

ENGLISH WIKIPEDIA TRANSLATION AS A COMMUNICATIVE TASK IN
TASK-BASED LANGUAGE TEACHING PEDAGOGY: A CASE OF
NAMIBIAN LANGUAGE STUDENT TEACHERS

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DECLARATION

By submitting this dissertation, I declare that the entirety of the work contained herein is my own original work, I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University, will not infringe any third party rights and that I have not previously, in its entirety or in partial, submitted it for obtaining any qualification.

December 2019

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DEDICATION

This thesis is dedicated to my late father, Andreas Hamwedi, who I know is proudly looking at me, from heaven. Thank you Daddy for a kind humble heart that I inherited from you and for teaching me the power of reading, which made me who I am today.

To my mom, Rauna Ngesheya for her heart of a warrior, her strength and perseverance in raising an academic warrior in me. Thank you for an epitomized life worthy emulating and for your prayers and blessing upon our lives.

To my dear husband Immanuel and our children Immson and Immaculate, your LOVE gives me HOPE!

I am, I can & I will!

LANGUAGE EDITING CERTIFICATE



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TO WHOM IT MAY CONCERN

This is to confirm that I assisted **ALETTA MWENENI HAUTEMO** with the language editing and proofreading of her doctoral thesis in the FACULTY OF EDUCATION, STELLENBOSCH UNIVERSITY, while she was preparing the manuscript for submission. The title of the thesis is ENGLISH WIKIPEDIA TRANSLATION AS A COMMUNICATIVE TASK IN TASK-BASED LANGUAGE TEACHING PEDAGOGY: A CASE OF NAMIBIAN LANGUAGE STUDENT TEACHERS. The supervisor was Dr Michele van der Merwe.

I went through the thesis making extensive corrections and suggestions with respect to language usage, and followed up further enquiries on the thesis. Given the nature of the process, I did not see the final version and I restricted my editing to language issues, but I remained available for consultation as long as necessary.

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ABSTRACT

This thesis reports the findings of a study conducted on the translation of English second language content on Wikipedia into Oshikwanyama/Oshindonga first languages. The translation focused on the communicative competencies of students in a tertiary environment. The context of this study included bilingual student teachers who were trained using English second language as a Medium of Instruction (Mol), but with much exposure to Oshikwanyama/Oshindonga as a first languages. The purpose of this study was to explore the use of Wikipedia translation as a Task Based Language Teaching (TBLT) task, with the aim of allowing language student teachers to use language in real-life contexts and interact collaboratively. The study was underpinned by the interpretivism research paradigm, which informed the choice of a qualitative research approach. A case study design was conducted with twenty-four student teachers. The student teachers were purposively selected from a tertiary institution in Namibia. Data were collected through observation of Wikipedia translation tasks, artefacts analysis and blogging reflections. The data were analysed thematically and produced themes and categories that were discussed to answer the research questions.

The findings revealed that mediation of languages is an important tool for guided scaffolding of students to communicate meanings in a student-centred language classroom. The findings proved that TBLT presented real communicative language classroom situations, where students used spoken and written language forms, ultimately developing their communicative competencies. Wikipedia translation allowed the enculturation of real-world communicative tasks on a virtual learning platform through meanings construction and focused correct use of terms. The research findings provide a useful Wikipedia translation framework for language teachers to integrate TBLT pedagogies into technology-enhanced classroom settings for both instruction and assessment. The study recommends language teachers to use technological tools to promote language learning through mediation processes that encourage students to communicate and use languages meaningfully. A holistic approach to task completeness at all levels of language learning is another recommendation for use by language teachers to groom language education students in the acquisition, processing and mastery of communicative competencies.

Keywords: *Wikipedia translation; bilingualism; task-based language teaching, communicative language teaching, sociocultural theory, activity theory; mediation of languages; scaffolding*

OPSOMMING

Hierdie tesis doen verslag oor die bevindinge van 'n studie van die vertaling van Engels tweedetaal-inhoud op Wikipedia na Oshikwanyama/Oshindonga eerstetaal. Die vertaling fokus op die kommunikatiewe bevoegdheids van studente in 'n tersiêre omgewing. Die konteks van hierdie studie het tweetalige student-onderwysers ingesluit wat opgelei is in die gebruik van Engels tweedetaal as onderrigmedium, maar met heelwat blootstelling aan Oshikwanyama/Oshindonga as eerste tale. Die doel van hierdie studie was om die gebruik van Wikipedia-vertaling as 'n taakgebaseerde taalonderrig (Task-based Language Teaching (TBLT)) taak te ondersoek, met die doel om studentonderwysers in tale toe te laat om taal in lewenswerklike kontekste te gebruik en saam te werk. Die studie is ondersteun deur die interpretivistiese navorsingparadigma, wat die keuse van 'n kwalitatiewe navorsingsbenadering informeer het 'n Gevallestudie-ontwerp is onderneem met vier-en-twintig student-onderwysers. Die student-onderwysers is doelgerig gekies vanuit 'n tersiêre instelling in Namibië. Data is versamel deur die waarneming van Wikipedia-vertaaltake, artefak-analise en blog-nadenke. Die data is tematies geanaliseer, wat temas en kategorieë geproduseer het wat bespreek is om die navorsingsvrae te beantwoord.

Die bevindinge toon dat die bemiddeling deur tale belangrike gereedskap is vir die gerigte steierwerk (scaffolding) van studente om betekenis in 'n studentgesentreerde taalklaskamer te kommunikeer. Die bevindinge bewys dat TBLT werklike kommunikatiewe taalklaskamer-situasies gebied het, waarbinne studente gesproke en geskrewe taalvorms gebruik het en uiteindelik hulle kommunikatiewe bevoegdheids ontwikkel het. Wikipedia-vertaling het die enkulturasie van egte kommunikatiewe take op 'n virtuele leerplatform moontlik gemaak by wyse van betekenis-konstruksie en die gefokusde, korrekte gebruik van terme. Die navorsingsbevindinge verskaf 'n nuttige Wikipedia-vertalingsraamwerk vir taalonderwysers om TBLT-pedagogieë in tegnologieverbeterde klaskamers deur beide instruksie en assessering te integreer. Hierdie studie beveel aan dat taalonderwysers tegnologiese gereedskap gebruik om die leer van taal deur bemiddelingsprosesse te bevorder wat studente aanmoedig om te kommunikeer en tale betekenisvol te gebruik. 'n Holistiese benadering tot taakvoltooiing op alle vlakke van taalleer is nóg 'n aanbeveling om deur taalonderwysers gebruik te word om taalonderrigstudente op te lei vir die verkryging, verwerking en bemeestering van kommunikatiewe bevoegdheids.

Sleutelwoorde: *Wikipedia-vertaling; tweetaligheid; taakgebaseerde taalonderrig; kommunikatiewe taalonderrig; sosiokulturele teorie; aktiwiteitsteorie; bemiddeling van tale; steierwerk*

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ABBREVIATIONS AND ACRONYMS

AS	Activity System
AT	Activity Theory
BEEd	Bachelor of Education
CC	Communicative Competence
CLT	Communicative Language Teaching
CMC	Computer-Mediated Communication
GTM	Grammar Translation Method
ICT	Information and Communication Technologies
LCE	Learner-Centred Education
LoLT	Language of Learning and Teaching
MBEC	Ministry of Basic Education and Culture
Mol	Medium of Instruction
NfM	Negotiation for Meaning
PPP	Presentation Practice Production
SCT	Sociocultural Theory
SL	Source Language
ST	Source Text
TBLT	Task Based Language Teaching
TEL	Technology-enhanced Learning
TL	Target Language
TT	Target Text
UNAM	University of Namibia

CHAPTER 1

INTRODUCTION AND ORIENTATION OF THE STUDY

1.1. Introduction

This chapter provides the context of the study by discussing the background of language teaching in Namibia and the adoption of the learner-centred approach and its principles in the Namibian education system. The goal of the study was to explore the translation of Wikipedia content from English into a Namibian indigenous first language, with a primary focus on the communicative competence of students in a tertiary environment. The motivation of the study and the rationale behind using the Namibian first language (L1) (Oshikwanyama/Oshindonga) in the English second language (L2) classroom is explained. The statement of the research problem and the research aims and questions that provide the focus of the study are presented. The chapter concludes with a synopsis of the research design and methodology and the definitions of the key terms used in the study.

1.2. Background of the study

1.2.1. An overview of language teaching in Namibia

At independence in 1990, Namibia was considered a sovereign state, which was comprised of people from diverse cultural and linguistic backgrounds. More than eleven (11) languages are indigenous to Namibia, but because of its cosmopolitan nature, other languages from around the world are widely spoken in the country; this means that the average person speaks two or more languages. About 70% of the population of Namibia speak Bantu languages, i.e. Wambo (49%), Kavango (9%), Lozi (6% speakers), and Herero (9%). Apart from that, the Khoisan group (11%), which is made up of the San and Nama/Damara people, as well as the Indo-European languages (13%) including Afrikaans (11%), German (1%) and Portuguese (1%) are spoken (Namibia Statistics Agency [NSA], 2011). The Namibian national languages include Oshikwanyama, Oshindonga, Otjiherero, Silozi, Setswana, Thimbukushu, Rikwangali, Rumanyo, Jul'hoansi, Khoekhoegowab (Nama/Damara) and Afrikaans (Namibia. MBEC: Language Policy, 2003:4-5). These national languages are considered as first languages in schools and can be used in the media and by traditional authorities. The second languages are Afrikaans and English, while French, Portuguese and German are considered as foreign languages (ibid.:5). Figure 1.1 presents some of the

languages spoken in Namibia, according to language families and the geographical areas where these languages are spoken. Moreover, the figure indicates the national languages which, by the year 2009, had an established orthography as they are considered as national languages.

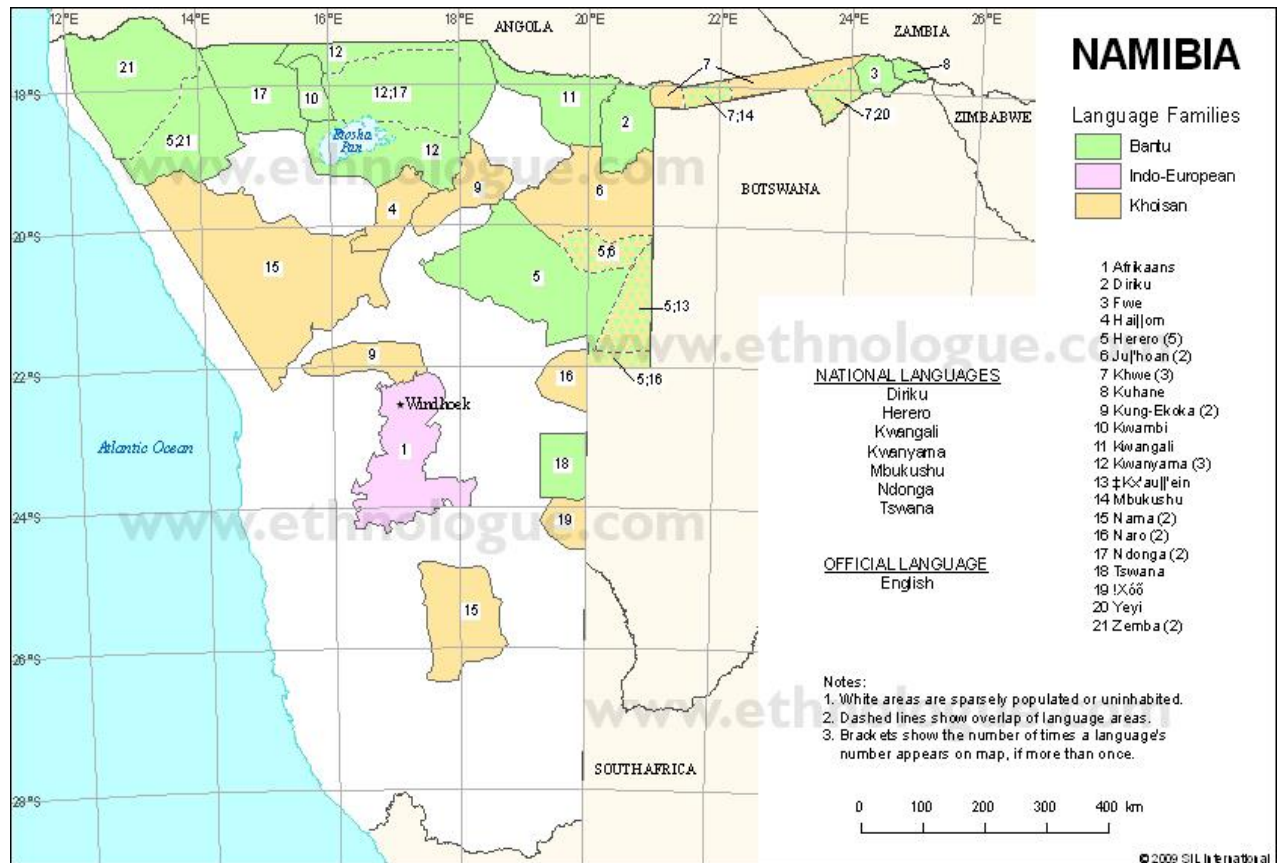


Figure 1. 1: Languages of Namibia

Source: Lewis, 2009

The country adopted English as an official language and the language of learning and teaching (LoLT) or medium of instruction (MoI) in all Namibia schools from Grade 4 up to Grade Twelve (MBEC: Language Policy, 2003:3). English was chosen as LoLT, even though only less than 1% of the population spoke English after independence (Feris, 2017:8) and that many indigenous people spoke their home languages at home and in the community. Furthermore, many Namibian teachers were trained in either Afrikaans first or second language during the colonial regime. Nag (2017) indicated that Namibian schools are facing a shortage of teachers who are proficient to teach the English language because of insufficient training in languages. Similarly, an observation made over the years in the Namibian education sector indicates that teachers lack the competency to teach the first languages, which were often neglected because of the

recognition of English, Afrikaans and German as the languages of administration and communication prior to independence (Feris, 2017:6; Brock-Utne, 2004:80). An article published in *The Guardian* (2012:3) reveals that English has been the medium of instruction in most Namibian classrooms for over 20 years, but teachers were shown to be failing in the basic English competency tests conducted by the Ministry of Education (Harris, 2011:9). The English competency test was administered to teachers in 2010, to determine their “readiness for the communicative role and their language ability to predict learners’ future performance” (Ngololo & Nekongo-Nielsen, 2017:156).

Language teaching methodologies have evolved over the years, recognising new, innovative and responsive pedagogies that fit the context of a specific country and/or community. In Namibia, the Learner-centred Education (LCE) methodology was adopted as the framework for teaching and learning in schools and educational training centres and institutions at independence in 1990. LCE was regarded as a methodology that promotes learning through understanding, which goes beyond relying on what learners have read or been told (Namibia: Ministry of Basic Education and Culture, 1993:119-120). One of the approaches to LCE, which was introduced in language teaching and learning, is Communicative Language Teaching (CLT). According to Littlewood (2007:244), CLT is seen as means that “provides the teachers with communicative activities in their repertoire of teaching skills, giving learners the opportunity to practice the language skills taught.”

Although LCE was adopted three decades ago, research has indicated that Namibian teachers, most of whom are bilingual (speak other languages such as Afrikaans and Oshiwambo, in addition to English) still find it hard to accommodate LCE in language teaching because of low competency in English language (Brock-Utne & Holmarsdottir, 2001:295). Furthermore, Brock-Utne (2004:81) observed that Namibian students, including those in tertiary education, lack competence in their own language, particularly with the basic skills of reading, writing, speaking and listening. Ferris (2017:3) observed that many Namibian schools are unable to provide instruction in the mother tongue because of the lack of study materials and human resources to implement the instruction. As a result, learners from diverse cultures could be found in one class being taught in a first language that they do not speak at home. This is the case with the Oshiwambo culture, where out of eight dialects – i.e. Oshikwanyama, Oshindonga, Oshikwambi, Oshikwaluudhi, Oshingandjera, Oshikolonkadhi, Oshimbalantu and

Oshimbadja – only Oshindonga and Oshikwanyama are considered as national languages and have an established written orthography.

Namibia is a multilingual society. This means that most people in this society speak two or more languages; this, in turn, implies that two or more languages are used in educational institutions, leading to a bilingual education system. García (2009a:9) described bilingual education as entailing teachers and learners communicative practices involving the use of multilingual practices, which ensure that the learners get the best from these practices. The Namibian education system is comprised of teachers and students from different linguistic backgrounds, who have learned/studied through the same Medium of Instruction (Mol), which is English. This situation has led to a largely English-based education system. The language policy for schools in Namibia (MBEC: Language Policy, 2003:4) dictates that mother-tongue instruction should be implemented from Grade 1 to Grade 3, whereas from Grade 4 up to Grade 12 English should be used as the medium of instruction. The mother tongue, which is often considered the first language, should be taught as a subject as from grade 4. This situation results in subtractive bilingualism, which was described by García (2009a:2) as a system whereby the use of L1 as Mol is stopped and replaced with L2.

In education, learning is done either in the first language or “with another language added gradually. Sometimes both languages are used simultaneously for teaching and learning” (Töttemeyer, 2010:12). According to García, (2009a:2), this educational system is referred as additive bilingualism, whereby L2 is added to L1, which encourages the use of two languages simultaneously. This is often done in situations where teachers are not well acquainted with explaining concepts in English, or when they are not competent enough in the use of L2. According to Cummins (1979:233), “second-language achievement is considerably influenced by the extent to which the first language has developed.” Baumann (2005:448) asserts that learning the first language provides the learner with sufficient vocabulary to help him or her to acquire the second language with greater proficiency. In her study on translanguaging, Carstens (2016:3) maintains that “languages do not operate separately in learners' minds and the use of L1 is a normal process that facilitates L2 production and supports learning in another language cognitively, emotionally and socially.” According to García, (2009b:148) translanguaging uses different creative ways to enhance the use of one

language to reinforce the other, in bilingual contexts, to enhance students' understanding and their ability to use two languages interchangeably.

Research done on tertiary education in South Africa indicates that university students struggle to cope with the demands of an English-only medium of instruction (Carstens, 2016:205; Dalvit & De Klerk, 2005:1). At the same time, the African students want to fight English hegemony and uplift their indigenous languages to be able to respond to globalisation through the development of localisation initiatives to promote indigenous languages through translation, indigenous knowledge revitalisation and language content development (Osborn, 2010:5; Lieberman, 2009:2). Research done by Maseko (2014:42) reveals that tertiary educational institutions in South Africa have started countering the hegemony of English by employing an interdisciplinary approach to the use of Indigenous African Languages in classroom activities that develop students' communicative competence in those languages. This is done to develop African indigenous languages and advocate for the role of these languages during the students' professional training, which in turn assists them to develop research skills that may help promote those languages. One of the highly publicised milestones in recent years was the first PhD thesis that was written in isiXhosa at Rhodes University, of South Africa. This was recorded as a milestone in the use of an African language in the education system and in research by Dr Hlene Kunju, in 2017, and understood as representing a new dawn for African indigenous language transformation in multilingual tertiary education landscapes. Dr Kunju described his encounter with English as an undergraduate student as stressful since he struggled with English and was constantly lost in translation in attempting to put across clear ideas (IOL, 2017). A similar situation is experienced by many African-language students in universities in Africa where the medium of instruction is English.

In Namibia, university students were taught only in English as the medium of instruction in their primary and secondary schools, which continued to tertiary education. Alexander (2001:17) observed that as long as learners are limited by how much they can use their home language in schools; their academic performance will always be poorer even beyond Grade 12. Töttemeyer, (2010:28) asserts that Namibian student teachers in the higher-level training centres do have poor basic language skills, which affects all areas of teaching and learning, and this has a serious impact on higher education in Namibia. This observation is still relevant to the participants of this study, who were University of

Namibia's Bachelor of Education Honours student teachers for language education in the senior primary phase. Namibian student teachers of first languages (Oshindonga and Oshikwanyama) at the University of Namibia are bilingual speakers who are the products of learner-centred education. Many of these student teachers came from rural schools in the northern parts of the country. Harris (2011:14) describes these schools as follows:

Schools that are short of resources, which includes a big shortage of reading and teaching materials in home languages. School libraries do not contain books in African languages to offer children and teachers extra reading materials to improve reading skills in most of the African languages except in Afrikaans.

