreting as a fourth mode of delivery. Secondly, feedback will be given on the pilot project at Frikkie Meyer High School.

"Teachers who have to prepare and present their lessons in two or more languages are put under a great deal of stress and have to do extra work for which they are not paid."

Article by Gene Mathey. Gene is an educational interpreter in the Institutional Office at North-West University. He is currently enrolled for an MA in Applied Linguistics. [gene.mathey@ nwu.ac.za]

"This service is completely user-friendly and the users may at any time remove the earpiece or put it back in to switch instantly between languages, thus enabling the students to become acquainted with the other language at their own pace under stress-free circumstances."

Different modes of language delivery within the South African school system

In South Africa, three models for language delivery predominate: Unilingual teaching, which occurs in schools that use only one language as the language of teaching and learning, and dual-medium and parallel-medium teaching in those schools that provide for learners with differentiated language needs.

Dual-medium education involves learners of different language groups being together in one class where the teacher presents the class alternating between the two languages. The advantages of this mode of language delivery are that the learners are not segregated at all; it is inclusive and it saves time, since only one lesson is presented, albeit in two languages, as well as exposing the learners to both languages.

This mode also has some significant disadvantages: completely bilingual teachers are not always available; teachers may be inclined to advantage learners speaking the same language as they do; important information may be missed when the teacher speaks in a language that the learners do not understand; and, most important, learners are not completely educated in their language of choice.

Parallel-medium education, on the other hand, means that the group of learners is separated into different classes based on their language preference. Each class receives education in the language of their choice in separate rooms, either by different teachers or in succession by the same teacher. Although with this mode learners are educated completely in their language of choice, they are segregated and have no exposure to the other language spoken. It is also expensive, since extra teachers need to be appointed to teach in the other language, or alternatively it is time-consuming, because one teacher has to prepare and present lessons in two or more languages. This also causes strain on the infrastructure of the school, as more classrooms need to be allotted for the two classes that are educated in different languages.

As is rather obvious, both these models have their respective advantages, but both also show significant disadvantages and do not adequately meet all the requirements set by the Language in Education policy.

Research done at North-West University suggests another option towards additive multilingualism.

At North-West University, in order to promote multilingualism and inclusivity, an interpreting service is available to students: The students who want to make use of this service simply take a cordless earpiece at the beginning of a lecture and sit down wherever they want in the classroom. An interpreter then uses a highly sensitive microphone to interpret everything the lecturer says. The interpreter sits in the classroom just like any other student and speaks very softly into the microphone. This ensures that he or she does not bother the students who do not make use of this service. The sensitive microphone picks up what the interpreter says and amplifies this sound and transmits the interpreted version of the lecture to those students who have the earpieces.

Because this mode of interpreting is simultaneous, the students with the earpieces can participate as freely in the lecture as those students who do not make use of the service. This service is completely user-friendly and the users may at any time remove the earpiece or put it back in to switch instantly between languages, thus enabling the students to become acquainted with the other language at their own pace under stress-free circumstances.

Feedback on the pilot project at Frikkie Meyer High School

At the request of the principal of Frikkie Meyer High School in Thabazimbi, Mr Deon Azar, a pilot simultaneous interpreting project was launched on 11 January 2007 and is to be run for one year. This project tests the viability of simultaneous educational interpreting at high school level.

If at the end of the year the project indicates that learners do benefit from using the interpreting service, a model for establishing interpreting services at secondary schools could be established. This model could be a guideline for the implementation of interpreting services at other high schools across the country.

When the pilot study started in January, there were a few hiccups, which were smoothed out and proved exceedingly valuable for the research being done. After ten months, the project seems not only to be benefiting the English learners in that specific class, but, according to the subject teacher's perception, the presence of an extra adult in class, added to the fact that there has to be silence for the interpreter to whisper into the microphone, had led to an improvement in the class's overall discipline.

After a trial of ten months, the pilot project seems to indicate that educational interpreting at secondary level has the following advantages:

- It is inclusive: all learners are in same class and there is no segregation.

- It saves time because only one class is presented.

- Learners are exposed to both languages.

- Learners are educated completely in their language of choice.

- Learners continually have a choice between languages.

- Overall discipline in class improves.

Moreover, this model is completely in line with the Constitution and the Language in Education policy:

- Learners can exercise their right to receive education in their language of choice.

- The learner's right to education and communication in their language of choice is promoted and met.

- This cost-efficient and effective mechanism facilitates communication and bilingualism.

- Learners benefit cognitively and emotionally from this type of structured bilingual education.

- This mode is based on an additive approach to bilingualism.

- There is no discrimination based on language preference.

By adopting this model of classroom education, schools will be able to include and accommodate more learners and cater to their language needs without losing the identity of the school or appointing any extra teachers. 🐦

Nelson Mandela Metropolitan University/ *Metropolitaanse Universiteit*

Kan enige taalpraktisyn 'n suksesvolle tolk wees? – 'n Ondersoek na die persoonlikheidseienskappe van die suksesvolle tolk

In *Challenges facing the human resources practitioner in the 1990s* het John Hall reeds in 1986 voorspel dat Suid-Afrika as 'n veelrassige, veeltalige en multikulturele subkontinent, ten spyte van tydelike politieke probleme, binne die volgende dekade eksponensieel gaan ontwikkel. Hy het voorspel dat Suid-Afrika in die jaar 2000 meer as 60 miljoen inwoners sou hê, waarvan meer as 40 miljoen swart tale sou gebruik. Daarmee saam het hy 'n geweldige groei in die behoefte aan taalkundiges, vertalers en tolke voorspel. Hoewel dit in 'n mate 'n oorskatting verteenwoordig, blyk hierdie voorspelling vandag nie ver uit die kol te wees nie.

Die behoefte aan goed opgeleide en bekwame vertalers en tolke is groter as ooit. Volgens Abé Mahlangu van die Justisiekollege in Pretoria, wat al in bykans elke hooggeregshof in die land getolk het, is hoftolke landswyd nie almal opgewasse vir die toenemende vraag na uitheemse tale nie. Die Justisiekollege werf geleentheidstolke onder dié mense, terwyl plaaslike tolke besig is om die tale aan te leer. Nog 'n probleem is die gebrek aan gebaretaaltolke in diens van die departement. Volgens hom is daar geweldige werksdruk op tolke, en sal howe sonder tolke tot stilstand knars (*Beeld*, Januarie 2005).

Alhoewel die grootste aanvraag na tolke voorkom by die land se howe, by konferensies en binne regeringsinstansies (wat die parlement insluit), is daar aanduidings dat tolke in die klaskamer nie meer vir lank 'n vreemde verskynsel sal wees nie. By die Noordwes-Universiteit se Potchefstroomkampus word daar reeds in verskeie studierigtings van tolke gebruik gemaak, met uitstekende resultate.

Tolke is ook broodnodig by hospitale, waar beseerdes uit verskillende taalgroepe in noodsituasies beland en nie oor die geskikte taalvaardigheid beskik om te kommunikeer nie, iets wat noodlottige implikasies kan hê.

Kan enige goeie taalpraktisyn goeie tolkwerk doen?

Mahlangu sê verder dat daar misverstande bestaan oor die onderskeie vaardighede waaroor vertalers en tolke moet beskik. Hy het klem geplaas op vereistes wat aan tolke

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'n Tolk moet beskik oor die vermoë om analities te dink, die kaf van die koring te skei, onder druk te werk, nie oorbluf te raak deur 'n enkele struikelblok nie, aandag te kan verdeel sonder om die draad van die storie te verloor, emosioneel onbetrokke te bly, inligting te kan prosesseer, op die voete te kan dink, vinnig te luister, dink en praat terselfdertyd, en onpartydig en objektief te wees en te bly.

(anders as aan vertalers) gestel word. Die tolk het bv. geen boeke, verwysings, of selfs tyd, om te soek na die regte ekwivalente woorde of terme nie. 'n Tolk moet die taal en die kultuur van die betrokke gemeenskap so ken dat hy of sy spontaan kan vertaal. Daarbenewens moet hulle ook oor sekere persoonlikheidseienskappe beskik wat hul in staat stel om hulle beskikbare taalkennis op die gegewe oomblik reg aan te wend.

Die Hoofinspekteur van Tolke in Limpopo, Thomas Nxumalo, beweer dat kritici die persepsie het dat tolke te veel betaal word. Hulle besef nie watter buitengewone vaardighede en persoonlikheid dit verg om tolkwerk te doen nie. Elke taalpraktisyn, taalkundige of selfs kundige vertaler beskik nie noodwendig oor die eienskappe om 'n goeie tolk te wees nie.

Tolkwerk word in 'n groot mate deur 'n voortdurende tydsdruk gekenmerk, en die vermoë om dit te verwerk, speel 'n belangrike rol by die bepaling van sukses. Gile (1995: xiii) onderstreep die feit dat druk wat op tolke geplaas word a.g.v. die tydsaspek groot is. Hy beskou dit as een van die grootste verskille tussen vertaalwerk en vertolking: die vermoë om effektief teen tyd te werk en nie onder druk te vou nie.

Vaardige tolke beskik oor sekere gemeenskaplike eienskappe

In 'n ondersoek is 16 suksesvolle tolke by vier verskillende instansies in die noorde van Suid-Afrika (Landdroshof Polokwane, Landdroshof Pretoria, Filadelfiaskool vir Gestremdes in Soshanguwe en Noordwes-Universiteit) wat deur hulle instansies as suksesvol beskou word, as respondente aan 'n vooraf ooreengekome toets onderwerp. Mans sowel as vroue, van ouderdomme wat wissel van 24 tot 55, uit verskillende taalgroepe, het deel uitgemaak van die ondersoekgroep.

In 'n poging om omstandighede min of meer

dieselfde te hou, is al die tolke getoets op 'n gewone werksdag, nadat 'n deel van die dagtaak reeds afgehandel is, maar tussen 10:00 en 13:00, sodat uitputting en moedeloosheid nie 'n rol sou speel nie.

Gemeenskaplike faktore by die deelnemende tolke was dat almal baie goed taalvaardig is, almal reeds twee jaar of meer optree as tolke, almal entoesiasties oor die ondersoek was, almal graag terugvoering wou hê oor die uitkoms van die persoonlikheidstoets en almal dit eens was dat nie alle taalkundiges geskik is vir tolkwerk nie en dat die kuns (en vereiste kundigheid) van tolkwerk onderskat word.

Moontlike eienskappe teenwoordig by tolke

Ná 'n diepgaande ondersoek en met behulp van bogenoemde instansies en kundiges op die gebied van tolkwerk kon 'n lys saamgestel word van *moontlike* eienskappe waaraan 'n tolk behoort te voldoen. Daar is soms moeilik te onderskei tussen eienskappe wat aangeleer is en dié wat aangebore is, asook eienskappe wat met persoonlikheid en dié wat met werksverrigting te doen het. Daar is egter redelike eenstemmig ooreengekom dat die volgende eienskappe van groot waarde kan wees by iemand wat tolkwerk wil doen:

Die persoon moet beskik oor die vermoë om analities te dink, die kaf van die koring te skei, onder druk te werk, nie oorbluf te raak deur 'n enkele struikelblok nie, aandag te kan verdeel sonder om die draad van die storie te verloor, emosioneel onbetrokke te bly, inligting te kan prosesseer, op die voete te kan dink, vinnig te luister, dink en praat terselfdertyd, en onpartydig en objektief te wees en te bly.

