

MURATHIO



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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.

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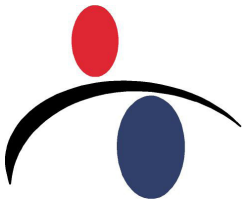


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Journal of the South
African Translators'
Institute

Jenale ya Mokgatlo wa
Bafetoledi ba Afrika Borwa

IPhephandaba
LeNhlango YabaHumushi
BaseNingizimu Afrika

Muratho is the Venda term
for 'a bridge', the symbol of
the communicative activity
facilitated by language
workers

Muratho ke lentsewe
la SeVenda le bolelang
"borokgo", e leng sesupo sa
mosebetsi wa bohokanyo o
hlophiswang ke basebeletsi
ba puo

Elithi '*Muratho*' yigama
leSeVenda elisho 'ibhuloho',
okuwuphawu lomsebenzi
wokuxhumana owenziwa
yizisebenzi zezolimi.

Information on the name
of the journal is given in
English and two other official
languages on a rotational
basis (in this issue Southern
Sotho and Zulu)

Muratho accepts articles in
all the South African official
languages, provided they are
accompanied by an English
summary

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PHOTO CREDITS

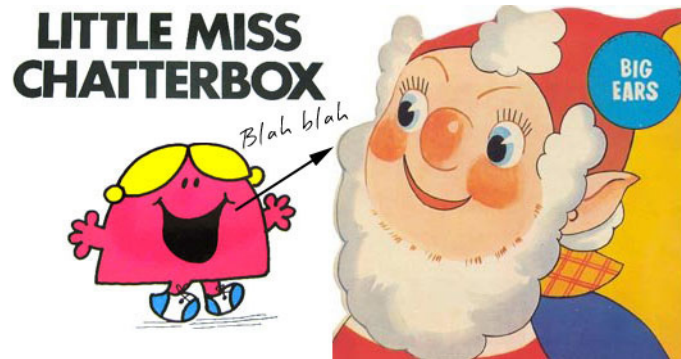
Front cover picture: Cactus close-up – Pliene | Dreamstime Stock Photos

Page 7: Picture courtesy of Hemera Technologies Inc.

Page 21: Picture of Tom McLachlan was taken by PEG member Julia Smuts

Communication is key

The articles in the previous issue of *Muratho* served as a reminder of what we as language practitioners do, i.e. receive pay for improving a method of communication. Below is a graphic illustration of this concept in the simplest terms.



I have purposely chosen something bright and toddler-like (my daughter would love it!) because it's sometimes necessary to draw adults' attention in this way too. It seems that the method of communication known as *Muratho* is not reaching its target: members of the SA Translators' Institute. Presumably the announcement of the publication arrives in your mailbox and thereafter it takes up some space on the SATI website. Perhaps it's read and forgotten, or perhaps SATI members don't have time for it. Whichever the case may be, there has been no feedback on anything we've placed in previous issues: from a call for reviewers to requests for articles or other kinds of information. The result is that this issue might appear slightly disorientated, with no specific theme or path to follow. As Editor, I urge you to make your approval (or disapproval) of our work known. My e-mail address appears at the beginning of the publication along with those of the SATI Council. We are all humans, which means I happen to know you have opinions. Please voice them.

That said, we're extremely grateful to Theodorus du Plessis for his in-depth article about interpreting and language services at tertiary institutions. Not to mention Anne Marais who kindly reviewed *The Write Stuff* for us as well as writing an interesting article on where Afrikaans seems to be going. So many people fear its demise, so is it a dying language or not? How do readers feel about the state of isiZulu or Sepedi? Sibulelo Msomi's interview with Prof. Makhubu appears in this issue and then there's a bit of coverage on what government is doing in terms of Human Language Technologies. There is some SATI news as well as John Linnegar's input about prepositions as well as a few tools to assist freelancers entering the field. Hopefully there is something for everyone and if not, please let us know.

Till next time.

Ilze Brüggemann



Oor Afrikaans

As ons dit nie oor die radio hoor nie, lees ons dit in die koerante: Afrikaans is aan't sterwe. Maar is dit werklik so? Anne Marais stel ondersoek in.

A storm recently erupted after a judge suggested that the use of Afrikaans as a language in court be scaled down. Afrikaans is one of the 11 official languages in South Africa. English is however being used more and more in the workplace. It begs the question: Where to with Afrikaans? A survey among ordinary South Africans on Facebook has shown that people still feel strongly about the language, but what exactly is the position of Afrikaans and does it still have a future?

Experts are divided in their opinions on the status of Afrikaans. Language practitioners also have different experiences depending on their field of specialisation. At the tertiary level there is a definite decline in the number of students who major in Afrikaans and a large number of Afrikaans parents tend to send their children to English schools.

A lot needs to be done to change the perception of Afrikaans as the language of the oppressor. According to Prof. Wannie Carstens, Afrikaans people should reach out in a spirit of reconciliation and try to make a contribution. Dr Michael le Cordeur concludes that people should refrain from being aggressive about the use of Afrikaans, as it only adds to its stigma.

Daar het onlangs 'n storm losgebars toe 'n hooggeregshof-regter voorstel dat Afrikaans as hoftaal afgeskaal moet word. Afrikaans is een van die elf amptelike tale in ons land. Tog is dit 'n feit dat Engels in 'n toenemende mate in die sakewêreld en werksplek gebruik word. Dit laat die vraag ontstaan: Waarheen nou? Is dit nog die moeite werd om vir die taal te veg? Hoe voel gewone Suid-Afrikaners?

'n Opname onder mense op die Facebook-groep 'Lekkerleesboekrak' toon mense voel sterk oor die taal en is ook baie lief om Afrikaanse boeke te lees. **Hennie van Deventer** is verknog aan Afrikaans. 'Ek lees hoofsaaklik Afrikaans en is baie gesteld op suiwer Afrikaans.' **Kathleen Kloppers-Joubert** sê sy lees Afrikaans omdat dit vir haar lekkerder as Engels is. 'Dis eiegoed. My brein se ratte draai in Afrikaans, my hart klop in Afrikaans.'

Die skrywer **Marion Erskine** sê die koms van Afrikaanse e-boeke het Afrikaanse boeke vir Suid-Afrikaners oorsee toeganklik gemaak. Wat die jonger geslag betref, vertel Mariki Viviers (haar seun woon in Sibirië): 'Hoewel hy soos die Russe Russies praat, praat hy Afrikaans met sy kinders. Dus kan ons ook nou met hulle kommunikeer.'



Prof Anne-Marie Beukes

Wat is die huidige stand van Afrikaans en het die taal nog 'n toekoms? Volgens Prof. **Anne-Marie Beukes**, die voorsitter van die Afrikaanse Taalraad, laat sensusstatistiek dit blyk dat Afrikaans die derde grootste huistaal in Suid-Afrika is, maar daar is ook nog baie mense wat Afrikaans as addisionele

taal praat. 'n Baie belangrike punt is dat die meerderheid sprekers van die taal nie witmense is nie – gaan kyk gerus na die jongste sensusstatistiek. Op 8 Mei vanjaar word die 90ste bestaansjaar van Afrikaans as 'n amptelike taal herdenk. Die ontstaan en groei van Afrikaans is in vele opsigte merkwaardig, maar om die voortgesette bloei van die taal te verseker, gaan beslis ywerige en vërsiende taalbeplanning verg.' Prof. **Wannie Carstens**, akademikus en skrywer van verskeie Afrikaanse taalkundige boeke, sê hy is bekommerd oor die stand van Afrikaans. 'Afrikaans het 'n lang pad geloop. Dit het van kombuistaal tot standaard-taal gevorder. Weens politieke druk en 'n negatiewe klimaat wat rondom Afrikaans heers, is Afrikaans besig om baie van sy funksies te verloor.'



Prof Wannie Carstens

Gerda de Wet, wat as professionele taalpraktisyn werk, is ook bekommerd. 'Ek vertaal van Engels na Afrikaans en vind dat ek definitief minder werk as vyf jaar gelede het. Dit het regstreeks met die stand van Afrikaans te doen, want die aanvraag vir Afrikaans raak al hoe minder. Ek sit deesdae lang tye sonder werk terwyl ek vyf jaar gelede nie kon voorbly nie. Dit hang dalk af van die mark waarin jy vertaal – ek werk met skoolhandboeke.'

Tog vertel nie almal dieselfde verhaal nie. **Samuel Murray**, 'n Suid-Afrikaanse vertaler in Nederland, vertel dat hy hoofsaaklik vir buitelandse maatskappye wat hul produkte in Suid-Afrika verkoop vertaalwerk in Afrikaans doen. Volgens hom het hy oorgenoeg werk. Ook **Helen Ueckermann**, voormalige voorsitter van SAFREA, die

Suid-Afrikaanse Vryskutvereniging, is positief. 'Ek doen Afrikaanse werk vir verskeie korporatiewe instellings, meestal vertalings van produkbrojures, mediaverklarings en regstreekse kommunikasie met kliënte. Afrikaans speel beslis nog 'n aktiewe rol in die korporatiewe wêreld, veral waar die kliëntebasis grootliks Afrikaans is of waar dit vir korporatiewe instellings belangrik is om bestaande of potensiële kliënte deur die Afrikaanse media te bereik. Ek dink solank as wat Afrikaanse maatskappye genoeg Afrikaanse kliënte het, sal hulle moeite doen om in Afrikaans met hulle te kommunikeer.'

Op tersiêre vlak lyk die prentjie anders. 'n Hele paar universiteite het Afrikaans as vak afgeskaf. Dr. Elvis Saal van die Departement Afrikaans en algemene literatuurwetenskap aan Unisa verduidelik die situasie soos volg: 'Daar is tans nie juis 'n groot aanvraag vir Afrikaans as vak op universiteit nie. Ons totale hoofvakstudente in Afrikaans beloop nie meer as 18 studente per jaar nie. Daar is 'n veel beter aanvraag na Afrikaans as dienskursusse soos beginners-Afrikaans en regs-afrikaans.' Dit het moontlik met persepsies rondom Afrikaans te doen.

Dr. **Carien Wilsenach** van die Department Linguistiek aan Unisa sê dat baie ouers weens 'n wanpersepsie hul kinders na Engelse skole stuur. 'Ek dink een van die grootste wanopvattinge is dat Afrikaanse ouers dink dis beter om hul kinders in Engels groot te maak. Ek hoor dikwels: 'Dis beter vir hulle, want eendag gaan hulle tog alles in Engels moet doen.' Dis onsin! As 'n kind goeie onderrig in Engels ontvang, sal akademiese vaardighede wel mettertyd na Engels oorgedra word'. Dit laat die vraag ontstaan: Wat kan gedoen word om die taal te bevorder?

Prof. Beukes meen die belangrikste negatiewe persepsie rondom Afrikaans is dat dit 'n witmenstaal is. 'Ook hou ek nie van die etiket van die 'taal van 'n onderdrukker' nie, omdat dit verwys na 'n bedeling wat nie meer geldig is vandag nie'. Sy sê verder dat mense die taal kan bevorder deur dit soveel moontlik op 'n vriendelike wyse op ALLE terreine van die samelewing te gebruik, maar nie deur dit in ander se kele af te druk nie. 'Die hoëtaalfunksies (wetenskapstaal, onderrigtaal, taal van die regering en bestuur, kerktaal, regstaal, koeranttaal, radiotaal, televisie-taal, mediataal, taal van letterkunde, musiektaal, ens.) van Afrikaans moet beskerm en bevorder word, sodat dit as 'n taal van bemagtiging vir al sy sprekers kan dien. Hulle kan aandring om Afrikaans as 'n medium van onderrig op skool en universiteit te gebruik. Mense beseft nie dat Afrikaans die enigste nie-Europese, nie-Asiatiese taal is wat in die twintigste eeu ten volle gemoderniseer is sodat dit as eietydse taal in alle vertakings van die samelewing gebruik kan word nie.' Sy sê verder 'n sonderlinge prestasie is gewis dat Afrikaans een van slegs vier tale is wat in die vorige eeu – naas Hindi, Katalaans en Hebreeus – ontwikkel het as 'n skool- en universiteitstaal. 'Mense moet die argument dat die pro-moedertaalstandpunt wat Afrikaanssprekendes inneem 'n strewe na 'n wit etniese enklawe is,

as onwaar bewys deur kundige teenargumente. Daar moet groot klem gelê word op die inklusiewe aard en die opregte strewe om die Afrikaanse taalgemeenskap oor alle taalgemeenskappe heen te versoen en die nodige kundigheid beskikbaar te stel om die potensiaal van sy sprekers in en deur Afrikaans tot hul reg te laat kom'. Prof **Jacques van der Elst**, wat ook by die Taalraad betrokke is, sê gewone mense kan die taal bevorder deur dit gewoon vriendelik te praat. 'Dit beteken dat jy asseblief tog nie jou taal op ander nie-Afrikaanssprekendes moet afdwing nie. Dit is teenproduktief. Jy kan egter van die owerheid verwag om jou in Afrikaanse te bedien – dit is jou grondwetlike reg. Jy kan in winkels en howe daarop aandring om in Afrikaans bedien te word. Stuur ook jou kinders na Afrikaanse skole en universiteite. As iemand jou nie in die taal van jou keuse kan bedien nie, kan jy hom in Engels te woord staan en vriendelik daarop wys dat Afrikaans die taal van jou keuse is. As jy 'n swart taal kan besig, is jy aan die wenkant.' Prof. **Wannie Carstens** meen Afrikaanse mense moet in 'n gees van versoening uitreik deur bydraes op verskillende vlakke te lewer. 'Daar moet 'n politieke oplossing vir Afrikaans gevind word. Om die taal deur middel van aggressie en rassistiese uitsprake te bevorder is nie die antwoord nie'.