The lack of resources in the first language, especially reading materials in the early years of education, is seen as one of the factors contributing to low levels of literacy, both in the first and second language. The students in northern Namibia have limited vocabularies in English due to lack exposure to both spoken and written language experiences, which results in a negative linguistic feedback loop (Cunningham & Stanovich, 2003). These students struggle to communicate efficiently in English, as they did not accumulate sufficient communicative skills and knowledge at a young age. Shikongo (2002:6) observed a similar situation among Namibian tertiary education student teachers by noting that many student teachers graduate with limited skills in English, and thus lack the necessary knowledge for using a second language for teaching and learning.

Shikongo (2002:16) further noted that many language teachers do not freely use the L1 in the L2 classroom because they have no training on how bilingualism work in an L2 medium teaching. This is a common situation in countries such as Namibia, which are former colonies of European-speaking countries. According to Carstens (2016:3), "in situations where a former colonial language is the medium of instruction," minority indigenous languages are often regarded as problematic because they may cause confusion and interference in L2 development. This could be an obstacle to the language student teachers in training, who may find it difficult to use and develop teaching resources that may help them to work out the complexities of spoken and written language in both L1 and L2. This, in turn, can create a barrier in language learning and development.

Considering the evolution of both languages (English second language and Namibian first languages) in the pedagogical realm to address students' communicative competence in speaking and writing, the question still arises as to which learning resources could be most effective to teach languages. According to Bloch (2003:17), "Namibian rural people cultural and social practices rarely involved written language and their stories do not exist in print, in African languages." This same situation is still experienced 29 years after independence, where the lack of Namibian literature for use in the classroom is still evident. Thus, Osborn (2010:14) calls for the localisation of African languages using digital tools such as computers and the internet, to preserve the culture and store these languages before they become extinct. This could be done through the translation of digital and/or online content into African languages. This initiative directly corresponds with the call for bilingual education that supports the use of the first language (L1) in the second-language (L2) classroom. Using localisation processes, teachers could easily help alleviate the lack of resources for teaching languages, especially the Namibian first languages.

In a study on the language-sensitive methodologies in Namibia teacher education, Shikongo (2002:17) calls for the Namibian teacher education institutions to challenge the myth that "in Namibia, some people believe that using L1 in the classroom is a barrier to learning the L2, and vice versa." Shikongo recommended that the teacher education institutions in Namibia need to introduce prospective students who should be able to find ways of teaching that are responsive to their current needs and the needs of the society. At the same time, the institution should help the teachers with limited English language proficiency to function effectively in a bilingual education context. In response to various calls from the Namibian education research fraternity to find methodologies that are responsive to the bilingual language learning environment, this study is aimed at introducing Wikipedia translation of English content into Namibian first languages (Oshikwanyama and Oshindonga) as a communicative tool in the tertiary classroom context.

1.2.2. Wikipedia as a tool for language translation in a bilingual environment

Wikipedia is a Web 2.0 technology which offers multimodal capabilities for Computer Mediated Communication (CMC). With recent developments in the uses of the internet and Web 2.0 CMC tools, the use of the multimodality of CMC is seen as an illustration

of, or source of enrichment, which has become the focal point for language teaching and learning with technology. According to González-Lloret and Ortega (2014:3), “Web 2.0 technologies create unprecedented environments in which students can engage in ‘doing things’ through technology-mediated transformation and creation processes.” According to Warschauer and Grimes (2007), Web 2.0 communication tools such as Wikipedia provide the opportunities for communication through audience authorship and the use of online artefacts, which then allows the publication of content in ways that are creative and collaborative (Thomas, 2017). The multimodality of the Wikipedia website may involve students (through translation) in the use of “authentic online materials that contain high amounts of ‘flavourful’ language, e.g. collocations, idioms, and humour” (ibid.). This in return helps to enhance the students’ real-time conversations and provides timely face-to-face feedback opportunities. Wikipedia translation may serve as a potential tool for conducting an online collaborative writing task.

The emphasis in the use of Wikipedia translation is on (1) exploratory learning such as task- or project-based approaches, (2) learning through communication, involving the negotiation for meaning and (3) collaborative and negotiated learning of problem-based learning (Hoven, 2006:223-224). Thomas (2017) asserts that Web 2.0 technologies like Wikipedia aim to empower learners and promote communities of practice. This study used Wikipedia translation as a communicative tool for language learning in a tertiary education environment. For the student-teachers to benefit from technology in the language classroom, they need to acquire knowledge related to the use of the technologies available to them. They also need to be introduced to new language-teaching techniques that integrate the various tasks in the technology-rich classroom in order to learn how to design their own classroom tasks that responds well to the students daily language real-life language use.

For this reason, this study used Wikipedia translation as a tool for language translation from English second language (source language) into Oshikwanyama and Oshindonga first languages (target languages) respectively, by student teachers at a tertiary institution in Namibia. This means that these students made use of English articles on the Wikipedia site, then translate those into the Namibian languages (Oshikwanyama and Oshindonga), and later repost the translated article on the site, with the purpose of displaying them for a wider readership on the internet or to use those translated articles

in the first languages classroom. This means that the study presents Wikipedia translation as a real-life communicative task in which fourth-year pre-service language education student teachers (majoring in English Language Education and Namibian Language Education) are engaged in a community of practice, choosing, editing and recreating content from English into a Namibian indigenous language. These student teachers are second-language speakers of English, a second language they are currently being trained to teach at senior primary phase (Grades 4-7), in addition to a Namibian first language (Oshikwanyama and Oshindonga).

Bloch (2002:19), asserts that "meaningful education comes through recognizing that the various aspects of language in multilingual contexts (speaking, listening, reading and writing, as well as interpreting and translating) are not learned in separate and mutually exclusive ways." Thus, it was very relevant for the student teachers involved in this study to find the value of using Wikipedia translation in the bilingual education context that recognises recent communicative language learning pedagogies such as the Task-Based Language Teaching (TBLT), while still at the university, so that they can implement these approaches in their future classrooms. Thomas (2017:46) asserts that Web 2.0 technologies like Wikipedia aim to empower learners and promote communities of practice. For student teachers to benefit from technology in the language classroom, they need to be imparted with knowledge related to the use of technologies available at their disposal so that it influences the way they communicate with one another through the translation of the Wikipedia content into African languages, by African indigenous people, localising their own languages. They also need to be introduced to communicative language teaching techniques that integrate tasks in the technology-rich classroom to develop the ability to device classroom tasks in a way that leads to total learning of languages in a bilingual environment.

Swarts (2002:10) maintains that bilingual education should not be seen as an obstacle to communication but rather as an iterative process whereby both the first and second languages complement each other. Communicative strategies, which are mutually inclusive, are relevant for language learning, as Kreeft-Peyton and Staton (1993) state:

The same dynamics that promote oral language development promote writing development, for they are the dynamics that promote learning. That is, oral and written language development, as does all learning, grows out of personal knowledge and interests, occurs in interaction with others,

grows out of diverse experiences, takes diverse forms, and takes a great deal of time.

To develop the dynamic of bilingual language teaching and learning, the researcher carried out a study in 2014 that investigated the role of Wikipedia translation as a pedagogical tool for Oshikwanyama first-language learning in a rural high school in Namibia. The findings indicated that Wikipedia translation offers a stimulating learning platform for learners to learn Oshikwanyama and English at the same time, and this improved their performance in both languages (Hautemo, 2014:138). This current study is an extension of that 2014 study, but with a perspective on bilingual communication. Embedded in the LCE methodology of Communicative Language Teaching (CLT) and underpinned by the TBLT pedagogy, this study investigates the role of English Wikipedia translation as a communicative tool in a Namibian language-learning context. At the centre of this investigation is the development of both oral and written communication skills, while working in collaborative groups tackling well-devised task-based translation tasks. This study thus adopts a holistic approach to language learning that entails interrelatedness, integration, active participation, collaboration and reflection, which responds well to the Namibian LCE philosophy.

1.2.3. An overview of the language education programme at UNAM

The Bachelor of Education Honour's (BEd, Hons) degree offered by the University of Namibia (UNAM) is a four-year programme designed to provide student teachers with an in-depth knowledge of teaching English second language and a Namibian first language. The language education curriculum in Namibia is divided into the teaching of two indigenous languages, namely Oshikwanyama and Oshindonga. These are two Namibian vernacular languages and dialects of Oshiwambo ethnic language. These two languages are mutually intelligible in both their written and spoken forms. They have a well-developed orthography, which differs slightly syntactically, but the vocabulary and meanings of words are the same. The programme aims to train teachers on professional aspects of teaching as well as the pedagogical knowledge pertaining to language teaching in the Senior Primary Phase (Grades 4-7) in Namibian schools countrywide. The campus where the study was carried out, is one of UNAM satellite campuses in the Oshana region in Northern Namibia. The campus offers two education programmes in the Faculty of Education, i.e. Diploma in Junior Primary Education and the Bachelor of

Education (Honours), in various fields, which include Language Education and Science Education, in both the junior and the senior secondary phases of education.

The UNAM BEd Hons (Senior Primary Phase) programme offers a holistic approach to teaching, which consists of a wide range of language-supporting modules to the student teachers majoring in Language Education. These include English Communication Skills and English for Academic Purposes. Students are also offered basic computer skills courses and the intermediate training in integrated media education in the first two years of the course, when they develop their information and communication technologies (ICT) skills and learn how to integrate media and technology into the teaching and learning process. The campus provides a good environment conducive to Technology-Enhanced Learning (TEL) and is equipped with five separate computer laboratories. The computer labs are all connected to the Wi-Fi network, which enables students and users to access online resources with ease. A computer technician on-site can be routed to handle technical problems/issues. This study used the fourth-year student teachers, who had almost completed their teacher training in the teaching of languages for Grades 4-7 and who were judged to have adequate linguistic and technological skills needed to use the computer and the internet for the data collection.

1.3. Motivation for the study

Task-based language teaching (TBLT) recently introduced innovative language-teaching methods, which have assumed a central role in both pedagogy and research (Bygate, 2016; Skehan 2014; Ellis, 2014). TBLT uses meaningful, inquiry-based tasks emerging from Communicative Language Teaching (CLT) (Ellis, 2003:15). This study tried to locate translation of Wikipedia content within pedagogical lenses in which the tasks designed for the classroom resemble real-world tasks. Furthermore, the tasks are authentic and lead to some kind of interaction (Bygate, 2016:386). In TBLT students, pass through three task stages. First, they engage in a real-life situation which prepares them for the task they are about to perform (pre-task stage). Second, students perform the main task, which is of a communicative nature (on-task stage). Lastly, the students display or provide indicators that they have completed the task (post-task stage) (ibid.).

The emergence of CLT in language learning points to translation as a skill that allows students to be more flexible, analytical and interactive (Leonardi, 2010:80). According

to Cummins (2007:236), translation plays an important role in enabling bilingual students to actively participate in their learning. Translation highlights the need to explore the appropriate application of language within a communicative language classroom (Leonardi, 2010:83). Translation is a task that involves negotiation for meaning and problem-solving through social interaction (Hautemo, 2014:30). These features link translation to the defining criteria of TBLT which, according to Ellis (2003:16), are for “the task to be a work plan” that involves “a real-world process of language use” and to have “a clearly defined communicative outcome.” This study made use of Wikipedia editing as a translation toolkit to translate English articles available on the site into Oshikwanyama and Oshindonga, under the facilitation of the TBLT pedagogy. As per TBLT principles, the Wikipedia translation task can be devised into pre-translation task, on-translation task and post-translation task activities, from the levels of planning to production and lastly reflection of the online language translation practice.

This study is further motivated by indications in the body of knowledge that the extent to which TBLT is used in first language learning, alongside translation tasks, is limited in first-language learning. Much emphasis has been put on second-language acquisition (Leonardi, 2010; Skehan, 2007). Other studies conducted on translation have been limited to language translation in the language classroom and very few attempts were made to study the impact of online translation as a tool for localising online content into African languages (Osborn, 2010; Dalvit, 2009; Hautemo, 2014). However, no study that links Wikipedia translation (which is a technological intervention) to TBLT has been conducted to date, which leaves a gap in the body of knowledge. An earlier study conducted by the researcher (Hautemo, 2014:30) indicated that translation from the mother tongue into English on an English language platform, such as Wikipedia is found to be a relevant tool for improving language skills and to activate language usage in both the source language and target language. The results of the study have prompted the researcher to investigate further the use of Wikipedia translation as a task by pre-service language student teachers adopting a TBLT pedagogy that motivates students to communicate in the language classroom. Lai and Li (2011:499) posit “TBLT serves as a useful pedagogical framework that sets principles that enrich and maximise the use of technology for language learning.” A more sociocultural research approach to TBLT through eLearning lenses was sought, whereby Wikipedia translation is seen as a social phenomenon in which pedagogy is socially-situated and culturally mediated.

This then motivated the researcher to conduct a study that incorporates translation in the language classroom through technological modes of Wikipedia.

1.4. Statement of the problem

The Namibian National Curriculum for Basic Education for generic languages in the senior primary phase (2015) emphasises learning of languages using communicative tools to aid in the teaching of four language skills, i.e. listening, speaking, reading and writing. These are the language skills, which language student teachers are trained to teach, and on which different language tasks are devised. Bygate (2016:381) stresses that "it still remains to be seen the range of ways in which TBLT can be effectively implemented in the classroom, in a different context and with learners of different abilities and level of proficiencies." The role of translation as a TBLT task is not emphasised as a language teaching strategy to be incorporated into the use of developing language skills in the BEd (Hons) language education programme. This is despite the fact that some of the student teachers find it difficult to design tasks that centre on the learning of language skills and that engage students in communicative language learning activities. Students further encounter communication problems when completing tasks and assignments, especially when working in collaborative groups.

From her past experience as a lecturer for three years, the researcher has observed that in their language classroom UNAM pre-service language student teachers tend to translate documents such as short stories or essays from English second language to a Namibian first language (Oshikwanyama/Oshindonga) and vice versa. Although this makes translation a naturally occurring phenomenon in the teaching of these two languages, Wikipedia translation is not used as a TBLT task by the student teachers in their language learning and practice. In general, translation tasks have been criticised by some linguists such as Gorusch (1998:6) and Harbord (1992:352), who felt that translation could not be used as a pedagogical task in a language classroom. These linguists assume that translation does not focus on communication and it hinders students from gaining insights into the multiple uses and meanings of the words. Contrary to their criticisms, a large body of research shows the potential application of translation as an easy and stimulating avenue that enhances and promotes linguistic awareness and pride in bilingualism, particularly in minority languages (Hautemo & Dalvit, 2016; Hautemo, 2014; Leonardi, 2011; 2010; Dalvit, 2010). Moreover, if

translation is facilitated through the procedural pedagogies for language learning such as TBLT, then it could make a big difference in the way the students perceive it as a language-learning tool. In the end, this may lead to many responsive ways to motivate students to communicate in the language classroom.

1.5. Research purpose and questions

The main purpose of this study was to explore the use of Wikipedia translation as a TBLT task, with the aim of allowing language student teachers to use language in situations that resemble real life, as well as to assist them to interact collaboratively in small groups. This study focused on Wikipedia translation as a task that may encourage interactive communication between bilingual students, as they work in small groups on an online platform (Wikipedia website). Special attention was devoted to both communication (negotiation for meaning, comprehension checks, confirmation requests, etc.) and linguistic (transactional and interactional communications, grammatical, spelling and clarification checks, etc.) forms during the Wikipedia translation. In light of this, the following research questions guided the study:

- a. How does participating in Wikipedia translation of English L2 into Oshikwanyama/Oshindonga L1 mediate interactive communication between pre-service language education students?
- b. How does Wikipedia translation of English L2 into Oshikwanyama/Oshindonga L1 enhance the quality of spoken and written language production during the task performance?
- c. What is the influence of the English Wikipedia translation into Oshikwanyama/Oshindonga on language education students' language learning?

1.6. Significance of the study

It is significant that through this exploration, the language education student teachers would develop the necessary communication skills to use in Wikipedia translation as one of the tasks in the implementation of TBLT pedagogy. It is also envisaged that this study could contribute to the body of knowledge by highlighting the impact of Wikipedia translation from English L2 to Oshikwanyama/Oshindonga L1 as a TBLT task on developing student communicative skills in the language classroom and consequently on their own language learning. This study could inform the BEd (Hons) programme on

some of the possible pedagogical strategies that could be developed in language education concerning the value of translation and TBLT pedagogy. The study has the potential of informing educational policymakers to re-investigate the language teaching strategies that reinforce the use of translation as a CLT procedure in language education in Namibia.

1.7. Theoretical framework

This study adopts the sociocultural theory (SCT) as its theoretical framework. This is because language learning is set in a sociocultural context and develops through interaction between the teacher and between the students themselves, based on pedagogical tasks (Lantolf & Thorne, 2006:74). SCT has a direct connection to and compatibility with TBLT, as observed by researchers (Nunan, 2004:4; Ellis, 2003:23). Both SCT and TBLT attempt to re-contextualise the classroom, the focus of the activity or tasks as a place for studying and developing language, with a focus on meaning (Nunan, 2004:25). Duff (1994:175) clarify this activity as “the behaviour that is produced when an individual (or group) performs a task. It is a process as well as the outcome, where the task is examined in its sociocultural context.” In this study, the sociocultural theory is used to link tasks to the language mediating tools (Vygotsky, 1978:40) by investigating (a) the social interaction between student teachers, (b) negotiation for meaning, and (c) the use of artefacts such as Wikipedia articles through the computer and internet.

Thomas (2017:46) asserts that Web 2.0 technologies like Wikipedia aim "to empower learners and promote communities of practice." In light of SCT, Wikipedia is used to promote a Web 2.0 language-learning exercise, which is deeply rooted in the adaptation (i.e. carefully planning, coordinating and configuring of technological materials in this case the Wikipedia site for online language translation) and the scaffolding (i.e. students complementary working together to achieve their learning goals) process (Vygotsky, 1978:39). Vygotsky (1978:39) argued that learning is embedded in social contexts and is thus socially constructed. The SCT is used in this study to provide a framework for analysing the students' interactions throughout the translation task. To contextualise this study in a technology-enhanced learning environment, the Activity Theory (AT) (Engeström, 1987:78) was used to provide a framework for analysing the students' reflections on the translation activity. In this study, the Activity System (AS) community

is comprised of the subject (student teacher), the subject collective (students in the collaborative groups), the object (Wikipedia translation), and the mediating tools (computer, internet and language tools) and outcome (translated Wikipedia pages).

1.8. Research design and methodology

This section gives a synopsis of the research design and methodology for the study, which will be discussed in more detail in Chapter 4.

1.8.1. Research design

This research is framed within the interpretivism approach and it is qualitative in nature. According to Heigham and Crooker (2009:9), in a qualitative study, the “meaning is socially constructed.” The research focus is on the experience of the participants - seeing how they participate in and experience the Wikipedia translation as a task to be executed in a real-life setting by working in collaborative groups. The research design for this study was a case study. According to Yin (2014:17), a case study involves “investigating a case within a real-life, authentic context or setting.”

1.8.2. Sample

This case study was conducted in the students' natural setting – the classroom/computer laboratory. Using a non-probability sampling which indicates that all the participants had equal accessibility to the researcher, a sample of twenty-four (24) student teachers was purposefully selected from a population of fifty-six (56) Namibia Language Education and English Language Education Year 4 group.

1.8.3. Data collection tools

The researcher adopted the role of an observer-as-participant (Tinkel, Wallen & Hyun, 2012:446), whereby she identified herself as a researcher and the coordinator of the Wikipedia translation event (facilitator of the pre-translation workshop). As a research coordinator of the task and a researcher at the same time, she was assisted by three language lecturers who were trained in the use of the Wikipedia portal and translation before the actual data-collection process. This was done to avoid bias as an observer. During the observation of a real-time Wikipedia translation a reflective journal was kept to record events and their interpretations. The participants used a structured self-

reflective tool to rate and reflect on their performance during and after the translation. Further, the research co-observers have used a structure observation tool/schedule to record noticeable events during the Wikipedia translation.

Secondly, blogging was used to get an in-depth understanding of and to reflect on the participants' experiences of the Wikipedia translation. Stefanac (2006:230) defines a blog as an "easy to update website characterised by dated entries displayed in reverse chronological order." A blog page was opened on Word Press.com, whereby the participants had a blog discussion reflecting on, and evaluating what transpired during the translation activities. The blog page was password protected and only accessible to the research participants upon private invitation to contribute and each student had a login identification.