Verder moet die tolk beskik oor hoë intellektuele en konsentrasievermoë, baie selfvertroue, intellektuele nuuskierigheid, 'n goeie geheue, aanpasbaarheid en sensitiwi-

Summary

This article gives the results of a study of the personality profile of 'the successful interpreter'. A number of interpreters from different fields, e.g. courts, schools and universities, were used in the study. Interviews were held and personality tests were done to determine the specific abilities and personality traits that are common to successful interpreters.

The results show that besides certain technical skills and linguistic knowedge, most successful interpreters fall into the same personality category – they are phlegmatics. This information could be of value when candidates are screened for interpreter training, avoiding wasting time and money on training persons who have the necessary academic knowledge and intellectual ability, but in the end will not make the grade.

teit vir menslike gevoelens, maar geen gebreke in gehoor of spraak nie.

Probleme in die leefwêreld van die tolk

Probleme wat die praktiserende tolke as hulle grootste struikelblokke uitgesonder het, is fisiese en geestelike uitputting tydens lang sessies, om te tolk wanneer nie een van die twee tale sy/haar moedertaal is nie, en 'n spreker wat onduidelik of te vinnig praat of sinne onvoltooid laat. 'n Gebrek aan kennis van vakterme en 'n spreker wat voorbeelde of aanhalings uit 'n vreemde taal gebruik, kan ook 'n groot struikelblok wees.

Vir die gebaretaaltolk is die grootste struikelblok 'n spreker wat homself onderbreek en tussenwerpsels maak. Vir die klaskamertolk, weer, is 'n gebrek aan inligting vir voorbereiding by tolking iets wat hulle pootjie.

Ander struikelblokke is die onvermoë van tolke om hulle eie emosies te beteuel tydens moeilike hofsittings – veral waar kinders betrokke is of moeilike hofsituasies waar die tolk deur die beskuldigde gewantrou en geïntimideer word. In gevalle waar die hoftolk nie vertroud is met hofprosedure nie, is dit baie moeilik vir die tolk om konsentrasie te behou, veral wanneer die hofsaak of lesing vervelig is, en om objektief te bly as die agtergrond van die hofsaak bekend is. Om verskillende style van die sprekers wat getolk moet word, te hanteer, vra ook ervaring, so ook om dieselfde impak op jou luisteraar te hê as die primêre spreker, veral as 'n mens oor 'n mikrofoon praat met jou rug na die gehoor.

Persoonlikheidsontleding

Uit die ondersoek het dit duidelik geword dat tolke oor die algemeen baie eenders dink en optree. Arnold Möll se persoonlikheidsvraelyste is in hierdie verband gebruik.

Sestien tolke, soos hierbo genoem, het die vraelyste ingevul. Ná die ontleding van die vraelyste en met behulp van inligting versamel in die verskillende onderhoude is die volgende bevindings gemaak:

- Twaalf uit die 16 respondente het oortuigend getoets as flegmate. Hulle toets almal net-net introvert en redelik sterk onemosioneel. Van die ander vier kandidate is drie melancholies (meer emosioneel, maar steeds introvert) en een choleries (wat steeds onemosioneel is, maar meer ekstrovert).Twee van hierdie afwykings het voorgekom by die deeltydse tolke wat ook studente is aan die NWU. Tolkwerk is dus nie hulle beroep nie, maar dien slegs

as inkomste-aanvuller a.g.v hulle goeie taalvaardigheid. Die ander twee is verbonde aan die Polokwane Landdroshof.

- Uit die 16 respondente het slegs twee ooit die opsie van *Onseker* gekies. Die ander het altyd 'n besliste besluit geneem, nl. *Ja* of *Nee*. Die vermoë om nie te twyfel nie maar vinnige besluite te neem is kenmerkend by goeie tolke. Hierdie twee afwykings is weereens twee studente wat tolkwerk doen aan NWU en dus nie tolkwerk as 'n beroep beoefen nie.

- Die meeste tolke het vrae gevra voor hulle met die vraelys begin het om doodseker te maak hulle weet wat om te doen.

Afleidings wat gemaak kon word

Afleidings wat uit die interpretasie van die vraelys gemaak kon word, was dat 75% van die tolke wat betrokke was by die ondersoek flegmatiese persoonlikhede het, 18% melancholiese persoonlikhede, 6% choleriese persoonlikhede en geeneen van die respondente ekspressiewe persoonlikhede nie. Verder kon 87,5 % van die respondente besliste besluite neem en nie twyfel oor 'n antwoord nie. Die meeste van die betrokke tolke wou vooraf presies weet wat hulle moet doen voordat hulle 'n opdrag uitvoer.

Beskrywing van die tipiese flegmaat (ook genoem die analis)

Volgens die model wat gebruik is vir die toetsing is die tipiese flegmaat gewoonlik *analities, onemosioneel en taakgeoriënteerd.* Hy neig meer na die introvert-kant van die skaal en sal eerder vrae vra as om bevele te gee. Hy vermy die kalklig, is 'n goeie luisteraar en kreatief, tree diplomaties en selfbeheersd op en stel aan homself en ander hoë standaarde en eise. Hy is kalm, prakties, betroubaar, logies en georden.

Slotsom

Daar is 'n sterk ooreenkoms in die persoonlikhede van die praktiserende tolke wat deur verskillende instansies as *effektief* bestempel is. Die meerderheid toets as flegmate/analiste (wat ook die temperament is waaronder ingenieurs gewoonlik val). Dit dui daarop dat hulle redelik sterk onemosioneel is (met ander woorde, taak-georiënteerd eerder as mens-georiënteerd). Verder is dit interessant dat (teen alle verwagting in) die meeste deelnemende tolke meer introvert as ekstrovert is, alhoewel hulle baie na aan die middelpunt van die skaal is en in baie gevalle self glo dat hulle ekstroverte is omdat hulle maklik voor ander mense praat.

"Die meerderheid toets as flegmate/ analiste ... Dit dui daarop dat hulle redelik sterk onemosioneel is (met ander woorde, taak-georiënteerd eerder as mens-georiënteerd)"

Laastens is dit duidelik dat die deelnemende tolke maklike besluitnemers is, waarskynlik omdat daar nie tyd vir onsekerheid en twyfel is in die lewe van 'n tolk nie.

Aanbeveling

Dit mag dus nuttig wees vir instansies wat tolke oplei om voornemende studente te onderwerp aan 'n persoonlikheidstoets. Studente wat as flegmate geïdentifiseer word, sou met die nodige taalvaardigheid en opleiding waarskynlik goeie tolke kon word.

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Quality assurance in legal interpreting

Research interest in legal interpreting in South Africa has taken a quantum leap since the seminal book by Mayne (1957). One of the factors that contributed to the strong increase in interest was the elevation of nine African languages by the new democratically elected government to full official status in an effort to level the playing field regarding language issues in South Africa. This stood in stark contrast to the sub-official status enjoyed by these languages in the pre-1994 dispensation. A number of studies by scholars across the social science disciplines have been carried out to look at issues in legal interpreting, a corollary of which were articles and books dealing with issues in this field.

The increasing wave of interest also resulted in the launching of various academic programmes at both certificate and degree levels at South African universities to train legal interpreters. Some of these academic programmes have culminated in research-based dissertations or theses illuminating particular aspects of legal interpreting.

Conspicuously absent in these studies and books is a study that looks thoroughly at issues of foreign legal interpreters, especially African foreign legal interpreters in South Africa. The main requirement when employing a (temporary) foreign legal interpreter is their ability to demonstrate some level of bilingualism. No consideration is given to their qualifications, their knowledge of professional responsibility in the field of legal interpreting or skills training they may have undergone to work as a legal interpreter. While there is ample evidence that legal interpreters working in South African languages do receive training, albeit after they have been practising for a period, the same cannot be said of foreign legal interpreters.

Of equal note is the virtual absence of studies in the field of legal interpreting that takes place in other contexts, such as at the police station and during client/attorney consultations.

Among other issues relating to legal interpreters that have enjoyed attention are the practices observed and discussed by Steytler (1993:54). According to Steytler, interpreters were not impartial role-players in court and displayed a clear bias in favour of the prosecution. In Steytler's words, 'The interpreter did not, as his function demands, stand apart from the prosecution; instead, as an integral part of the state machinery, he became susceptible to its ideology and, in turn, reproduced it' (1993:54). These practices still persist in many courts in South Africa.

Also absent from the legal interpreting process in South Africa is pre-trial knowledge of the case on the part of the interpreter in order to familiarise him/herself with the specific vocabulary (including jargon and register) that may be used in the case.

There are strict regulations governing the quality of legal interpreting in many countries abroad, such as the USA and Australia. The situation is different in South Africa, however.

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For example, in the USA there is legislation specifying that a legal interpreter who aspires to work in federal courts must demonstrate proficiency by passing a certification examination. In Australia, the requirement of passing a proficiency examination in order to work as a legal interpreter has been in place since 1978. In South Africa, provision has been made for a proficiency examination for potential legal interpreters who want to interpret any of the South African languages to the two 'main' official languages of the court, namely English and Afrikaans. Foreign legal interpreters are not subjected to this proficiency examination.

There are accrediting bodies such as Australia's National Accreditation Authority for Translators and Interpreters (NAATI), the Canadian Translators' and Interpreters' Council (CTIC), the UK's Institute of Translators and Interpreters (ITI), the National Association of Judiciary Interpreters and Translators (NAJIT) in New York, to mention but a few. In South Africa, the South African Translators' Institute (SATI) has been fighting relentlessly to standardise the general interpreting and translating profession. However, besides its facilitating role in curriculating academic interpreting programmes at South African universities, it has not been able to exert a regulatory stamp of authority on many important aspects of legal interpreting.

Given the explanation above of the state of legal interpreting in South Africa, I felt it is imperative to conduct a study as an organised response to ensure optimum standards and reliability of the outcome of the legal interpreting process. The study will address the issue of quality assurance in legal interpreting with the emphasis on standards, accreditation and training. The present situation calls for a standardised process of interpreting, from employment to management issues, as well as training requirements, cutting across all languages used in court. This is what the study seeks to address.

The study aims, in short, to examine the possibility of ensuring that legal interpreting training at any level is undertaken in response to the needs for which legal interpreters are employed.

Quality assurance in this field will be looked at from the following perspectives:

- The employers of legal interpreters
- The clients (accused and plaintiff, as well as other principals in the court who depend on the interpreter as a communication bridge)
- The training and formal education of legal interpreters
- The legal interpreters themselves
- The regulatory authority
- The international legal interpreting situation

Finally, some of the main objectives of the study are as follows:

- To establish the best possible practice for the training of legal interpreters at South African universities
- To design a model that will serve as a reference point for institutions requiring the services of legal interpreters
- To highlight and investigate the roles of other stakeholders in ensuring proper and high quality management of legal interpreting
- To look at the availability or lack thereof of quality assurance at various institutions in order to determine where improvement is possible
- To look at quality assurance management at other selected international institutions as a possible guide towards designing such a system for South Africa

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"The present situation calls for a standardised process of interpreting, from employment to management issues, as well as training requirements, cutting across all languages used in court."

NELSON MANDELA METRO UNIVERSITEIT

University of the Free State

Universiteit van die Vrystaat

Overcoming cultural exclusion: An analysis in descriptive translation studies of RL Peteni's *Hill of Fools* in isiXhosa

The novel *Hill of Fools* was first published in 1976, in English, and then later translated and published in isiXhosa as *KwaZidenge* in 1980. The main interest is why the novelist wrote in English and later translated the novel into isiXhosa. The point of focus for my study was an analysis of the translation strategies employed in translating the novel and also establishing the nature of the transfer of the source culture to the target culture in order to overcome cultural exclusion.