Volgens dr. **Danny Titus** van die ATKV, kan ons nie sonder meer aanvaar dat Afrikaans 'n toekoms het nie. 'Ons sal baie hard daaraan moet werk.' Hy sê dat die ATKV talle projekte het om Afrikaans te bevorder en moedig mense ten sterkste aan om aan die projekte deel te neem. Prof. Beukes meen dit word tans toenemend duidelik dat Afrikaans, soos tewens ons ander inheemse tale, vinnig veld verloor as 'n openbare taal, maar helaas ook as 'n onderrig- en wetenskapstaal. 'Dit is 'n drogredenasie dat Afrikaans springlewendig is omdat daar soveel feeste rondom die taal en kultuur gebou word. Die naakte waarheid is dat die aantal skole wat in Afrikaans onderrig drasties afgeneem het. Ook word Afrikaans as onderrigtaal slegs in enkele kursusse aan so twee of drie universiteite aangebied.'

Dr. **Michael le Cordeur**, voormalige voorsitter van die Afrikaanse Taalraad, antwoord soos volg om die kwessie op te som: 'Verbrand asseblief daardie T-hemp wat sê: 'Praat Afrikaans of hou jou bek!'. Dit dra tot die stigma van Afrikaans by.'

Hierdie artikel het oorspronklik in *Vrouekeur* (7 Junie 2013) verskyn (gewysig).

Anne Marais werk die afgelope paar jaar as vryskutjoernalis en taalpraktisyn nadat sy 'n nagraadse Diploma in Vertaling voltooi het. Sy skryf dikwels artikels vir Vrouekeur, asook 'n politieke blog vir News24.

Tools to assist a newbie freelancer

There are many web-based tools out there, which are specifically designed to help freelancers get their businesses up and running. The best part about these is that they are either free or are extremely affordable, so you can maintain a professional image without having to bankrupt yourself before you have even opened your doors.

Design your own logo and make a good first impression

As it is essential for a major corporation to develop its own brand, it is also crucial for you – as a freelancer – to develop your unique business identity. This will tell your clients what type of service they can expect from you.

In the unique world of the freelancer where we are the business, we need to develop our own, unique personal brands. According to South African personal branding guru, Donna Rachelson in her book *Branding and Marketing YOU*: 'Effective personal brands have vision. They see beyond themselves and have an idea of how they can reach others far beyond their immediate sphere of influence. They understand the core principles that govern their work and will not compromise on these – but they are open to new ideas and take a holistic approach to their business. Because they are more flexible, they are able to see opportunities that others might miss to deploy their attention capital wisely.'

Once you have figured out what your personal brand is, which defines your competitive advantage, capture it in a logo, because when potential customers see this, they will very quickly recognise it as being unique to your business.

A very handy tool I have found to help design your own logo is called the Logo Garden (www.logogarden.com). This website helps you to choose an image for your logo, add your company name and you are ready to download your low-res version for free, which is suitable for use online. The only drawback of this system is that if you want a high-res image for printed material, e.g. business cards or flyers, you will have to buy the image for around US\$30 (approximately R336).

Be found online

Sage Pastel has developed a package of products called 'My webspace'. Using this service, you can perform the following tasks seamlessly:

- Build your own website and mobisite
- Set up your own e-commerce store and selling online
- Perform your own e-marketing, and
- Blog so that your SEO (search engine optimisation) rankings can skyrocket

There are a number of different pricing options that you

can take advantage of, ranging from R125 a month (if you want to put your own site together) to R2 500 if you would prefer Sage Pastel's experts to set up a web presence for you.

I have dabbled with making my own website for a number of years and Sage Pastel is definitely the easiest and most user-friendly interface I have come across!

Get your accounts in order

There are a number of cloud accounting systems available: For those of you who are on Facebook, you might have seen Freshbooks being advertised vigorously. The big drawback of this system is that the monthly fees are quoted in US\$, which means that your monthly subscription will be subject to currency fluctuations.

However, there is a South African alternative (which has also been developed by Sage) called Sage One, which offers an accounting and/or payroll solution for very small businesses. Their accounting package starts from as little as R165 per month (with a 30-day free trial so that you can get to know how the product works).

Sage One offers many great features, for example:

- When you sign up for the product, it allows you to customise your invoices with items such as a logo and your address so that you can carry your business brand to your customers.
- You are also provided with a customisable dashboard in which you can organise the accounting side of your business and you can even invite your accountant to the system, so that, come tax season, he or she can see exactly what's been happening in your financial affairs.



Lia Marus

Lia Marus is a freelance editor and copy writer, with many years of experience in the print and digital publishing worlds. She has a BA in French, Italian and Linguistics from UCT, an MA in translation from Wits and a Postgraduate Diploma in Management from the Wits Business School. She is currently studying towards her LLB through Unisa.

Is tolking op universiteitsvlak volhoubaar? Die geval Universiteit van die Vrystaatⁱ

Is tolk-/taaldienste aan tersiêre instellings volhoubaar? Theodorus du Plessis kyk na die faktore wat hierdie kwessie raak aan die hand van die Universiteit van die Vrystaat se taalbeleid en uitlewing daarvan.

Die onlangse debat aan die Noordwes-Universiteit (NWU) met die aanstelling van 'n nuwe 'nie-Afrikaanssprekende' rektor (soos hom hyself in sy intreerede beskryfⁱⁱ), het die vraag laat ontstaan oor hoe volhoubaar tolking aan universiteite in Suid-Afrika is. In hierdie stadium is dit hoofsaaklik voormalige Afrikaanse instellings waar tolking institusioneel as taalfasiliteringsmeganisme aangewend word en die NWU word allerweë erken as die toonaangewende instansie in Suid-Afrika wat opvoedkundige tolking betref. Kort na sy aanstelling het die nuwe NWU-rektor laat blyk dat die bestaande tolkpraktyk op spesifiek die Potchefstroom-kampus dalk hersien behoort te word.

Om die vraag oor volhoubaarheid te kan beantwoord, vereis dat ons in die eerste instansie probeer saamstem oor wanneer daar van 'n volhoubare tolkdienst gepraat kan word. Is die verskansing van tolking binne 'n institusionele taalbeleid byvoorbeeld 'n waarborg dat die diens volhoubaar is? Of word volhoubaarheid vasgestel in finansiële terme? Het die beskikbaarheid van menslike hulpbronne dalk ook iets met volhoubaarheid te make? Ofskoon hierdie soort vrae sekerlik ons aandag verdien, sluit ons vir die doel van hierdie referaat aan by Wolfram Wilssⁱⁱⁱ wat volhoubaarheid as een van die veranderlikes uitsonder by die oorweging van die voor- en nadele van 'n geïnternaliseerde taaldienst. So 'n diens kos beslis meer (en is moeiliker om op die lang termyn te onderhou) maar

bied voorlopig nog onder bepaalde omstandighede meer voordele as die uitbesteding van 'n taaldienst. 'n Geïnternaliseerde taaldienst is hiervolgens een wat volledig ingebed (of geïntegreerd) is by die alledaagse funksionering van 'n instansie, beide wat werking en onderhouding betref. 'n Mens wil byna sê, 'n geïnternaliseerde tolkdienst is tweede natuur by die wyse waarop die diens aan die betrokke instansie georganiseer word.

So beskou, sou ons van 'n geïnternaliseerde taaldienst kon praat wanneer die diens (a) help om 'n institusionele oogmerk te realiseer (bv. om 'n tweetalige of meertalige instelling te wees), (b) ingebed is by die instelling se oorhoofse taalstrategieë (bv. oor taalfasilitering, taalvaardighede, ens.) en (c) volledig verweef is by die instelling se operasionele omgewing (bv. in die onderrig, administrasie, ens.). Dit is aspekte wat tipies binne 'n organisatoriese taalbeleid of taalplan vervat kan word maar wat uiteraard ook in die taalpraktyk van 'n instansie neerslag vind.

Kom ons bekyk nou die Universiteit van die Vrystaat (UV) se tolkdienst vanuit hierdie uitgangspunt. Maar laat ek net ter aanvang my eie belang verklaar. Ek was intiem betrokke by die oprigting van 'n tolkdienst aan die UV en is tans steeds die lynhoof verantwoordelik vir die lewering van 'n tolkdienst op ons Hoofkampus (Bloemfontein). Ook was ek as deel van 'n raadskomitee intiem

Are interpreting services at university level sustainable? Theodorus du Plessis uses the UFS as case study to investigate. Since the matter of sustainability may be described from different viewpoints, an attempt was made to argue that from management's point of view, sustainability is connected with the institutionalisation of a language service. A fully institutionalised language service may be viewed as sustainable since its integration with the institution's principal intentions makes it part of the institution's language strategy and forms part of the institution's daily business. It was ascertained that (regarding the UFS's interpreting service) not one of these three requirements are realized and that this university's interpreting service is only partially institutionalized; especially since the institution's 2003 language policy makes the interpreting service subject to affordability. So what factors could affect sustainability in future? Three factors were investigated, namely demographic, (external) regulatory and leadership factors. Where interpreting services do not form part of an institutionalised language service, questions regarding its sustainability arise. The biggest challenge is how to reconcile a language policy with transformation on the one hand and diversity on the other.

ⁱ Referaat gelewer op 27 Maart 2014 tydens die ATKV-meertaligheidsweek, Soweto-kampus van die Universiteit van Johannesburg

ⁱⁱ Kgwadi, N.D. 2014. Inaugural Address, 29 September 2014, North-West University (<http://www.nwu.ac.za/inaugural-address-prof-ntate-dan-kgwadi>).

ⁱⁱⁱ Wilss, W. 1999. Translation and Interpreting in the 20th Century: Focus on German (Google eBook). Amsterdam/Philadelphia: John Benjamins Publishing, p. 190 ff.

betrokke by die opstel van die UV se taalbeleid wat in 2003 deur die Universiteitsraad aanvaar is^{iv}. Hierdie beleid is, teenstrydig met gesonde beleidspraktyk, sedertdien nog nie tegnies hersien nie.

Vir die doeleindes van die bespreking is dit nuttig om met die UV se taalbeleid weg te spring.

Buiten 'n langerige kontekstualiserende aanhef (wat die taalbeleid integreer by die breë doelstellings en waardes van die instelling) en oogmerke, bevat die UV se taalbeleid reëlins omtrent (a) die aanwending van die twee hooftale (Afrikaans en Engels) ten opsigte van onderrig, navorsing, samelewingsdiens asook bestuur en administrasie, (b) implementering en (c) klagtes en toevlug. Tussenin duik ook 'n afdeling op wat die taalstrategie van die instelling uitspel.

Oorhoofs streef die UV in die aanhef van die 2003-taalbeleid daarna om die waardes en beginsels van die instelling te bevorder, veral die naleef van die statutêre ideaal van 'n veeltalige en multikulturele instelling met inagnome van die instelling se historiese konteks. Die oogmerke (vervat in artikel 2) van die taalbeleid vloei hieruit voort en benadruk diensgevolge doelstellings met betrekking tot die uitbou van veeltaligheid, maar ook die kultivering van taalverdraagsaamheid, bowenal twee kwessies, te wete die nastreef van kwaliteit 'veeltaligheidspraktyke' (gehalteversekering by taalgebruik) en 'n volhoubare taalmodel. Veeltaligheidspraktyke sluit tolk- en vertaaldienste in.

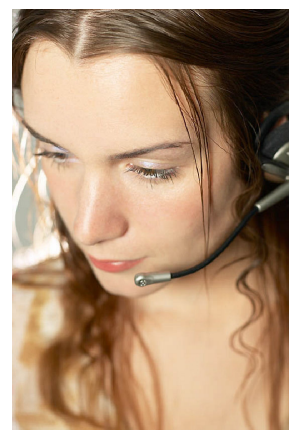
Reëlins omtrent die gebruik van die UV se twee hooftale gaan uit van die beginsel van taalparallelisme, maar toegepas binne twee taalmodelle. Wat onderrig betref, behels parallelisme die handhawing van die 'stelsel van parallel-mediumonderrig' ('n Engelse taalbaan naas 'n Afrikaanse taalbaan). Wat die ander taalgebruiksdomeine betref, behels parallelisme die 'infassering' (en integrering) van Engels as hooftaal naas Afrikaans. Hierdie twee modelle verskil hoofsaaklik daarin dat laasgenoemde toepassing (die naasmekaargebruik van Afrikaans en Engels) tweetaligheid sigbaarder realiseer, soos byvoorbeeld in tweetalige skriftelike kommunikasie (onder meer aankondigings, nuusbriewe, beleidsdokumente, agendas en notules, ens.), in tweetalige openbare tekens, in tweetalige mondelinge kommunikasie (onder meer vergaderings, byeenkomste, ens.). Onderrigparallelisme daarenteen hou die twee tale uiteen – per slot van sake is die parallelmediumklas eentalig. Tolk- en vertaaldienste kom ter sprake by reëlins binne beide modelle.