Lastly, during the translation task, the participants selected articles to translate in their groups and those translated Wikipedia articles were used as a research findings. The translated pages were collected and analysed to check how the student teachers translated from the SL into TL. A special focus was placed on the use of mediating tools such as the sign and symbols for language use i.e. negotiation for meaning, translation and communication strategies. The use of semantics and syntactical linguistic forms in the target languages was also compared with the source language. The translated pages were presented as authentic evidence, which was captured into screenshots and edited in Paint.NET software, for the researcher to highlight some of the linguistic features emerging from Wikipedia translation task.

1.8.4. Data analysis

Data was analysed thematic analysis (Sarantakos, 2013:379), undertaken with the help of Atlas.ti, a computer-assisted qualitative data-analysis program. This program assisted the researcher to code the data that emerged from the participants' interactions and reflections as well as from the observable events involving the participants during the Wikipedia translation task, blog entries and translated pages to form broad themes (Saldana, 2009:13). For validity, the data were triangulated. The information from multiple sources i.e. observation notes and reflections, blogging and translated content, was corroborated into descriptions that fit the coded themes. The researcher further undertook member checking (Golafshani, 2003:603), whereby the participants were

given a chance to read the data transcriptions and then confirm whether what was recorded is what transpired throughout the translation. The participants further had to read their own translated pages and reflect on their work. Verbatim quotes were used to convey the participants' exact words.

1.8.5. Ethical considerations

Ethical clearance was sought from Stellenbosch University's research ethics committee (PN1913). After clearance was received, request for permission to conduct research was sent to the University of Namibia (EXT/390/2018). After the permission was granted, information letters explaining the aim and duration of the research were given to all the participants, who were required to sign informed consent forms. The participants were assured of their right to confidentiality and anonymity and their right to withdraw from the research project without any prejudice (Creswell, 2013:353). It was also indicated to the participants that the research would not interfere with their normal university activities, as it was conducted outside lecturing hours.

1.9. Delimitations of the study

The study focussed on the Wikipedia translation in a tertiary institution which has 10 satellite campuses countrywide, but for the convenience of the researcher, only one UNAM satellite campus in the Oshana region in Northern Namibia was chosen as the research site. Despite the study involving student teachers at a tertiary institution, only those students specialising in languages were of interest to this study. The study draws data from the language student teachers, specialising in the teaching of Oshikwanyama and Oshindonga (Namibian first language) and English second language for senior primary phase (Grade 4-7). The languages of the study were delimited to two Namibian vernacular languages and dialects of Oshiwambo ethnic language (Oshikwanyama and Oshindonga). These two languages are mutually intelligible in both their written and spoken forms. They have a well-developed orthography, which differs slightly syntactically, but the vocabulary and meanings of words are the same.

1.10. Definition of terms

African Languages – In this study, African languages refer to languages predominantly spoken in Africa where they have originated and spoken mostly by Africans in Namibia and Southern Africa.

Bilingual – This term refers to the ability to speak two languages equally and fluently. In this study bilingual refers to both the persons who are able to speak two languages in this case English and Oshikwanyama/Oshindonga fluently, and the environment such as the school in which students who are not fluent in the official language (English) are given the chance to be taught in their own languages, when necessary.

First language (L1) – This refers to a language that a person acquired first, from birth. In multilingual communities the first language may refer to the language predominantly used at home or in the community, “where a child may gradually shift from the main use of one language to the main use of another (e.g. because of the influence of a school language)” (Richard & Schmidt, 2010:202). First language in this study refers to the language the students feel most comfortable using, the language they speak at home and the language they learn as a mother tongue at school. Often this term is used “synonymously with native language, home language and mother tongue.”

Indigenous language – The term ‘indigenous’ refers to the cultural traits of its original location, i.e. indigenous people in this study refers to African descendants who were born in certain African countries and have distinct characteristics (culture, language and beliefs) that are clearly different from other segments of the non-dominant groups and new arrivals of different origins and cultures. Similarly, the term ‘indigenous language’ in this study refers to a language uniquely spoken by an indigenous people of Oshiwambo culture. In this study, the indigenous languages such as Oshikwanyama and Oshindonga dialects refers to the Bantu languages, from Oshiwambo language which are spoken by the students who are the indigenous people who belong to Oshiwambo cultural group.

Learner-centred education – An approach to teaching and learning that comes directly from the Namibian national goals of equity (fairness) and democracy (participation). The approach implies that teachers put the needs of the learner at the centre of what they do in the classroom, rather than the learner being made to fit whatever needs the teacher has decided upon learning (NIED, 1999:4).

Mediation – The part played by other significant people in the learner’s lives, people who enhance their learning by selecting and shaping the learning experiences presented to them (Vygotsky, 1978:40). In this study, mediation refers to learning

through the use of technology and linguistic artefacts such as a computer and the internet. It also refers to learning through social interaction (mediation) between group members and using linguistic symbols.

Mother tongue – The phrase ‘mother tongue’ denotes the speaker's dominant home language (Hautemo, 2014:3). In this study, this term is used to refer to the first Namibian languages, i.e. Oshikwanyama and Oshindonga, spoken at home and in the society by the participants of this study.

Scaffolding – A kind of cooperative problem-solving effort made by teachers and students in which the express intention is for the students to undertake as much of the task on their own as possible, as soon as possible (Collins, Brown & Newman, 1989:454). In this study, scaffolding refers to the way the more knowledgeable students and facilitators help less knowledgeable participants to translate the Wikipedia content through a series of complementary tasks.

Second language (L2) – Any language learned after one has learnt one's native language. However, when contrasted with foreign languages, the term refers more narrowly to a language that plays a major role in a particular country or region, though it may not be the first language of many people who use it, (Richards & Schmidt, 2010:472). English is referred to as a second language for the students involved in this study as all of them speak it as a second or third language at home although it is the language of learning and teaching at the university. English is also a second language for people in many African countries such as South Africa, Namibia, Zimbabwe, Botswana etc., and it is used as the official language in most of the SADC countries.

Source language (SL) – The language in which a term is initially recorded or documented. It often has equivalence or a possible equivalent synonym found in another language(s) (Alberts, 2017:243). Often in translation studies, which include this study, the term may refer to the language in which texts are primarily produced. In this study, SL refers to English, a European language that was translated into another language, which is Oshikwanyama and Oshindonga first languages.

Target language (TL) – The language in which an equivalent or a possible equivalent synonym, and in which the information will be translated (Alberts, 2017:243). In this

study, the target language refers to Oshikwanyama/Oshindonga First language, which is a Namibian indigenous language into which the English (SL) will be translated.

Task-based language teaching – An approach based on the use of tasks as the core unit of planning and instruction in language teaching, which focuses on the use of authentic language and on interactively engaging students in meaningful tasks using the target language by engaging in a series of tasks (ZhuXiu, 2016:398). In this study, TBLT refers to the use of Wikipedia translation as a communicative task that involves students in real-life translation practices that resembles the real translation classroom situation. TBLT is seen as a pedagogy that facilitates the planning, the language learning focus and the reflection on practice during the Wikipedia translation task, whereby students learn languages by doing through collaborations or group interactions. TBLT is used in this study to develop students' communicative competence, focusing on their interaction to produce meaning, rather than focusing on the formal aspects of language.

Task(s) – A task is a work plan that requires learners to process language pragmatically to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. The task intends to produce language use (TL) that bears a resemblance, direct or indirect, to the way language is used in the real world. A task can engage productive or receptive, and oral or written skills, as well as various cognitive processes (Ellis, 2003:16). Task in this study refers to the translation of Wikipedia content in English into a Namibian indigenous first language, with a primary focus on the communicative competence of students. The Wikipedia translation serves to engage students in communication acts in which the students also demonstrate their abilities and skills to perform in collaborative groups.

Wikipedia translation – In this study, Wikipedia translation refers to a translation process, which is done on the Wikipedia website, in which students select Wikipedia articles written in English, to translate them electronically into Oshikwanyama/Oshindonga L1 on the Wikipedia site, using the Wikipedia editing tools. This translation is typically done on an online platform on which the translated articles are uploaded on the site for a wider readership on the internet, or save in the Wikipedia repository site for future retrieval.

1.11. Organisation of the study

This dissertation report consists of six chapters, as described below.

Chapter 1 introduced the study by discussing the context in which the study is located, the motivation for the study, which mainly focused on the researcher's personal perspective, and wider social and academic implications, as well as the statement of the problem. The chapter discussed the theoretical framework, the research design and methodology, and defined the key terms used in the study.

Chapter 2 presents a literature review of different frameworks that formed the main concepts of this study. The first section focuses on the notion of Communicative Language Teaching, which gave rise to the second concept, which is task-based language teaching, which was discussed in relation to other related functional approaches to language teaching. Sociocultural theory and its influence on language learning is also introduced.

Chapter 3 presents the theoretical framework of the study. It gives an in-depth review of pedagogical translation and its impact on TBLT. The last section of the chapter focuses on the concept of technology-enhanced learning and its influence on TBLT pedagogy. The section deals with the theories of learning in a technology-enhanced learning activity system, where the role of language learning is unpacked and its influence on TBLT and Wikipedia translation in a language classroom is discussed.

Chapter 4 discusses the research design for the study. The chapter presents the rationale for choosing a qualitative approach and using the case study design in this study. The data collection and generation methods are discussed as well as the data analysis and interpretation procedures. The last section discusses the ethical issues related to this study.

Chapter 5 provides a presentation and analysis of the collected data to address the research questions. The data are organised according to the main themes of the discussion, supported by the review literature and concerning the theories of language teaching in a technology-enhanced learning environment.

Chapter 6 concludes the study by summarising the methodologies used, the main findings and their implications. The chapter makes recommendations on the use of English Wikipedia translation as a communicative task in TBLT pedagogy and

suggested potential contributions of the study. The chapter concludes by identifying the potential areas or opportunities for future research in language education.

1.12. Summary

This chapter has introduced the research and its context. The following chapter reviews the literature on the various concepts that are relevant to the use of TBLT in a language classroom.

CHAPTER 2

TASK-BASED LANGUAGE TEACHING AS A COMMUNICATIVE LANGUAGE TEACHING PEDAGOGY

2.1. Introduction

This chapter presents a broad discussion of the concepts that led to the introduction of Task-based language teaching (TBLT). The literature reviewed in this chapter draws insights from the pedagogical frameworks of Communicative Language Teaching (CLT), which is the founding principle of TBLT. Richards (2006:16) posits, “TBLT is an extension of the CLT movement.” Littlewood (2004:324) also observes, “TBLT is a development within the communicative approach in which the communicative task does not only serve as a major component of the methodology but also as units around which a course may be organised.” This means that TBLT is not a stand-alone concept. It was developed within a responsive language learning system, which is built up of many terms and concepts that form a major part of this review.

The central focus of this review is the use of the first language (L1) in the second language (L2) instruction. For many years valid arguments have been made about the principle of using the L1 in the L2 classrooms. Recently, linguists around the world have come to recognise the usefulness of the L1 in the L2 instruction (Chavez, 2016; Madriñan, 2014; Leonardi; 2011). In trying to find the best pedagogical tools that integrate the use of L1 in L2 classroom, the role of bilingual education constitutes an integral part of the discussion around the literature reviewed in this chapter. Wu (2008:52) warned that a teacher’s goal in bilingual education is “to find the right balance between the use of the L1 and L2, which makes sure students understand and at the same time maximizes the use of the target language.” The review discusses the suitability, applicability and the integration of the L1 in English (L2) CLT, English TBLT and translation within the setting of language teachers’ education.

An in-depth discussion of CLT forms part of the first section of this review, as it sets the background for work done in the area of Second-language Acquisition (SLA) and language education in general, related to TBLT and translation in the classroom. The second section of this review discusses the principles of TBLT in detail, looking at its inception, purpose in language learning, and influence on students’ communication in a

bilingual language-learning atmosphere, and its influence on first-language (L1) learning.

2.2. Overview of Communicative Language Teaching

This section discusses the concept of Communicative Language Teaching (CLT), a language teaching and learning pedagogy that led to TBLT. CLT is a pedagogy, which is anchored in the Learner-centred (LCE) philosophy that has underlain the Namibian education curriculum since independence in 1990 (Simataa & Mlambo, 2017:81). TBLT is a renewed theory of CLT that emphasizes students' ability to negotiate meaning by demonstrating their language skills. TBLT aims to develop students' communicative competence, focusing on their interaction to produce meaning, rather than focusing on the formal aspects of language (Hammer, 1999). According to Ellis (2003:27), tasks have been implemented "to make language teaching more communicative, therefore they are an important feature of CLT." This is crucial for the educational environment in African countries such as Namibia, where the Language of Learning and Teaching (LoLT) is English, which is also a second language for the majority of learners. Harlech-Jones (2001:123-124), asserts that:

one of the most salient features of bilingual education is the use of the first language in the second language medium of instruction because it can help students in supplying background knowledge, enhance the development of their basic reading skills and also their oral and written use of languages.

The four language skills (listening, speaking, reading and writing) play a key role in the communicative language classroom, as evidenced in this discussion, regarding the Namibian education context. The integration of the four language skills in the classroom leads us to the use of additive bilingualism in the CLT classroom. De Angelis (2007:8) defined additive bilingualism as a process by which "students develop both fluency and proficiency in a second language, while continuing to develop proficiency in use in the first language." The students involved in this study are bilinguals who could communicate minimally in the second language but are very fluent in their native or first language, which is also their mother tongue. In this study, additive bilingualism is framed within the interdependence hypothesis (Cummins, 1981:4), which assumes that an underlying proficiency enables students to communicate from one language to another, with minimum effort, and the degree of language transfer depends on the "similarities and completeness of cognitive structures in one or both languages." These structures

serve as devices that lead students to communicate in the bilingual classroom using their metacognitive and metalinguistic strategies, which are accompanied by phonological awareness. It is worth mentioning at the beginning of this review that the University of Namibia's language education programme covers a range of topics that include phonology and morphology in the first year of the BEd (Honour's) degree. This is followed by the development of speaking and listening teaching strategies, coupled with literature and poetry education. This section undertakes an in-depth analysis of CLT as a teaching methodology for English L2 in the Namibian context and considers its influence on the integration of the Namibian first language in the classroom communicative tasks through the principle of TBLT. The researcher discusses the link between CLT and TBLT, and the implications for the students, as well as for the teachers' roles in the language classroom.

2.2.1. Defining Communicative Language Teaching

Communicative Language Teaching (CLT) was first introduced in the 1970s as a functional approach (Nunan, 1991; Widdowson, 1990; Richards & Rodgers, 1986; Littlewood, 1981; Canale & Swain, 1980) that addresses the communicative needs of the students with "a specified end result or goal for an instructional program" (Savignon, 1997:2). Richards and Rodgers (2014:24) describe CLT as "an approach that represents a philosophy of teaching that is based on communicative language use." This means that CLT's main goal is to develop the communicative ability that leads to the attainment of communicative fluency in a language-learning context. Nunan (1991:280) defines CLT using five distinctive features: (1) an emphasis on learning to communicate through interaction in the target language; (2) the introduction of authentic testing into the learning situation; (3) the provision of opportunities for learners to focus, not only on language, but also on the learning process itself; (4) an enhancement of the learner's own personal experiences as important contributory elements to classroom learning; and (5) an attempt to link classroom language learning with language activities outside the classroom. Nunan's features correspond with Widdowson's (1990:159) description of CLT:

CLT concentrates on getting learners to do things with language, to express concepts and to carry out communicative acts of various kinds. The content of a language course is not defined in terms of forms, words and sentences patterns, but in terms of concepts, or notions, which such forms are used to express the communicative functions, which they are used to perform.

Brown (2007:49) asserts that CLT aims to present “pragmatic, authentic and functional uses of language without just focusing on the formal grammatical aspects.” CLT is mainly done for communicative purposes in the classroom, whereby students are presented with a range of communicative activities such as games and problem-solving tasks that encourage them to use language to interact with one another. Wang (2013:17) posits that it enables the design of language-learning activities that are considered desirable for giving students opportunities to understand the language and use it in a meaningful way similar to the way it is used in real-life circumstances. In Namibia CLT is seen as a multi-perspectival approach that transforms teaching from the teacher-centred to the learner-centred approach (Simataa & Mlambo, 2017:81). It focuses on implementing methodologies that are capable of enhancing the learners’ functional language ability through active involvement in authentic communications (Savignon, 1997:2). Thus, CLT is currently a preferred approach to language teaching in teacher training in Namibia.

2.2.2. Defining Communicative Competence

The term Communicative Competence (CC) was first introduced by Hymes (1972:269-293) as a reaction to Chomsky’s (1962) linguistic competence. According to Hymes (1972:271), communicative competence represents “the ability to use language in a social context and to observe sociolinguistic norms of appropriateness” (Savignon, 2001:235). The main goal of CLT is to develop students’ communicative competence (Hymes, 1972:271). Canale and Swain (1980:4) defined communicative competence as “the underlying systems of knowledge and skills required to communicate.” This system includes both the conscious and unconscious knowledge of an individual about a certain language’s grammatical structures. Canale and Swain (1980:2) further describe CC as “the ability to interpret and enact appropriate social behaviours, and it requires the active involvement of the learner in the production of the target language.” Communicative competence involves using language in social contexts to fulfil a communicative function as well as the knowledge of how to combine utterances and communicative functions in different situations or discourses.

Savignon (2001:236) characterised CC as the “ability of language learners to interact with other speakers to make meaning, as distinct from their ability to recite dialogues or perform in discrete-point tests of grammatical knowledge.” This characteristic fits very

well in the previously disadvantaged communities of Namibia, where English has gained momentum to the extent that students are faced with English as the only and compulsory language of teaching and learning at university, despite their linguistic difficulties and communicative problems. English is taught as the second language in Namibian schools, and it is the LOLT from Grade 4, which is the transitional grade from the junior primary phase, where all the subjects are taught in the mother tongue. The majority of students involved in this investigation passed through the education system in which they had to memorise grammar and vocabulary and to study English like any other content subject such as History, to pass it in the examination. These students may lack communicative competence and could fail to use the language proficiently. Barnes (2004:52) asserts that in the additive bilingualism approach “the student gains competence in the second language while maintaining the first language.” Involving students in CLT that uses a bilingual approach to language learning may develop their confidence by using their first language to foreground the linguistic developments that could be systematically added to the second language. In this way, students’ communicative competence could be enhanced, and they could be motivated to speak more and engage in meaning-making communication in the classroom.

Canale and Swain (1980:2) see CC as “the ability of an individual to use the knowledge in actual communication situations.” It is also the underlying capacity and manifestation of language use in real communications (Canale, 1983). Kiato and Kiato (1996:1) maintain that “the idea of communicative competence depends on the ability to use the language appropriately, both receptively and productively in real situations.” In a tertiary language teacher training context, this means that student teachers are trained to use the language for a range of purposes and functions in different settings. These settings consist of varying participants who know “how to produce and understand different types of texts and how to maintain communication, despite having limitations in one’s language knowledge” (Richards, 2006:3). Savignon (2001:235) warned that “central to CLT is the understanding that language learning is both an educational and a political issue.” Communicative competence is needed for decolonising the minds of the Namibian language student teachers who still fear to use L1 tasks in L2 lessons for language teaching. This could be done through the introduction of bilingual tasks in a second-language classroom such as through translations between languages. One important feature of bilingual education in the Namibian education system, according to Harlech-Jones (2001:124), is that it advances the development of reading skills in

students as well as the oral and written use of language. Developing communicative competence in students could assist them to develop skills to encode and decode the language, which affects the ability to learn languages simultaneously. It is thus important for both teachers and learners to develop CC to foster the use of appropriate syntactic and semantic structures that help them to use language in communication.

2.2.3. The evolution of Communicative Language Teaching approaches

Rama and Agulló (2012:180-181) posit that CLT has transformed the world of foreign language teaching by including “a more comprehensive view of learning processes, such as TBLT, focus-on-form, cooperative language teaching and content-based instruction.” These functional approaches went beyond teaching linguistic items in isolation by emphasising the role of communication in language learning. The psychological theories of language learning combined the evolution of language learning with the constructivist paradigm (Vygotsky, 1978; Bruner, 1983) to produce a refined form of CLT. This required shifting the emphasis from teaching to learning, with more focus on social learning, from final results to processes, and taking into account that knowledge is not learned but constructed through scaffolding in social collaboration (Rama & Agulló, 2012:182).