The study explored the context of the predominant common practices in the country when Peteni published, as political and academic influences cannot be disregarded. This was achieved by dedicating a chapter to a biographical analysis of Peteni himself, covering his historical background, political influences and his career as a writer and as a professional teacher, including the role that he played in the development of both novels and the influences he might have been under at the time he wrote and translated them. Peteni's life presents us with many ambiguities about his political beliefs and participation. It shows how complex a personality he was. One is left with the following question about his political ideology: Was this a person who was assimilated by the system or was he part of the political school that believed that education was the only instrument by which to liberate the African people? Here was a man who was highly educated and had outstanding qualifications as a teacher, but whose attitude to apartheid education policies are in some way revealed in his other publication, *Towards Tomorrow*.

The framework used for the study is Descriptive Translation Studies. The use and the effect of Postcolonial Translation Studies and the role of culture also received attention.

The English source text retains the Xhosa culture. The source text reflects resistive writing of the novel, thereby popularising the Xhosa culture to the world at large. In some cases this is done by using utterances in Xhosa accompanied by an English translation:

Thix' onofefe! Merciful God!
Hulekazindini! You slut!

At other times there are no English translations:

Bawo [Father]
Kwedini [young boy]

This strategy has as its aim the introduction of the target culture into the hegemonic culture. In the English version, the characters and their relationships are described, a glossary is provided, and place names are explained and translated. However, this is not the case with the translated version.

The Xhosa translation is made relevant to Xhosa readers (unconsciously, according to the principles of relevance theory). Without actually being familiar with the work of Gutt, Peteni employed the strategy of direct translation into isiXhosa. The use of mutation dominates in the translation. An illustration of this is the fact that the translator chose not to mention the 'hill' in the title of the target text, simply because it has no relevance to the target culture. Instead, he decided to localise the novel: *Hill of Fools* becomes *KwaZidenge*. For source text readers, the hill is of cultural importance. However, the readers of the target text have prior knowledge of the context of the novel, which makes it irrelevant for the translator to mention the term 'hill'.

The study concluded that the author/translator was successful in reaching the target market of both the English source text and the isiXhosa target text. He also transferred the Xhosa culture to foreign readers. Most importantly, he was able to retain the Xhosa culture, and thereby exposed other cultures to his culture. One other important aspect of this study was its indication of how cultural knowledge is controlled, shaped and constructed by translation.

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Don't forget the FIT World Congress in Shanghai, China, 4 to 7 August 2008. Information is available on the Web at www.fit2008.org.

The localisation of multilingual Bible study guides for the Seventh-Day Adventist Church in Southern Africa

Post-apartheid South Africa is in a period of transition politically, socially, culturally, economically and spiritually. This also applies to the Seventh-Day Adventist Church as a microcosm of South African society. Some Seventh-Day Adventist conferences (provincial administrative institutions of the church) have recently merged and are now multiracial. The needs and expectations of the congregations have also changed.

My association with the Translation Department of the Southern Publishing Association, the Bloemfontein-based official publishing house of the Seventh-Day Adventists in SA, prompted this study to some extent. Southern Publishing provides Bible study guides for the church members. These guides are produced in English at the world headquarters in Maryland, USA. The text is produced in English by writers from various cultures, although English may not be the writer's first language. These Bible study guides are sent by e-mail to various publishing houses around the world. In South Africa, the English source text is translated into five local languages: isiXhosa, Sesotho, Tshivenda, isiZulu and Afrikaans. The translated text is outsourced for printing and then dispatched to the churches nationwide. The Bible study guides are used on a weekly basis for home study and in the Sabbath School classes in the church, to facilitate in-depth study of the Bible.

An investigation into the work of the Translation Department of the Southern Publishing Association was felt to be necessary, to ascertain if the needs of a growing multilingual, multicultural and vibrant church membership are being served. There was also a desire to determine whether the church is fulfilling the Biblical mandate to preach the good news of the Gospel to people of different languages and cultural groups. Another factor that underlies this research is the attitude of the church members towards the translations: some are hostile in their criticism, some too accepting of whatever is handed to them and other quite unaware of what resources are being translated. The research question is thus: Do the translations of the multilingual Bible study guides used by the Seventh-Day Adventist Church meet the linguistic and cultural needs of the target audience, the members of the church?

An empirical study was undertaken by surveying both the translators and church members. It was evident from correspond-ence received and the survey that the formal equivalence translation approach was not meeting the needs of the readership. Translators were struggling with many challenges, such as a lack of resources, a lack of training and a readership with widely differing academic backgrounds. Different levels of literacy and a lack of support were other challenges facing many translators.

The translators themselves are products of a political environment that denigrated their own culture and deprived them of exposure to translation and training. A new perception of the source text and target culture is necessary. Katan's model for reaching the other was used to illustrate the need for growth and development of the translators, with the possibility of their becoming cultural mediators.

The survey revealed that many respondents preferred to purchase English Bible study guides for the following reasons:

- They felt that the language usage was of higher standard.
- Although the books were not culturally correct for the South African members, they were perceived to be better than the translated versions.

It was also evident from the survey that many members had no idea of the work of the Southern Publishing Association as far as translation was concerned. They were unaware of the languages of South Africa for which the church does provide resources and were also not aware of the needs of many members of other language groups. The effects of colonialism and globalism were evident in the attitudes to translated material. The non-translated texts were perceived to be 'better' because they were written in English and came from America, even though some of the English in the study guides is mediocre and some illustrations theologically inadequate. The church does not promote translation, and language policies are needed within the framework of the church structure to further this urgent need. The formal mode of translation does not take into account the different cultures of the readers. The translator should change the source text by using illustrations from the local culture. In other words, the Bible study guides should be localized. Through contextualization or localization, the dignity of local culture should be retained and the purpose of translation should be reflected in the target audience.

UNIVERSITEIT VAN DIE VRYSTAAT

Lokalisering van die EtsaTrans-vertaalprogram vir Vrystaat-universiteit se Biblioteek- en Inligtingsdiens

Die EtsaTrans-vertaalprogram, 'n prototipe van masjienvertaalprogrammatuur wat aan die Universiteit van die Vrystaat ontwikkel is om die vertaling van notules en agendas te vergemaklik, word as 'n hibriede voorbeeldgebaseerde masjienvertaalstelsel geklassifiseer. 'n Voorbeeldgebaseerde masjienvertaalstelsel word gekenmerk deurdat dit segmente (woordopeenvolgings of -stringe, en nie individuele woorde nie) van die brontaalteks uit 'n tekskorpus onttrek (d.i. die voorbeelddatabasis) om die teks met dieselfde betekenis in 'n doeltaal te bou. EtsaTrans berus op die beginsel van die hergebruik van voorbeelde uit reeds vertaalde dokumente.

Aangesien voorbeeldgebaseerde masjienvertaling korpusgebaseerd is, is 'n domeinspesifieke korpus uit al die agendas en notules van die Uitvoerende Bestuur van die Biblioteek- en Inligtingsdiens van 2005 tot 2006 saamgestel. Hierdie vergaderings-prosedures is oorspronklik in Afrikaans gedoen en daarna in Engels vertaal. Die inlynstelling van hierdie dokumente is handmatig gedoen en 'n korpus is saamgestel wat bestaan uit bron- en doeltaalsinne wat in koherente segmente van woorde (fragmente) afgebreek is. Die ontwikkelaars en programmeerders verwys na hierdie fragmente as 'klusters'. Hierdie databasis van voorbeelde is die kern van 'n voorbeeldgebaseerde masjienvertaalstelsel. Die EtsaTrans-vertaalprogram sluit 'n korpus- en terminologiebestuursinstrument in om die opbou van 'n databasis moontlik te maak.

Voordat die vertaling kan begin, word 'n taalpaar gekies – die taal van die bronteks en die taal van die doelteks. Tans sluit hierdie taalpare Afrikaans, Engels en Sesotho in.

As eerste stap in die vertaalproses segmenteer die EtsaTrans-vertaalprogram die hele invoerteks op sinsvlak, met ander woorde die totale teks word in sinne opgebreek. Daarna word die invoerstringe van die bronteks teen die klusters wat in die korpus gestoor is, gepas en passings word uit die korpus onttrek. Terminologie wat nie in die klusters voorkom nie, word teen die woorde in die woordeboek gepas en passings word ook onttrek. Die klusters en woordeboekterme wat onttrek is, word dan gekombineer om die uitsetstringe te rekonstrueer. Die resultaat is 'n voorlopig vertaalde teks wat dan aan die vertaler vertoon word vir verdere redigering.

Nadat die dokument vertaal is, word 'n masjienvertaalanalise-tabel verskaf wat aandui hoeveel brontekswoorde vertaal is, die totale aantal doeltekswoorde, die hoeveelheid woorde wat direk vanuit die woordeboek onttrek is, die aantal klusters wat uit die korpus onttrek is tydens vertaling, die aantal woorde waarvoor daar nie vertalings beskikbaar is nie, die persentasie woorde wat vertaal is en die persentasie onbekende woorde.

Die EtsaTrans-vertaalprogram funksioneer in samehang met Microsoft® Word. Die vertaler is dus in staat om Word se redigeerfunksies te gebruik. 'n Makro word in Word geskep wat die EtsaTrans-vertaalprogram nutsbalk oproep. Op hierdie punt vind vertalerinteraksie plaas en die teks word handmatig geredigeer. Die oplynstelling van die teks in twee kolomme maak dit vir die vertaler makliker om die vertaalde teks te redigeer. Klusters kan op hierdie stadium tot die korpus bygevoeg word. Terme kan ook verander, bygevoeg, of uit die woordeboek verwyder word. Wanneer die redigering afgehandel is, word die vertaler teruggeneem na die EtsaTrans-vertaalprogram, waar die geredigeerde doelteks vertoon word, met behoud van die oorspronklike uitleg van die bronteks.

Vyf Afrikaanse notules is as voorbeelde gebruik vir hierdie navorsing. Hierdie notules is aan 'n onervare sowel as 'n ervare maar ongekwalifiseerde vertaler gegee om te vertaal. Dit is ook deur die EtsaTrans-vertaalprogram vertaal. Die 15 vertalings is

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Summary

EtsaTrans is a machine translation program developed at the University of the Free State. This study evaluated the quality of texts produced by the program in comparison with an inexperienced translator and an experienced translator, using agendas and minutes of meetings held by the management of the university's Library and Information Service. Despite the domain-specific nature of the material, the program produced translations of far lower standard than either the experienced or the inexperienced translator, and the conclusion of the study was that a large amount of further development is necessary on EtsaTrans.

aan 'n taalpraktisyn *gegee* om die gehalte van die vertalings *te* evalueer ten opsigte van inhoud, koherensie, idiomatiese taalgebruik en tegniese versorging.

Ten opsigte van die inhoud is die doelteks wat deur die EtsaTrans-vertaalprogram geskep is ondergemiddeld geëvalueer en as onakkuraat en onvoldoende beskou. Hierteenoor is beide die doelteks deur die onervare en die ervare vertaler as akkuraat en voldoende geëvalueer. In terme van koherensie is die EtsaTrans-vertaalprogram sowel as die onervare en ervare vertalers se doelteks as logies, samehangend en gepas geëvalueer. Dit kan toegeskryf word aan die struktuur van die notules. Beide die Etsa-Trans-vertaalprogram en die onervare vertaler se idiomatiese taalgebruik is as die heel laagste punt geëvalueer, met ander woorde as onvanpas, terwyl die ervare vertaler se idiomatiese taalgebruik as bogemiddeld en dus as gepas en voldoende geëvalueer is. Die tegniese versorging van die doelteks deur die EtsaTrans-vertaalprogram is onaanvaarbaar gevind; dit doen afbreuk aan die boodskap en die punktuasie is onvoldoende. Die onervare vertaler het gemiddeld gevaar in terme van tegniese versorging, terwyl die ervare vertaler bogemiddeld gevaar het.