Die UV se taalstrategie (in artikel 5) konsentreer op taalvaardigheid en voorsien intervensies deur middel van taaltoetsing en taalvaardigheidsontwikkeling (by beide studente en personeel) asook deur middel van behoeftebepalings, om (volgens artikel 5.1.3) saam met 'n aantal

ander intervensies '...n bemagtigende omgewing vir die ontwikkeling van personeel se taalvaardighede en veeltaligheid...' te skep. Twee bykomende intervensies word ook voorsien, te wete steun aan die Suid-Sotho Leksikografiese Eenheid en (in artikel 5.1.6) die inrig '...van toepaslike, bekostigbare en effektiewe veeltaligheidsondersteuningsdienste, -prosedures en -tegnologie vir die verskillende domeine'. Tolkling en vertaling het hierby betrekking. Al die strategiese intervensies word gekwalifiseer, naamlik dat hulle 'toepaslik', 'bekostigbaar' en 'effektief' moet wees. Trouens, artikel 5 van die UV se taalbeleid vereis onteenseglik dat alle taalmaatreëls onderhewig is aan 'n 'bekostigbaarheidsnorm'.

Ons kan nou in die lig van hierdie beleidsoorsig probeer bepaal of die tolkdienste deel vorm van 'n geïnstitusionele taaldiens aan die UV. Dit doen ek deur die bepaling te bekijk aan die hand van die drie elemente van wat ek hierbo as 'n geïnstitusionele taaldiens beskryf.

Help die UV se taaldiens (veral die tolkdienste) om die instelling se institusionele oogmerk (met taal) te realiseer? Soos saaklik aangedui, blyk dit uit die oogmerke met die UV se taalbeleid om 'n veeltalige en multikulturele instelling te wees dat tolking en vertaling deel vorm van wat met 'veeltaligheidspraktyke' nagestreef word, mits hierdie praktyke volhoubaar is. Met ander woorde, solank bekostigbaar, kan die tolkdienste help om die institusionele ideaal te verwesenlik. Die tolkdienste sou streng gesproke dus kon wegval en die betrokke ideale op ander maniere verwesenlik kon word.



Is die tolkdienste ingebed by die instelling se oorhoofse taalstrategieë (bv. oor taalfasilitering, taalvaardighede, ens.)? Ons het gesien dat die UV se taalstrategie primêr op die bevordering van taalvaardigheid (as 'n strategie om veeltaligheid en multikulturaliteit te realiseer) konsentreer maar dat 'veeltaligheidsondersteuningsdienste' wel voorsien word, weer eens, mits hulle bekostigbaar is. Wel val dit op dat hierdie strategie die integrasie van die dienste (wat tolking en vertaling insluit) by al die taalgebruiksdomeine voorsien. Maar of tolking en vertaling meewerk aan die realisering van die oorhoofse strategie om taalvaardigheid te bevorder, bly 'n ope vraag.

Is die tolkdienste volledig verweef by die instelling se operasionele omgewing (bv. in die onderrig, administrasie, ens.)? Die integrasie van die tolkdienste by die UV se operasionele omgewing kan sekerlik as deurslaggewend

^{iv} UV-Raad. 2003. *Taalbeleid van die Universiteit van die Vrystaat*. Bloemfontein: Universiteit van die Vrystaat, 2003.

beskou word vir die institutionalisering daarvan. Twee aspekte kom hier ter sprake, verweefdheid in teorie (m.a.w. in die taalbeleid self) en verweefdheid in die praktyk. Tabel 1 bevat 'n opsomming van die taalbeleidsbepalings met betrekking tot die tolkdien (dus die 'teorie').

Die opsomming toon duidelik dat anders as wat dalk verwag kon word, die UV se taalbeleid nie voorsiening maak vir 'n ten volle geïntegreerde tolkdien nie. Daarvoor sorg die (deur my geaksentueerde) kwalifiseerders en vae taalgebruik. Die invloed van die oorhoofse strewe van die taalbeleid na 'n bekostigbare en volhoubare diens val op. Wat nie uit die opsomming deurskemer nie is dat die tolkdien wel eerder vir die administratiewe domein as vir die onderrigdomein voorsien word. Ons kan dit gewoon sien uit die hoeveelheid bepalinge by eersgenoemde kategorie. Omdat die onderrigbeleid (in artikel 3.1.1) dit onomwonde stel dat 'n stelsel van parallelmedium-onderrig gehandhaaf word, word die tolkdien (in artikel 3.1.3.5) in klaskamers as iets 'uitsonderliks' beskou en, by implikasie, eintlik nie gewens is nie. Hieruit sou ons kon aflei dat 'n tolkdien aan die UV binne onderrigverband tegnies as 'n ondermyning van parallelmediumonderrig beskou kan word. Hierdie afleiding het betrekking op die werklike situasie wat vervolgens behandel sal word.

Soos meermale die geval is, stem die taalpraktyk nie altyd ooreen met die taalbeleid nie. Dit blyk ook uit die opsomming van tolkure tussen 2010 en 2014 vervat in Figuur 1.

Die syfers (geneem uit Jani de Lange se onlangse jaarlikse tolkverslag^{vi}) gee 'n aanduiding dat die tolkdien teenstrydig met die UV se taalbeleid toeneem binne die onderrigdomein (waarvoor dit streng gesproke nie bedoel was nie) en afneem binne die administratiewe domein (waarvoor dit streng gesproke eintlik bedoel was). Hier is dit belangrik om daarop te let dat die tolkdien binne onderrigverband

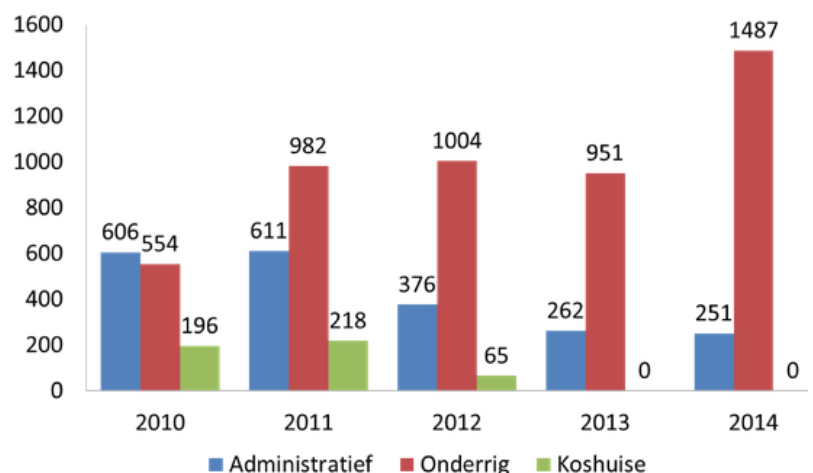
Tabel 1. Opsomming van die taalbeleidsbepalings met betrekking tot die UV-tolkdien (aangepas)^v

Language domain	Policy provision regarding interpreting
Teaching, learning ...special academic discussion situations...	... may be dealt with by means of appropriate language arrangements such as simultaneous interpreting services...
...specific modules...	In exceptional circumstances...
Research	Supports outputs through appropriate translation and interpreting services...
Community service	Where necessary and as far as possible...
Administration ... general	Where necessary and as far as is possible... used to facilitate communication
...at official events	... except where circumstances dictate otherwise...
...at meetings	Where practicable , and depending on the language composition of meetings...
...in telephonic and personal enquiries	Appropriate language facilitation services may be used...
...at performance assessment	Sesotho may be used, supported by an interpreting service
...at disciplinary hearings	...sensitivity to the fact that an interpreting service may be needed ...
...at public lectures, etc.	suitably supported...by language facilitation or interpreting where necessary

sedert 2013 'n Gebaretaaldiens aan Dowes insluit – in 2013 reeds 31% en in 2014 al 56% van die totale tolkure. Die werklike getal tolkure in gesproke taal het prakties onveranderd gebly (656 ure in 2013 en 654 ure in 2014).

'n Tolkdien aan universiteitskoshuise was ingestel onder die vorige rektor (Frederick Fourie) om die integrasieproses in koshuise aan te help. Anders as wat Marné Pienaar^{vii} voorstel, word die taal van studente-organisasies nie as

Figuur 1. Tolkure vir verskillende taalgebruiksdomeine, 2010-2014



^v Du Plessis, T. 2008. Educational interpreting at the University of the Free State: a language policy analysis. In M. Verhoef & T. du Plessis (Eds), pp. 18-31, Multilingualism and educational interpreting. Innovation and delivery. Pretoria : Van Schaik Publishers.

^{vi} De Lange, J. 2014. Verslag: 2014 Tolkdien op UV kampus. Bloemfontein : Eenheid vir Taalfasilitering en -bemaatiging, Universiteit van die Vrystaat, 2014.

^{vii} Pienaar, M. 2001. Op pad na veeltaligheid: uitdagings op grondvlak, die waarde en beperkinge van 'n taaloudit, belowende inisiatiewe. Aambeeld/Anvil 29(1), Vol. 29, pp. 1-6.

afsonderlike taalgebruiksdomein in die UV-taalbeleid voorsien nie. Dit blyk nietemin dat die aanvraag na en rasionaal vir die betrokke diens weggeval het – volgens die gemelde tolkdienverslag het alle koshuise teen die einde van 2013 hulle tolktoerusting aan die diensverskaffer terugbesorg.

Die afname in die administratiewe tolkdien dui daarop dat daar nie meer by die meeste vergaderings en byeenkomste getolk word nie en dat die tolkdien toenemend eintlik as 'n uitsondering aangevra word – dat toenemend meer instansies aan die UV hulle vergaderings en byeenkomste in Engels hou of tweetalig inrig waar deelnemers darem 'n passiewe kennis van Afrikaans het. Ook moet ons ter wille van perspektief in gedagte hou dat die tolkdien in onderrigverband werklik by 'n handjievul modules gelewer word.

Hierdie gegewens en tendense omtrent die taalpraktyk aan die UV (wat die tolkdien betref), impliseer dat dit nie moontlik is om die afleiding te maak dat die tolkdien by die taalgebruiksdomeine van die UV geïntegreer is nie. Trouens, al drie kriteria inaggenome, moet ons tot die gevolgtrekking kom dat ofskoon die tolkdien aan die UV al bykans 15 jaar lank bestaan, dit beleidmatig in werklikheid nie verskans en ten volle geïnternaliseer is nie; ook nie wat die taalpraktyk betref nie.

Uit die analise tot hiertoe staan volhoubaarheid uit as 'n sleutelwoord by die implementering van die UV-taalbeleid. Ons merk ook die uitwerking van hierdie kwalifikasie op die mate waartoe die tolkdien as geïntegreerd beskou kan word. Om weer by Wilss (hierbo) aan te sluit, is dit duidelik dat die UV-taalbeleid bestaan van 'n geïnternaliseerde taaldiens onderhewig maak aan die volhoubaarheid daarvan; volhoubaarheid gemeet aan bekostigbaarheid.

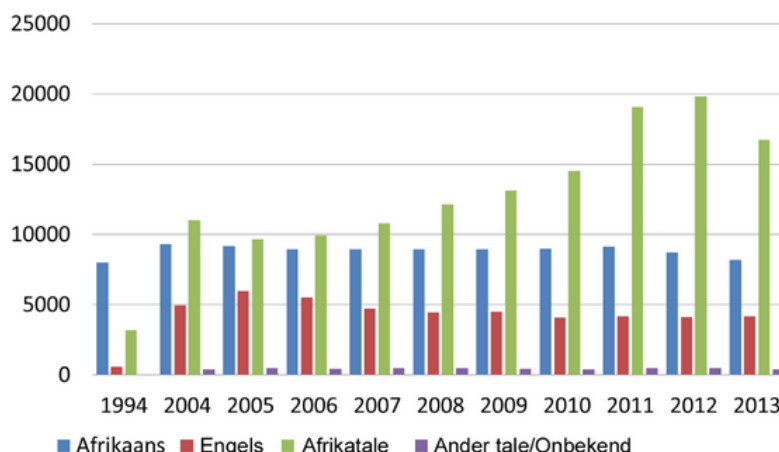
Ek wil egter nie in hierdie referaat ingaan op die bekostigbaarheid van die UV se semi-geïnternaliseerde taaldiens nie. Studies oor die 'ekonomie van taal' het reeds uitgewys dat binne 'n kostevoordeelanalise van 'n taalbeleid of van geïnternaliseerde meertaligheid 'bekostigbaarheid' gerelativeer kan word. Trouens, die vraag wat eerder hieromtrent gestel behoort te word, is wat die koste behels van ongeïnternaliseerde meertaligheid of van die gebrek aan 'n taalbeleid wat twee- of meertaligheid erken en reguleer^{viii}. Nietemin, ek probeer in hierdie referaat die vraag oor 'n volhoubare taaldiens vanuit 'n ander oogpunt beredeneer. Ek probeer suggereer dat 'n taaldiens dalk juis volhoubaar is wanneer dit ten volle geïnternaliseerd is. Laat ek hierdie skynbaar agterstevoorargument toelig.