The principle of CLT has been widely accepted as the basis of diverse language teaching practices today, including in many African countries such as Ghana, Nigeria, South Africa and Namibia, where its methodology leads in addressing communication problems among students. A study done in Ghana by Borti (2015:28) on the challenge of teaching languages in African classrooms indicates that one of the biggest challenges in Anglophone African countries is the acquisition of adequate English language proficiency for effective classroom use. In Namibia, a study done by Marsh, Ontero and Shikongo (2002), indicates that students are most challenged to communicate in English because of their lack of proficiency in the language over their first language. These findings are still relevant to date, as many Namibian learners, especially in the northern part of the country where this study is conducted still lack the proficiency to use English, which is a third language spoken in many of the communities.

The evolution of Communicative Language Teaching (CLT) approaches over the years is represented in Figure 2.1.

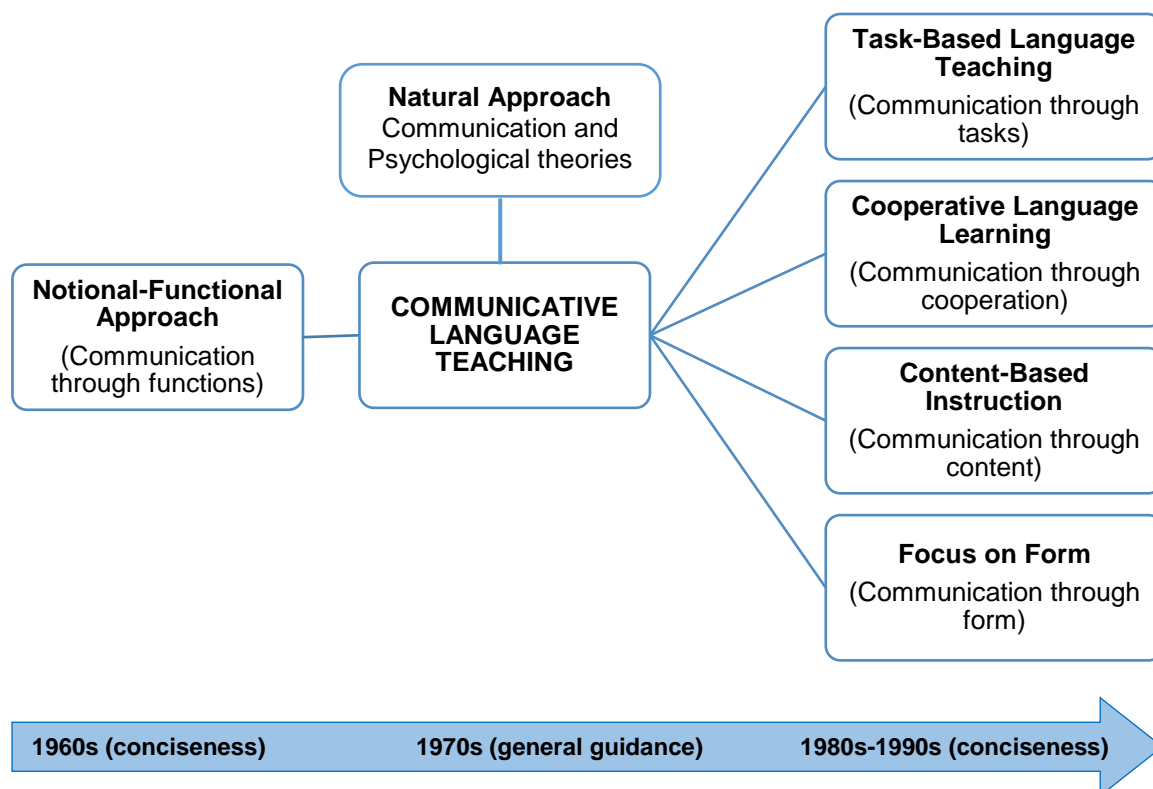


Figure 2. 1: The Evolution of CLT approaches

Source: Adapted from Rama & Agulló, (2012)

As shown in Figure 2.1, the evolution of CLT began in the 1960s in Britain, following Chomsky's linguistic theory (Anderson, 2008; Savignon, 2001) and it offered general guidance for language teachers, especially in non-English-speaking countries, as an approach that aimed to develop and teach ESL to speakers of different mother tongues (Anderson; 2008; Richards & Rodgers 2001; Canale, 1983; Littlewood, 1981). This evolution then passed through different versions of approaches to language teaching which introduced other branches of language learning and teaching. These branches are explained in the following discussion concerning language teaching and learning in a bilingual context such as that in Namibia.

2.2.3.1. The notional-functional approach

The notional-functional approach is based on two elements, namely, (1) the notional, which is concerned with concepts that deal with cause and effect, and (2) the functional, which deals with the intention or purpose of the language used (White, 1988). This approach is characterised by a functional view of language that focuses on doing something through the use of authentic language. The notional-functional approach provided a sound basis for CLT approaches, as it emphasises the notion of the teacher

as a facilitator (Rama & Agulló, 2012). This is supported by the view, reinforced by the National Institute for Educational Development (NIED) in Namibia, that “learner-centred education supposes that teachers have a holistic view of their learners, they should value the learners’ life experience as the point of departure for their studies” (Namibia: NIED, 2003:97, cited in Simataa and Mlambo, 2017:81). In many cases, Namibian language teachers are involved in “the analysis of the needs for using language that is reflected in the goals, content selection and sequencing, methodology and evaluation” (ibid.). This assists the teachers to plan better and improve on their language teaching skills by selecting authentic and real-life classroom tasks that are located within the learners’ social and local environment. It also motivates them to use methodologies that encourage students to communicate by using tools and objects that are fun and stimulating for their learners, for example, using videos, pictures, simulations, etc. These methodologies serve as a big influence on CLT approaches, as it uses language to achieve an outcome, usually by involving interactions between students.

Although the notional-functional approach seems to work well for the production of correct language, it was criticised that it could lead to more teacher-driven and focused tasks (Savignon, 2001; Littlewood, 2004), an approach which is not recommended in the Namibian education system. For learning to be more learner-centred, “a high degree of learners’ participation, contribution and production is necessary to promote language learning which is directed toward the empowerment of the learners’ lives” (NIED, 2003:98). This then leads to the introduction of classroom communicative tasks, which complement the learners’ previous knowledge and experience. These tasks have an authentic link to the learners’ current situations and are aligned to the needs of the local and global sphere in which they live. The design of these tasks should give learners a chance to use real-life language in communication, to share their lived experiences with others in the classroom and use the language with confidence, about the things they communicate.

2.2.3.2. The natural approach

The natural approach was first proposed by Tracy Terrell (1977) as a ‘new’ philosophy of second language teaching in an attempt to incorporate naturalistic principles into language teaching (Terrell, 1977:325). In 1983, Krashen and Terrell teamed up to reconceptualise the natural approach which they defined as “the use of language in communicative situations without resorting to the native language” – and perhaps

“without reference to grammatical analysis and drilling or a particular theory of grammar” (Mani, 2016:9). Krashen and Terrell (1983:17) see communication as the primary function of language and assert that the focus of language teaching should be to develop communicative abilities in learners. They described the nature of language as focused on the primacy of meaning by viewing the essence of the language is its vocabulary (Mani, 2016:9).

In the natural approach “language is viewed as a vehicle for communicating meanings and messages”, hence “acquisition can take place only when people understand messages in the target language” (Krashen & Terrell, 1983:19). Although there is a view that both lexical items, structures and messages are important to language learning in this approach, the vocabulary of “both perception and production is considered critical in the construction and interpretation of messages” (Mani, 2016:11). This may involve the use of complex grammatical structures which, according to Krashen and Terrell (1983), does not require explicit analysis or attention by the teacher, learners or the material being used. They emphasise that the primary goal of the materials is to present meaningful classroom activities by supplying “the linguistic context that helps the acquirer to understand and thereby to acquire” (Krashen & Terrell, 1983:55) by locating authentic classroom activities in the real world. This fosters authentic communication among the students when they use real-life language to communicate. The natural approach’s view on language acquisition and learning is deeply grounded in Krashen’s (1985) theories of language acquisition, which are discussed below:

a. The acquisition or learning hypothesis

This hypothesis views the development of language proficiency in two distinct ways, i.e. language acquisition and language learning. According to Hautemo and Julius (2016:1219), language acquisition is a subconscious process. People are not consciously aware of the grammatical rules of language, but rather develop a ‘feel’ for correctness. In non-technical language, acquisition means ‘picking up’ a language. Language learning, on the other hand, refers to ‘conscious’ knowledge of a second language, knowing the rules, being aware of them and being able to talk about them. “Acquisition requires meaningful interactions in the target language – natural communication – in which the speakers are communicating – not with the form of their utterances, but with the messages they are conveying and understanding” (Mani,

2016:11). At the tertiary level, bilingual students seem to be more involved in language-learning processes as they have acquired most of their L1 and L2 during the development years from K-12 (Kindergarten to high school). This means that they are much more involved in a very distinctive feature of CLT, which is meaning-making. This is a very important aspect for the language student teachers to focus on, while still in teacher training.

b. The monitor hypothesis

Hautemo and Julius (2016:1219) posit that competence in language learning is gained through 'monitoring', where the language is modified or corrected after the moment of production. Furthermore, they stressed that language learning is a result of direct instruction, where learners should use conscious knowledge of the target language to talk about that knowledge. This monitoring is highly emphasised in language learning because it is used to monitor or correct what is expressed. This is essential for students who are at advanced levels of language learning, as in many cases, they are conscious of both the declarative and procedural knowledge of language. Concerning Namibian teacher education, Hautemo and Julius (2016:1220) suggest that the teacher should contextualise and modify the language tasks to enable students to negotiate language, and not only to monitor wrong from right usage. The monitor hypothesis (Krashen, 1982) provides a control system that can alter the output of the acquisition system according to learned rules. This could help students to request clarification and have control over the direction of interactions in the classroom. This is necessary for classroom translations where students are required to use two different languages concurrently to translate the content. This is also good for when students work in collaborative groups, where they discuss and complement on each other's language use.

The monitor hypothesis has been criticised because it requires the use of the cycle of input-intake-output, which might be harmful to the communicative competence, as it consciously reflects on grammar use, which can also be harmful to language processing and performance. This means that in monitoring learners' interactions, the teacher should provide them with enough comprehensive input (Krashen, 1982). This allows natural communication that provides them with the opportunity to try out what they know, tolerate others' errors and integrate all language skills. In studies such as this that involve the translation of languages, students can receive comprehensive input from

their lecturers or peers to help them discover grammar rules by themselves, effortlessly, as they collaborate in groups.

c. The natural order hypothesis

According to Mani (2016:12), this hypothesis suggests that the acquisition of grammar in both the first and the second language follows a predictable order within a process of natural development. The reasons that students are prone to making errors can be seen as part of their natural development and reflection on these errors should be welcomed as part of the development of their communicative competence. Asserting that teachers cannot control what the students do or say in the language classroom fails to acknowledge the teacher's role as a facilitator of learning in a CLT environment. The natural order input has been criticised for failing to take into account the influence of L1 on the acquisition of L2. This poses a problem to bilingual student teachers, as they ought to depend on their natural abilities to produce the language, but not to learn two languages at the same time. In a tertiary context, language teachers have gone through the stage of picking up the language to the actual learning of how to use it in meaning-making contexts as well as in grammatical form-focused contexts. This then assists the language student teachers to process language in a natural way, with or without facilitation from lecturers.

d. The input hypothesis

The input hypothesis maintains that language is best acquired when students are exposed to a sufficient quantity of comprehensive input, which is slightly beyond the current level of the student's competence (Hautemo & Julius 2016:1220). Comprehensive input containing $i+1$ – i.e. structures a bit beyond the acquirer's current level – and a low or weak affective filter should be provided to allow the input in. Krashen (1985:10) asserts that “acquisition requires meaningful interactions in the target language in which speakers are concerned; not with the form of their utterances but with the messages they are conveying and understanding.” He further points out that the best methods are those that supply “comprehensible input” in low-anxiety situations, containing messages that students want to hear in order to get meaning from them (ibid:11). The input hypothesis is important in communicative language tasks that oriented to produce meaning. This means that if the comprehensive input is structured at the right level of the students, can enhance student-to-student and peer-to-peer

negotiation for meaning (NfM). It further encourages risk-taking, focuses on fluency, which emphasises language production rather than on correctness, and highlights the importance of learners' autonomy (Williams, 1995, cited in Asassfeh et al., 2012:526).

Although the natural approach is much more responsive in non-formal language learning situations, comprehensive input can play an important role in a bilingual learning environment such as the Namibian classroom, where students are more exposed to the use of L1 at home and in their environment. The situation in Namibia is that language student teachers have to learn through subtractive bilingualism – in which they learn to teach the language that they are not comfortable with, either to speak or write. This is the case of English, which is a foreign language that is rarely spoken in the informal settings of these student teachers. Thus, subtractive bilingualism may lead to a situation in which student teachers or their learners are not proficient enough or comfortable in L2 and this influences the process of acquisition or learning both languages (Swarts, 2000:10). Comprehensive input that allows the use of a second language (or more) is desirable in such situations. Consequently, Swarts (2000) cautioned that additive bilingualism should not be viewed as an obstacle to communication, but rather be regarded as a source of enrichment, as language skills are first developed in L1 and then later transferred to English (L2).

e. The affective filter hypothesis

According to Hautemo and Julius (2016:1219), "Affective filter hypothesis claims that learners with high motivation, self-confidence, a good self-image and a low level of anxiety are better equipped for success in second language acquisition." This means that motivation plays a big role in language acquisition and learning. Motivation is needed in teacher education in Namibia. These language education teachers are already demotivated by the conditions in the university curriculum, which do not allow them to use L1 in L2 instruction. This is contrary to Baker's (1996:85) recommendation on second language instruction in teacher education. Baker posits that "second language instruction in the elementary school rests on the suitable provision of language teachers, suitable material and resources, favourable attitudes of the teachers and parents, and the need to make language learning experiences enjoyable for the children." The second language learning scenario suggested in this sentiment is not applicable to the Namibian teachers and the Namibian rural classroom. This is because

Namibian learners and teachers are compelled to teach in a monolingual context since the introduction of the post-colonial languages such as English as the medium of instruction (Brock-Utne, 2004; 2001; Swarts, 2000). This situation may limit teachers in presenting learners with affective filters that may help them to be communicative enough because of their limitations in spoken English (Shikongo, 2002:16). This is a situation that generates low levels of motivation and higher levels of anxiety in both teachers and learners to learn a language.

In concluding this section on the natural approach, it is necessary to highlight a statement made by Mani (2016:13), who asserts that, “the natural approach belongs to a tradition of language teaching methods based on observation and interpretation of how learners acquire the second language in non-formal settings.” Although this seems to be the situation, this approach is one of the main tools that has led to the evolution of CLT, the techniques of which could be employed in many comprehensible and meaningful language-learning practices such as TBLT and language translation. These language learning techniques are discussed later in this chapter.

2.2.3.3. Cooperative language learning in CLT

Communicative Language Teaching is a learner-centred teaching approach (Wang, 2013:16), where the negotiation for meaning (NfM) is emphasised and thus social interactions among students are encouraged to enhance classroom communication. This requires the teacher to design meaningful and interesting language activities that encourage students to communicate in co-operation with others through social interactions. This highlights the CLT function of cooperative language learning in which students learn languages through learning activities where they scaffold one another to ensure that there are equal learning opportunities. CLT makes use of communicative tasks in the process of language learning problem-solving tasks such as translations. In CLT the teacher creates an authentic environment, which is loaded with real-life materials for students to explore in small groups (Richards, 2006; Willis, 1996). Cooperative learning works well in a context where students are involved in tasks that engage them to use receptive skills of listening and reading, and where they are engaged in the productive skills of speaking and writing in collaborative groups.

According to Clegg (2007:115), bilingual students who are learning in L2 face heavy linguistic and cognitive demands. This view is confirmed by the findings of a study

conducted by Shikongo (2002:16) in Namibian teacher education, which found that many teachers and learners in rural areas of Namibia have considerable problems in teaching and learning English. The language education students in this study (90% of them come from rural areas) find themselves on a daily basis in this similar situation. These students need cooperative learning guidance to help them work together and collaborate during the communicative tasks to produce deep reflections on and evaluation of the tasks. Thus, this study uses a collaborative approach in which students translate the Wikipedia content from English L2 into Oshikwanyama/Oshindonga L1, in small groups, whereby all members have an equal role to contribute to the team effort.

2.2.3.4. Content-based language teaching in CLT

Richards and Schmidt (2010:204) define content-based instruction as “a teaching approach to second language teaching, in which teaching is organised around the content or information that students will acquire.” CLT activates content-based learning, which provides the class with real-life-like situations (Larsen-Freeman & Anderson, 2011:122) that stimulate communication or interaction between students to complete the task. This means that tasks are adaptive and interpretive in nature, as they require the selection of activities that involve an understanding of cultural and social issues that encourage learners to express their feelings, beliefs and perspectives, using language interactively. Content-based approaches embrace a learner-centred pedagogy by advocating for students to carry out their tasks and learning materials to facilitate their learning and assess their learning outcomes. These are the pertinent issues of focus in CLT pedagogy, whereby the students are encouraged to carry out communicative and cognitive tasks in smaller groups. This is done to create opportunities for the utilisation of meaningful language as a by-product of learning, about learning real-world content (Larsen-Freeman & Anderson, 2011:122).

The meaningfulness of the content in CLT provides a purposeful and intentional basis for learners to comprehend and develop the communicative competence needed to manipulate, acquire and learn the language. Language learning is driven by the content; therefore, language student teachers, are advised to be “aware of the importance of L1 and how to use it to enhance the learning and teaching of L2” (Shikongo, 2002:16; Clegg, 2000:12). This literature review concurs with Shikongo, (2002:17) who assert that teacher education in Namibia needs to sensitise student teachers on the importance of teaching and learning the L2 and understand how to use L1 in enhancing

the learning of L2. One of the ways to sensitise teachers on CLT methodologies is to involve practising teachers in a study that uses language translation which is embedded in the TBLT pedagogy. TBLT as a CLT approach will be discussed later in the chapter.

To conclude this section, CLT presents a vehicle where specific subject matter is learned and it promotes critical thinking skills, while at the same time enabling the learner to learn the language faster and with more pleasure. It is an evolution that has passed through different stages of developments, which ensures its recognition in the teaching and learning of a second language, and more recently, in bilingual language education. The next section, discusses the characteristics of CLT, concerning language learning in Namibia.

2.2.4. Characteristics of Communicative Language Teaching (CLT)

Ohashi (2015:19) summarised the main characteristics of CLT as reviewed by numerous authors in the field of linguistics and language teaching (Canale & Swain, 1980; Littlewood, 1981, Richards & Rodgers, 1986, Widdowson, 1990, Nunan, 1991). He concluded that in “CLT classroom goals are focused on all the components of communicative competence and not restricted to grammatical and linguistic competence, and fluency and accuracy are complementary principles underlying communicative techniques.” At times, fluency may have to take on more importance than accuracy, to keep learners meaningfully engaged in language use. Littlewood (1981:85) points out that one of the most characteristic features of CLT is that “it pays attention to functional as well as structural aspects of language.” The functional nature of communicative activities is important to this study on translations which is located within a context of bilingualism. It provides functional categories such as negotiation for meaning, comprehensive checks and other interrogative structures that students use in executing communicative tasks in collaborative groups.

The structural aspect of language focuses on grammatical structures, which present the linguistic forms being practised within a communicative activity. The characteristics reflect the fundamental values of the learner-centred approach in Namibia. LCE was introduced to replace learning contexts in which teachers were given too much authoritative power to control the flow of instruction in the classroom. It also fostered rote learning and memorisation, and inhibited independent thinking in the classroom

(Littlewood, 2013:4). Littlewood (1981:86) makes a methodological distinction between pre-communicative and communicative activities (Figure 2.2).