Daar is bevind dat 'n domeinspesifieke biblioteekkorpus en -woordelys verseker dat meer terme deur die EtsaTrans-vertaalprogram vertaal word. Daar is tussen 1,18% en 4,26% meer woorde outomaties vertaal. Die werk van die vertaler in die na-redigeringsproses word dus aansienlik verminder. Daar

is tussen twee en vier klusters meer vertaal nadat die domeinspesifieke biblioteekkorpus by die EtsaTrans-vertaalprogram gevoeg is. Die werk van die vertaler in na-redigering word dus minder aangesien meer klusters outomaties vertaal is. Daar is tussen 3% en 6% minder onbekende woorde met die domeinspesifieke korpus en -woordelys van die EtsaTrans-vertaalprogram as daarsonder. Die vertaler het dus minder woorde om self *te* vertaal. Die domeinspesifieke korpus en woordelys van die EtsaTrans-vertaalprogram dra by tot die outomatiese vertaling van 'n groter aantal klusters en woorde en behoort dus uitgebrei te word.

Die gehalte van die notules wat deur die Etsa-Trans-vertaalprogram vertaal is, was gemiddeld 40,4%. Ten opsigte van die inhoud het dit ondergemiddeld gevaar, terwyl die koherensie nie *te* sleg was nie, moontlik te danke aan die struktuur van die notules, sowel as die korpus en woordelys. In terme van idiomatiese taalgebruik en tegniese versorging is die vertalings ook as ondergemiddeld geëvalueer. Die sinskonstruksie van die EtsaTrans-vertaalprogram se vertaling was totaal onvoldoende. Die gehalte van vertaling deur die onervare vertaler was 65% en die ervare vertaler s'n 84,2%.

Deur hierdie navorsing is bevind dat die gehalte van die vertalings deur die EtsaTrans-vertaalprogram nog baie laer is as selfs die vertaling deur onervare vertalers. Die Etsa-Transvertaalprogram moet dus nog baie ontwikkel voordat die gehalte vergelykbaar is met vertaling deur individue.

"Beide die EtsaTrans-vertaalprogram en die onervare vertaler se idiomatiese taalgebruik is as die heel laagste punt geëvalueer."

The culture-specific nature of headings in *Finansies & Tegniek* and *Finance Week*

This study researched the culture-specific nature of the headings of articles in *Finansies & Tegniek* and *Finance Week*.

Finansies & Tegniek has been published since 1984, and since 1995 the magazine has also been published in English as *Finance Week*. These two magazines are published weekly and were initially aimed at Afrikaans-speaking and English-speaking South African readers of financial and economic affairs.

The main reason for the decision to publish the English *Finance Week* as a partner magazine of the Afrikaans *Finansies & Tegniek* was to increase readership. It is easier to obtain advertising with a larger circulation, which increases the income of the publication. As the magazine has also been published on the Internet since 2004, it also has

an ever-increasing international readership.

The product that was offered had to be adjusted to suit the market. According to good marketing principles, a manufacturer has to offer something to a prospective market that will make customers realise that they have a need for that product. The 'packaging' of the product has to be such that it attracts the customer's attention. With magazines, it is essential that the headings are such that they will attract the targeted readers' attention.

The aim of the study was to compare the Afrikaans headings in *Finansies & Tegniek* with the corresponding headings in *Finance Week*. The key question was to establish the extent to which cultural specificity was applicable to the headings.

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"The study demonstrated that the headings of the English magazine articles presented clear-cut global and general characteristics, while the Afrikaans headings were culturally specific, with prominent local characteristics."

The problem that was researched in this study was to determine or describe the nature of the differences between the headings in *Finance Week* and *Finansies & Tegniek.* The questions asked were *what* is the difference, *why* is there a difference and *how* can the difference be explained?

In South Africa *Finansies & Tegniek* and *Finance Week* are the only partner economic and financial magazines with identical content in the Afrikaans and English editions and published by the same publisher. As such, these two magazines offer the ideal research opportunity for a comparative study of English and Afrikaans texts. Although Afrikaans and English-speaking South Africans share many common cultural characteristics, English, being a global language, has an additional element of international cultural qualities.

In the case of a South African publication with an international distribution one would expect that the language used in such a publication would contain fewer South African cultural characteristics and have more of a global slant in order to satisfy the expectations of the target audience as well as executing the task of translation.

Important guidelines have to be kept in mind in translating titles. The translated titles should be in line with the norms of the target culture regarding syntax, design and function markers. The translated titles should also convey the meaning of the sender and satisfy the expectations of the receivers.

The text content of articles in *Finansies & Tegniek* and *Finance Week* is fairly equivalent. However, at first glance it becomes apparent that the titles of the Afrikaans and English articles differ greatly from each other. Of the 1 600 financial journal article titles that were investigated, only 10,5% were equivalent or almost equivalent.

Because of their short formulation, titles form excellent study material for research, as qualitative and quantitative corpus analyses can confirm or refute intuitively acknowledged functional features. To ensure that the headline functions of the magazine article headings are performed in both languages, the editors of *Finansies & Tegniek* and *Finance Week* have to write the headings in such a way that they satisfy the cultural expectations of both the global and the local target readers. To ensure that the translated titles are suitable to perform the specific function in the target culture, the translator should follow the principles of functionality and should aim to reconcile the functional strategies with the principles of loyalty.

The hypothesis used in this study was that the Afrikaans headings would be more culture-specific, local and specific in nature, whereas the English headings would be more global and general. The structural and functional characteristics of 1 600 headings in these financial magazines were studied on the basis of a similar study by Nord (1997). The translation of financial content was studied with reference to Greenfield's (1990) operational model as well as Nord's functionalist model. Use was made of Kövecses' (2002) research on source and target domains to create a classification for the presence of metaphors in the magazine article corpus, with reference to the various domains from which metaphors could be taken. The concepts of globalising and localising and the function of these concepts with reference to the process of translation, as described by Paskal (2005), were utilised as the instrument for describing the headings in the financial magazine articles.

A clear difference is visible between the titles of articles in *Finansies & Tegniek* and *Finance Week.* The Afrikaans titles in *Finansies & Tegniek* are more local and culture-specific. The English titles in *Finance Week* are more global and general. Through their translation strategies and functional approach in producing the titles in the other language, the editors of the magazines play an important role in shaping the general profile of the magazines, and the appearance of *Finance Week* is more global than *Finansies & Tegniek*. The findings of this study illustrated a clear difference and the explanation is that, because a functional translation approach is followed and because the magazine is internationally available on the Internet, the cultural expectations and requirements of the international English target readers were taken into account in the production of the titles.

The study demonstrated that the headings of the English magazine articles presented clear-cut global and general characteristics, while the Afrikaans headings were culturally specific, with prominent local characteristics. Of the 1 600 financial article headings (in the two languages) investigated, only 10,5% were equivalent or nearly equivalent to each other.

Future research that could be linked to this study might investigate how the headings in *Finansies & Tegniek* and *Finance Week* relate to the content and focus of the articles and what the difference is between the content of the Afrikaans and the English articles. The critical linguistic principles relating to the

headings will be investigated in a follow-up study.

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'n Evaluerende ondersoek na die stand van tolking aan die Vrystaat Wetgewer in 2005 en 2006

Die Vrystaat Wetgewer het in sy 2004/2005 Strategiese Plan dit gestel dat 'n waardebepaling gedoen moet word van die vlak van en die behoefte aan die tolkdiens aan die Vrystaat Wetgewer. As gevolg van hierdie behoefte wat uitgespreek is en aangesien die Vrystaat Wetgewer as instansie nie self so 'n waardebepaling onderneem het nie, is hierdie evaluerende ondersoek na die stand van tolking aan die Vrystaat Wetgewer in 2005 en 2006 onderneem.

Die redes waarom die tolkdiens na April 1994 aan die Vrystaat Wetgewer ingestel is, was eerstens dat die behoefte onder die verkose lede van die Vrystaat Wetgewer bestaan het om hulle eerste taal tydens werksaamhede van die wetgewer te gebruik en tog deur al die ander lede verstaan te word. Daar het 'n akkommoderende gees by die wetgewer geheers en dus is 'n voorstel vir die lewering van 'n tolkdiens deur die Taalfasiliteringsprogram van die UOVS, deur 'n portefeulje-komitee van die Vrystaat Wetgewer aangevra en aanvaar.

'n Tweede rede vir die instelling van 'n tolkdiens was dat die Oorgangsgrondwet van 1993 'n veeltalige bestel vereis het. Derdens het die politici besef dat dit in hulle belang is dat die lede van die publiek die politici in hulle (die publiek se) eie tale moet kan aanhoor. Verder was die lede van die wetgewer so tevrede met die tolkdiens tydens sittings dat dit na komiteevergaderings en openbare verhore uitgebrei is.

Hierdie studie het aangetoon dat verskeie ontwikkelinge rakende taalbeleid tussen 1994 en 2006 plaasgevind het. In die afwesigheid van 'n Suid-Afrikaanse Talewet, bly die belangrikste riglyn egter die Grondwet (*Wet 108 van 1996*), wat steeds die algemene grondwetlike eis na veeltaligheid handhaaf.

Aangesien die behoefte aan en vlak van die tolkdiens aan die Vrystaat Wetgewer ondersoek moes word, het die navorser besluit om met die betrokkenes by die tolkdiens onderhoude te voer en hulle siening te verkry. Genoemde betrokkenes kan in vier groepe verdeel word, naamlik die politici wat mekaar met behulp van die tolkdiens moet verstaan; die publiek wat die tolkdiens benut om die politici te verstaan; die topbestuur van die Vrystaat Wetgewer wat die lewering van die tolkdiens administreer en bestuur; en die tolke wat die tolkdiens lewer.

'n Unieke geleentheid is tydens hierdie studie benut om die mening van die lede van die publiek meer verteenwoordigend na te vors. Gewoonlik vind sittings en komiteevergaderings van die Vrystaat Wetgewer in Bloemfontein alleen plaas. Tydens 2005 het die werksaamhede van die wetgewer egter op toer deur die Vrystaat gegaan en so kon die mening van lede van die publiek oor die tolkdiens in Bloemfontein, Phuthaditjhaba, Welkom, Parys en Sasolburg ingewin word.

Die mening van verteenwoordigers van al die politieke partye wat in 2005 en 2006 in die Vrystaat Wetgewer verteenwoordig is, is ingewin. Gegewe die samestelling van die Vrystaat Wetgewer, het meer lede van die ANC aan hierdie studie deelgeneem as lede van die DA, VF+ en ACDP saam.

"... politici [het] besef dat dit in hulle belang is dat die lede van die publiek die politici in hulle (die publiek se) eie tale moet kan aanhoor."