Bekostigbaarheid mag sekerlik 'n belangrike faktor wees wat die volhoubaarheid van 'n taaldiens bepaal en kan 'n besinning oor die voor- en nadele van 'n geïnternaliseerde taaldiens aanhelp, soos Wilss hierbo redeneer. Maar ander faktore speel beslis mee en het eintlik min met bekostigbaarheid te make. Dit word vir ons mooi geïllustreer deur verwikkelinge aan die UV wat 'n besliste impak het op die volhoubaarheid van die tolkdien. Hierdie verwikkelinge kan gekoppel word aan drie kernfaktore, te wete demografiese, regulatiewe en leierskapfaktore. Ek sal saaklik toelig hoe hierdie faktore meespeel om 'n skadu te werp oor die volhoubaarheid van die UV-tolkdien op langer termyn. Om by my basiese argument aan te sluit, tot watter mate bedreig hierdie drie faktore die geïnternaliseerdheid van die UV se tolkdien?

Wat demografiese faktore betref, is taalverspreiding onder studente die voor-die-hand-liggende aspek om na te kyk. Figuur 2 bevat die taalverspreiding per huistaal vanaf 2004 tot 2013, insluitende as vergelykingsbasis die syfers vir 1994, die eerste jaar waarin parallelmediumonderrig aan die UV ingestel is.

Dit val op dat die hoeveelheid studente wat Afrikaans as huistaal aangee, oor die tydperk getallegewys relatief konstant gebly het; so ook studente met Engels as huistaal. Daarenteen het studente met 'n Afrikataal as huistaal sedert 1994 drasties toegeneem. Dit beteken dat die proporsie studente met huistaal Afrikaans vanaf 68% (van die totale studentekorps) in 1994 tot 28% in 2013 gedaal het, die proporsie studente met Engels as huistaal van 5% in 1994 tot 14% in 2013 toegeneem het en die proporsie studente met 'n Afrikataal as huistaal van 27% in 1994 tot 57% in 2013 toegeneem het. Die volledige omkering van die taalsituasie vanuit 'n getallegoepunt is opvallend: in 1994 gee ongeveer eenderde van die studentekorps nie Afrikaans as huistaal op nie terwyl

Figuur 2. Taalverspreiding per huistaal onder ingeskrewe studente aan die UV^{ix}



^{viii} Vergelyk Heugh, K. 2013. Cost-benefits of multilingual education. Economics of effective language models. Paper delivered at the 4th International Language and Education Conference, Bangkok, 6-8 November 2013.

^{ix} Verskaf deur die UV se Direkoraat vir Institusionele Navorsing en Akademiese Beplanning.

in 2013 die groep wat wel Afrikaans as huistaal opgee nou byna eenderde van die studentekorps vorm. Trouens, die betrokke prentjie het al in 2004 vorm begin aanneem, slegs tien jaar nadat parallelmediumonderrig ingestel is.

Hierdie drastiese ommeswaai in die taaldemografie hou ernstige implikasies in vir 'n taalbeleid wat vir 2003 opgestel is maar met 1994 (deel van die historiese konteks wat die aanhef van die beleid vermeld) in die agterhoof. Taalbeleidfrases wat betrekking het op die 'infassering' van Engels is kennelik reeds uitgedien maar dit is veral die kernbepaling oor parallelmediumonderrig wat al vir 'n geruime tyd bevraagteken word. Is hierdie onderrigmodel nog volhoubaar? 'n Mens moet in gedagte hou dat parallelmediumonderrig ingevoer is om studente wat deur die medium van Engels onderrig wil word te akkommodeer, iets wat haalbaar was toe daar nog 'n oorwig studente met Afrikaans as huistaal was. Dit is lank nie meer die geval nie.

Die toename van die tolkdien binne onderrigverband het dus direk te make met die feit dat die parallelmediummodel nie meer volgehou kan word nie. Dit het onder meer betrekking op kleiner klasse waar die studentegedagte nie parallelmedium regverdig nie, waar dosente nie Afrikaans kan praat nie of waar ander weer verkies om net in Afrikaans les te gee, ens. Maar weer eens, slegs 'n beperkte aantal dosente maak van die tolkdien in hulle klasse gebruik.

Ek meld nie ander demografiese verskynsels soos byvoorbeeld studente wat Afrikaans as huistaal opgee maar dan die Engelse baan volg nie, dosente wat nie Afrikaans magtig is nie, ens.

Nie net veranderde demografiese faktore plaas druk op die UV se taalbestel nie. Ook bepaalde regulatiewe faktore speel mee. Drie verslae wat sedert die aanvaarding van die 2003-taalbeleid die lig gesien het, hou bepaalde regulatiewe implikasies in. Hulle is die sogenaamde Ndebele-verslag oor die posisie van die Afrikatale in tersiêre onderwys^x, die Hoëronderryskwalifikasieraad (HEQC) se ouditverslag van die UV^{xi} en die sogenaamde Soudien-verslag oor transformasie en sosiale kohesie en diskriminasie aan hoëronderrysinstellings^{xii}. Kortliks iets oor elkeen.

Die Ndebele-verslag, ofskoon werklik gebrekkig as gevolg van 'n bevraagtekenbare metodologie en 'n twyfelagtige diepsinnigheid, moet seker iewers mee rekening gehou word. Die kruks van die aanbevelings is dat die Afrikatale vir hoëronderrysdoeleindes ontwikkel moet word. Dit moet op streeksbasis plaasvind (dus waar die taal sterk staan) en elkeen van die hoëronderrysinstelling moet een

van die tale vir ontwikkeling 'aanneem'. Eintlik het na my wete niks van hierdie verslag gekom nie.

Die HEQC se ouditverslag (2008), ook in enkele opsigte verswak deur 'n ondeurdagte metodologie, maak desnieteenstaande groot indruk op besluitnemers wat 'n hegemonesiese benadering tot Suid-Afrika se taalproblematiek volg. Die verslag hamer op die rol van Afrikaans (aan die UV) as belemmerende faktor by menseverhoudinge, by integrasie, by transformasie, by toegang, noem maar op. Die essensie van die verslag se aanbevelinge is dat die UV se taalbeleid beslis hersien moet word om rekening te hou met 'n veranderde personeelsamestelling en om groter diversiteit onder personeel aan te help, om sosiale en akademiese interaksie onder studente te bevorder (lees: parallelmedium werk apartheid aan die hand) en om gelykwaardige toegang tot die instelling asook taalbevoegdheid te help bewerkstellig. Interessant genoeg word ook aanbeveel dat tolkdienste meer geïntegreer moet word by die instelling se aktiwiteite en selfs dat meer toerusting aangekoop moet word!

Die Soudien-verslag is ook redelik voorspelbaar wat Afrikaans betref. Soos 'n mens seker sou kon verwag van verslae wat rassisme in Suid-Afrika ondersoek, kom die rol van Afrikaans onvermydelik ter sprake. Trouens, die verslag kom tot die slotsom dat taal eintlik die sentrale probleem is by diskriminasie aan Suid-Afrikaanse hoëronderrysinstellings en by die kultivering van rassisme. En weer eens word parallelmediumonderwys uitgesonder as die sondebok omdat hierdie model skynbaar apartheid in stand bly hou. Hierdie argument is ondertussen gepopulariseer en klink emblematis op in taalgesprekke aan die UV. Ten minste konstateer die verslag ook dat die taalbeleid van hoëronderrysinstellings oor die algemeen diskrimineer teen nie-Engelssprekende leerders.

Buiten die krapperighede, sluit die betrokke verslae aan by wat ons reeds vasgestel het, naamlik dat die omstandighede waaronder die UV se 2003-taalbeleid opgestel is, ondertussen redelik ingrypend verander het. Die bevindinge en aanbevelings van veral die ouditverslag noodsaak in werklikheid 'n herbesinning oor die relevansie van die bestaande taalbeleid vir 'n universiteit wat 12 jaar later volledig anders daar uitsien. Anders gestel, hoe volhoubaar is die kernelemente van die bestaande beleid, inbegrepe die semi-geïnstitutionaliseerde taaldiens, gegewe die veranderde omstandighede?

Die ander ingrypende verandering wat die UV sedert 2003 ondergaan het, hou verband met veranderde leierskapfaktore. Jaap Steyn^{xiii} het lankal reeds die belang van

^x Ministerial Committee. 2003. *The Development of Indigenous African Languages as Mediums of Instruction in Higher Education. Report compiled by the Ministerial Committee appointed by the Ministry of Education in September 2003.* Pretoria : Department of Education, 2003.

^{xi} HEQC. 2008. *Executive Summary. Audit Report of the University of the Free State. Report of the Higher Education Quality Committee to the University of the Free State, March 2008.* Pretoria : Higher Education Quality Committee (HEQC), 2008.

^{xii} Ministerial Committee. 2008. *Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions. 30 November 2008. Final Report.* Pretoria : Department of Education, 2008.

^{xiii} Steyn, J.C. 1980. *Tuiste in eie taal. Die behoud en bestaan van Afrikaans.* Kaapstad: Tafelberg.

taalbewuste leiers by taalhandhawing uitgewys. In die UV se geval is dit so dat die vorige rektor, **Frederick Fourie** (Afrikaanssprekend), besonder sterk aangedring het op die nakoming van die institusionele taalbeleid. Trouens, hy was ook die finale outeur van die bestaande taalbeleid. Met die koms van 'n nuwe (en) Engelssprekende rektor vanaf 1 Julie 2009 en 'n nuwe (hoofsaaklik Engelstalige) leierskap sou 'n mens veranderinge te wagte kon wees. Dit spreek vanself dat 'n nuwe leierskap nie noodwendig dieselfde (sentimentele) verbintenis tot bestaande taalkonvensies sou hê nie.

Wel maak die nuwe rektor erns met die uitdagings wat taalkwessies betref en stel op 12 Augustus 2010 amptelik sy standpunt hieromtrent in die 29^{ste} D.F. Malherbe-gedenklesing^{xiv}. Hy verklaar dat die UV 'n ferm verbintenis gemaak het tot "n twee-taalmodel", 'n belangrike denkskuif. Onder meer voorsien hy dat klasse veral in die eerste studiejaar beide in Engels en Afrikaans aangebied sal word, dat dubbelmedium gebruik sal word om rasse-isolasie te deurbreek en dat parallelmedium in stand gehou sal word waar groot klasse dit regverdig. Jonathan Jansen stel by implikasie 'n meer pragmatiese benadering tot die taalbeleid voor sonder om voor te stel dat die beleid as sodanig gewysig word. Maar dan noem hy in dieselfde asem dat dit uiters problematies is om tolke in die klaskamersituasie te gebruik:

Tolke is nuttig in kontekste waarin inligtingsoordrag die doel is – soos wanneer instruksies in 'n vliegtuig of hofverrigtinge ter sprake is. 'n Universiteitsklaskamer is 'n plek vir die vinnige uitruil van idees, die uitdaging van aannames, die verdediging van argumente, die bevraagtekening van gesag.

Enersyds bevestig Jansen hiermee die 2003-beleidsposisie dat die tolkdien eintlik nie vir klaskamers bedoel is nie. Maar andersyds moet 'n mens toegee dat die uitspraak die tolkdien in 'n negatiewe lig kon geplaas het. Ironies genoeg stel die tendense van Figuur 1 voor dat dit juis die tolkdien in die klaskamer is wat hierna toegeneem het! Soos ons gesien het, is dit die tolkdien binne administratiewe en bestuursverband wat afgeneem het. Hierdie afname hou dalk eerder verband met 'n nuwe vergaderingskonvensie wat sedertdien op kampus gevestig geraak het as met die rektor se uitspraak hierbo. Dit is eenvoudig so dat kollegas nie noodwendig Afrikaans gaan praat by 'n vergadering wat deur 'n Engelstalige voorsitter gelei word nie, behalwe waar laasgenoemde wel altwee tale beheers. Deels te wyte aan die nadruk wat op transformasie gelê word, kry ons onder Jansen onvermydelik 'n verengelsing van die leierskap. Hyself bevestig eintlik hierdie nuwe taalkonvensie op kampus. In die bioskets by

sy benoeming vir die Absa Jewish Achiever Awards 2014 maak hy die volgende veelseggende uitspraak oor taal en transformasie:

There is a fascinating revolution underway with respect to language usage in everyday life on a university campus like the UFS: there is no discernible tension, anymore, about using English only in meetings of residences and other public meetings where all students (and staff) are in one place.^{xv}

Jansen lees na my mening die veranderde taalkonteks aan die UV deels reg. Vandaar dat hy in 2010 die UV Taalkomitee om 'n hersiening versoek het ten einde te verseker dat die beleid die huidige transformasie-inisiatiewe van die Universiteit ondersteun en versterk. In sy verslag hieromtrent, wat by die Senaatsvergadering van 19 Oktober 2010 bespreek is^{xvi}, en waarin die Taalkomitee verskillende taalbeleidsopsies voorstel, kom hy tot die gevolgtrekking dat die in ooreenstemming bring van die groter ideale van transformasie en integrasie met die instelling se verbintenis tot diversiteit, een van die grootste taalbeleidsuitdagings is. Die Rektroraat se kommentaar op hierdie verslag word ook bespreek waarna 'n 12-puntmosie van die Uitvoerende Komitee van die Senaat eenparig aanvaar word. Hierdie mosie (wat die Taalkomitee se verslag versoen met die Rektroraat se kommentaar) behels opsommenderwys onder meer:

- Dat die UV verbind bly tot veeltaligheid (binne 'n drie-taalkonteks – Sotho word ingesluit)
- Dat die hooftale 'in die tussentyd' Afrikaans en Engels sal bly, binne "n oorwegend parallelmedium-onderrig-model"
- Dat negatiewe effekte van die huidige taalbeleid 'dringend aangespreek' word, wat insluit dat veelrassige leergeleenthede uitgebrei moet word
- Dat taalbevoegdheid uitgebou moet word (onder studente en personeel)

Kennelik kan die toename in tolkdienste binne onderrigverband aan die derde punt toegeskryf word. Maar die mosie bevat ook 'n besluit wat bepaal dat die gebruik van die simultane tolkdien in klasse geassesseer moet word. Die data wat so verkry word, kan dan gebruik word om 'die aanleer van taal' te bevorder, lui die mosie.