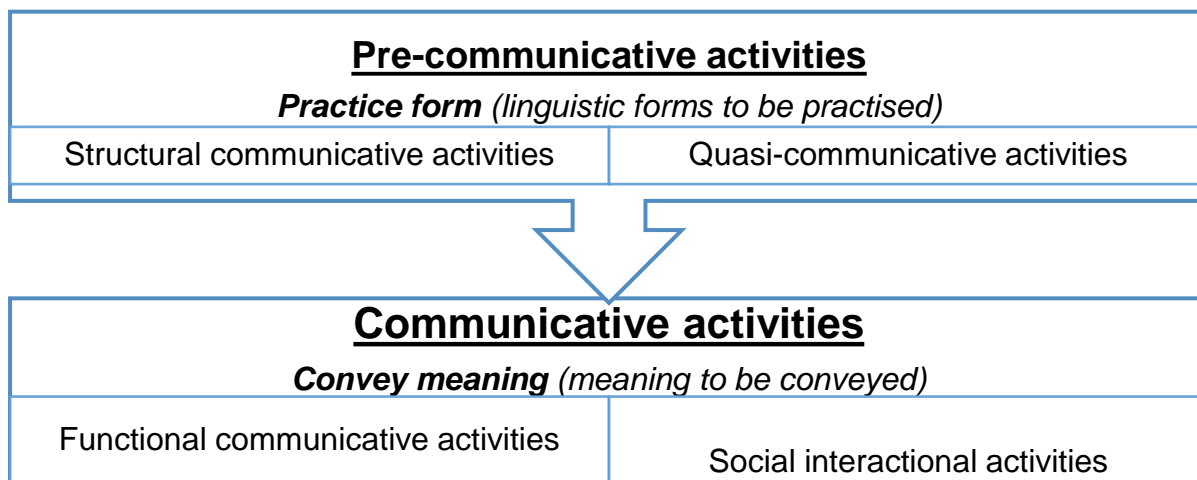


Figure 2. 2: The methodological framework of CLT

Source: (Adapted from Littlewood, 1981:86)

According to Littlewood (1981:86), pre-communicative activities include practices of certain language forms and functions that serve to prepare students to communicate. They also attempt to link the language forms being practised and their potential functional meaning, which may be in the form of quasi-communicative task (such as performing mechanical drills or learning verb paradigms). The communicative aspects of CLT feature two main sources, namely (1) communicative perspectives on language – which primarily concern language functions, ‘communicative functions’ that indicate *how* to learn *what*, using words; (2) a communicative perspective on learning, which focuses on the natural ability of an individual to acquire language through communication (Littlewood, 2013:2). The overall aim of pre-communicative activities is thus to establish and maintain interpersonal relations to exchange information and ideas. Pre-communicative activities are described in Krashen and Terrell’s (1993) natural approach discussed earlier in this chapter. They present the student teacher with an opportunity to prepare the communicative context and provide enough comprehensive input ($i+1$) in order to eliminate anxiety and other unwanted forces that may inhibit language learning. In a Namibian language context, these unwanted forces may include the fear of using and producing L2, and inadequate proficiency in the spoken and written L2.

Pre-communicative activities help the teacher to organise tasks that are located within a certain sociocultural setting. This is necessary in the Namibian language education context, which consists of a wide variety of students from different social spheres, who are taught in a foreign language, which in this case is English. These students develop sociolinguistic competencies by using CLT, and by involving themselves in frequent interactions with other learners or interlocutors who work together with them to exchange information and to solve problems (Richards, 2006; Richards & Rodgers, 2001). This prepares students to develop an understanding of the real-life patterns in the target language speech community, which involves topics that cover their life at home, at school and during leisure times.

It is necessary for language teachers who are still in training to develop an understanding of the systematic nature of language that is used within their social contexts. The teachers could understand the way that language works for different people in different situations and this will help them to plan and prepare the communicative language context for their learners. In planning CLT activities, Canale and Swain (1980:4) recommended that the teacher should not follow one particular learning theory since CLT uses various theories of learning simultaneously (such as cognitive theories, psychological theories and theories of second language acquisition). Student teachers need to embrace the use of different approaches to learning that accommodate their needs and preferences. In the following section, the researcher discusses the roles of the teacher and the students in the CLT classroom.

2.2.5. The role of teachers and students in CLT

The roles of the teachers and students in CLT was highlighted by Hymes (1972:273), who asserts that “CLT focuses on the perspectives that language is not only acquired through the accumulation of grammatical rules; it is rather a process of learning by engaging in real-life communication and learning by doing.” This statement highlights the purpose of CLT in a language classroom, which takes precedence over anything that teachers and learners ought to do. This includes teaching grammar in context, learning by doing, incorporating the four language skills, and locating learning within the sociocultural contexts or setting of the students. This section unpacks some roles of teachers and students in the CLT classroom.

2.2.5.1. The roles of the teacher in CLT

A language teacher is a trained person who sets the scene for the language-learning task, including the planning of the introduction, presentation and assessment of the lesson. The teacher designs the lesson in stages, which may consist of the pre-lesson stage, which is the introductory stage, the main stage, which is the presentation stage, and the post-lesson stage, which is the concluding stage (Rasheed, 2012:38). According to Breen and Candlin (1980:96), a teacher has three significant roles to play in the communicative language classroom, i.e. facilitator, participant and motivator, as explained below.

a. Facilitator of the communicative process

Wang (2013:16) posits that the role of the teacher in the CLT classroom is to facilitate communication and monitor students' interactions and performance. Teachers engage in collaborative rather than individualised learning, which does not insist on ensuring correct speech and writing usage. Larsen-Freeman (1986) asserts that the teacher in the communicative classroom talks less and listens more, thereby becoming an active facilitator in the students' learning. In doing so, the teacher becomes a co-learner who gains confidence in executing the classroom duties, co-communicates, and co-assesses learning with the students. Larsen-Freeman and Anderson (2011:121) posit that the teacher can act as an advisor to answer the students' questions and steer the communication towards the intended goals. This enables students to use language to negotiate meaning in a much comfortable manner, even when their knowledge of the target language is incomplete.

The facilitative role of the teacher is highlighted in Namibia's learner-centred pedagogy, which maintains that the teacher should view learners as part of the learning environment, but not as empty vessels. Consequently, facilitation plays a big role in the language teacher training at UNAM, in which the language student teachers are urged to plan and present learner-centred activities that involve learners in their learning. These student teachers are trained in many LCE pedagogies such as CLT, cooperative learning activities and many others that are intended to help them enhance their communicative skills. Therefore, being a facilitator of the learning process helps student teachers to become co-participants and co-creators of the communicative process.

b. Participants in the communicative process

The teacher acts as the co-communicator in the learning process, who engages and interacts with students on different levels of engagement (Wang, 2013:18). As such, the teacher presents and encourages the “use of new language without taking the main initiative for learning away from the learners themselves” (Littlewood, 1981:92). According to Littlewood (1981:4), the “most efficient communicator in a foreign language (like English) is not always a person who is best at manipulating its structures, but the person who is skilled (more knowledgeable) at processing the complete situation,” taking into account the knowledge shared between himself and the listener (less knowledgeable). For the teacher to be a more knowledgeable person is essential to the language education student teacher in Namibia. As participants in the communicative process, the student teachers need to develop capabilities to use communicative techniques such as simulation, role-plays and materials such as cue cards and videos, to scaffold learners to communicate and eliminate the anxiety that may be caused by inadequate knowledge of the second language. Littlewood (1981:93) emphasised the need for the teacher to provide communicative situations in which students could develop communicative skills, which then enable them to use resources that generate effective communication of meaning with less concentration on grammatical accuracy. For a bilingual teacher teaching in a bilingual environment, it is necessary to develop language activities that may bridge the communication gap between L1 and L2, such as translation, language transference and interpretation using pictures, and articles.

c. Motivator or observer of the communicative process

According to Littlewood (1981:93), the “teacher should act as a consultant,” helping where necessary and monitoring the strengths and weaknesses of the learner. Motivation plays a big role in language education in Namibia, where many students are demotivated to use the English language at school as it is not commonly used in the communities and at the schools in which they do teaching practice. During her time as a language lecturer at UNAM, the researcher observed language teachers teaching English in the first language, by code-switching or even complete switching to the first language. This means that learners have limited understanding of the second language and are unable to respond to the questions posed to them. Very often, the researcher has observed situations during the teaching practice when a language student teacher asks something in English and gets a response in the (Namibian) first language from

the learners. In some situations, the student teacher can get demotivated and will not provide any remedy to ease the learners' discomfort or anxiety in using L2, and sometimes they could provide effective inputs that helped the learners to produce the answer in English. Although this is the situation in the present Namibian rural education, Richards (2006) maintains that the teacher must still contrive the required enabling conditions for language learning, and to monitor and guide the students' progress in the communicative process. This could only be possible if the teacher develops the ability to motivate learners, both to learn and be able to communicate in both L1 and L2. The language teachers need to motivate students to use the second language in the classroom, as it is seen as heightens both the "learners' communicative needs and their attitudes towards the second language community" (Lightbrown & Spada, 2001:33). This is necessary for contexts such as Namibia, where student teachers in universities emerge from different backgrounds, having varying cultural characteristics and experiences. Thus, integration plays an important role in teacher training to enable student teachers to develop strategies that are responsive to different learners, different cultures and different learning styles and contexts.

2.2.6. Students' roles in the CLT classroom

A student is a responsive person whose purpose in any learning programme is to be imparted with knowledge. In some cases, students are initiators and planners of the learning content. Some are novice learners who have been introduced to the new learning concepts to be able to use them. At the same time, they are active participants who communicate through genuine linguistic interaction with others (Richard & Rodgers, 2001:155). Littlewood (1981:44), argues that students must attain as high a degree of linguistic competence as possible to be able to manipulate the "linguistic system to the point where they can use it spontaneously and flexibly in order to express their intended message." The responsibility rests with the student to be able to learn to use the functional and structural linguistic aspects to negotiate meaning for it to make sense. Flexibility is affected by the confidence and motivation invested in the task. In Namibia, many students lack this flexibility because they are not confident enough to use L2 as compared to L1. Consequently, the students may lack linguistic competence because they are also products of the behaviouristic approaches such as the audio-lingual and grammar-translation method, which resulted in them memorising linguistic terms and jargons. Therefore, it is the student's roles in the CLT classroom to develop

successful communication because language use is more important than merely formal knowledge of the language (Rasheed, 2012:37-38).

Students monitor and evaluate their progress. In doing this, they need to determine how their linguistic skills are growing, considering what they have mastered. Students need to develop the necessary skills and strategies to use language to communicate meaning as effectively as possible. This may also include the ability to grasp feedback to judge their success and remedy failure when necessary (Littlewood, 1981:5). CLT is viewed as an approach that emphasises incorporating the needs of students to ensure that such learning is the central focus. Thus, it forms a link between school and home, and these interrelationships of cultures within diverse societies can make a valuable contribution towards learning the second language. Linking students' tasks in a language classroom to their home and cultural aspects is very important in the Namibian teachers' training, where integration plays an important role in the language teacher training.

By using the CLT approach, the students will be capacitated to design activities or tasks that are located within their sociocultural spheres, so that they activate the pre-knowledge and experiences that would help them to move in the zone of proximal development (ZPD) (Vygotsky, 1978). In this zone, the more capable and experienced students and/or adults are given an opportunity to scaffold and assist the less knowledgeable student in order to be able to respond and activate the latter's understanding of the communicative task to a level where they can be able to perform it on their own and with less or no assistance. CLT is vital in connecting students' previous understanding of the new concepts, which are introduced within the task. It also gives students the authoritative and mentoring roles to lead and help other students to learn in a collaborative learning setting, thereby monitoring their progress.

Students are members of a group and they learn by interacting with others (Richards & Rodgers, 1991:158). Littlewood (1981:45) advises that students need to develop an awareness of the social meanings of language forms, and the ability to use generally acceptable forms and avoid potentially offensive ones. Lastly, students tutor other students. This agrees well with the concept of collaborative and cooperative learning, which advocates for the learning of language through social interaction. At the centre of this is the role of scaffolding (Vygotsky, 1978), whereby more knowledgeable learners

have a chance to teach less knowledgeable ones until they also become effective communicators and users of the languages. One advantage of the use of the CLT classroom is that it allows the classification of tasks according to the level of difficulty and thus they follow a developmental sequence. The types of tasks, topics and sequencing are flexible and can be changed, depending on the level of the students. In this sense, the teacher's and the student's roles can be classified as mutually supporting roles in the learning environment. This then gives rise to task-based language teaching, a pedagogical approach that emanated from CLT. This is discussed in the following section.

2.3. Task-based language teaching (TBLT)

Task-based language teaching was developed as a result of the emerging principles of CLT pedagogy. It incorporates the use of language tasks that are specifically designed to enhance and encourage communication in the classroom. This section reviews the pedagogical background of TBLT from the time of its introduction into the second language classroom. It focuses on the ever-evolving definition of TBLT and its impact on first language learning.

2.3.1. Background of task-based language teaching

TBLT is considered as a legitimate product of Communicative Language Teaching (CLT), which is based on the use of tasks whose features include meaning-centeredness, outcome-orientedness and real-world authenticity (Van den Branden, 2006:9; Ellis, 2003:348). Before TBLT was introduced, there was the PPP, which stands for Presentation, Practice and Production. PPP was considered a popular approach for second language acquisition in the 1980s and it influenced the development of TBLT. PPP is defined by Ellis (2003:348) as an approach to teaching involving “the instructional sequence of controlled practice (through exercises) and free production (through tasks).” According to Ducker (2012:3), PPP is a type of synthetic approach to language instruction, in which the target language is broken down into small discrete items that are conveyed by the teacher to the students. The three stages of PPP are *presentation*, *practice* and *production* (Sato, 2010:198; Samuda & Bygate, 2008:51). The three stages of PPP means that in any typical language lesson, the teacher would introduce a target language item in the presentation stage, where she teaches and explains it to the students. In the practice stage, the students practise the target item by

drilling, practising patterns and/or by answering questions based on what was presented. In the third (production) stage, language students are expected to produce new language items in combination with other language items previously learnt.

The PPP approach is a methodology of teacher-centred Approach (TCE) that dominated in Namibia's education before independence. Through TCE, students were required to do rote-memorisation of terms and language jargon, and imitate the teacher's utterances precisely. This approach was seen necessary in the colonial era (before independence in 1990), especially in the English second language classroom, as many Namibian learners were deemed to be empty vessels who did not know anything about English, and who did not need to know much about English. Thus, the education system was segregated in the sense that those in urban areas were taught English and Afrikaans, while those residing in the rural areas were exclusively taught in Afrikaans, which was then regarded as the first language in schools and the LOLT. The approaches that stem from such as the audio-lingual, grammar-translation method etc. were highly favoured by students and teachers, as they involved them in practice that made it easier for them to perfect what they would have learned, mostly through memorisation.

However, at the dawn of the 1990s the PPP approach was subjected to a lot of criticism because of its linear and behaviouristic nature, which did not consider the learners' readiness for the task (Ellis, 2003:348; Willis & Willis, 2007:14). PPP was often seen as a method that did not promote the learners' full engagement in the task, from the beginning to the end, and which led back to drill and practice methods. According to Kotaka (2013:59), PPP is very different from TBLT, because the task-based approach maintains the use of meaning-focused activities that aid the natural language learning process. Table 2.1 summarises the differences between PPP and TBLT.

Table 2. 1: Difference between PPP and TBLT

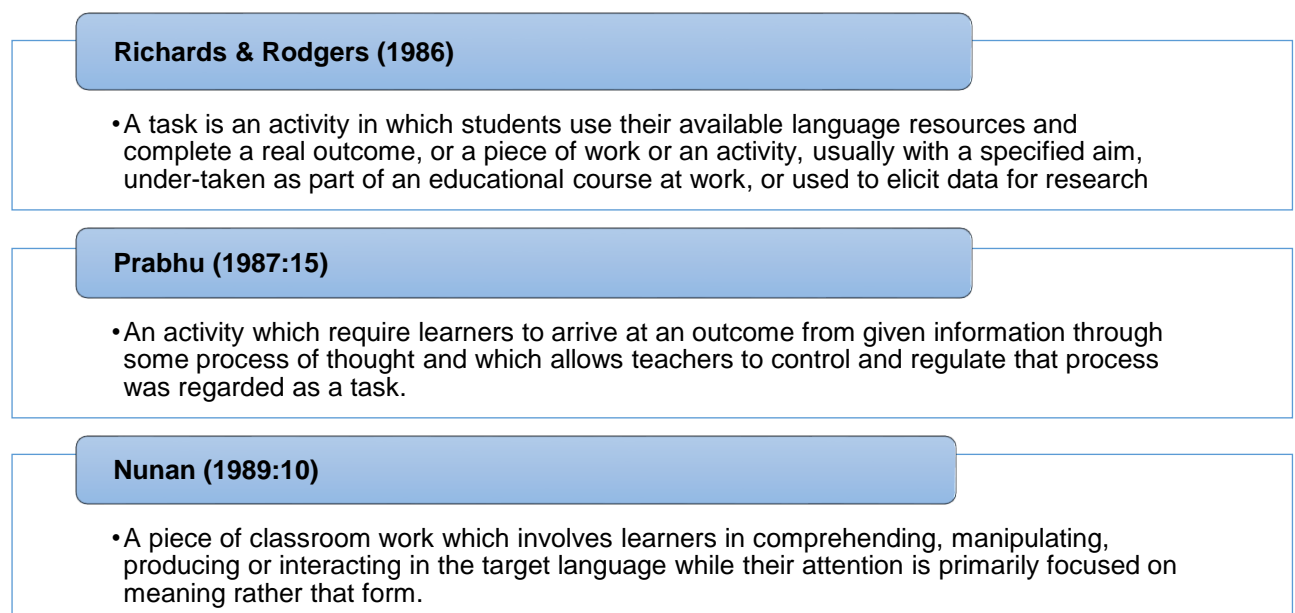
Instruction Purpose	PPP (Presentation-Practice- Production)	TBLT (Task-Based-Language- Teaching)
Focus	Focus on form	Focus on meaning
Goal	Learner's use of correct forms	Learner's completion of tasks

Source: Adapted from Kotaka (2013:59)

Carless (2009:51) explains PPP by indicating that “the teacher presents new language items, which learners have to practise through drills, individual and choral repetitions, and then produce the language for themselves,” with the stress on the perfect form to be produced. Like TCE, PPP presents a rigid, controlled language teaching atmosphere which maintains the authority of the teacher (Ducker, 2012:4). On the contrary, TBLT focuses on the meaning and on communicative strategies that students use to negotiate meaning that leads to their completion of the task. Ellis (2003:349) and Skehan (1996:19-20) argued that PPP does not reflect the current understanding of second language teaching approaches and this gave rise to TBLT, which is a central concept of this study that introduces it as a pedagogical framework for this study. Coincidentally, at almost the same time that PPP was regarded as the wrong approach to language learning in the 1990s, the Namibian government decided to abolish the colonial education system, with its teacher-centred methods. This was done to embrace the more responsive pedagogical approaches such as LCE that gave rise to CLT, which eventually led to TBLT. The following subsections unpack the term TBLT, which is deemed to describe a functional approach that exposes students to holistic, contextualised functional language usage that requires students to perform tasks (Prabhu, 1987:16).

2.3.2. Definition of ‘task’ in TBLT

The definition of a task could be very broad. Various authors defined tasks in various ways. Some of the definitions are presented in Figure 2. 3.