Artikel deur Kobus Smit. Kobus is 'n senior taalpraktisyn by die Vrystaat Wetgewer se Hansard Direktoraat. Hierdie artikel is gebaseer op navorsing vir 'n MA (Taalpraktyk) in die Departement Afro-Asiatiese Studie, Gebaretaal en Taalpraktyk van die Universiteit van die Vrystaat. [KobusS@fsl.gov.za]

Summary

A study undertaken to evaluate the level of and need for the interpreting service provided in the Free State Legislature in 2005 and 2006 polled all those involved with the service: the politicians, the public, the management of the service and the interpreters. The experience of all concerned was positive and it was felt that the service is essential in fulfilling the constitutional requirements related to multilingualism and should be continued, although the interpreters did not think the service was needed in committee meetings. The quality of the service provided was felt to be adequate.

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"Hoewel die koste van die lewering van 'n tolkdiens inderdaad ... soms voorgehou word as rede waarom 'n tolkdiens nie ingestel of voortgesit kan word nie, was daar nog meer persone wat van mening was dat die grondwetlike eis van veeltaligheid beteken dat die geld vir die lewering van 'n tolkdiens net eenvoudig gevind moet word."

Hierdie studie het, net soos twee vorige ondersoeke deur onderskeidelik Pienaar (2002) en Liebenberg (2003), bevind dat lede van 'n wetgewer waar 'n tolkdiens wel gelewer word, sterk ten gunste van die behoud van 'n tolkdiens aan daardie wetgewer is. Die lede van die Vrystaat Wetgewer het gevoel dat die tolkdiens hulle in staat stel om beter te kommunikeer en dat dit die verrigtinge van die Wetgewer toegankliker vir die publiek maak. Dus was alle lede waarmee onderhoude gevoer is van mening dat die behoefte aan die tolkdiens die voortsetting daarvan noodsaak.

Hierdie studie het verder bevind dat die lede van die publiek ook oorweldigend ten gunste van die voortsetting van die tolkdiens aan die Vrystaat Wetgewer is. Net soos by die lede van die wetgewer, is die tendens dat die lede van die publiek die meeste op die tolkdiens aangewese is wanneer Afrikaans of Suid-Sotho tydens verrigtinge van die Wetgewer gebruik word. Hierdie studie het voorbeelde aangetoon van gevalle waar daar nie 'n tolkdiens beskikbaar was nie, waar politici taal as wapen gebruik het om politici van 'n ander taalgroep uit te sluit om 'n punt tuis te bring.

Al die topbestuur van die wetgewer was sonder uitsondering ten gunste van die voortsetting van die tolkdiens tydens alle verrigtinge van die Vrystaat Wetgewer.

Die tolke wat in die diens van die Vrystaat Wetgewer is, het egter gevoel dat die tolkdiens gelewer moet word tydens sittings en openbare verhore, maar dat dit tydens komiteevergaderings onnodig geword het omdat dit te min gebruik word en veral omdat die gebruikstaal tydens komiteevergaderings byna uitsluitlik Engels is.

Die gebruikers van die tolkdiens is oor die algemeen tevrede met die vlak van lewering van die tolkdiens. Die faktor wat die negatiefste ervaar is, is die tegniese probleme wat tydens die lewering van die tolkdiens opduik of wat dit soms onmoontlik maak dat 'n tolkdiens gelewer kan word. Dit is egter nie 'n aspek waaroor die tolke enige beheer het nie.

Hoewel die koste van die lewering van 'n tolkdiens inderdaad (soos ook aangetoon in hierdie studie) soms voorgehou word as rede waarom 'n tolkdiens nie ingestel of voortgesit kan word nie, was daar nog meer persone wat van mening was dat die grondwetlike eis van veeltaligheid beteken dat die geld vir die lewering van 'n tolkdiens net eenvoudig gevind moet word. Van die persone wat onderhoude tydens hierdie studie toegestaan het, was van mening dat die inklusiwiteit en tasbare wedersydse respek vir ander mense se taal wat deur die tolkdiens bevestig word, 'n bate is wat nie deur 'n argument oor die koste daarvan geskaad durf word nie.

Hierdie studie se bevinding is dus, op grond van die bestaansredes wat steeds vanaf die instelling van die tolkdiens geld, op grond van die behoefte aan die tolkdiens en op grond van die tevredenheid met die vlak van lewering van die tolkdiens wat die gebruikers (politici en lede van die publiek) uitspreek, dat die tolkdiens voortgesit behoort te word.

Inligtingsbronne
Pienaar, M. 2002. Simultane tolkdienste aan Suid-Afrikaanse provinsiale wetgewers: 'n paar gevaartekens. *Southern African Linguistics and Applied Language Studies* (20): 271-281.
Liebenberg, L. 2003. Die bepaling van tolkakkuraatheid in simultane tolking by die Vrystaatse Wetgewer. Ongepubliseerde MA-verhandeling: Universiteit van die Vrystaat, Bloemfontein.

Language practitioners fly the flag

Gugu, Nonkululeko, Nonzuzo

It all started when the two Ukhozi FM Ezasekuseni (EBS) DJs Sbu and Sbonga announced that they needed a female sit-in DJ for two months to replace Sbonga, who was going on leave. The EBS crew was to search for the talent from the female students who are studying at five universities in South Africa: DUT, UKZN, UNIZUL, UJ and Wits. Some 25 students entered the competition.

Five students from DUT made it to the semi-finals, one from Drama, one from Journalism and three from Language & Translation. The latter three – Gugu Bhengu, Nonzuzo Mchunu and Nonkululeko Mokoena – are all currently registered for the National Diploma in Language Practice.

In the end the outcome was a tie, with the EBS management and crew unable to choose between a Wits drama student and a DUT language practice student. It was therefore decided that Zesuliwe, the drama student from Wits, and Nonzuzo Mchunu, the language practitioner from DUT, would each broadcast for a month.

It all goes to show how talented language practitioners are!

University of Johannesburg
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The liaison interpreter as intercultural mediator, with specific reference to a financial service-provider

In any multilingual, multicultural country the existence of liaison interpreters is a social, economic, religious and even political reality. Both the benefits of and the problems resulting from the necessity of their existence are universal for all 'multi-societies'.

Over the past few years, according to Dlamini, there "... has been gross discrimination in South Africa, including, amongst other things, language discrimination. African languages were treated as inferior, yet the majority of speakers in the country effectively use these languages" (Erasmus 1999: 99). The present Constitution has made provision for this to be corrected, specifically via the National Language Service, which has the responsibility to implement practical measures to correct this imbalance. Over and above this, community translation will also have to play a vital role locally in improving intercultural understanding (HM Lesch in Erasmus 1999: 93).

The role of the language practitioner is to make information accessible to the public. Owing to the dominance of English and Afrikaans in the pre-1994 dispensation, South African vernacular languages were largely used verbally and therefore did not develop technical terminology. Access to information means availability, literacy and the ability to use information. Officials mastered English and Afrikaans for better occupational opportunities and therefore neglected the South African vernacular languages (Erasmus 1999: 100 to 01).

In South Africa the financial services industry also suffers – as do the fields of medicine, technology and to a lesser extent law – as a result of the neglect of the South African vernacular languages in the pre-1994 political dispensation. Banks have a linguistically and culturally representative client base, but banking skills amongst speakers of the African official languages and terminology in those languages pose a problem.

Regardless of the range of problems that still exists, developments in the banking industry support clients' fundamental language rights.

The SA Banking Council has introduced and is enforcing various Acts that facilitate access to financial services for people from previously disadvantaged communities. The following are relevant to this article in this regard:

- **Code of Banking Practice**
  The Code of Banking Practice (CoBP) was accepted by the board of the Banking Council of South Africa in November 2003, to become effective on 1 October 2004, and sets out the minimum requirements in the relationship between the bank and its clients.

  The primary goal of the CoBP is to enhance the client experience and it provides valuable safeguards for clients. The CoBP is based on the principles of self-regulation, meaning the SA financial services industry undertakes to conform to agreed principles of conduct without being subject to statutory regulation.

- **Financial Advisory and Intermediary Services (FAIS)**
  The Financial Advisory and Intermediary Services Act (Act 37 of 2002) regulates the giving of advice and rendering of intermediary services by financial advisors to clients. The main objective of the Act is client protection against bad advice and intermediary services. All providers of financial services to clients need to be licensed by the Registrar of the Financial Services Board (FSB).

- **Financial Services Charter (FSC)**
  In order to make banking available to all SA citizens, government has set specific targets for the financial services industry relating to reach of clients in terms of physical footprint coverage. These targets – which have been set for 2008 – are that every SA household should have access either to full-service banking (a bank branch) within a 15 km radius or to transactional (ATM) capability within a 10 km radius.

  Taking into account the diverse language and cultural situation in SA, coupled with the above regulatory requirements, it becomes apparent that banking in South

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"ABSA specifically has an aggressive plan to roll out branches and ATMs into areas and communities that did not have access to banking in the past, specifically the black market."

Africa is dependent on what is known as community, liaison or in certain circles even ad hoc interpreters.

- **National Credit Act**
  Section 63 of the National Credit Act (NCA) (Act 34 of 2005) provides for a client's right to receive documents in an official language. In terms of section 63(1), a client has the right to receive any document that is required in terms of the NCA in an official language that the client reads or understands.

The problem

Before 1994 English and Afrikaans were the dominant languages in South Africa and as a result there was unequal access to training and work opportunities. The country therefore has a shortage of qualified people who are mother-tongue speakers of the South African vernacular languages. The suppliers of services therefore have difficulty communicating with clients in their first languages (Erasmus 1999: 47).

The 2001 national census indicated that 77,97% of the population has a South African black language as their mother tongue, 8,2% English, 13,35% Afrikaans and 0,48% other languages. When language issues come up in South Africa, the practice is often to use untrained people – who simply have the ability to speak more than one language – as translators and/or interpreters on an informal and ad hoc basis. No wonder they see "interpreting as a temporary occupation, practiced while awaiting an opportunity to start a 'real' job" (Wadensjö 1998: 53 in Hsieh 2003: 286).This practice can result in more problems than solutions (Erasmus 1999: 49).

This practice – although not official policy – also occurs in ABSA Bank for the above reasons and owing to the representation of the bank across the country, a lack of trained staff and the intricacies of banking as an economic phenomenon.

In view of the complexity and diversity (language, culture, levels of literacy, education and training differences) of the South African community, it is evident that the use of liaison or community interpreters cannot be underestimated. On the other hand, the availability of professionally trained and competent interpreters is a critical problem in all sectors of public life in the country.

Case study: ABSA security guards as liaison/community interpreters

ABSA has in excess of 750 branches and more than 6 800 ATMs across South Africa. Bank and government objectives are to take banking to all SA citizens. Until the beginning of 2004 rural citizens – especially pensioners – had to pay huge amounts in taxi and bus fare to go to the nearest ATM or bank branch to withdraw relatively small amounts. As a result of the FSC, amongst other things, this scenario has changed dramatically over the last three years. ABSA specifically has an aggressive plan to roll out branches and ATMs into areas and communities that did not have access to banking in the past, specifically the black market.

This action was strengthened by the Mzansi savings and debit card product, endorsed by ABSA and the three other large banks in South Africa. This product does not charge banking transaction fees and the cards can be used by the clients of a particular bank at the ATMs and outlets of any of the other endorsing banks without banking fees to be paid.

Although access to banking outlets has improved substantially, two problems remain:

- A relatively large percentage of the clients do not have experience of formal banking
- Staff at the branches and ATMs are not fluent in or do not know the dominant language of the region concerned as they have been seconded or transferred to that particular branch

Both these problems exist in the cities as well, but to a lesser extent.