Ofskoon die 2003-taalbeleid tegnies nie hiermee hersien is nie, stel die mosie 'n nuwe vertolkingsraamwerk daar. Dit kan byvoorbeeld ook verklaar waarom tolkdienste in onderrigverband sedertdien teenstrydig met die voorwaardes omtrent die handhawing van parallelmedium-onderrig toegepas word.

^{xiv} Jansen, J. 2010. Die politiek en vooruitsigte van Afrikaans, asook van Afrikaanse skole en universiteite. Die 29ste DF Malherbe-gedenklesing, 12 Augustus 2010, Universiteit van die Vrystaat, Bloemfontein.

^{xv} Jansen, J. 2014. Professor Jonathan Jansen. Chivas Humanitarian Award in Honour of Chief Rabbi Cyril Harris, Z"tl. Absa Jewish Achievers Awards 2014. Johannesburg: SA Jewish Report.

^{xvi} Senaatsnotules is ongelukkig vertroulik.

Dit sal foutief wees om tot die gevolgtrekking te kom dat die huidige leierskap aan Kovsies nie taalbewus is nie. Wat ons miskien wel kan besluit, is dat die taalbewustheid van die nuwe leierskap verskil van die waarskynlik meer Afrikaans-gerigte bewustheid van vorige. Ons sou daarom ook dalk kon besluit die huidige leierskap word deur ietwat ander taalsentimente geïnspireer. Maar dan moet ons ook nie uit die oog verloor nie dat die konteks waarin die huidige leierskap funksioneer, nogal ingrypend verskil van die situasie voor 2009. Neem byvoorbeeld net die betekenisvolle verskuiwing in getalleverhoudings wat huistaalaanduidings betref (Figuur 2) as 'n voorbeeld van 'n omgewing wat sodanig verander het dat 'n mens begin wonder of die volhoubaarheid van die taalbeleid *überhaupt* nog die kernvraagstuk is. Gaan dit nie nou eerder oor 'n vraag na relevansie nie?

Is tolking op universiteitsvlak volhoubaar? Dit was die vraagstuk wat ek in hierdie referaat aan die hand van die Universiteit van die Vrystaat as gevallestudie probeer behandel het. Omdat die kwessie van volhoubaarheid uit verskillende gesigspunte beskryf kan word, het ek probeer redeneer dat vanuit 'n taalbestuursoogpunt beskou, volhoubaarheid onder meer verband hou met die geïnstusionaliseerdheid van 'n taaldiens, inbegrepe 'n tolkdien. 'n Ten volle geïnstusionaliseerde taaldiens kan as volhoubaar beskou word omdat dit verweef is met die instelling se oorhoofse oogmerke, inherent deel vorm van die instelling se taalstrategie en volledig geïntegreer word by die instelling se daaglikse werksaamhede. Ons het vasgestel dat wat die UV se tolkdien betref eintlik nie een van hierdie drie vereistes ten volle realiseer nie en dat ons daarom in hierdie universiteit se geval hoogstens kan praat van 'n semi-geïnstusionaliseerde tolkdien (ons het nie na die taaldiens in die breë gekyk nie); ook omdat die instelling se 2003-taalbeleid die tolkdien onderhewig maak aan bekostigbaarheid (as primêre volhoubaarheidsveranderlike).

Aangesien die posisie van die UV-tolkdien hiervolgens streng gesproke redelik wankelig is, het ons die verdere

vraag gestel oor watter faktore nou in hierdie situasie volhoubaarheid in die toekoms kan beïnvloed. Spesifiek drie faktore is behandel, te wete demografiese, (eksterne) regulatiewe en leierskapsfaktore. Hieruit het geblyk dat die konteks waarin die 2003-taalbeleid toegepas moet word, sodanig verander het dat die vraag na volhoubaarheid wesenlik onvanpas is.

Uit hierdie saaklike ondersoek blyk dat veel eerder gevra moet word of die UV-taalbeleid in sy totaliteit nog relevant is en of daar nie dalk oor 'n nuwe taalmodel besin moet word nie? Die UV-Senaat het reeds in 2010 aangedui wat een van die grootste taaluitdagings is, naamlik hoe om die taalbeleid te versoen met transformasie (en integrasie) enersyds en diversiteit (inbegrepe taaldiversiteit) andersyds. Op basis van die lopende diskoers sedertdien lyk dit nie asof die tolkdien in die formaat waarvoor dit aanvanklik bedoel was, noodwendig nog as van stragiese belang beskou sal word binne 'n hersiene taalopset nie.

So, waar tolking (die diens – ons het nie hier oor die disipline gepraat nie) nie deel vorm van 'n geïnstusionaliseerde taaldiens nie, ontstaan vrae oor die volhoubaarheid daarvan. 'n Geïnstusionaliseerde taaldiens impliseer dat die instelling vir 'n bepaalde taaldiensmodel gekies het (intern en nie uitgekonnekteer nie) en daarom ook verantwoordelikheid (veral finansiële) aanvaar het om die diens volhoubaar te (probeer) bedryf. Wel het die UV na 2003 vir 'n interne diens gekies, wetende dat die diens waarskynlik op langer termyn nie volledig volhoubaar is nie; uiteindelik nie primêr vanweë finansiële oorwegings nie – dit is veral ander faktore wat tot die onvolhoubaarheid van die UV-tolkdien sal meewerk. Hierin speel die veranderde leierskap sekerlik 'n rol, soos waarskynlik ook aan die NWU. Maar dit sou 'n vergissing wees om die heil van 'tolking' te wil soek by een primêre faktor. Een swaeltjie maak nog geen somer nie.

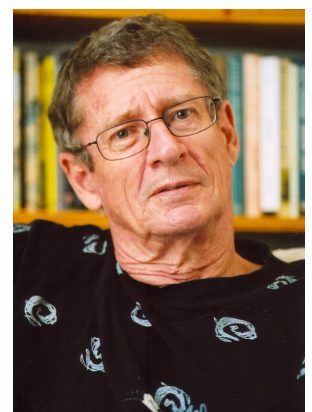
Theodorus du Plessis is hoof van die Eenheid vir Taalfasilitering en -bemagtiging aan die Universiteit van die Vrystaat, Bloemfontein.

Literatuur

André Brink betree die aand van sy lewe

Toe André P Brink in 1973 *Kennis van die aand* uitgee, was dit by wyse van spreke 'nag' in Suid-Afrika. Volgens hom het hy die titel by die Spaanse filosoof **San Juan de la Cruz** gaan uitsnuffel. Soos **Gustav Jung**, meen dié filosoof 'n mens besit 'dagkennis' en 'nagkennis' – laasgenoemde verwys na die kennis wat ons nie het nie. Dit is soos om God nie direk te ken nie, of soos die kennis

van 'n minnaar vir sy beminde. Brink het op 9 Februarie vanjaar daadwerklik 'kennis van die aand' opgedoen toe hy op die vliegtuig op pad Suid-Afrika toe oorlede is. Sy natalenskap is iets ysliks: As



Uittreksel van *Kennis van die Aand*:

... Ek is gelys. En my paspoort is afgeneem.' Hy glimlag effens: 'Die eerste roman wat ek daarná geskryf het, het juis daaroor gehandel. Maar nou mag dit nie hier gelees word nie.' Hy kyk skielik na my: 'Jý het dit darem gelees: Ek het jou mos 'n eksemplaar gegee.'

Ek bly 'n oomblik stil. Ek hét dit gelees. Dit was tegnies goed, selfs virtuoos: maar die woede daarin was te smal, dit het nooit losgekom van die ek nie.

'Ek verstaan dit beter na wat jy vertel het,' het ek na 'n minuut gesê. 'Dis 'n sterk roman, ek dink dis indrukwekkend. Maar dit was te veel asof jy iets moes bewys, asof jy tot elke prys iets moes regverdig. Ek dink jou stof was ryker as die boek wat jy daarvan gemaak het.'

Sy mond het effens geroer: 'Jy glo nie aan doekies omdraai nie, né?'

Extract from *Looking on Darkness*:

... I was listed as a Communist and had my passport withdrawn.' He smiled slightly. 'The first novel I wrote after that was based on the incident. But now it's banned here.' He looked at me: 'You read it, didn't you? – I gave you a copy.'

I was silent for a moment. Yes, I'd read it. It was technically brilliant, but the anger in it was too narrow, too screwed-up, it never broke loose from the self.

'I think I can understand it better after what you've told me,' I said, 'It's a strong novel, I found it impressive. But you were too obviously trying to prove something, to justify something. I think your material was richer than the book that came out of it.'

He smiled wryly: 'You don't believe in sweetening the pill, do you?'

romanskrywer het hy 26 boeke uitgegee, as dramaturg 14, as reisskrywer ses; en bowendien het hy bekendheid verwerf as vertaler, letterkundige en akademikus. Sy boeke is al in ongeveer 30 tale vertaal en self het hy meer as 60 boeke in Afrikaans vertaal. Voorbeelde hiervan sluit boeke in soos *Alice in Wonderland*, *Mary Poppins in die Kersieboomlaan*, *Die avonture van Huckleberry Finn*, *Die wind in die wilgers* – en so kan 'n mens aangaan. Tydens 'n onderhoud met **Cas van Rensburg** (vir *Insig*) vertel Brink (i.v.m. *Duiwelskloof*): 'Dit is onontbeerlik vir my as skrywer om in albei tale tegelyk te werk en oor en weer te vertaal en te skryf. Duiwelskloof is meestal in Afrikaans geskryf (omdat die gegewe en die stories so oer-Afrikaans is), maar elke slag as ek my vasgeskryf het, het ek oorgeslaan na Engels om my in 'n ander dinkraam te plaas en dan so daaruit te kom.' Was dit nie vir *Kennis van die aand* nie, sou Brink dalk nooit soveel van sy eie boeke vertaal het nie. Die boek is tydens die apartheidsjare geskryf en was die eerste waarop die Sensuurraad 'n

algehele verbod geplaas het (wat eers in 1982 herroep is). Dit het Brink diep getref en eerder as om alles te laat vaar, besluit hy om die boek in Engels te vertaal. Die roman verskyn in 1975 as *Looking on Darkness* in Amerika.

'n Mens is soms geneig om te meen dat niks goeds uit persoonlike lyding kan voortspruit nie. Brink bewys egter die teendeel: Suid-Afrika wou hom muilband en hy het die stilte verwerp en sy boeke in ander tale die lig laat sien. Al het ons 'n formidabele skrywer verloor, kan ons steeds sy boeke lees – en as anderstalige vriende wil saamlees, kan ons hulle met 'n handomkeer na die vertalings van sy werk verwys ... hierbo verskyn 'n kort uittreksel van *Kennis van die aand* en die vertaling daarvan, *Looking on Darkness*.

Wanda Miles het haar voorgraadse studies by UKZN (PMB) voltooi waarna sy 'n MA by UCT voltooi het. Sy is tans 'n vryskut vertaler en skrywer.

André P Brink's first novel, *Kennis van die aand*, appeared in 1973 when it was (metaphorically) 'dark' in South Africa. He gleaned the title from the Spanish philosopher, San Juan de la Cruz, who stated that humans have 'knowledge of the day' and 'knowledge of the night', the latter referring to the things we don't know, such as not knowing God directly, or like one lover's knowledge of the other. Brink literally experienced 'knowledge of darkness' on 9 February 2015 when he died aboard a plane en route to South Africa. His literary remains entail 26 books, 14 plays and six travel books in addition to his gaining prominence as translator and academic. His books have been translated into approximately 30 languages and he translated more than 60 books into Afrikaans himself. Examples include *Alice in Wonderland*, *Mary Poppins in die Kersieboomlaan*, *Die avonture van Huckleberry Finn* and *Die wind in die wilgers*. Regarding *Duiwelskloof*, he once stated that it's imperative to him, as a writer, to work in both languages simultaneously and write and translate in turn. *Devil's Valley* was written mainly in Afrikaans, but if he wrote himself into a corner, he'd turn to the English in order to get into another frame of mind. Had it not been for *Kennis van die aand*, Brink might not ever have translated so many books. It was written during the apartheid years and was the first book to be banned by the Censorship Board (the ban was only lifted in 1982). This knocked Brink and rather than calling it quits, he translated the book into English. It appeared as *Looking on Darkness* in 1975 in America.

Don't 'lol'¹ with Lolie!

Interview with Prof. Lolie Makhubu

Sibulelo Msomi spoke to longstanding SATI member Prof. Lolie Makhubu about SATI and her views on the profession.

As one of SATI's first African language accreditees, tell us about your journey to accreditation and beyond.