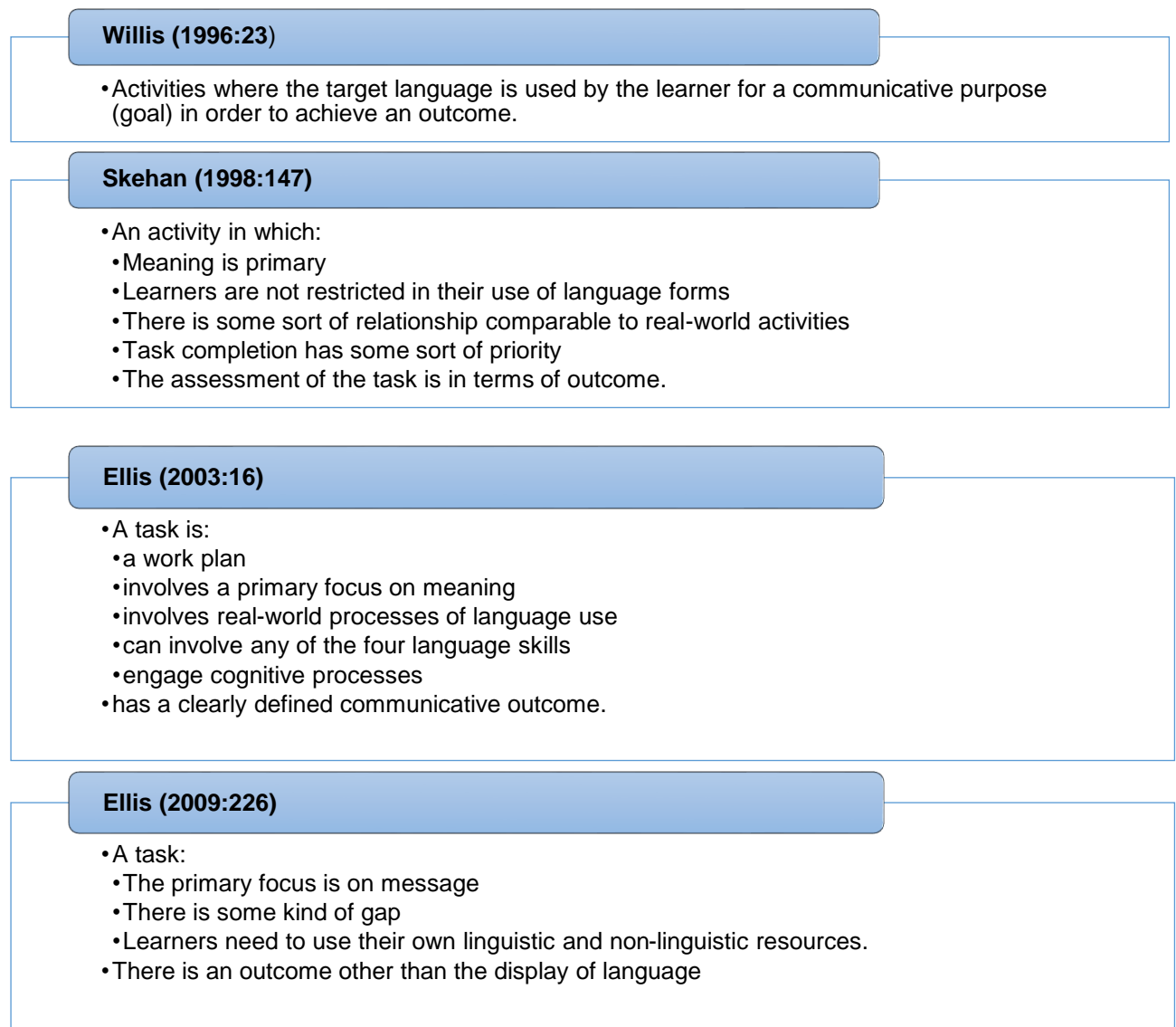


Figure 2. 3: Definition of a task

Common features have been noted in the definitions of tasks in Figure 2.3. the definitions shows that tasks should use ‘real-world’ language focusing on communicating the appropriate meaning. This means that students should mainly be concerned with processing the semantic and pragmatic meaning of utterances, rather than focusing on the forms of the language. According to Ellis (2003:16; 2009:226), “a task is designed to have a primary focus on meaning. It is developed to engage students in using language pragmatically, rather than displaying language forms.” This helps them to convey meaning collaboratively and to construct meaning-making sentences freely with no linguistic rules and boundaries. This is essential in a bilingual learning environment, where students are required to use language in translation by negotiating for meaning. Furthermore, this could be used especially when teaching learners from poor L2 backgrounds and who have had little or no second language exposure at home

and in their community. Both Ellis (2003:17) and Skehan (1998:146) emphasise that language instruction should primarily involve the use of naturalistic language, which gives students the opportunity to complete the task with the language that they are already familiar with. Since students are not interrupted by constant grammar and vocabulary checks, they may also improve their fluency.

A task is “intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, oral or written skills and various cognitive processes” (Ellis, 2003, cited in Thomas & Reinders, 2010:135). These processes are more activated when students are allowed the freedom to explore language using different linguistic approaches, which may be motivated by the use of both L1 and L2. This could be a difficult thing to process cognitively in the university context, where Namibian language student teachers are compelled to use a monolingual approach in their teaching practices. The student teachers should be allowed opportunities that are responsive to the conditions of the schools where they teach, e.g. under-developed schools that are located in the indigenous environment where learners are only exposed to Namibian indigenous languages at home and school. Thus, for the task to be primarily focused on meaning, it should be designed in such a way that meaning could easily be generated in the context of the learners, taking into consideration their L1 linguistic and cultural background.

Tasks include real-world processes of language use. This means that the teacher should provide tasks resembling real-life situations that allow students to manage their interactions and make use of the opportunities to use the language naturally during and throughout the task. Tasks should be executed in an authentic context that allows students the freedom to practise their language through social interactions. A task could involve any of the four language skills, i.e. speaking, listening, writing and reading skills (Ellis, 2003:27). For example, during the task learners could listen to, or read the text to demonstrate receptive skills, and then create an oral or written text, to display productive skills. There should be an indication of completion of the task in the form of an outcome. As Willis (1996:24) noted, “tasks involve solving problems in which realness is expected in the outcome.” This stresses the importance of authenticity as a key element of the task and its pedagogical focus.

A task involves a cognitive process that students' employ, such as selecting, ordering and evaluating information to complete the task. It also reflects the functional use of language, which is the production of genuine meaningful communication in an interactive classroom. Seedhouse (1999:150) asserts that "the pedagogical and interactional focus is on the accomplishment of the task, rather than on the language used." This means that the language should serve as the means for achieving the outcome, not as an end in its own right (Ellis, 2014:107). Thus, a task has a specific defined communicative outcome, that is, the goal of the activities for the students (Ellis, 2003:24). The goal of the activities needs to be determined by the students, as the initial stage of task planning. This is contrary to the student teachers who participated in this research, who in their curriculum are only taught how to draw up a lesson plan, which is a written structure of the lesson, but not necessarily to fix their attention on task presentation and execution. Student teachers should be trained on how to take into consideration their real-life situations, their linguistic and cultural competencies when planning the task. A task should serve many purposes according to the TBLT principles, and these are discussed in the following subtopics.

2.3.3. Purposes of the task in TBLT

According to Van den Branden (2006:3), a task can be defined as serving two purposes, namely (1) achieving language learning goals, and as (2) an educational activity.

2.3.3.1. Task as a language learning activity

Van den Branden (2006:3) emphasised "that a task is an activity in which a person engages to achieve an objective and which necessitates the use of language." "Tasks need to be communicated between the parts involved, and thus it needs language use for its performance" (Van den Branden, 2006:3). Students in the language classroom should be able to do things (or tasks) with the target language that they should use in real-life situations. According to Ellis (2014:107), TBLT aims at both communicative fluency and the development of linguistic competence. It aims to communicate "fluency by providing students with the opportunities to struggle to communicate in the same conditions they will experience in real life. It also provides them with a context where they could acquire new vocabulary and new grammatical structures by fostering incidental acquisition". This prepares students to communicate in circumstances beyond the classroom (Skehan, 2009:85). Consequently, language learning tasks should "elicit

the kinds of communicative behaviour (such as negotiation for meaning) that naturally arise from performing real-life language tasks” (Van den Branden, 2006:9).

Paying attention to form may be a challenging thing to do at a Namibian university, where many language student teachers, especially the older ones, have been exposed to the language teaching methods of rote learning which are related to PPP. These student teachers come from classrooms, which had preconceived ideas that language can only be perfected if the grammar is used correctly. TBLT has a role to play in ensuring that there is a communicative value in the tasks designed for these students and the emphasis placed on meaning-making.

A study conducted by Kotaka (2013:55) on the use of TBLT in the Japanese English classroom indicates that meaningful tasks are challenging to implement with students who are more accustomed to using their L1 in the school surroundings, and where the concept of authenticity is understood to be ambiguous. Kotaka (2013:56) indicated that “teaching materials and tasks are only perceived as authentic when they reflect the actual use of language and activity in English”. For the teacher to be able to provide a language learning context through TBLT, she/he should take into consideration the cultural context of the students, which enables them to communicate. The classroom tasks should not compel students to produce correct grammatical structure, but should aid them to use appropriate language to pass on appropriate and meaningful information using the proper language.

2.3.3.2. A task as an educational activity

The TBLT approach aims at providing opportunities for learners to experiment with and explore both spoken and written language. This could be done through the provision of “learning activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes” (Van den Branden, 2006:4). In TBLT, students are encouraged to use tasks that have a clear and purposeful educational outcome and that stimulate the natural desire to improve language competence in the four language skills (Ellis, 2014:106). These tasks are conducted in a learner-centred way that encourages minimal teacher input and allows students the freedom to use the target language in a meaningful way. This is very important in Namibian teacher education. The syllabus (Namibia: MBEC, 2014) for teaching English Second Language or a Namibian First Language (Oshindonga or Oshikwanyama in this

case) is designed in a way that integrates the use of the four language skills. This syllabus is also designed in such a way that it aids the teacher to use the language communicatively in a learner-centred manner. This serves as an essential tool to aid the Namibian language education as it encourages the use of communicative approaches to language learning. This is necessary in the translation of languages where the focus needs to be placed on the communicative value of language use in a bilingual environment to facilitate the transfer of correct meaning from the source text into the target text.

The communicative values of language use is very important in this study because the student teachers involved lacked the confidence to speak the L2 as they are not so used to it, although they are expected to teach in it when they graduate. These students also lack the communicative confidence related to demonstrating their proficiency to engage in communication. As a result, they are habituated to doing things alone and not in cooperation with other students. Ho and Wong (2004:26) believe that “teachers’ uncertain command of English is a factor which has hindered the introduction of the communicative method.” This is confirmed by a study conducted by Brock-Utne and Holmarsdottir (2001:295) which revealed that Namibian teachers are unsure of their English competency, as some of them may underestimate their knowledge of English. This is evident in the Namibian context because there are teachers and student teachers who are still teaching English in the indigenous languages because of lack of confidence in their proficiency of the language. By involving these student teachers in a TBLT task, their motivation to communicate could be enhanced. At the end of the task, the students should feel that they have achieved a distinct outcome to signify the successful completion of the task (Skehan, 1996:38).

2.3.4. Real-world target tasks and pedagogical tasks in TBLT

In the previous sub-section the various definitions of tasks, as provided by different linguists and their critics, were discussed in relation to the task’s purposes in the language education context. Tasks serve different purposes and goals in the educational environment, which may be related or contrary to a real-life context. Skehan (1996:20) insisted that tasks should enable learners to produce their meaning and not simply repeat something already uttered by someone else, as was done in PPP. He also emphasised that there should be an outcome, which would be the highest priority

of the task. Willis and Willis (2007:13) posit that language tasks should relate in some way to a real-life, real-world activity. Willis (1996:24) explained that the idea of meaning in a task is summarised “in one word ‘outcome’. Language in a communicative task brings about an outcome through the exchange of meanings.” This sub-section focuses on the differences between real-world target tasks and pedagogical tasks.

Nunan (2004:25) made a distinction between target tasks and pedagogical tasks. According to Nunan, the real-world task evokes the real-life interactions that happen outside the classroom, with the basic purpose of the task not only being to be communicative but to achieve an outcome, while focusing primarily on pragmatic meaning. Pedagogical tasks mean that a communicative activity is performed to achieve an outcome, so tasks are done to rehearse what happens in the real world. Nunan (2004:25) then designed a framework for tasks illustrated in Figure 2.4.

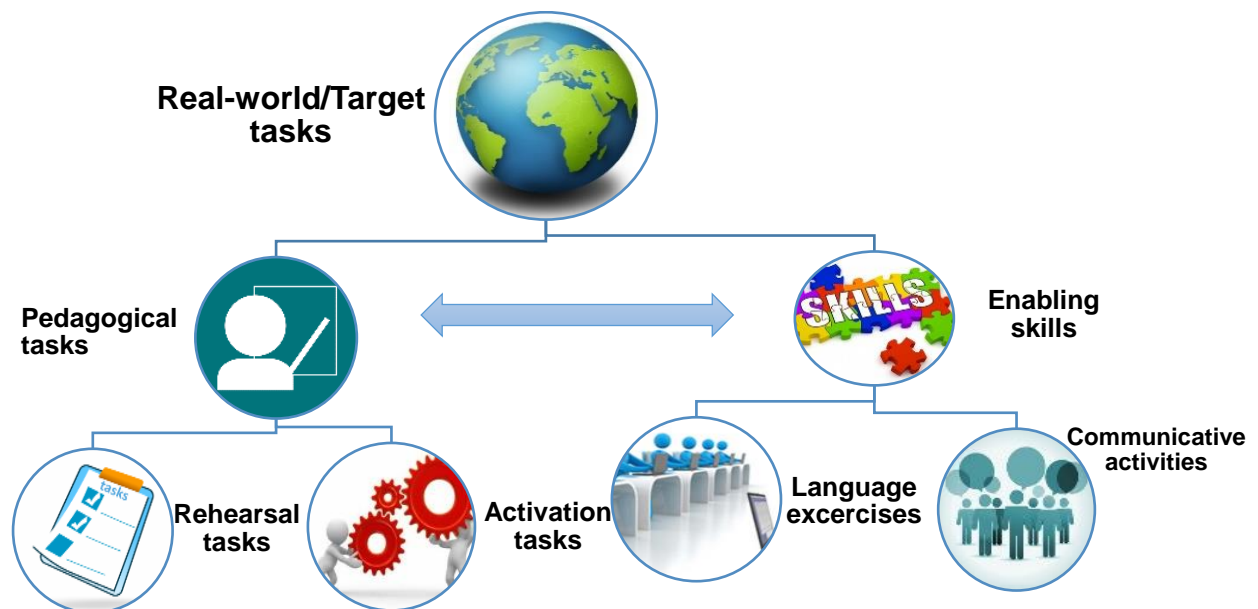


Figure 2. 4: The Framework for Tasks
Source: Nunan (2004:25)

The nature of language is embedded in its culture and tasks are activated in social situations. This means that language tasks are a result of real-world tasks, which are socially-based. According to Vygotsky (1962), language is socially-based and it is enacted through the objects and some conditions of learning that shape reality to establish communication with the outside world. When real-world target tasks are converted to, or used as, pedagogical tasks, there needs to be some enabling affordances or skills that allow people to interact and practise to activate those tasks

(Ahmed & Bidin, 2016:210). As mentioned earlier, language is part of the culture and consequently, its pedagogical roots are entrenched in that culture, hence its real-world context. The discussions around these two terms provide points of reference to the use of L1 and L2 tasks that serve the same purpose for the students, which is to make communication possible in and outside the classroom. The next sub-section will discuss the definitions of the real-world target tasks detailing their objectives in language learning.

2.3.4.1. Defining real-world target tasks

Long (1985:89) referred to TBLT as utilising a target task, describing it as:

a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between.

Sánchez (2004:51) explained the features of the real-world target tasks, referring to them as unrestricted activities that surround us in our everyday life. Real-world tasks are goal-oriented or goal-guided activities. Performance is evaluated depending on the achievement. They follow a sequence of steps, which are well-differentiated, but tightly connected and mutually conditioned by a logical sequence of the actions preceding and following each step. Failure to fulfil one of the steps can invalidate the outcome of the task. As such they use different tools and follow specific procedures depending on the goals aimed at which the goal to be reached might be a problem to solve.

The definition and features explained above imply that a target task could just be any 'everyday' task that needs to be acted out, but it does not require any linguistic feature or condition for it to be successfully executed. Although this is so, the use of language is still a vital tool for communication, as these tasks do not pay explicit attention to linguistic forms. A target task presents a 'real-world' task, whereby students are expected to use 'real-world' realistic language in authentic contexts (Skehan, 2009:84). This then allows students to practise the use of the target language before they use it in a real situation outside the classroom.

In Namibia, the revised curriculum for basic education (Namibia: MOE:2013) devised goal-oriented programmes for language learning in senior primary school. Through its implementation, the subject syllabuses for both English and Namibian First languages (Namibia: MBEC:2016) provide a set of specific learning outcomes which ought to be tested at the end of the learning unit. The classroom activities should be goal-guided to achieve an outcome, (Ellis, 2009, 2003; Skehan, 2009). Sánchez's (2004:52) notion of outcomes resonates with Ellis (2003:19), who pointed out that there should be a work plan in a task. Today many teachers are more motivated to design task plans through cooperative learning strategies so that the tasks are sequenced and success depends on the performance of the preceding or succeeding tasks. Tasks need to be logically sequenced to allow students to communicate with fluency and achieve an outcome at the end of the activity.

2.3.4.2. Pedagogical tasks

Pedagogical tasks refer to language tasks that have some educational purpose (Samuda & Bygate, 2008; Nunan, 2004). Samuda and Bygate (2008:69) defined a pedagogical task as:

a holistic activity which engages language use in order to achieve some non-linguistic outcome while meeting a linguistic challenge, with the overall aim of promoting language learning, through process or product or both.

Ellis (2003:16) defined a pedagogical task as

a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed...it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect to the way language is used in the real world.

Richards (1986:89) defined pedagogical tasks "as an activity or action, which is carried out as a result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks." According to Breen (1987:160), a pedagogical task refers to "any structured language learning endeavour which has a

particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task.” Tasks refers to “a range of work plans which have the overall purposes of facilitating language learning – from the simple and brief exercise type to more complex and lengthy activities such as group problem-solving or simulations and decision-making” (Breen, 1987:160). Nunan (2004:4) defined a pedagogical task as “a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge to express meaning.”

From the various definitions, one can conclude that a task has a range of characteristics. It should primarily focus on meaning – this may be derived from communications where students need to ensure that the meaning is well conveyed, regardless of the language forms used while communicating. This is important in this study that deals with a translation task in which students are required to interact in groups and negotiate meanings in order to produce the translations. It can be concluded that tasks in the language translations involve the use of language, but language use is not the end itself. Language skills (listening, speaking, reading and writing) are integrated into the task as they are in real life, i.e. learners will likely need to make use of more than one skill to accomplish the task. This is especially in the case with classroom translation tasks, students are involved in multifunctional uses of language that integrate the use of all language skills throughout the stages of task performance.

Real-world tasks operate with a goal in mind, but sometimes the execution of that goal does not necessarily make use of linguistic skills or meaning. Sometimes it may just require someone to focus on what needs to be done (translate the text, without how to use the languages). Sometimes, real-world tasks emphasise the use of the right strategies and rely on choosing the right actions to achieve the desired goal, while pedagogical tasks require interactions in order to convey meaning and understanding of the task. In all this, task sequencing plays a vital role in the performance process (Bygate & Samuda, 2008:68). In real-world tasks, students can just be told or shown without words or explanations how to execute a certain task, but pedagogically the natural sequence of the operations of real-world tasks often has to be adapted to the classroom situation. In some cases, the operations are pedagogically conditioned, depending on the linguistic and communicative needs and skills of the students (Sánchez, 2004:51).

In putting it all together, Huang (2010:30) described TBLT as “the implementation of pedagogical tasks inspired from the real-world tasks, fitted well to students’ needs and interests, and socially contextualised in the direction of strong form realisation of CLT.” This definition summarises the task without differentiating one task from the other since they are both taken from the real world. All the tasks that are considered as TBLT tasks have similar characteristics and they all have inherent features of real-life situations that influence language teaching and learning. This could be true in CLT environments, which aim to create communicative tasks, which relate to the students’ real-life context. It is also useful to students who are at the advanced level of their teacher training and are expected to plan, design and implement TBLT translation tasks that are directly derived from their learners’ physical environment, taking into consideration their linguistic and cultural backgrounds. For the task to be well suited to the students’ needs and interests, it should embrace the students’ sociocultural contexts (Vygotsky, 1978) to enable scaffolding to take place in the execution of that specific task. It should not eliminate the use of L1 in the L2 pedagogy, because of L1 forms supportive structures that enhance and motivate students to communicate.

2.3.5. Characteristics of TBLT

Tasks are clearly defined to help students to use and acquire the target language in a meaningful way and through instructions and criteria for success that are specified. The following table distinguishes the characteristics of TBLT through the four versions derived from Willis (1996), Long (2014, 1991, 1985), Skehan (1998:146-147) and Ellis (2009, 2003).