Current scenario – ABSA security services

Security services in ABSA are outsourced to three companies, namely Fidelity, Khumwezi and Securicor. Although employees' contract of employment states that they only have to be able to speak English and Afrikaans, the security companies usually recruit staff from the particular area they have to service. The security guards – more so than the banking staff – therefore generally have the ability to speak the local vernacular. In light of this and despite the fact that ABSA has an agreement with the companies that the guards will not assist clients (Nagel 2007), the role of liaison/community interpreter in most cases falls to the security guard. This phenomenon poses problems of its own:

- Clients who do not speak English or Afrikaans turn to the security guards to translate and assist with banking, expecting them to take 'their side' in the process (advocacy role)
- The guard does not know banking and

gives the wrong advice – something he is not permitted to do anyway (see FAIS regulation)

- The guard is not bound by the Code of Banking Practice or FAIS regulations

- The guard sometimes asks for or takes 'commission' for the help rendered

- The guard may simply defraud clients, especially the elderly

All the above actions lead to serious reputational risk for ABSA (the clients associate the guard with ABSA and are not aware that the guard works for an independent security company) and financial loss for the clients.

On the other hand, in a number of instances the security guard as a liaison interpreter becomes a very effective and trusted 'advisor', an intercultural mediator.

ABSA countermeasures

In its constant endeavours to counter the problems mentioned above, ABSA has implemented the following measures:

- The ABSA Language Guidelines determine that first-language speakers of the predominant languages of a particular region must be appointed in client contact positions – client service desk staff, tellers, consultants, advisors and the host.

- Branch staff and client language profiles are kept in the ABSA mainframe database in order to match staff's language and culture with that of clients.

- The host has to move around on the floor and in the ATM area to assist clients.

- Education brochures are used for the literate (includes Sesotho, isiZulu and isiXhosa in specific target markets).

- Educational QTV is used in all branches for the illiterate (includes Sesotho, isiZulu and isiXhosa for ATM usage education).

- All ATMs offer English, Afrikaans and five indigenous African languages.

Findings

ABSA Bank has approximately 8,2 million clients, a large percentage of whom live in the rural and deep rural areas and do not speak English and/or Afrikaans.

The countermeasures put in place by ABSA and mentioned above work relatively well in the rural areas, where the dominant languages are easy to identify, but the problem remains acute in the metropolitan areas, where all the South African indigenous languages are used – especially in Johannesburg/Pretoria/Vaal Triangle.

The ABSA guards employed by the security companies do not want to take their competency test in their home language, preferring English, even though it is their second or third language. (This is perhaps a sign of the perception that indigenous African languages are still inferior.)

The guards do not ever receive any training in translation, interpreting or mediation and are informed to refrain from any such activities, although clients are relentless in their expectations of the guards in this regard.

In most instances the guards (when fulfilling the role of interpreter) take on the role of bank advocate more often than the role of client advocate, which can be attributed to an institutional influence as referred to by Bolden, Davison and Elderkin-Thomson in Hsieh (2003: 297).

The bank's client service department confirmed that no formal tracking of either compliments or complaints about the security guards exists. When complaints and/or compliments are received, they are dealt with individually and no further action is taken or required (Zeelie 2007).

The consequences of not understanding official documents discussed by Dlamini (Erasmus 1999: 103 to 105) can be superimposed on a large number of transactions taking place in ABSA and the other major banks in South Africa.

The case study above is illustrative of the problem of and need for liaison/community interpreters in the financial services and banking sector in South Africa.

Recommendations

The most obvious and to a certain extent the only solution to the problem of multilingualism, multiculturalism and diversity in the levels of education and training in the South African population is education and training.

The following specific action is recommended:

From an ABSA perspective

- Formalise the role of liaison interpreters by adding it to the duties and job description of a specific role in the branch, e.g. the host function, thereby also inadvertently paying for it

- Provide on-the-job training as discussed in Erasmus (1999: 211) following the

"The ABSA Language Guidelines determine that first-language speakers of the predominant languages of a particular region must be appointed in client contact positions – client service desk staff, tellers, consultants, advisors and the host."

"The need for and importance of the liaison interpreter as an intercultural mediator can and should never be negated. Far from being a mere translator, he or she offers a much-needed service to the community."

interview methodology to identify and train the interpreter at the same time as a possible solution

- Enforce the bank's Language Statement of Intent made in terms of the NCA (all documents to be made available in five languages – Afrikaans, English, isiXhosa, isiZulu, Sesotho)

From a security company perspective

- Hold guards accountable for enforcing the code or agreement between the bank and the security company regarding employees not fulfilling the role of interpreter or mediator

From a client perspective

- Educate and inform clients about the right they have to use their mother tongue and to give feedback regarding their own perception of the accuracy of the interpretation

From an SA Banking Council perspective

- Enforce a measure of standardisation across banks with specific reference to names of generic services and products, similar to the legal terminology developed by court interpreters over a lengthy period, which has not only contributed to the language system used in courts, but also to the development of legal concepts in African languages

- Formulate a formal training course in conjunction with the National Language Service, ensuring the establishment and development of the following core competencies the professional financial services mediator:

  ✳ A good knowledge of the community

  ✳ Explicit knowledge of what their role entails

  ✳ A good knowledge of the traditional banking/savings culture or beliefs of the community in which they operate, e.g. *stokvels*

  ✳ A very clear understanding of the organisational structure of the bank

  ✳ Specific skills, for instance problem-solving

  ✳ Good language skills

  ✳ Interpreting, organising and communication skills

  ✳ An ability to relay bad news to clients, e.g. application for a personal loan not being approved

The following needs to be taken into consideration when developing this training course:

Training intercultural mediators
Van Dessel is of the opinion that when developing a training programme the core functions of the community interpreters ought to be clear: will they simply interpret or will advocacy also be involved (Erasmus 1999: 207)?

The British and Flemish experience favours advocacy on behalf of the client, but recognises that community interpreting practice (or intercultural mediation) often requires interpreters to play multiple roles (Erasmus 1999: 207).

A model for minimum standards for intercultural mediation
According to van Dessel, "the right of all members of society to equal access to public services is a basic human right. Intercultural mediation has been developed in recognition of the need to redress the inequity and disadvantages experienced by people from linguistic minorities." (Erasmus 1999: 207)

Conclusion

The very real and potentially harmful language situation that currently exists in the financial services industry in SA can be addressed via sincere collaboration between government and banks. The existence of the SA Banking Council is a sign that there is a need and willingness for this type of collaboration and that all parties have come to realise its importance and benefit.

However, the impact of language as an enabler, or in this case as a disenabler, needs to be brought to the fore so that a structured and formalised approach can be adopted by the entire industry.

Van Dessel (Erasmus 1999: 207) puts it clearly: "… that the mediator must also empower the clients by providing information, encouragement and support in order to enable the clients to promote their own best interest and articulate their needs".

The need for and importance of the liaison interpreter as an intercultural mediator can and should never be negated. Far from being a mere translator, he or she offers a much-needed service to the community.

In rural South Africa this might be the task of the liaison interpreter or mediator in a financial services organisation, but is currently virtually impossible owing to a lack of –

- knowledge of the nine South African

indigenous languages (or the 11 official languages for that matter);

- knowledge of all South African cultures;
- banking and banking terminology knowledge; and
- trained and educated staff.

Only when the above requirements are acknowledged and incorporated into the overall language approach in the country can the constitutional right of people in relation to language become a real and concrete reality in South Africa. "The underlying aim of community translation is to rectify the uneven power relationships created by language use" (HM Lesch in Erasmus 1999: 95).

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Letters to the Editor

Useful SATI publication

Despite many years' experience as a sworn translator, I should like to inform your readers of the great benefit I derived from studying my recently acquired SATI manual on sworn translation.

I would therefore urge every sworn translator, whatever his or her language combination and no matterhow long they have been practising, to get hold of a copy of your manual – R100 well spent! – and use it as a reference work. It is comprehensive yet succinct and provides very useful *practical* information and guidelines.

May I offer congratulations to the Institute on publishing a document of this calibre.

Bas Angelis, Cape Town

Code of ethics for language agencies

With corporate membership of SATI about to become a reality, I would like to bring up an ethical matter for consideration.

Corruption in the government is rife, and government language offices are not exempt. The National Language Service and the Department of Education have their own policies to try and prevent corrupt business practices, like tender procedures and the rotation of freelancers used for outsourcing.

Language practitioners in the Public Service have, like any other public servant, to request permission to do remunerated work outside the Public Service, and must undertake not to use office time or equipment to do it.

Many language practitioners supplement their income (which is often far less than they deserve for the professional service they render) by doing private work after hours – with or without formal permission. I don't have a problem with this, as long as they give the government their money's worth and eight hours' work a day.

However, a great many translators are doing so much private work during office hours that they no longer earn their government salaries, or meet the needs of their own departments.

So let's ask ourselves: When a company is getting paid by the government for a translation job, is it not wrong for them to use government employees to do it? This may primarily be the moral responsibility of the public servants involved, but is it not perhaps also the responsibility of the companies concerned? Is the prostitute more morally reprehensible than her (or his – let's be PC) clients?

Perhaps it might behove language agencies that contract work to public servants to request a copy of their letter of permission from their employer before entering into a relationship with them – to prove their own ethical business practices, if nothing else.

Concerned, Pretoria

"Perhaps it might behove language agencies that contract work to public servants to request a copy of their letter of permission from their employer before entering into a relationship with them."

Celebrating translation

International Translation Day is celebrated around the world on 30 September – the feastday of the patron saint of translation, St Jerome – each year. The celebrations take place under the auspices of the International Federation of Translators and this year's theme was "Don't Shoot The Messenger". It is encouraging to see that the day is being commemorated more widely each year in South Africa. Below are brief reports on various events held this year to mark the occasion.

SATI and the University of Johannesburg

SATI celebrated ITD 2007 in conjunction with the Department of Linguistics and Literary Theory at the University of Johannesburg in the form of a series of lectures and practical workshops held between 1 and 17 October. The following lectures and workshops were presented:

- *Language practice and African languages* by Ms Khethiwe Marais (Nedbank Group Editorial and Language Services)

- Hands-on workshop on *Using the Wordfast translators' tool* by Mrs Wilna Liebenberg (SATI Vice-Chair and freelance language practitioner). Wordfast helps to improve the quality and consistency of translation by searching for matches to current work in a translation memory that the translator has created and built up while working. It eliminates repetition and increases translation speed.

- *Language practitioners in a freelance practice in South Africa* by Mrs Wilna Liebenberg (SATI Vice-Chair and freelance language practitioner)

- Lecture and hands-on workshop on *Plain legal language* by Dr Annelize Nienaber (Law Faculty, University of Pretoria).

- *Language planning and language practitioners* by Prof. Vic Webb (CentRePol, University of Pretoria)

- A hands-on workshop on *Financial translation* by Ms Bittie Smook (Nedbank Group Editorial and Language Services)

The presentations were all greatly enjoyed by those who attended. Copies of some of the presentations are available at www.uj.ac.za/linguistics/LectureSeriesInternationalTranslationDay/tabid/3513/Default.aspx

"Wordfast helps to improve the quality and consistency of translation by searching for matches to current work in a translation memory that the translator has created and built up while working. It eliminates repetition and increases translation speed."