Note that I am currently accredited for both translation and simultaneous interpreting in the Zulu-English language combination. I started working as a freelance translator and interpreter in 1993, while I was a junior lecturer at the University of KwaZulu-Natal (UKZN, formerly the University of Durban-Westville) specialising in linguistics. I then developed an interest in translation and interpreting. I wrote the SATI translation accreditation examination in 1997. After a few years I was assessed for simultaneous interpreting in 2005 – essential in view of the fact that these two require such different skills.

You are currently head of the Department of Media, Language and Communication at the Durban University of Technology. Tell us the story of your success in moving from being a lecturer to occupying a management position.

In my final year at UKZN, I was approached by the department to consider becoming a junior lecturer and registering for my honours in the field of languages, because I was studying special methods for second-language learners. I was subsequently offered a contract, because two of the lecturers were going on sabbatical leave; thereafter my contract was renewed on an annual basis. After my honours degree I registered and completed my MA at Stellenbosch University in 1997, the same year I applied for a permanent position at the Durban University of Technology (formerly ML Sultan Technikon). During the interview I was told that they needed somebody to start a qualification in translation and interpreting when they realised that I was an accredited member of SATI. I was appointed as a lecturer, but never stopped working hard, also as a freelance translator and interpreter. In due course I applied for a senior lectureship and also designed and worked on the curriculum of the translation and interpreting qualifications here. Eventually I applied for the position of dean and spent four years in that position. When my term of office as dean ended, I became the HOD again and continued with my doctoral studies. I was instrumental in establishing a KZN SATI Chapter and over the years we hosted several SATI meetings here at the university.

What is the absorption rate of interpreters/ language practice students into the industry, according to your observations?

It was easy for me to influence the industry to consider the DUT students in the field of translation and interpreting, because they all knew me as a freelance translator and interpreter nationally, but mostly at the Durban ICC. Most of our students are currently employed by parliament in Cape Town, various legislatures and other government structures around the country and some in private companies. I always support and influence the industry to consider both the language practice students and the translation and interpreting practice students, as I have lectured in both the programmes here at the university. Moreover, assisting as a marker for SATI accreditation examinations gave me a lot of insight and enabled me to develop an ever greater interest in translation and interpreting matters. My other fields of interest are terminology development and South African Sign Language (SASL).

You have published a number of conference papers, including one entitled 'Awareness of the risks of not using professional interpreters' (presented at the 2011 conference of the International Medical Interpreters Association (IMIA) conference in Boston, USA). Tell us briefly about the risks involved in using people who are merely bilingual and not professional as interpreters.

Unfortunately, my publications stopped or were hindered by the administrative duties here at the university; however, I continue to present papers at various conferences nationally and internationally where I can. In some instances I have also represented SATI or IMIA (as the current SA representative) at various events where translation and/or interpreting issues are discussed.

Note that I practise what I preach! You definitely cannot assume that because a person is bilingual they will be able to either translate or interpret without any form of training. That is the misconception of some ignorant people about our profession which ought to be discouraged in all respects. I can cite several discrepancies



Prof. Lolie Makhubu

¹ 'lol' is the Afrikaans word for 'messing about with'

owing to the use of a nonprofessional as a translator or interpreter. As you rightly mentioned, I presented a paper on the issues involved at an IMIA conference in the USA. I have no doubt that any South African who watches the news today is familiar with some such instances with dire consequences. Also, with my doctoral qualification specialising in interpreting, I am very vigilant about doing all I can to ensure that no one undermines our profession.

How do you think the SALPC (South African Language Practitioners' Council) Act will transform the language profession once it becomes operational?

It is a well-known fact that the translation and interpreting profession in the country is not regulated, as is the case with other professions and in some places

elsewhere in the world. Once this legislation comes into force, I think our profession will gain a great deal more respect. Moreover, it will educate members of the public, private companies and various government departments about our profession. This is long overdue!

What advice do you have for language practitioners who practise outside the umbrella of SATI?

As a proud SATI accredited member for so many years, I would definitely encourage people to seriously consider joining SATI. I always tell people, including my students, that they can start by being just ordinary members, learn more about SATI and then apply for accreditation in either translation or interpreting, depending on what interests them most and their skills.

Language Issues

Prepositions: Don't fall into the 'literal translation' trap

Prepositions are used to tell us the position or relationship of one thing (a noun or noun equivalent) to another. They may answer the question 'Where?' or 'When?' or they may express direction or possession:

- The jockey sat *on* the horse.
- They arrived *before* dinner.
- Pete is *in* love *with* Jane, but *owing* to her attachment to Jim, Jane is unable to reciprocate.
- *In spite of* the rain, the game continued.
- *From* Cape Town *to* Johannesburg *via* Bloemfontein is a distance of 1 500 km.
- A pupil *of* mine performed brilliantly.

As illustrated above, they can comprise anything between one and three words (compound prepositions).

Most of us learn the idiomatically correct prepositions almost by osmosis as we acquire language from family members and teachers. Many are unique to our language or dialect, and for this reason they're not readily transferable from one language or dialect to another. As a result, writers in English as a second or foreign language often fall foul of prepositions.

In Afrikaans, for example, *hy dien in 'n komitee*; in English *we serve on a committee*. The German preposi-

tional phrase *seit zehn Jahren* is for ten years in English. Then, Americans write their mother and visit with her; in South Africa and Britain, people write to their mother and visit her. More examples of incorrect usage in SA English are these:

- He called me *on* my first name. (by)
 - Pete lives *by* us. (with)
 - Inflation increased *with* 9.6%. (by)
 - *With regards* to your proposal ... (with regard to; regarding)
 - *In view to* the severe criticism of the plan ... (in view of)
- One problem with the idiomatic origins and usage of

Language Issues

prepositions is that they seem not to follow any logical rules. Well, to be honest, they don't always. What, for instance, is the difference between in, into and in to and on, onto and on to? Well, here a 'rule' of sorts does apply.

In/on, into/onto and in to/on to

In some instances, the prepositions 'in' and 'on' influence the meaning of the finite verb, playing the role of adverbs in forming a phrasal verb such as 'tune in', 'move in', 'move on' and 'let on', which have distinct meanings from 'tune', 'move' and 'let' on their own:

- *Tune in* to radio station ABC.
- New neighbours *moved in* to flat number 123 today.
- Let's *move on* to the next topic, shall we.
- Don't *let on* to my mother what I did!

In each of these sentences, a separate prepositional phrase is introduced by 'to'. When a preposition is required to indicate that an object is placed onto or into something, then the single preposition comes into its own:

- Place the container back *onto the shelf*.
- Sandy dived *into the swimming pool*.

In each sentence, the preposition introduces a prepositional phrase; it is not part of a phrasal verb.

Also take care not to omit an essential preposition

For example:

- In regard to whom you spoke, you should have been more persistent. (In regard to whom you spoke to, you should ...)
- The purpose of sampling is to gain an understanding or to acquire knowledge about the whole population. (... to gain an understanding of or to acquire knowledge about ...)

Compare to or compare with?

- They tried to *compare* the young musician to Mozart, which was unfair on the youngster.
- *Comparing* the learners in group A with the learners in group B was useful to highlighting weaknesses and strengths in both groups.
- *Compare to* involves a one-directional comparison; *compare with* is bidirectional.

Consist of or consist in?

- South Africa *consists of* nine provinces. (composed or made up of)
- The beauty of the city *consists in* its ancient buildings. (they are its basis)
- But *comprise* **never** takes a preposition, because it means 'consists of':

- The apartment *comprises* a lounge/dining room, bedroom, kitchen and bathroom.

Examples of correct usage

Prepositions often occur in set combinations with some particular verb, noun, adjective or adverb. In many cases, one preposition rather than another is to be preferred in serious writing:

- Act *in* support of (not for) someone else
- An affinity *between/with* (not to/for)
- *By* mistake but *on* purpose
- Charge someone *with* murder, but arrest them *on* a charge of murder
- Conform *to* or *with* a custom = to observe it
- Connive *with* another person, but *at* a wrongful act
- Consequent *on* something (not to)
- Dependent *upon/on*, but independent of
- Different *from* (not to or than), but similar *to*
- Feel sympathy *for* a person; to be *in* sympathy *with* a point of view
- Identical *to* something (not with)
- Oblivious *of* something (better than to)
- One is disgusted *at* an action, *with* a person or action, *by* a person, thing or action
- Possessed *of* = ownership (he is possessed *of* great charm); possessed *by* = controlled by it
- Replace one player *with* or *by* another
- Seek revenge *on* (not of) someone else
- Susceptible *to* flattery or disease; a theory is susceptible *of* an interpretation
- To brood *on/over* (not about)
- To die *of* something (better than from)
- To forbid someone *to* do something (not from doing)
- To prefer one thing *to* another (not than)
- To prevent/prohibit someone *from* doing something
- We are fond *of* things
- We travel *by* train but *on* foot
- Well-known things are familiar *to* people; the people are familiar *with* them

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John Linnegar trained as a secondary school teacher and has been active in the publishing industry for almost 30 years as editor, proofreader, technical writer and industrial editor. In October 2000 he ran his first course in copy editing and proofreading and subsequently presented courses in various forms both publicly and privately.

This little article is the second (the first was by Nicky Grieshaber regarding an Afrikaans matter) of a set of articles we would like to place for all languages and the conundrums they might have to which you don't necessarily find the answers in a dictionary. Feel free to send similar articles to ilze@translators.org.za along with an English translation if the article is in another language.

Human language technologies: A powerful tool for multilingualism

The Department of Arts and Culture is putting a lot of effort into empowering previously marginalised languages. They do this by way of the development of language resources and the development of functional HLT systems and software. Ulrike Janke explains how.

The National Language Service (NLS) of the Department of Arts and Culture (DAC) promotes the use and equal status of all official languages. This entails, among other things, terminology development, translation services in all official languages and the awarding of bursaries for language-related studies. One particularly interesting aspect of its strategy is the support of research and development in the field of human language technologies (HLT), with a view to giving momentum to the NLS's efforts to uplift and empower the previously marginalised languages and to make information and services more accessible in South African citizens' language of choice.

HLT refers to computer technologies that process language. Examples include speech recognition, speech synthesis, translation and editing. HLT has a potentially powerful role to play in elevating the status of the previously marginalised languages and promoting equitable treatment, in that it offers technology solutions to the associated practical challenges. For example, there are technologies that can support language practitioners in their work, and others that assist persons who cannot read or write to access information and express themselves. However, in the South African context the prerequisite building blocks for such technologies are extremely limited; compared with English, there is little printed and recorded material in the other official languages. Since HLT development is heavily dependent on the availability of digital resources in a particular language, until recently such development has not been possible in most of our languages, with the result that the most marginalised languages become ever more marginalised as other languages continue to develop.

Since 2006 the DAC has invested considerably in this field. The strategy is twofold: development of language resources and the development of functional HLT systems and software. Today, there are text and speech corpora for each of our official languages and these are distributed under open source licences, which means that anyone can use them in their research, development and other work at no cost. DAC-funded resources are available from its resource management agency, a virtual centre with a growing collection of language resources: www.rma.nwu.ac.za.



AUTSHUMATO

In terms of HLT systems and software, the DAC has two flagship projects: Autshumato computer-assisted translation and Lwazi speech technologies.

Autshumato

The Autshumato project was born in 2007 and named after one of the first interpreters in South African history (otherwise known as Harry the Beachcomber). Executed by the Centre for Text Technology at NWU, the project has produced a range of translation aids, including open source translation software and machine-translation systems for English to four other official languages (Afrikaans, isiZulu, Sepedi, Xitsonga, with Setswana in the pipeline). These systems have been developed with data sourced from government departments and are most effective in this domain.

We have recently launched a new phase in the project, to make the machine-translation systems accessible to anyone with an internet connection. Soon, translations will be obtainable from desktop computers, laptops, tablets and smartphones. We will also look into creating, collecting and sharing translation memories so that translators can

Technology

access translation memories much larger than their own. Furthermore, workshops on the use of the end-user translation software will be hosted for translators from government language units, as a means to support them in the implementation of the Use of Official Languages Act.

People rarely believe it when we state that all the Autshumato resources are available at no cost. The proof can be found at <http://autshumato.sourceforge.net/>, where there is more information about the project, along with links to download the resources. Translators outside the government domain can liaise with the developers from NWU for assistance with installation and training, although the resources have comprehensive user manuals to enable anyone to get started independently.



Lwazi

Lwazi is an isiZulu word that means knowledge. The name is derived from a vision of a South Africa where every citizen has the information and means she/he needs to participate fully in society, in a language and communication method of her/his choice. Too often people are deprived of vital information and services because they are unable to communicate in a particular language, or are not able to read the documentation. This is where speech technologies can provide solutions.

The DAC supports ground-breaking work being done by the Meraka Institute of the Council for Scientific and Industrial Research (CSIR). The project has produced speech synthesisers for all the official South African languages and these have been implemented in a number of real-life experiments, such as an anonymous telephone reporting service to allow school learners to report on their experience with the National School Nutrition Programme, which provides meals at school.

The results are encouraging, but there is still a long way to go. Speech technology is highly domain-specific; a system needs to be retrained and customised for every application. Dialects and pronunciation also cause performance problems. Furthermore, it is not an easy matter to get accustomed to dealing with a computer voice of a system that communicates with a limited range of commands and in certain situations a person with no previous experience with the system will not be able to receive the assistance she/he needs. Nevertheless, it is a work in progress and we believe in its future. Combined with computer-assisted

translation, we could one day see speech-to-speech translation become a reality. More information about the project can be found at <http://www.meraka.org.za/lwazi/>, while an extensive range of resources can be accessed from both the CSIR and the resource management agency.