Table 2.2: Characteristics of TBLT in Four Versions

Characteristics	Willis (1996)	Long (1985; 1991;2014)	Skehan (1998;2011)	Ellis (2009;2003)
Natural language use	Yes	Yes	Yes	Yes
Type of task	Real-world production tasks	Real-world production tasks	Pedagogic production tasks	Both real-world and pedagogic input-based and production tasks
Linguistic focus	Primarily unfocused tasks	Both unfocused and focused tasks	Only unfocused tasks	Both focused and unfocused tasks

Linguistic support	Yes	No	No	Possibly
Focus on form	In the pre-task and post-task phase	In the main-task phase through corrective feedback	Mainly in the pre-task phase	In all phases of a TBLT lesson
Learner-centeredness	Yes	Yes	Yes	Not necessarily
Rejection of traditional approaches	Yes	Yes	Yes	No

Source: Ellis (2014:105-106)

One noticeable feature of TBLT emerging from Table 2.2 is that there is no single way of executing tasks. The characteristics indicate that three out of four versions emphasise the use of real-world tasks that enable the use of natural language. The natural use of language is rooted in Chomsky's (1962) assertion that "language is unique to humans." This means that in using natural language, one should not negate the prior knowledge of L1 for L2 learning, because as Candlin and Mercer (2001) explained, specific features of L1 will be transferred and used as part of L2 production. This may lead to improved competence in the usage of both languages, as students will be able to compare and connect linguistic features along with reducing affective communication barriers. This is the case with this study, where translation could be used to enhance the students' natural use of language using both L1 and L2 simultaneously, to foster the idea that L2 can simply be decoded using L1 translation.

Cummins (1991) contends that even with enough educational resources, L2 learning experiences are often based on an isolated, task-oriented outlook with insufficient awareness of context and culture. It is evident that three out of the four linguists presented in Table 2.2. recognise the value of using real-world tasks to provide a sound pedagogical basis for language learning. This fosters the use of both focused and unfocused tasks, which leads to conscious and unconscious use of communicative strategies. The participants in this study came from under-resourced L2 backgrounds, where they had little or no exposure to English materials. It is also anticipated that these students are still expected to go back and teach in similar backgrounds as those they grew up in. It is necessary for these student teachers to be involved in studies that deal with the use of some LCE approaches to be able to create TBLT tasks that assist them to communicate and use communication efficiently in the classroom. Explaining this

based on Krashen's input hypothesis (1985) (discussed in 2.2.3.2), it means that for these student teachers to find success in language learning, they need to access comprehensible inputs that lead to the use of meaning-making tasks. With this background discussion on the natural use of language in real-world and pedagogical contexts, the next section unpacks each concept or characteristic and discusses them in relation to language learning, with specific reference to tertiary level language education student teachers.

2.3.6. Unfocused and focused linguistic forms in TBLT

According to Ellis (2014:104), TBLT presents tasks which are unfocused (designed without any particular linguistic focus in mind), or focused (designed to create a context for a pre-determined linguistic feature, such as the use of specific grammatical structures or a set of vocabulary items). Ellis (2009:225) argued that focused tasks would be able to stimulate communicative language and at the same time target a pre-determined grammatical structure. This may be needed, but in contexts such as Namibia, it could be regarded as representing teacher-centred approaches of PPP, which may still lead to drill and practice and rote learning. Many Namibian full-time teachers who mentor and support the university language student teachers during their teaching practice still teach the grammar components in isolation. Ellis (2009:226) warned that there should be constant reviews of the use of focused tasks, instead of them just being presented once, as grammar must not be taught in isolation. The central point of this study is to reconceptualise translation as a communicative task that leads to the unfocused use of language filters and comprehensible inputs, in order to produce meaning. This is necessary for defining the language use in this study, in terms of the actual language processes that arise from the student teachers' performances and communication exchanges during the translations, rather than based on predetermined or specific target features.

Ellis (2009:226) posits that focused tasks aims to induce learners into a holistic process, where they learn the language receptively (through listening and reading) or productively (through speaking and writing). This study uses unfocused tasks to stimulate communicative language to engage student teachers in task-supported language learning, which includes speaking and writing, in this case of translation from English second language into a Namibian first language (Oshindonga/Oshikwanyama).

The unfocused nature of translation in TBLT will engage students in communicative activity with the target feature in natural language use. The focused nature of the translation task is needed to provide monitoring opportunities that urge learners to use useful language for performing the task in each TBLT phase of the Wikipedia translation.

2.3.7. Focus on form in TBLT

The term ‘focus on form’ was coined by Long (1991:40) and it refers to teaching in which learners’ attention is focused on form rather than on meaning in the context of communicative activities. The term relates to the use of grammar and how it is handled in TBLT (Skehan, 1998, Ellis, 2003). Ellis (2014:105) defined focus on form as involving the pedagogical “strategies for attracting attention to form, while learners are primarily focused on meaning as they perform the task.” Focus on form can be achieved through pre-task planning and through corrective feedback (Ellis, 2014:105). Thomas and Reinders (2010:43) advised that students should be encouraged to be involved in an intensive focus on particular linguistic forms throughout their interactions to enable them “to engage in the process of conscious noticing of linguistic elements.” This process of noticing enables students to compare the relationships between different linguistic features and helps them to notice the gaps within the target form. Although focus on form suggests grammar use as an essential element for TBLT, Willis (1996:23) warned that TBLT should not focus learners’ attention on form during the performance of the main task, as it may detract from fluency. The emphasis should then be on the production of correct meaning and the focus on form should be achieved through the provision of corrective/constructive feedback.

Nguyen (2014:6) explained that focus on form is claimed to be compatible with TBLT, where the language features are implicitly attended to during the context of communication and are achieved. According to Rama and Agulló (2012:185), focus on form can then be used to present grammar as “a means towards both presentation and acquisition of non-linguistic contents and as a vehicle for the acquisition of communicative skills.” Although it is challenging for some language teachers to keep both meaning and form active when presenting some linguistic features, “form alone is useless for communication if no meaning is attached to it” (Sánchez, 2004:51-52). A key rationale of TBLT is that form is best acquired when the focus is on meaning (Skehan, 1996).

A focus on meaning constitutes a situation in which the learners pay attention to what they want to convey, rather than on how they should go about saying it (Nguyen, 2014:5). TBLT principles suggest that feedback should occur in the process of communication, i.e. incidentally rather than in a planned way (Ellis, 2003:80). Feedback should focus on the content of the message (meaning), rather than linguistic forms such as structures, pre-taught lexical items and pronunciation (Beretta, 1989, as cited in Nguyen, 2014:6). TBLT is advocated to present pedagogical tasks in the classroom, while requiring learners to use the language consciously or unconsciously to produce meaning and reach an outcome that is embedded in the translation task itself. Rama and Agulló (2012) argue that focus on form needs to be complemented with enabling skills, which makes students “manipulate the linguistic forms in a communicative way” (Ellis, 2014:109).

2.3.8. Learner-centeredness in TBLT

According to Carreres and Noriega-Sánchez (2011:288), a “task-based approach lends itself particularly well to a learner-centred environment that fosters interaction and collaboration, as well as autonomy.” TBLT has positioned itself as a CLT approach, which means that to some extent it rejects the traditional approaches to language learning and teaching. According to Willis (1996:53), “tasks remove the teacher domination and students get a chance to open and close conversations, to interact naturally, to interrupt and challenge, to ask people to do things and to check that they have been done.” TBLT eliminates all the teacher-centred approaches in language learning and put the student right at the centre of learning.

Although this is emphasised, Prabhu (1987:15) argued that TBLT requires the teacher to take charge of the task and expose learners to good models of language learning and acquisition. This is needed to ensure that learners perform the tasks in ways that will foster learning (Ellis, 2014:109). To appreciate and value the students’ linguistic communicative interactions skills and strategies, the teacher’s input is needed to direct, facilitate and scaffold the learning of the students. Although the teacher remains the main facilitator of the learning, the role of the teacher becomes less dominant in TBLT (Larsen-Freeman, 1986:131). Students are responsible for managing their learning by creating enabling conditions of monitoring and guiding their learning.

According to Breen and Candlin (1980:110), the student is a negotiator or joint-negotiator between himself, the learning process (communicative tasks/activities and classroom procedures) and the object of learning. This changes the role of the students from passive listeners to communicators who are actively engaged in the negotiation for meaning where they try to make themselves understood (Larsen-Freeman, 1986:131). The implication for TBLT is that the student learns in an interdependent way by contributing to the interactions as well as learning from other members of the group. Students are social beings and thus it is very important to involve them in TBLT tasks, which require them to collaborate, scaffold and help each other to reach certain levels of language production. It is also important in their training, for the student teachers to be involved in collaborative TBLT tasks that turn them into collaborative beings who ensure that they carry this orientation to their learners, who could be passive, non-communicative and in many cases may need the motivation to communicate in the classroom.

2.3.9. TBLT use for teaching first languages

TBLT is viewed as an approach that improves learners' communicative competence. Nevertheless, it is still considered an ineffective way to teach second language communication around the world. This is because TBLT is a Western method with Western ways of teaching and learning in mind, which might not be transferable from culture to culture. Ellis (2003, cited in Carless, 2009:59) states that "task-based approaches are of Anglo-American origin and that this may bring them into conflict with cultural contexts outside the western world." Thus, the use of the first language in L2 platforms has been controversial over the years. Huang (2012:23) noted that there is no mention in the research that responds to the need for EFL teachers to decide whether the first language can be used in TBLT model in classroom teaching practice or not. This seems to be a corollary of the belief that TBLT is only suited for L2 acquisition-rich environments (for instance, in the English-only schools here in Namibia and mostly in urban areas) and not suitable for acquisition-poor environments like the rural schools and universities in the northern part of the country, which is the location of this study.

There are several arguments along these lines. One is that TBLT is a learning pedagogy that incorporates the use of tasks in language teaching and learning; thus, being developed in English language-rich environment does not make TBLT more prone to

be adopted by much less developed languages, especially in African countries like Namibia. Second, the monolingual approach attached to TBLT needs to be re-evaluated to make it suitable for modern society, because we live in a bilingual society where many students speak more than one language. Lee (2005:187) posits that in order to complete a communicative situation, there is a huge reliance on speaking in the mother tongue (L1) for many non-English-speaking students. This is a similar situation for Namibian student teachers who are accustomed to code-switching in their conversation. This already indicates the natural way of using languages in communication between bilingual students. Thus, there seem to be some benefits in the introduction of TBLT in bilingual contexts such as translation classroom settings to enhance communication among and between students.

Huang (2012:25) pointed out two opposite ways that cause conflict in this regard. (1) Learners become more depended on L1 if it is used in L2 classroom, and this refrains them from understanding concepts, meaning and explanations of what they really want to express within their limited command of L2. (2) to learn languages effectively, L2 learners need a secure non-threatening context to learn target language effectively and so the teacher can use L1 to some extent. Researchers who argue for the avoidance of L1 or any other language in the English second language classroom could be perpetuating a belief that other languages are a hindrance in foreign language learning; (Nunan, 1995; Swain 2000) supported these two views. Cook (2001:10) noted that “people who know two languages think more flexibly than monolinguals.” This could be the case because L1 stimulates language production on L2 as they complement each other. This means that the ability to communicate in more than one language could assist students to easily comprehend ideas, negotiate meaning, and do comprehension checks and confirmation requests by easily switching from one language to another. It is a linguistic support system that happens in a bilingual environment and produces effective communication in the classroom.

Prabhu (1987:17), one of the very first methodologists to introduce TBLT concepts, believes that TBLT is a good way of offering effective language practice, since students are fully engaged in a language task, rather than just learning about language. This means that TBLT has a place and function in the first language, regardless of where that language is spoken in the world. Sociocultural theorists (Shintani, 2011; Cummins 1979) argue that the L1 can serve as a mediating tool for performing tasks in L2, by

offering useful cognitive tools for scaffolding L2 learner production and facilitating private speech. Initially, Ellis (2003:15) posited that TBLT requires teachers and learners to use the L2 all the time. In the same way, Ellis (2014:110) repeats his first idea that the “use of L1 can serve to scaffold production in the L2. He noted that while TBLT aims to provide contexts for the meaningful use of the L2, recognition is given to the students’ desires, sometimes to draw on their L1 resources.” In Namibia, Shikongo (2002:17) observed that the bilingual approach to language learning motivates students who have low confidence in the spoken and written L2 to be able to communicate with ease. Therefore, it is essential to use TBLT with bilingual students who can decide to perform tasks that are located in their real-life social situation.

2.3.10. Stages of TBLT application

Lee (2000, cited in Huang, 2012:23-24) defines a task as (1) “a classroom activity or exercise that has an objective attainable only by interaction among participants, and a mechanism for structuring and sequencing such interaction, with a focus on meaning exchange.” He explained it as a language endeavour that “requires learners to comprehend, manipulate and/or produce the target language as they perform some set of work plans.” The tasks need to be planned and structured in a way that students experience some kind of fulfilment by reaching an outcome at the end. Willis (1996:60) introduced a framework for TBLT tasks, which comprises three domains of lessons.

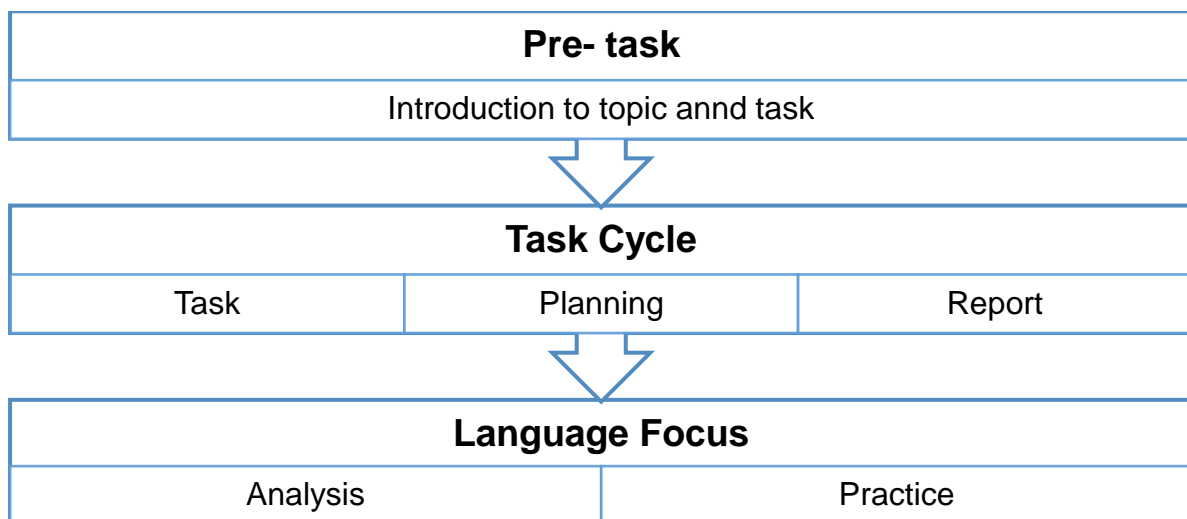


Figure 2. 5: TBLT Framework

Source: Willis (1996:60)

According to the framework, the pre-task is the preparation stage in which the topic is introduced and the task is explained to the students. Here, the students could be exposed to the linguistic information they would need and other comprehensive inputs necessary to execute the task. The first language can be used in TBLT pre-task planning, where learners can make effective use of the L1 to establish the goals of a task and the procedures to be followed in tackling them (Ellis, 2014:108). If students have the opportunity to plan before they speak, they are more likely to try to use the L2 when they start the task. Huang (2012:24) noted that L1 could enable students' understanding of concepts, lexical or grammatical terms and concepts because of the commonalities in the semantics of the two languages. In pre-task planning, students may well draw from their L1 to help them both conceptualise what they want to say and formulate how they will say it in the L2 (Ellis, 2014:108). Psycholinguists such as Lighbrown and Spada (1999:39) argued that the use of L1 could reduce anxiety and foster an effective learning environment with a less threatening atmosphere. This removes the barriers that prevent students from learning by providing affective filters and comprehensive input, $i+1$ (input plus 1) in the pre-task stage.

The task cycle represents the main task phase, where the target language could be used to accomplish the task objectives (Willis, 1996:61). At this stage, teachers and students are working together, most likely in small groups, to provide affective filters that are needed to monitor progress throughout the task. This is where the scaffolding of knowledge (Anton & DiCamilla, 1998:321) takes place. Students are presented with a chance to collaborate and interact in groups, in order to share knowledge and skills using different linguistic features (forms and meanings). The use of L1 could form an L2 supplement at this stage, especially when students encounter technical terms and jargon, which may need explicit explanations and definitions in the mother tongue. The use of the first language continues to be a motivating tool for second language development at the task cycle stage since students use their L1 to do inner thinking, which they further translate internally into L2 and that in turn becomes the output of the language production.

The language focus presents the post-task phase that focuses on enriching the students' language learning. Storch and Wigglesworth (2003, cited in Huang, 2012:26) argue that L1 can be a source of cognitive support for students' language analysis. Swain and Lapkin (1998:333), asserts that L1 also serves as a mediating tool that is

fully available to students to regulate their behaviour when using the language and to focus on specific L2 structures to generate and assess alternatives. The L1 is needed at this stage to foster useful reinforcement of structural, conceptual and sociolinguistic differences between native and the target languages; this encourages students to fully comprehend and learn both the source language and the target language simultaneously. The L1 is used as a complementary tool for L2 production and assessment.

The CLT approaches such as TBLT are used widely and effectively in non-English-speaking countries such as Japan and South Korea to learn English as a foreign or second language and for developing communication skills (Kotaka, 2013; Huang, 2012; Lee, 2000). Contrary, it failed to generate critical thinking that responds to the current social needs of language in many contexts, including the African context. This indicated that TBLT also discourages the use of L1 in teaching contexts, as it advocates monolingual approaches to language learning, which are not responsive to the current trends in language education. There is a need to help students value their own culture, language and history in their own learning and at the same time as they learn the language and values of others. This may start with the translation of English content from English platforms into the Namibian first languages, a task that will be discussed in the next chapter. The following section focusses on the theoretical framework for integrating TBLT into the first language classroom.

2.4. Sociocultural theory as a theoretical base for TBLT

This section introduces the basic principles and concepts of sociocultural theory (SCT) through establishing its advocacy of language mediation, its semiotic process of participation in a socially-mediated activity through scaffolding, and the crucial development of students in the zone of proximal development. It then unpacks the relevance and implications of sociocultural theory in technology-enhanced TBLT.

Lev Vygotsky first developed sociocultural theory in the late 1920s and early 1930s in Russia, and this was later expanded by Leont'ev (1978; 1981) as one of the influential theories in language teaching and learning. The basic premise of this theory is that human activity takes place in a cultural context that is mediated by language and other artefacts in the system (Walqui, 2006:160). According to Lantolf (2000:3), the central

principle of the sociocultural theory is that the human mind is mediated by a social activity, which uses a higher mental kind of mediation to carry out the planning and problem-solving process. Vygotsky (1978:54) maintains that humans do not act directly in or on the physical world without mediating tools. The mediating tools prepare learning to be useful and challenge students to think and act in advance of their actual level of development.

The sociocultural theory maintains that language learning is not a matter of taking in some knowledge, but also taking part in social activity. This social activity is facilitated by using symbolic artefacts, signs and tools, which form part of specific cultural and historical conditions (Lantolf, 2000:3). Thus, SCT values participation instead of acquisition, when it comes to language learning. Vygotsky (1978:55) claims that “thought and language arise separately, but when language emerges on the scene, thinking and speech intermingle and merge to produce a thoughtful idea” (Walqui, 2006:160). Like TBLT, SCT takes a holistic view of the act of language learning where meaning is central to learning, and tasks should be presented in all their complexity, rather than simply entail skills and knowledge presented in isolation (Turuk, 2008:246). Dialogical language is fostered as a basic unit of interaction, which focuses on meaning-making rather than on grammatical structures of language. The use of language is gradually mediated in order to change the shape of syntactical and semantical patterns that can be both social and dialogical in nature.