Durban University of Technology

DUT kicked off this year's celebrations on 20 September with a day-long event that included cultural performances by DUT students, an address by the CEO of the Pan South African Language Board, Ms Ntombenhle Nkosi, and a Translate-athon in association with Translate.org.za, at which translation exercises were undertaken on the spot by selected participants. The organiser, Ms Lolie Makhubu, submitted the following report on the festivities in isiZulu:

NgoLwesine mhla zingama-20 kuMandulo, bekubuswa kukuhle eDurban University of Technology! Ingani bekugujwa usuku LwabaHumushi Emhlabeni Jikelele, njengoba lolu suku luhlale luhlonishwa nakwamanye amazwe. Lo mgubo ubusingethwe ngokuhlanganyela yi-Department of Language and Translation okunguMnyango WoLimi nokuHumusha e-DUT, yi-PanSALB okuyiBhodi Lezilimi eNingizimu Afrika kanye neDepartment of Arts, Culture & Tourism e-KZN, uPhiko Lwemisebenzi Yezilimi.

UMqondisi wohlelo uqale lo mbungazo ngokuveza ukuthi ubengazi ngokubaluleka nokuthuthuka okungaka kwezindaba zolimi nokuhumusha, ikakhulukazi ngesiZulu. Ubese ethi ukudlala ngolimi lwesiXhosa esejabulisa izitshudeni naye ekhombisa intokozo. Ulimi obelusetshenziswa kakhulu yisiZulu bese kuthiwa halamuzi nangesiNgisi kwazise phela ukuthi yindawo yezifundiswa. Okuhle ukuthi bekukhona oTolika okungabafundi baseDUT kuDepartment of Language & Translation, kanye noTolika boLimi Lwezimpawu.

UDkt. L Samuels, obemele i-Vice Chancellor yaseDUT, uvule lo mbungazo, wamukela

izihambi nabafundi ebekade begcwele e-Cane Growers Hall, eseML Sultan Campus. Wase etusa oyiNhloko, yo-Mnyango WoLimi NokuHumusha uNk L Makhubu waseDUT ngemisebenzi emihle yokubeka i-DUT kubalazwe lasemhlabeni wonke jikele, ngokusingatha lo mcimbi ngokuhlanganyela no-PanSALB kanye no-Arts, Culture & Tourism eKZN. Esevalelisa ufisele bonke abasehholo okumhlophe, wababalula. Uye wabalula iHhovisi likaNdunankulu wesiFundazwe, iHhovisi likaMEC: Arts, Culture & Tourism esiFundazweni, uSABC, i-South African Translators' Institute, inkampani i-Translate. org.za, abeSANTED Project, isiZulu Language Research and Development Centre ese-UNIZUL, nezinye iziKhungo zeMfundo ePhakeme, i-UKZN neMangosuthu.

UNk L Makhubu, oyiHOD: Language & Translation eDUT, nguyena owazise abethamele lo mcimbi ngenhloso yokugujwa kwalolu suku. Wacacisa ukuthi usuku okuyilona lwalo mcimbi ngumhlaka-30 kuMandulo. Ngenxa yokuthi inyuvesi izobe ivaliwe ngalolo suku, ngokubonisana noPanSALB kanye ne-Arts, Culture & Tourism, bavumelana ngokugubha lolu suku ngomhlaka 20 kuMandulo abafundi bengakagoduki. Uye wacaphuna okubhalwe ngu-SATI ngomlando we-International Translation Day. Wakubeka ukuthi lolu suku lubuye lubizwe nge-St Jerome's Day. U-St Jerome ngomunye wezingqalabutho owaqala ukuhumusha iBhayibheli emandulo. Eseyohlala phansi ubonge indlu ngokuhlonipha isimemo sokuza kulo mcimbi wosuku lwabahumushi.

UNk N Nkosi, umangaze izihlwele ngokwethula yonke inkulumo yakhe enohlonze ngesiZulu. Waphinda waxoxa ngomhlola owamehlela mhla ebizwe ePhalamende eKapa, wokuthi wacelwa ukuba ethule inkulumo ngesiNgisi. Isizathu esabekwa esokuthi otolika ababenabo ePhalamende ngaleso sikhathi babengaqeqeshekile kahle, funa bangamuzwa ukuthi uthini. Okuhle ukuthi wabayalela ngezindawo ezingabasiza ngotolika abaqeqeshekile, ngoba phela eNingizimu Afrika kukhona amanyuvesi aqeqesha otolika nabahumushi, njengayo nje i-DUT. Ubese ebayala abafundi waphinda waphonsa inselele kubona ukuthi kumele nakanjani baqinise amaxhama babhukule, ngoba uma kungenjalo izilimi zaboMdabu zibhekene nengwadla. Ukusho lokhu njengo-CEO wakwaPanSALB, okuyiNhlangano ebhekele ukuthuthukisa ubulimi-ningi eNingizimu Afrika. Okunye okusemqoka akubalulile ukugcizelela ukubaluleka kokusetshenziswa kolimi ngendlela efanele

ukuze lungashabalali, njengoba naye enza nje, impela uyisibonelo esihle olimini lwesi-Zulu!

UNk Khumalo, oyi-HOD: Arts, Culture & Tourism (KZN) nguyena owethule inkulumo kaMEC, uMhlonishwa W Thusi. Inkulumo ibingokuziqhenya ngokusebenzisana noPan-SALB kanye neDUT ekusingatheni umcimbi wokugujwa kosuku lwabahumushi emhlabeni jikelele. Yakubeka nokuthi sengathi lokhu kuhlanganyela kungahlala kukhona futhi kuqine kunalokhu. Inkulumo yakubeka nokuthi u-Arts, Culture & Tourism esiFundazweni uzimisele ukuthuthukisa izilimi esiFundazweni, njengoba kunoPhiko Lwemisebenzi Yezilimi. Ekugcineni yasho ukuthi akuwona umsebenzi wolimi nje kuphela othuthukiswayo yilo Mnyango, kuphinde kube khona nemisebenzi woBuciko, kanye nokuLondolozwa Kwamagugu okusingethwe yiwo lo Mnyango. Isivalelisa inhloko yo-Mnyango iphonse inselele eDUT ngokuthi icela ama-Proposal olimi kanye nobuciko, njengoba isilibonile nethalente labafundi baseDUT, **abaHayi neziMvemvane**. Wacela ukuba ukuxhumana kwedlulele phambili nakweminye imiNyango yaseDUT.

UMnu Mpungose woPhiko LweMisebenzi Yezilimi kwa-Arts, Culture & Tourism nguyena obonge bonke ababambe iqhaza kulo mbungazo. Wakubalula nokuthi sekungamahlandla ambalwa u-Arts, Culture & Tourism esebenzisana neDepartment of Language &Translation e-DUT. Uphinde wazisa indlu ngeminye imicimbi esike yasingathwa ngokuhlanganyela neKwaZulu Natal Provincial Language Committee (KZN PLC) okungenye yezinhlaka zikaPanSALB. Eminye yale micimbi yi-International Mother-Tongue Day egujwa mhla zi-21 kuNhlolanja kanye ne-June 16 Commemoration okungusuku lwentsha eNingizimu Afrika.

Ukuhalaliselwa kwabafundi ngokusakaza noDJ Sbu oKhozini FM

Kuwo wona lo mcimbi, kuye kwahaliliselwa kwaphinde kwaklonyeliswa ngezichazamazwi abafundi abathathu abenza i-Language Practice boMnyango Wolimi Nokuhumusha eDUT, ngokungenela umncintiswano

A cultural performance by students from DUT

wokuba nguSit-in DJ kuKhozi FM EBS. Owokuqala kube nguNonzuzo Mchunu odle umhlanganiso benomfundi waseWITS. UNonzuzo wamukele Isichazamazwi Sesi-Zulu, esinikwa nguMhleli waso uMnu Mbatha. Abanye abafundi uNonkululelo Mokoena kanye noGugu Bhengu bona banikwe izichazamazwi ezinolimi lwesiZulu nesiNgisi benikwa oyiHOD: Language & Translation eDUT, uNk L. Makhubu.

Indlu ibese yaziswa ngokuthi uNonzuzo uzoqala ukusakaza bukhoma oKhozini FM inyanga yonke mhla zi-21 kuMandulo ngesikhathi se-EBS ngo-6h00-9h00, njalo ngoMsombuluko ukuya kuLwesihlanu.

Participants in the Translate-athon

I-Translate-athon eDUT

Emva kokuba sekuqediwe, kuqale isigaba sesibili sohlelo okungumjaho wabahumushi obizwa ngeTranslate-athon. UMphathi wayo uMnu Bailey osesithombeni 10 ngenhla nomlekeleli wakhe uFriedel Wolff ubekhona naye wathi akazukusala kulo mbungazo ukuze kuhunyushwe lokho okubhalwe ngesiNgisi kube yisiZulu. UDkt S Zulu osesithombeni 11 ngenhla, woMnyango WoLimi NokuHumusha eDUT, nguyena obonge bonke abaHumushi ngokubamba iqhaza kulo mqhudelwano weTranslate-athon. Lolu bekuwusuku olufanele lokwenza lokhu, njengoba kugujwa usuku Lokuhumusha Emhlabeni Jikelele!

Kuye kwavalwa, bazitika-ke abantu ngokuya ngasethunjini!

PanSALB North West

International Translation Day was celebrated by the North West Provincial Office of PanSALB in Mafikeng on 28 September. SATI Publicity Committee member Mashite Mogale was invited to participate and to make a presentation. He reported on the occasion as follows:

The delegates to this celebration included representatives from various PanSALB structures, the SA Parliament, the North West Provincial Legislature, the North West Provincial Language Committee, North West University (lecturers and students), the Department of Arts and Culture, the Department of Finance and community-based organisations, as well as unemployed language practitioners.

The occasion was opened by Dr Machiu, chairperson of the provincial language committee. He proffered a history of linguistic injustices in this country, particularly in relation to education. He demonstrated how language reflects political processes and events as well as how language was used as a tool to perpetuate social injustices in the past. He also indicated the statutory attempts pursued by our government to address these social maladies.

Subsequently, the PanSALB provincial manager, Mr Molebaloa, summarised the role of PanSALB, the sole sponsor of this event, in assisting government departments to advance the cause of language. The Department of Water Affairs and Forestry was highlighted as one of the state department committed to the notion of functional multilingualism, having established its own language unit.

In my address, in addition to giving information about SATI, I commented on the work that lies ahead for the African languages in particular, and alluded to various agencies that are helpful in developing the profession, e.g. PanSALB, SATI, DAC and African language scholars who had over the years contributed in the development of the African languages. I also put forward some ideas on how best the government can be assisted in implementing the National Language Policy Framework.

Mashite Mogale making his presentation in Mafikeng

Mr Neluvhola from the National Parliament presented an insightful speech on the role of Parliament in advancing the cause of language. He indicated that as a custodian of languages in this country Parliament is not immune from the challenges of eradicating the legacy of colonialism, neo-colonialism and apartheid and must thus pull its weight and mobilise its collective wisdom to bridge linguistic and communication barriers.

Mr Neluvhola indicated that Parliament currently employs some 60 language practitioners in the fields of translation, interpreting, editing and quality assurance, but that the institution's long-term plan is to increase this number. He commented that "to some, this may appear as a costly exercise; however, if it is worth debating and enacting in Parliament, then it is worth doing".

The audience was afforded the opportunity to engage at length with the presenters as well as with each other during the networking sessions. 🐦

University of the Free State

Some 30 people gathered on the campus of the University of the Free State on 9 October for a Translation Day Seminar on the theme *Subverting the West? Engaging language practice as African interpretation*. The day was attended by academics, language practitioners, government departments, students and other stakeholders in language practice, such as LRDCs.