Other projects of the CSIR currently supported by the DAC relate to the integration of the speech synthesisers in audiobooks to make more content accessible to blind and other print-disabled persons. Especially with regard to dynamic content such as newspaper articles the conventional method of human narration can be too time-consuming or expensive to be useful. The SA Library for the Blind is one of the main partners in this endeavour. These projects have the potential to showcase the diverse applications of speech technology and we are excited about where they will take us.

These are but two examples from a collection of HLT projects supported by the DAC. We support research conducted at a number of universities and even by private enterprises. Much work remains to be done: from the automatic recognition of South African pronouns as pronounced by people from different language backgrounds, to intelligent information retrieval. We have also implemented a programme of collaboration with the Nederlandse Taalunie (Dutch Language Union), through which we are able to attract international expertise to assist us in resolving local HLT challenges. The projects supported under this programme facilitate technology transfer and knowledge exchange in the domain of HLT.

HLT in South Africa has blossomed during the last decade thanks to funding opportunities and the persistence of our local experts. From the DAC's perspective the timing could not be better; the implementation of the Use of Official Languages Act is going to put enormous strain on government departments. Freelance translators too might see an increase in their workload as some public entities outsource translation work. In such a situation there is not only a need for speed, but also for ensuring the highest possible standards. This creates interesting challenges for which we hope to help provide solutions. The HLT initiative is one of our proud achievements.

Ulrike Janke is the director of the Human Language Technologies (HLT) unit of the National Language Service of the Department of Arts and Culture. She studied for a B Communications at North-West University (NWU) and later obtained her MBA from the same institution. After a stint at an e-commerce start-up in the late 1990s, she first cut her teeth on HLT when the NWU set up an HLT research programme in 2001. She moved from managing the HLT laboratory to becoming the operations manager of the Centre for Text Technology, while managing many of its software development projects. Her hands-on experience in the many aspects of HLT made the transition to the NLS in 2011 a logical next step.

Round about the Institute

New assistants

In January this year we welcomed three members as assistants to our executive director in the SATI office. We hope they will be happy in their new roles and that we have many years of enjoyable association.



Marleen Coetsee trained as a pre-primary educator and in 2010 entered the world of educational interpreting in Potchefstroom. Since relocating to Pretoria in 2014, she has expanded her range of work, enjoying the challenge of adapting to different clients and situations.



Lizelle van der Walt, also based in Pretoria, is an attorney who has worked both in her own and in larger practices. She started her language career in 2011 and now combines translation and editing with some legal work.



Deirdré Roos began her career in the Terminology Section of the National Language Service, where she spent 12 years before moving to Gordon's Bay and starting a freelance language practice. With an interest in things digital, Deirdré is helping to manage SATI's social media and other digital presences.

Subs 2015

Our thanks to the 60% of members who paid their 2015 subscriptions by the cut-off date of the end of March. If you missed the deadline, please make your payment and remember to include the R20 penalty for late payment.

Please also remember to inform us about the payment; it makes the administration much easier. We are not issuing membership cards this year, but you will receive a receipt and if you need confirmation of your membership we will issue a letter to that effect.

South African Language Practitioners' Council

Members have no doubt been wondering what has happened since the South African Language Practitioners' Council Act was passed last year and what effect it is going to have on their professional lives. We are pleased to report that SATI has been part of a task team organised by the Department of Arts and Culture that has produced a set of regulations to guide the SALPC's work when it is established. The regulations will shortly be published for comment. At this stage we do not know exactly when the Council will be established, but having the regulations ready will facilitate their work when that happens. The Council will not replace the Institute; as in many other regulated professions, we expect the statutory body and the professional association to work closely together in looking after the interests of both practitioners and the public. The exact nature of the relationship will only become clear once the SALPC is up and running.

Dates for your diary

Don't forget the important Institute events coming up!

This year's AGM will take place at the University of Johannesburg on **Friday 22 May 2015**. We need your support to give us a quorum and to guide us in what YOU would like to see the Institute achieving in the coming year. In addition, the AGM gives you the opportunity to meet those you have elected to lead your association and to meet up with friends and colleagues in the profession.

The AGM will be followed by a **seminar on professionalisation**, which will undoubtedly offer something for everyone. You will already have received details by e-mail; please remember to register, so you do not miss out.

The **South African Book Fair** is moving from Cape Town to Gauteng this year and will take place in Newtown, Johannesburg, from 31 July to 2 August. SATI will once again be sharing a stand there with the Professional Editors' Guild (PEG) and we will be calling on members to help us to man it. This is an opportunity for you to share your passion for your profession and make others understand why it is so important to use a professional language practitioner. So mark the date in your diary, because there will be all sorts



of interesting events on offer, as well as the marketing opportunities.



Chris Durban

The big event in the second half of the year is SATI's **Second Triennial Conference** and awarding of the **2015 SATI Prizes for Outstanding Translation and Dictionaries**. This takes place at Emperor's Palace and in line with requests from members it will be a two-day event on 30 September and 1 October. The theme this year is *The Changing Face of Translation*

and *Interpreting*, which encompasses a wide range of topics. We are privileged to have well-known international translation-activist Chris Durban as our keynote speaker. You will recognise Chris as the author of the punchy booklets giving clients advice *Translation: Getting it Right* and *Interpreting: Getting it Right*. She also contributed to *101 Things a Translator Needs to Know*, which was reviewed in the December 2014 issue of *Muratho*. In addition, as a firm believer that translators should be recognised as professionals and paid accordingly, she has done numerous presentations and workshops on how to market yourself and achieve the status you deserve. Don't miss out on this opportunity to hear Chris live!

SATI's Prizes for Outstanding Translation and Dictionaries have become a firm fixture in the publishing world, and this year's competition has attracted a range of top-notch entries. The prize-giving ceremony will include a talk by the author of two of the most unusual nominations, **Naómi Morgan**, who translates from French to Afrikaans. Join us to see which of the following entries will be the winners in the different categories:

Literary Translation – 17 nominations

In this category all the nominations are between Afrikaans and English, except for one from Dutch to Afrikaans.

- Daniel Hugo for *Die bewaker* from Marguerite Poland's *The Keeper*
- Dominique Botha for *Valsrivier* from Dominique Botha's *False River*

- Elsa Silke and Pieter Cilliers for *Pilgrim* from Pieter Cilliers' *Soeker*
- Elsa Silke for *Skaduself* from Paula Marais' *Shadow Self*
- Jaco Botha for *Diensers en donners* from *Of Cops and Robbers* by Mike Nicol
- Karen Press for *Synapse* from Antjie Krog's *Mede-wete*
- Kirby van der Merwe for *Karretjiemense* from *My Children Have Faces* by Carol Campbell
- Leon de Kock for *In Love's Place* from Etienne van Heerden's *In stede van die liefde* and for *The Road of Excess* from Ingrid Winterbach's *Die Benederyk*
- Maya Fowler and Isobel Dixon for *Weeping Waters* from Karin Brynard's *Plaasmoord*
- Michiel Heyns for the English version with the same name of Eben Venter's *Wolf, Wolf*
- Zandra Bezuidenhout for the Afrikaans version of Tommy Wieringa's Dutch novel of the same name, *Joe Speedboot*

Five of the nominations are authors who have translated their own works:

- Jaco van Schalkwyk for *The Alibi Club* (*Die alibi klub*)
- Johan Vlok Louw for *Die sirkel van bekende dinge* (*Karoo Dusk*)
- SJ Naude for *The Alphabet of Birds* (*Alfabet van die voëls*)
- Zirk van den Berg for *'n Ander mens* (*Nobody Dies*) and *Halfpad een ding* (*Half of One Thing*)

Translation of Literature for Children and Young People – 5 nominations

- Antjie Krog for *Sam: 'n Ware verhaal van 'n dogtertjie en ha olifant*, the Afrikaans version of the Flemish *Sam: Het waar gebeurde verhaal van een meisje en haar olifant* by Ingrid Vander Veken
- Lydia du Plessis for the Afrikaans translation *As ek val* of Jenny Downham's *Before I Die*
- Jaco Jacobs for *Wouter en die eienaardige eilandavontuur*, the Afrikaans version of Philip Reeve's *Oliver and the Seawigs*
- Naomi Morgan for her Afrikaans translations of two books by Eric-Emmanuel Schmitt: *Oskar en die pienk tannie* (*Oscar et la dame rose*) and *Monsieur Ibrahim en die blomme van die Koran* (*Monsieur Ibrahim et les fleurs du Coran*)

Non-Fiction Translation – 3 nominations

- Michiel Heyns for his English translation *JM Coetzee: A Life in Writing* of JC Kannemeyer's Afrikaans book *JM Coetzee: 'n Geskryfde lewe*
- Lindie Koorts for her Afrikaans translation *DF Malan en die opkoms van Afrikaner-nasionalisme* of her own book *DF Malan and the Rise of Afrikaner Nationalism*
- John Linnegar, Wannie Carstens and Kris Van de Poel for the English version *Text Editing: A handbook for students and practitioners* of Kris Van de Poel and Wannie Carstens Afrikaans *Teksredaksie*

Translation Dictionaries – 3 nominations

- *Oxford Bilingual School Dictionary: isiXhosa and English* (Oxford University Press)
- *Legal Terminology: Criminal Law, Procedure and Evidence* (Juta & Company)
- *South African Multilingual Dictionary* (Pharos/IO Publishing)

Social media

Facebook offers us the opportunity to put out quick messages and keep members informed of things happening within the Institute and around the world. Make sure you keep up with all the news by linking up with us. We have created a new Facebook page as an NGO and are no longer posting on the old page. So please **like our new Facebook page** at <https://www.facebook.com/satranslatorsinstitute?fref=ts> and keep in touch!

SATI members shine

Three years ago the International Federation of Translators (FIT) started a poster competition for International Translation Day (30 September). The first winner was SATI's own Naomi Dinur. This year two of our members – **Christine Lissac** and **Annalisa Contrafatto** – collaborated with designers and submitted entries. Although neither was a winner, the poster produced by Annalisa together with **Andrea Couvert** was the second choice of the FIT Council. Congratulations, and thanks to both members for keeping SATI on the international stage. We also congratulate the winners, the Finnish association of translators and interpreters *Suomen kääntäjien ja tulkkien liitto* and **Laura Lindstedt**. You will find all the details of this year's theme – *The Changing Face of Translation and Interpreting* – and of the winning poster on the FIT website (http://www.fit-ift.org/?page_id=3604 and http://www.fit-ift.org/?page_id=3623).

Boland bly besig

Boland het die jaar begin met 'n beplanningsvergadering op 7 Februarie. By hierdie vergadering is voorgestel dat ons, benewens werksinkels, in die loop van die jaar ook die geleentheid skep vir informele sessies oor basiese kwessies soos naslaanbronne vir vertalers, rekenaarvaardighede en dies meer. Die eerste van dié sessies was op 21 Maart, en is bygewoon deur 'n groepie van agt SAVI- en PEG-lede.

Die tema was Basiese vaardighede: Hulpbronne vir vertalers. **Corné Janse van Rensburg** en **Gretha Aalbers** het gesamentlik 'n formidabele versameling woordeboeke en naslaanbronne, wat oor die jare heen versamel is saamgebring. 'n Groepie SAVI- en PEG-lede was gelukkig om by Corné aan huis voorgestel te word aan die gedrukte weergawes van sy gunstelingbronne, maar het ook kennis geneem van elektroniese bronne wat vir vertalers van onskatbare waarde is, soos Pharosaanlyn



Tom McLachlan

en die Elektroniese WAT. Die lede wat gekom het, het uiters nuttige wenke en inligting ontvang en is begeester om verder aan hulle eie versamelings te bou.

Op 18 April het SAVI Boland en PEG 'n werksinkel oor die *Afrikaanse Woordelys en Spelreëls* aangebied, met Tom McLachlan as aanbieder. Tom was 18 jaar lank 'n lid van die SA Akademie vir Wetenskap en Kuns se Taalkomitee en ten nouste betrokke by die AWS-uitgawes van 2002 en 2009. Die byeenkoms by die Sentrum vir die Boek in Koningin Victoriastraat was besonder suksesvol. 'n Groep van sowat 30 PEG- en SAVI Boland-lede het met groot afwagting en aandag na Tom McLachlan se aanbieding geluister. Die tema was 'Lees die handleiding!'

en Tom het daarin geslaag om vir ons groep taalpraktisyns, wat daaglik die AWS gebruik, te wys op talle nuttige kenmerke van die handleiding waarvan ons nog nie kennis geneem het nie. Waardevolle inligting is opgesluit in die verskillende afdelings buiten die Woordelys, byvoorbeeld die Wenke vir Gebruikers, die Spelreëls en die bylaes, wat 'n Terminologielys insluit van terme wat in die AWS gebruik word – vir diegene wat hulle geheue wil verfris oor woordsoorte en ander taaltermen. Die verskillende toegangsroetes tot die inligting vervat in die AWS was vir baie deelnemers 'n openbaring: byvoorbeeld, die flaptekste wat die gebruiker 'n noodsaaklike oriëntasie by die gebruik van die AWS gee (ook op pp 186-187). Tom het ons oortuig dat dit die moeite loon om die verborge skatte van die AWS na te speur. Hy het ook

volledige kommentaar gelewer op die navrae wat deelnemers voortvare gestuur het, oor netelige kwessies soos 'aanlyn' as byvoeglike naamwoord, die skryfwyse van dubbele vanne, miljard teenoor biljoen e.d.m.

