

FACILITATING AFRICAN LANGUAGE TRANSLATION
IN THE SOUTH AFRICAN DEPARTMENT OF DEFENCE

by

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submitted in fulfilment of the requirements for the degree of

MASTER OF ARTS

in the subject

LINGUISTICS (TRANSLATION STUDIES)

at the

UNIVERSITY OF SOUTH AFRICA

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JUNE 2003

DECLARATION

Student number: 3014-585-6

I declare that this thesis, entitled

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is my own work and that all the sources that I have used or quoted have been indicated and
acknowledged by means of complete references.

6 June 2003

I.M. Goussard-Kunz

Date

Acknowledgements

To my husband André, my children, Stephanie and Dries, and my mother:

S for their unfailing support.

To the Department of Defence:

S for making this study possible.

To the staff of the Directorate Language Services:

S for lending a sympathetic ear in times of crisis.

To my supervisor, Dr Alet Kruger:

S for her constructive criticism and guidance through this research.

Abbreviations

The following abbreviations are used in this study:

ALTFC	African Language Translation Facilitation Course
CSIR	Council for Scientific and Industrial Research
CSW	Conventions of Service Writing
DAC	Department of Arts and Culture
DASE	Dictionary of South African English
D Lang	Directorate Language Services
DOD	Department of Defence
DOD LP	Language Policy of the Department of Defence
GSB	General Support Base
HSRC	Human Sciences Research Council
ISCOR	Iron and Steel Corporation
L1	Mother tongue
L2	Foreign language
LLD	Language of Limited Diffusion
NLPF	National Language Policy Framework
NLS	National Language Service
NQF	National Qualifications Framework
PanSALB	Pan South African Language Board
RAU	Rand Afrikaans University
SANDF	South African National Defence Force
SC	Source Culture
TILE SGB	Standards Generation Body for Translation, Interpreting and Language Editing
SL	Source Language
ST	Source Text
TAP	Think-aloud Protocols
TC	Target Culture
TCS	Terminology Coordination Section
TL	Target Language
TT	Target Text
Unisa	University of South Africa
UOFS	University of the Free State
WAT	Woordeboek van die Afrikaanse Taal
Wits	University of the Witwatersrand

Please note:

Wherever possible ideologically neutral terminology has been used. However, in order to avoid clumsy sentence construction the generic *he* has been used in this study to include both male and female.

ABSTRACT

This study aimed to determine whether the current *African language translation facilitation course* (ALTFC) held at the Directorate Language Services (D Lang) is in tune with contemporary trends in translator training, as well as the needs of the South African Department of Defence (DOD) and ALTFC candidates. In order to accomplish these aims, the research methodology was divided into a theoretical component in the form of a literature survey and an empirical component by means of questionnaire research. While the literature survey revealed that with the exception of using corpora of parallel texts, the ALTFC largely follows contemporary trends in translator training, the questionnaire research identified four problem areas, i.e. feedback on practical work, the time factor, the candidates' English proficiency and teacher enthusiasm. Based on the theoretical and empirical findings, four new ALTFC models were developed.

Key terms:

Translator training; language teaching; translation facilitation; parallel texts; translation-oriented text analysis; functional translation; *skopos* theory; survey research; process-oriented translator training; translation competence.