Prof. Jackie Naudé, the director for the Programme in Language Practice at the university, gave a short historical overview of developments in research and training in language practice over the past decade. He argued in favour of a socio-constructivist approach to teaching and research in language practice, making the point that students need to be given the opportunity to engage with the complexities of real-life problems, specifically the complexities of the African context.

Dr Kobus Marais, senior lecturer in translation studies at the UFS, gave an overview of the state of the art of translation research. According to him, this means that language practitioners are agents in communication, not mere conduits of meaning. As such, they have to make informed choices, the most important of which is whether to indigenise or foreignise when translating. He highlighted wisdom as a notion in translation, indicating

that translators need to be wise to interpret their context and translate in such a way that (Western) ideology does not ride piggy-back on their translations into the African target culture.

Prof. Joan Connoly, associate professor in the Centre for Higher Education Development at the Durban University of Technology (DUT), took the audience on a breathtaking journey on the topic of oral knowledge. Her presentation showed examples of both European and African oral knowledge and had a clear message for language practitioners: What can Africans learn from the Western mind? Her answer: Africans can learn how easy it is to lose one's oral knowledge base. Africans can look at the West and see the consequences of a culture losing its oral-based knowledge. Language practitioners have it in their power to consider this possible loss and do something about it.

Lastly, Ms Lolie Makhubu, head of the Department of Language and Translation at DUT, spoke about the temptation in interpreting to use loan words to impress either the audience or one's peers or clients. Her argument boiled down to the interpreter's attitude towards African culture and language. If Western culture is regarded as higher than African culture, interpreters will be tempted to boast their knowledge of Western culture through their choice of words. However, if interpreters are 'Proudly South African', as she put it, they have no need to show off by using loan words.

The day was organised in a subversive, decolonising style, starting off with white, male speakers and ending with female, black speakers. However, the day became a celebration of shared commitment to Africa in pure African style with a song, good food, good humour and good friendship. 🐦

Kobus Marais

Some of the participants at UFS

DAC and PanSALB

The Department of Arts and Culture co-hosted International Translation Day this year with PanSALB on 29 and 30

October in Pretoria. Attendees represented various levels of government, the media and other interested parties such as SATI and DAC bursary students.

PanSALB's CEO, Ntombenhle Nkosi, opened the proceedings by raising some pertinent questions: Why does government employ translators but not editors? Are interpreters properly trained? Are there enough resources to provide an adequate language service?

The first group of speakers were introduced as representing organisations that are addressing the challenges faced in our multilingual society without waiting for government to give them money to do so. We heard from Afrilingo, Translate.org.za and Microsoft, all of which are working with government to overcome the challenges of bringing technology to the people in their own languages. We also heard about tools like Trados, Wordfast and Paraconc, which are becoming indispensable in the translation environment.

The Deputy Minister of Arts and Culture, Ms Botha, gave the keynote address, mentioning ways in which the profile of translation could be raised while creating employment: translating university textbooks into indigenous languages so that students can study in their home language, translating literature into indigenous languages to help develop a culture of reading, opening translation agencies run by mother-tongue speakers. She asked why there are so few accredited translators in the indigenous languages and challenged government departments to follow in the footsteps of the SAPS, for example, which pays the SATI membership fees for its staff. She acknowledged that language practitioners are not paid particularly well in government, but emphasised that translations help to expose foreigners to our culture and promote nation-building and social cohesion (at least until people can speak these languages themselves). She also questioned why translation is not yet a regulated profession in this country.

The second group of speakers reminded us that being bilingual does not make a person a translator or an interpreter – training is essential, as is behaving professionally if translation is to be taken seriously as an occupation. SATI's code of ethics was used as an example of a guide on how to conduct oneself.

The point was raised that South Africa has set itself a great challenge in declaring 11 official languages, and that to fail to provide all 11 with equal opportunity would make a mockery of the Constitution. Further, while it is noble to want the message to be conveyed in as many languages as possible, it is equally important to ensure that the message is being conveyed in proper language, which is often not the case. Many examples of poor translations were given over the two days and PanSALB was challenged with ensuring that these errors, seen on signposts and in official documents, are corrected and not left to become standing jokes.

The event ended on the second day with the announcement that PanSALB's 2008 ITD celebration will be held in Limpopo.

Beverley Boland

INTERPRETA 2007

INTERPRETA 2007, an International Conference on Interpretation, was held in Buenos Aires, Argentina, on 28 and 29 July 2007, and Roberta Fox and I attended from South Africa. The conference gathered interpreters and language experts from Latin and South America, the United States and Europe, and we found it very interesting and informative.

The speakers came from round the world. A lot was said at the conference about professionalism, ethics and interpersonal relations in our profession. The topics of the papers ranged from the role of the interpreter to the sale of interpretation services, with talks about activism and interpreting and the quality control in interpretation. Dr Henry Liu from New Zealand spoke about his country's Sign Language Act of 2006 and its implications and shortcomings. Holly Mikkelson from the Monterey Institute spoke about court interpreting in the USA and Argentina and Sheng-Jie Chien from the National Taiwan University of Science and Technology talked on interpreting solo at international conferences and the stress and problems related to this and the profession in general. Laura Bertone elucidated the topic 'Unveiling cognition, intelligence and sense through simultaneous interpreting', amongst other things.

Interpreting at the conference was provided in Portuguese, Spanish and English and the participants enjoyed being on the other side of the microphone for a change. Overall the conference was impeccably organised, the talks all started on time and both days ended on a very high note. INTERPRETA 2009 will take place in Mendoza, in Argentina. I hope to be able to make it again and I encourage others to go – if this conference was a sign of things to come, it will be well worth the effort.

Adelaide Morgado [SATI member in Cape Town]

Exposure for SATI at CTIBF

This year SATI shared a stand at the Cape Town International Book Fair in June with the Professional Editors' Group (PEG) and McGillivray Linnegar Associates under the banner 'Translating, editing, proofreading'. It was felt by all participants to be a successful venture, worth repeating in the future. Below are extracts from a report to PEG by John Linnegar and Kristina Davidson.

The 2007 Cape Town International Book Fair was a sensational experience, one thoroughly rewarding to have participated in! For one thing, the book fair began and ended with superlatives: the floor space had been doubled since the 2006 inaugural expo; the number of exhibitors had increased by something like 50% – most of those foreign printers, publishers or agents – and the parallel programme of lectures, workshops, poetry readings, book signings and discussion groups had grown within a year from a little more than 200 to way over the 400 mark! Attendees were utterly spoilt for choice.

But it was the foot count through the doors over the four days (16–19 June) that said it all: at closure on day one we learnt that some 17 000 visitors had been to the fair (10 000 in 2006), and we felt the pace continue relentlessly, until the organisers could announce with some measure of pride that, in all, some 49 000 adults (children got in free) had attended the 2007 fair compared with the 26 000 of the inaugural event.

As with all expos, committing to a stand is a high investment–high risk decision. The bottom-line question is: For our investment, will we receive a worthwhile return? That's an especially difficult question to answer when you don't have a product or service to sell and sign-ups or income by which to measure your success. However, the approach to reducing both investment and risk – by sharing costs and space between SATI, PEG and McGillivray Linnegar Associates (MLA) – proved to be the right one. The group's co-exhibitors provided the right mix of services and synergies from which all benefited. Asking members of each of the organisations to 'do duty' on the stand over the four days also ensured that, as far as possible, enquiries about editing and proofreading, translating, and training could be answered briskly, informatively and expertly. (It also provided a good opportunity for practitioners across the spectrum to learn about one another and their respective skills!)

To say we were inundated from day one is not an exaggeration. And not just by schoolkids preying on freebies or members of the public asking silly questions totally unrelated to our respective crafts. These were mostly visitors of quality. Possibly the fact that we chose as our name on the stand's fascia 'Translating, editing, proofreading' made the difference this year: passers-by could recognise immediately what our offering was, and actually strode into the stand space to ask either for names of editors or translators (in an astonishingly wide range of languages), or for details of an association of translators or editors they were needing to join, or for particulars of training courses. We even had the retired 80-something-year-old director of the National Library, himself still publishing monographs as if there's no tomorrow, looking for Dutch-speaking translators; and a surgeon looking for someone to translate his regular papers into English.

Each reasonably serious visitor was handed a 'goody bag' containing SATI, PEG and MLA brochures, as well as business cards delivered to us from a variety of translators and editors from around the country. This ensured that all the participants got equal exposure and distribution. We eventually handed out just short of 200 bags – meaning 200 potential members or clients or trainees coming down the track … And in each goody bag a 'freebie' (a plastic ruler with the participants' details emblazoned on it).

Our thanks must also go to all the volunteers who kept the stand buzzing. 🖎

'Translating, editing, proofreading': The exhibition stand shared by SATI, PEG and McGillivray Linnegar Associates at the 2007 Cape Town Book Fair

Help for sworn translators

A manual on sworn translation is now available from the SA Translators' Institute

This comprehensive manual on sworn translation arose as a result of a lack of clear guidelines on exactly how sworn translators should be going about their business. Many conventions and requirements have arisen over the years, but they were not put together in a single source. Newcomers to the profession had difficulty finding out what they were supposed to be doing.

The manual should obviate these problems. It covers all aspects of sworn translation, from the requirements to qualify as a sworn translator to details of the various conventions, in addition to containing samples of documentation commonly used in South Africa.

Contents

1. What are sworn translators and sworn translation?
2. Legislation relating to sworn translation
3. What this means in practice
4. Your stamp and certification
5. Guidelines and conventions relating to sworn translation
6. Charging for sworn translations
7. Duties of a commissioner of oaths
8. Getting yourself known
9. Sworn/court interpreters and interpreting
10. The SATI exam for purposes of becoming a sworn translator
11. Useful resources for sworn translators
Annexure 1: Text of the Hague Convention relating to apostilles
Annexure 2: Samples of certificates issued to sworn translators
Annexure 3: Samples of stamps used by sworn translators
Annexure 4: Samples of certification statements used by sworn translators
Annexure 5: Samples of covering sheet for multiple sworn translations
Annexure 6: Covering letter for file of translated photocopies of documents for use in a court case
Annexure 7: Copy of regulations appointing sworn translators as commissioners of oaths
Annexure 8: Pro forma documents to be submitted when being sworn in
Annexure 9: Samples of common documentation

The manual is in A4 format and soft-covered, with 100 pages. It costs R100 per copy for Institute members and R150 for non-members.

To purchase a copy of the manual, contact Marion Boers on (011) 803-2681 or publications@translators.org.za.

Marketing Solutions

Based on a highly successful workshop by Tina Potgieter, this book is a self-help guide to marketing your freelance business. The book teaches users to –

- assess where their business is at currently
- define exactly what their business needs are
- determine what their clients' needs are
- devise client-driven marketing strategies
- assess their competition
- determine which marketing methods work best for their business
- network successfully
- develop a practical marketing plan
- leverage themselves and build a successful business

A5 format, soft-covered, with 38 pages of excellent tips, many practical examples and implementable ideas.

Cost: R60 per copy for SATI members, R80 for non-members and R40 for registered students. To order, contact Marion Boers on (011) 803-2681 or publications@translators.org.za.

Other publications

The Institute has produced a special volume to celebrate its 50th anniversary, giving an overview of SATI's history since its establishment on 25 August 1956. Copies are available from Marion Boers.

The information on setting oneself up as a freelance language practitioner published in *Muratho* in October 2003 proved very popular and is being consolidated and issued as a stand-alone publication. It covers a range of issues and offers plenty of practical advice for those starting out in the profession. The publication will be available in mid-2008.