Die werkswinkel het vlot verloop, die lokaal was gerieflik, parkering beskikbaar en verversings smaaklik. Deelnemers is met nuwe geesdrif vervul!

Die volgende sessies word vir later in die jaar beplan:

- Basiese vaardighede: Vryskutpraktyk/Back to basics: Freelance practice
- Masjienvertaling/Machine translation
- Die nuwe HAT
- Terugvertaling/Back translation

The Boland Chapter has had a fairly busy year to date with a planning meeting on 7 February, followed by an informal information session on 21 March called *Back to basics: Resources for translators*. Here they shared what kind of resources they use as well as any PC skills to help each other. On 18 April they had a workshop about the *Afrikaanse Woordelys en Spelreëls* with Tom McLachlan. They are hoping to continue their list of sessions during the course of the year.

SATI Bursaries

SATI 2015 bursary recipients

At SATI we believe it is important to help to develop the next generation of language practitioners. One way we do this is by offering bursaries for students in our field. You, the members, assist directly through your contributions to our Development Fund. We also receive regular support from the ATKV. Together, this enabled us to make awards to seven students this year, who introduce themselves as follows.

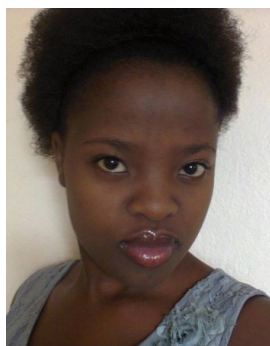


Oaribile Jonagani

I am 35 years old and live in Mafikeng in North West. I matriculated from Letsatsing Science High School in 1998 and am currently studying court interpreting through Unisa. I also have a certificate in French language from Alliance Française.

Between 2004 and 2008 I

worked at Cum Books as a sales assistant and later at the Juta bookshop until it closed in 2013. During this time I became curious about others people's cultures. This is what ignited my love for language. Today, I can speak eight of our official languages and hope to be fluent in all eleven in future. My vision is to become the best translator for European and African languages. It is an exciting career which will allow me to explore diverse cultures in South Africa and the world. In the coming four years I intend to acquire a PhD in Linguistics.



Charlotte Kgware

I am a third-year Language Practice student at the University of the Free State. I have always wanted to learn other people's languages as they fascinate me. The motivation came from the fact that South Africa is a multilingual country and I never want to struggle to understand someone when he/she

speaks a different language. I never knew that there was such a thing as interpreting or translating or that I could study anything that is language-related and make a living from it.

After completing high school, I struggled to find something that makes me happy, something that I could be passionate about. I studied another course for a while but I lost interest. Then I discovered Language Practice: from that moment, I knew that it was something I was called to do.

I want to be a Sign Language interpreter and Setswana translator. I would like to expand my knowledge of IsiZulu and learn more languages. I am planning to study further and also become an editor or proofreader. It would really be nice to be involved in everything that involves languages because I am passionate about them.

I am deeply and honestly grateful to SATI for granting me a bursary. It came at a time when I was really desperate and could no longer afford my tuition fees. When every door was shut in my face and every application was turned down, you came through for me. Every good and perfect gift comes down to us from God our Father.



Nokuthula Khumalo

When I was informed that I had been awarded the SATI bursary, I reacted with mixed emotions. My eyes were filled with tears. For the first time, I realised that my passion for languages and terminology development has been recognized. Observing the incidents of injustice which are subject to misinterpretation

and how one ends up being treated unfairly due to lack of communication, motivated me to choose this course (Translation and Interpreting). Since English is the medium of communication globally, I wanted to take part in assisting monolingual individuals to have access to information. In addition, I realised that the power of translation and interpreting can be used to preserve and show pride in my home language, isiZulu.

With reference to the previously marginalized South African Sign Language, I also have a passion for the deaf community and aim to fight for their rights in terms of inclusion in the constitution and in the society as a whole. During my past two years of study, I have learned and discovered a lot of things about myself. These entail being an intercultural mediator, which helps to facilitate the interaction with individuals of various ethnic groups.

It is a privilege to be recognised as the SATI member. For my future career aspects, I believe this bursary will open doors for me. Since my interests include terminology development, which is essential for promoting technical communication and achieving consistency in all languages. I believe SATI will help me to keep the language flame burning.



Keabetswe Motlhodil

I am a proudly multilingual South African and am passionate about the promotion of multilingualism. My home language is Setswana. It is the first language I learnt and it is the language I think in. I am also proficient in Sesotho and English and can communicate in Sepedi, IsiXhosa and Afrikaans.

I have been passionate about languages since high school, but in those days Language Practice was largely an unknown field. As a result it was not an option for tertiary training. But it was clear that I belonged to the humanities and so I initially studied social work and practised as a social worker for 15 years. My passion for languages did not, however, die over the years. Instead I became a 'couch translator', translating radio and TV adverts and subtitles as well as newspaper and magazine articles. One day I read a career guidance brochure for matric students and that is how I discovered the translation and interpreting qualifications. For the eight years that followed I dreamt of this career, until my family decided that it was time to make the dream come true. In 2012 I registered for a BA Language Practice at North-West University's Vaal Triangle Campus. I am currently pursuing my honours degree. My passion is to see that people have access to texts that were previously inaccessible to them. I also see myself as a researcher in the field of language practice in future.

I receive, with gratitude, the SATI bursary for my post-graduate studies, which will launch me into the research arena. The bursary will contribute towards my achieving my goals.

SATI Bursaries



Velile Vivian Nkontwana

I am a diligent 35 year-old student focused on the language services stream and intend to make my mark by providing translation and interpreting services in different fields. I would like facilitate communication on a level above the rest. I feel my greatest asset is the ability to work under pressure

and for extended hours, when necessary. My motto is: 'I'd rather be a failure at a job I enjoy than a success at a job I dislike'. My love for language is expressed via my enjoyment of debating, which keeps your mind flexible and enables you to engage in argumentative situations and resolve problems.

I look forward to using translation and interpreting to assist illiterate people in particular. I feel that in order to be a good translator or interpreter, you must be in possession of a national diploma or degree in translation theory and interpreting practice. Translation plays a major role in our country, because even Zulu news broadcast on television or radio is translated from an English version.

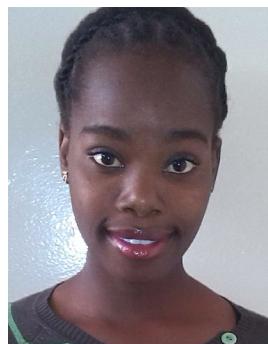
Tilla Olifant

Currently I'm a BTech Language Practice student – 21 years after obtaining my Language Practice Diploma at the (then) Pretoria Technikon!

Afrikaans is my first language, and since I'm confident conversing in English as my second language, I decided to study Linguistics. I wanted to know more about different languages and how they connect individuals of different nationalities and cultures. So much so, that I can also understand and marginally converse in Zulu and Sotho as well. I was fortunate enough to travel through Africa and abroad after qualifying as a language practitioner and being employed in the travel industry. I was fascinated by the important role that language plays and realised that language is much more than merely a medium of communication. It is a tool that helps us express what we think, how we feel, what we hear, what we understand and it is the one tool that connects the human race.

At present, the opportunity to study languages and the translation thereof still excites me and drives me to learn more about linguistics. When I converse in my mother tongue and translate it so that others may also understand and experience it, I am proud to be an Afrikaans-speaking African who hopes to make a contribution to the study of languages. I would like to thank SATI for awarding me the SATI/ATKV bursary in order to pursue

my studies in linguistics. This bursary has presented me with the opportunity to work at making my dream a reality!



Mmaboroa Shine Sebati

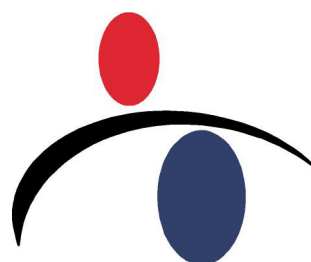
My home language is Sepedi, which is also known as Northern Sotho. I can write, read and speak it fluently. I did Sepedi at school and university from my first year onwards. I use Sepedi as my medium of communication on a daily basis. English is my second language and the medium of instruction at academic level.

I am good at writing, reading and speaking it. Sepedi falls in the same family as Setswana and Sesotho, so I can communicate with the speakers of those languages.

I am a third-year registered student at the University of Limpopo. I am studying towards a BA in Translation Studies and Linguistics. During my first year I did Communication Studies, Northern Sotho, English, Information Studies, Translation studies and Student Success. In my second year I did Northern Sotho, English and Translation Studies. At the moment I am doing Northern Sotho and Translation Studies for my third year.

Sepedi is one of the previously marginalised languages and by doing this degree I intend to be part of its development. I intend to follow lexicography. This will help me to make inputs in dictionaries in my language. Moreover, my degree paves the way for me to become a translator.

This bursary will help me complete my studies and help me concentrate on them rather than allowing my background to get in the way. My career plans include becoming a lexicographer and interpreter and with the help of this bursary I can make it – I know I can.



Bridging language barriers

The Write Stuff

You might be wondering if this is yet another style guide, another that could be added to the batch you already have on your shelf. Anne Marais read it and explains how this one is different.

This third edition of *The Write Stuff* is packed with valuable information. It is an expanded version of the previous edition and includes a multitude of facts with regard to the English language. As we all know, language is constantly changing and growing. The compilers of the book have taken this into consideration, yet they are also giving advice regarding negative trends.

The Write Stuff is user-friendly, with an alphabetical list of contents. Different aspects of the English language are addressed. Issues like 'a' and 'an' and their use as articles are discussed. A broad section on agreement between subject and verb is included. A handy discussion on American and British English, as well as clarity on troublesome trios such as 'antisocial', 'unsociable' and 'unsocial' makes this a must-read. Other features include useful guidelines on the use of compact writing, compounds with and without hyphens, dangling modifying phrases, bullets and beginning a sentence with 'and' or 'but', as well as a discussion on punctuation. The book provides clarity on issues such as problematic pairs and their use, uses of hyphens and the occurrence of repetitive words. Valuable tips are given on language-related issues such as the use of 'that', the use of the apostrophe, etc.

The book is enticing to read. The book holds the promise of turning the amateur writer and language practitioner into a professional. Sections such as clichés that are used excessively and how to employ a compact style of writing assist with this. A problem which can often lead to embarrassment is the issue of contamination. Expressions such as 'equally as important' and 'up until now' are errors that appear frequently in writing.

Another issue which causes confusion is when to double the last letter of certain verbs. The writers give clear guidelines on this matter. In addition, the puzzling use of 'was' and 'were', 'what' and 'which', 'whether' and 'whether or not', 'which' and 'that' and 'who' and 'whom' is addressed. This is explained in a way that allows the reader to grasp the matter with clarity. There is also a glossary of grammar terms, which is very useful. A whole section on prepositions sheds light on how these are to be used correctly. Have you ever struggled with problematic pairs

and their use? Word pairs such as 'affect' versus 'effect', 'aggravate' versus 'annoy' and 'dependant' versus 'dependent' can also cause perplexity. The writers devote a whole section to the difference between word pairs that can cause problems.

The issue of plain language has been getting a lot of attention of late. With the whole economic landscape changing in favour of consumers, plain language is becoming more important. Myriads of examples are given to simplify Latin words and phrases, French expressions and English words and phrases. In the end it all comes down to readability and clarity.

The writers of the book are all language experts, grammarians and lexicographers with a wealth of experience and knowledge. The book is the ideal companion for anyone interested in the English language. Writers, editors and translators will benefit as this is a concise guide offering clear guidelines on a broad range of issues. This is a must-have and a worthwhile buy for all who love the lingo!

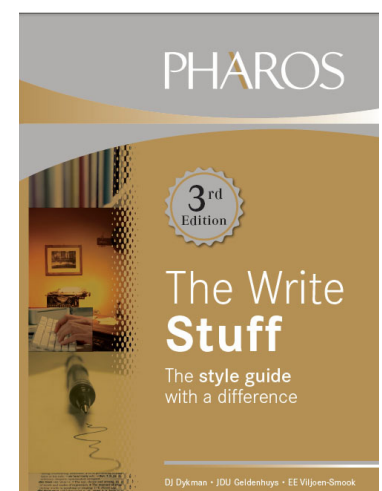
The Write Stuff

Dave Dykman, Johan Geldenhuys & Bittie Viljoen-Smook
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Published August 2014

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Available from <http://www.pharos.co.za/Books/2729>



Call for reviewers

Would you like to write a review for a future issue of *Muratho*? We currently have *Diversification in the Language Industry* by Nicole Adams, which needs to be reviewed. It showcases the multifaceted options for translators to generate additional income streams and make their business future-proof by diversifying beyond mere translation (see www.xl8diversification.com). If you are interested in writing a review for us, please contact ilze@translators.org.za.

The *changing face* of translation and interpreting

*Le nouveau visage de la
traduction et l'interprétation*