Feryok (2017:724) maintains that education should be concerned with teaching the child to learn, develop skills and strategies, and making learning experiences meaningful and relevant to them, in order for them to grow as a whole person. According to Turuk (2008:245), the sociocultural environment presents an individual with a variety of tasks that engage him/her through mediating tools. These tools are socially and culturally constructed artefacts. Tahmasebi and Yamini (2011:42) assert that SCT attempts to focus on the mediating tools within the context, acts and motives of language use between individuals. The use of these tools leads to a social and cognitive endowment provided in the linguistic environment using signs or semiotics (Walqui, 2006:161). Vygotsky (1981:163) emphasises the role of social interaction in language learning and development by pointing out that “every function in the person’s cultural development appears first on the social and later on the psychological level. This means that it happens first between people (social plane) as an interpsychological category and then

later inside the child (psychological plane) as an intrapsychological category” (see also Vygotsky, 1978:57). This then means that knowledge and ability arise in social settings where they are appropriated and reconstructed in order to be internalised by the person. In this study, SCT indicates that students are active constructors of their own learning environment (Mitchell & Myles, 2004:196) and this environment can nurture and scaffold them (Aimin, 2013:169) in order for them to be able to act independently.

According to Van Lier (2008:146), in SCT activities are negotiated between students, participating in a relationship with their environment. Here, each student interacts with the social environment, which is mediated by language to develop his or her own identity through numerous co-constructions of meaning. In this context, they are involved in ‘private talk’ between two or three students when requesting clarification or confirmation of meaning, in private speech or inner speech, which is often internalised or in few cases with a much more knowledgeable adult in order to regulate or confirm their own mental activity (Vygotsky, 1978:75). According to Ohta (2000:53), private speech is a way in which students can use language by imitations, and doing mental rehearsal and responses that organise the solution or/and clarification to the questions asked. Inner speech is internal and often carries meaning which is self-regulated (Ellis, 2003:23-24). Inner speech enables one to talk to oneself in order to express the actions required to complete a task. Inner speech is a kind of self-mediation activity that guides the student throughout the task completion. SCT comprises many complementary concepts that deal with the way people learn within their communities, societies and the world. These concepts are discussed in the sub-sections below.

2.4.1. Mediation

Vygotsky (1978:40) defined mediation as the “part played by other significant people in the learner’s lives, people who enhance their learning by selecting and shaping the learning experiences presented to them.” According to him, cultural artefacts such as instruments, concepts, diagrams, structures and language facilitate human activity. Symbolic tools are also used to mediate people’s relationships with one another and the objects around them. Vygotsky (1978:40) developed a basic mediation triangle to describe the human activity. The mediation triangle is illustrated in Figure 2.6.

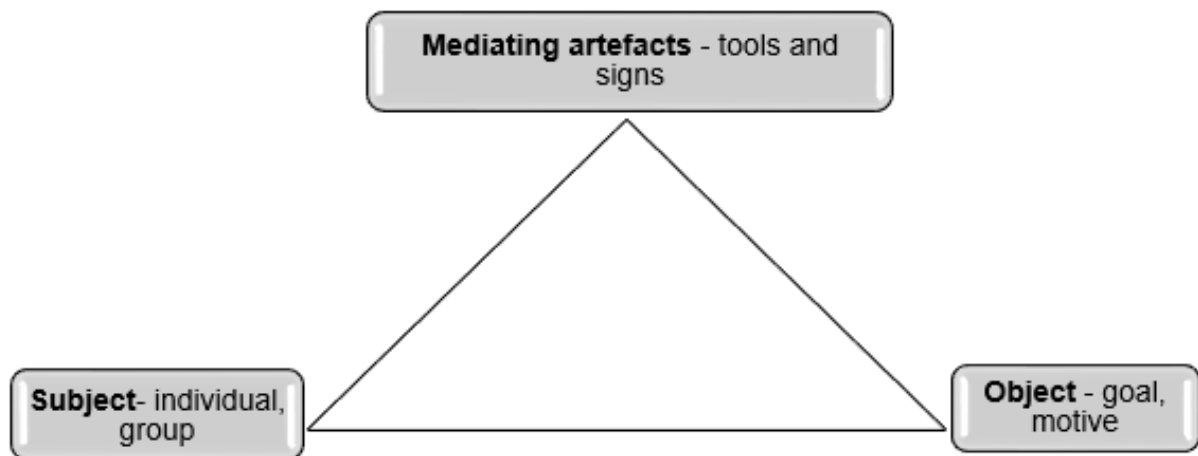


Figure 2. 6: TBLT Framework

Source. Vygotsky (1978:40)

Mitchell and Myles (2004:195) believe that “learning is partly mediated through learner’s developing use and control of mental tools.” Feryok (2017:717-18) argues that “innate mental functions are mediated through social and cultural systems” such as language and concepts that are developed through activities conducted through language use such as giving instructions to students to perform a task. So, mediation is socially constructed and the nature of the social interaction between two or more people could lead to effective language learning. Vygotsky (1978:57) maintains that language is an important symbolic mediating tool that helps to move students into and through the Zone of Proximal Development (ZPD). As a mediating tool in the language classroom, students begin with inhibiting their reliance on the first language (L1) in order to be able to control their use of L2. This is essential in a bilingual learning environment in which students are required to translate language tasks using semiotic tools that aid communication in the classroom and on a virtual platform, (Wikipedia) which is presented to a multilingual audience.

Lantolf (2000:4) maintained that “materials and signs such as the language used in private speech and in the dialogic process through scaffolding, intersubjectivity and collaborative dialogues” mediate language learning. According to Leont’ev (2005:451) “the sign mediates the consciousness, because the sign has meaning”; therefore, the signs help students to transform learning from procedural knowledge (which is often done when the child is developing) to declarative knowledge, which capacitate students with the ability to mediate and self-regulate their language performances during certain task executions in the classroom. These two types of knowledge work in parallel and

have similar observable outcomes (Feryok, 2017:718), which are essential in TBLT investigation in a bilingual environment. The signs enable conscious use of both L1 and L2 by bilingual students to produce knowledge and to transfer cultural knowledge and practices. During task performance, students are engaged in three types of mediation: (1) interpersonal mediation – mediation that is regulated by others in social interactions; (2) regulation of objects through mediating artefacts such as technological; and (3) self-regulation, which is independent learning (Lantolf & Thorne, 2006; Lantolf, 2000). In a TBLT atmosphere, students interact with one another through dialogic interaction, to execute tasks, which are communicative in nature to present an opportunity for students to deal with conceptual knowledge in L2, and to internalise L2 concepts, which are mediated by the use of L1. This helps the student to make meaning of the concepts and in a way, it may support communication between students in a language classroom.

According to the SCT, students are also involved in verbal mediation, which is normally done through private speech that happens when one talks to him/herself. Verbal mediation is very important in regulating speech production and it leads to independent use of language that leads to self-regulated students, Leont'ev (2005:45). Verbal regulation enables students to investigate language forms, which may be problematic or challenging in performing a certain task. It also allows students to organise, rehearse and gain control over their verbal speech and behaviour (Donato, 1994:36). In this study, TBLT is also used to investigate the typological differences in the L2 and its influence on the verbal and written expression in the L1 during the translation of Wikipedia content from English into Oshindonga/Oshikwanyama. The L1 gestures, are part of the internalisation process and part of cultural artefacts that can be used in the translations and which also serve as mediating tools that influence language learning in TBLT.

This study required students to collaborate and interact in groups as they translate the content. This then means that the students were involved in collaborative dialogues, which facilitated the communicative process. Proponents of SCT emphasised the role of collaborative dialogues that are facilitated through the mediation process. According to Swain and Lapkin (2002:286), collaborative dialogue provides students with opportunities to communicate and to reflect on their own language use. This is an essential principle of TBLT, which is intended to enhance students' communicative competence. Through collaborative dialogue, students are presented with an

opportunity to co-construct linguistic knowledge. Over the years collaborative dialogues have evolved to talking-it-through (Swain & Lapkin, 2002:286) to languaging, which is described as a process of making meaning and shaping knowledge and experience through language (Swain, 2006:98). Languaging is a very important concept in TBLT, as it allows the teachers to recognise the value of what students are able to do, which in return enables reflections on better practices that can shape and promote language learning. According to Feryok (2017:720), languaging allows students to “develop their understanding of how meaning is constructed through forms. It further provides a bridge between the classroom and the rest of the world” by allowing learners to self-mediate outside the classroom. This is necessary for technology-enhanced TBLT, whereby students are required to think creatively when executing tasks, and to be able to take and use the experience gained in real-world tasks.

2.4.2. Scaffolding

The role of scaffolding has been highlighted in the research on the language classroom (Carstens, 2016; Walqui, 2006), especially in studies that deal with L2 approaches that accommodate L1 use in the classroom (Cummins, 2007; Donato, 1994). Donato (1994:39) notes that “scaffolding is a concept that derives from cognitive psychology and L1 research.” Scaffolding sees language as the main vehicle of thought and it is used to initiate a dialogue or social interaction in a learning situation, which is co-constructed through the process of apprenticeship and internalisation (Carstens, 2016:3). In scaffolding, a more knowledgeable participant can create – by means of interaction – the conditions in which a novice participant can extend his or her current skills and knowledge to another level of competence (Donato, 1994:40). The knowledgeable participant can be a teacher or a more knowledgeable peer who gradually scaffolds learning and shifts responsibility to the student or other peers.

Collins, Brown and Newman (1989:454) defined scaffolding as “a kind of collaborative problem-solving effort made by teachers and students in which the express intention is for the students to assume as much of the task on his own as possible, as soon as possible.” Scaffolding incorporates the controlling features of the task, which are set above the capability of the students and directed by a more capable person to enable the student to complete the task within the limits of their skills. Figure 2.7 illustrates Van Lier’s (2004:158) model of scaffolding.

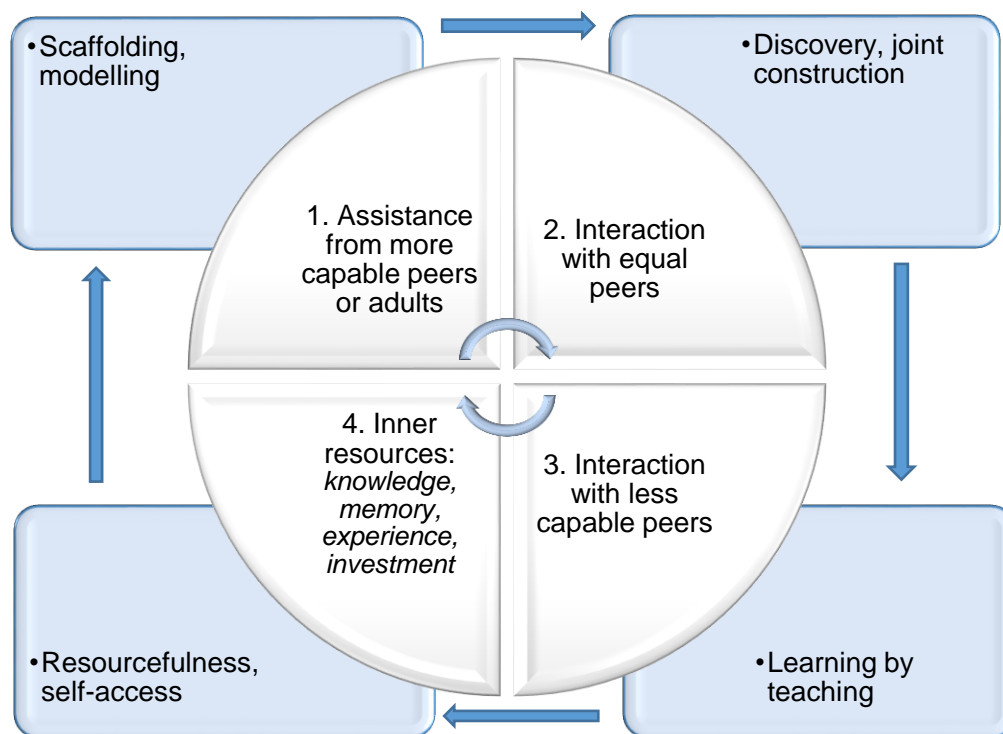


Figure 2. 7: Van Lier's schematic representation of the scaffolding model

Source: Van Lier (2004:158)

The top left quadrant of the model presents a situation whereby a less knowledgeable peer enters a learning context that is new or less familiar to them, and they possess only foundational knowledge, which needs support from a more experienced peer adult or peer. The top right quadrant presents a discovery point whereby, through the provision of scaffolding, a novice student moves to the point of being equipped with knowledge that enables them to do things that they could not do otherwise through a collaborative effort from the peers or more knowledgeable members. Quadrant three (bottom right) presents a situation whereby all members of the learning environment begin to learn equally from one another, i.e. the *more* knowledgeable peer learns through explaining unfamiliar concepts to the *less* knowledgeable peer and the *less* knowledgeable peer learns through explaining unfamiliar concepts to the *more* knowledgeable peer. In the fourth quadrant (bottom left) the peer who was once considered as less knowledgeable has internalised the resources and knowledge and has developed the ability to self-regulate and have self-access to information, which in turn leads to the student's autonomy in a learning environment.

In 2006 Walqui, proposed six types of scaffolding techniques (Walqui, 2006:171) that are deemed to enhance students' performance in the language classroom; these

techniques are modelling, bridging, building schema, contextualisation, re-presenting and develop metacognition. These techniques are discussed separately.

2.4.2.1. Modelling

Modelling involves the provision of clear examples of the final product by displaying and showing previous work, published texts, photocopies, etc. In technology-enhanced learning, modelling may include a broadcast of a complete online work or a screenshot, a video show of how a certain task was executed. Wood, Bruner and Ross (1976:99) indicated that modelling is an idealised form of the act to be performed by explicating the student's partial solution. The modelling of desired acts may include think-aloud modelling, talk-aloud modelling and performance modelling, which indicate how the student should feel, think and act within a given context or situation. According to Walqui (2006:171), the teacher can provide students with handouts outlining the steps with instructional information on how to perform a certain task. This may include examples and the type of terminology or language the students ought to use as they perform the task. In language translation contexts, tools such as dictionaries and thesauruses can be used to provide meanings of specific terms or references that may aid the flow of translation. In TBLT situations, the modelling of appropriate language use can help students to easily compare, summarise and evaluate the ability to perform tasks.

2.4.2.2. Bridging

This technique values and recognises the “students’ prior knowledge and literacies through linking new knowledge” to prior understanding (Carstens, 2016; Tharp & Gallimore, 1988). This is very important in a TBLT learning situation, as it helps to build students’ confidence by valuing their existing knowledge. In technology-enhanced language learning situations, this involves the use of digital tools. Bridging may help to close the digital divide by closing the gap between the ICT tools and tasks that students are able to execute on their own with tools that are alien to them, and that they still have to be acquainted with to learn languages. Bridging enlists the student’s interest in the task. This may include their adherence to the requirements of the tasks. Recruitment can be related with Roehler and Cantlon’s (1997) *offering explanations* – whereby statements explaining the task are provided in order to satisfy the students’ emerging understanding and assist the teacher to invite students’ participation to join the task process.

According to Carstens (2016:5), bridging has “a collaborative component (the ability to share and discuss prior knowledge) and an autonomy-building component (the ability to take stock of the acquired skills and knowledge and reflect on how this knowledge can be used to internalise new knowledge)”. Walqui (2006:171) proposes the provision of anticipatory guides to serve as classroom activities that may aid students to predict or infer more than they know, and what they do not know about the subject. For bilingual tasks such as translation, students can use L2 to explain a task in collaborative groups, negotiate meaning and confirm understanding or the production of L1 structures (Cook, 2001:1721). This is important, as it enables students to establish a personal link between them and the subject matter, showing how relevant the new task is to the student’s life, as an individual and as a group member (Walqui, 2006:171). In bridging, language students can also share past personal experiences with the phenomenon i.e. sharing previous translation experiences in the pre-task stage of the TBLT task.

2.4.2.3. Building schema

Schema-building is essential in TBLT studies, as it helps students to organise, analyse, store and retrieve knowledge and experience. This then helps to build “clusters of meaning which are interconnected and which help weave new information into pre-existing structures of meaning” (Walqui, 2006:171-172). Building schema may include reducing the degree of freedom, whereby the task is simplified in order to be successfully executed by the participants. This may also include offering the students immediate feedback to motivate them in pursuit of the task. According to Carstens (2016:6), in a multilingual class, the teacher can organise learning in more than one language “to enable students to use L1 for triggering declarative and procedural knowledge.” This, in turn, may help students to organise their conceptual schema (Novak & Canas, 2009, cited in Carstens, 2016), whereby new learning is assimilated into existing knowledge and concepts in the student’s mind.

Pellatt (2009:345) noted that translation indeed facilitates “schema-building by providing the translator with a means to write down word by word, sentence by sentence,” which later becomes a concrete written record of the writer’s thought process. In technology-enhanced language teaching, TBLT as a new concept could be shared collaboratively among group members who are then required to translate either by mapping with closely related terms or by plotting the relationship between them.

2.4.2.4. Contextualisation

This is an important technique in a technology-enhanced TBLT, whereby language is in essence decontextualised in an online platform. In contextualisation, an online article (specifically Wikipedia) is changed from its usual content to one that suits the target language. This contextualisation may necessitate students to use authentic tools and objects in order to bring ideas or stories closer to their real-world experiences or contexts, using authentic language. This may further require the students to use multiple literacies to simplify and disambiguate complex terms and concepts (Carstens, 2016:7) that may be hindering the understanding of the meaning. In the virtual world of technologies, students may reconstruct meaning using pictures and objects, which may strengthen the meaning of concepts.

2.4.2.5. Re-presenting text

According to Carstens (2016:7), this technique is “the process and product of translation of a text with a different purpose, style, language or structure.” Re-presenting text takes into consideration the type of audience the text is focusing on and the kind of language (vocabulary and grammar) to be used for linguistic construction from one genre to another. In TBLT re-presentation can be used to place the emphasis on the type of communication being carried out, rather than on the formal aspects of language use (Walqui, 2006:175). Translation involves the re-presentation of the same text in another language, which may involve bilingual equivalence procedures such as literal translation and paraphrasing. Through re-presentation of text, translation may just be referred to as an important aspect of scaffolding in which bilingual language learning content is presented using dictionaries and glossaries. This means that the students can highlight relevant features of the task, and identify and interpret discrepancies between what they have produced and the ideal solution (Zoiijier, 2009:345).

2.4.2.6. Developing metacognition

Carstens (2016:8) describes metacognition as “the ability to choose the most effective strategies in order to monitor, evaluate and adjust performance during the activity and plan future performance based on the evaluation of the past performance.” In metacognition, one is enabled to monitor his/her current level of understanding and decide when it is not enough (Walqui, 2006:176). According to Walqui (2006:176), metacognition refers to “the ways in which students manage thinking by consciously

applying learned strategies while engaging in the activity” through monitoring and adjusting performance during activity; and planning for future performance based on evaluation of past performance. Metacognition enables the use of reflective tools such as assessment rubrics or/and grading criteria to carry out self- or peer assessment. Metacognition is essential in a TBLT learning environment, where students are required to undertake thorough reflection and evaluation upon the completion of the task, in order to test the effectiveness of the task in the language classroom. In the translation context, this may help novice translators to design and execute an expert-like translation using appropriate and effective translation strategies.

Research critics like Wood, Bruner and Ross (1976), as well as the proponents of scaffolding such as Lave and Wenger (1991:49), observed that scaffolding captures the teaching process as a one-way communication process where the scaffolder constructs the assistance alone and presents it to the novice (Daniels, 2002:59). In contrast to this, the role of scaffolding is much stressed in the positive role it plays through collaboration in the language classroom. Denhere, Chinyoka and Mambeu (2012:375) stress that scaffolding is “an interactive process of assessing, assisting and being sensitive to the needs and readiness of the students.” This aids the involvement of students in collaborative learning, whereby meaning is negotiated between the teacher and students. According to Warschauer (1997:471), “collaborative learning, among students or between students and a teacher, is essential for assisting each student in advancing through his or her own Zone of Proximal Development (ZPD).” The ZPD is discussed in the following sub-section.

2.4.3. The zone of proximal development

Vygotsky’s Zone of Proximal Development (ZPD) is at the heart of scaffolding, as it is a concept that underpins its theoretical conceptualisation in educational research. Wells (1999:127) defines scaffolding as “a way of operationalising Vygotsky’s (1978) concept of working in the zone of proximal development.” Vygotsky (1978:86) defined ZPD as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers.” In simple language, the zone proximal development (ZPD) is described by Tahmasebi and Yamini (2011:44) as “the limit to which someone can learn new information with the assistance

of someone else who might be an expert, such as a teacher or a fellow student at the same level or slightly higher level of competence than the student.”

Figure 2.8 provides a pictorial representation of the ZPD in the learning environment.

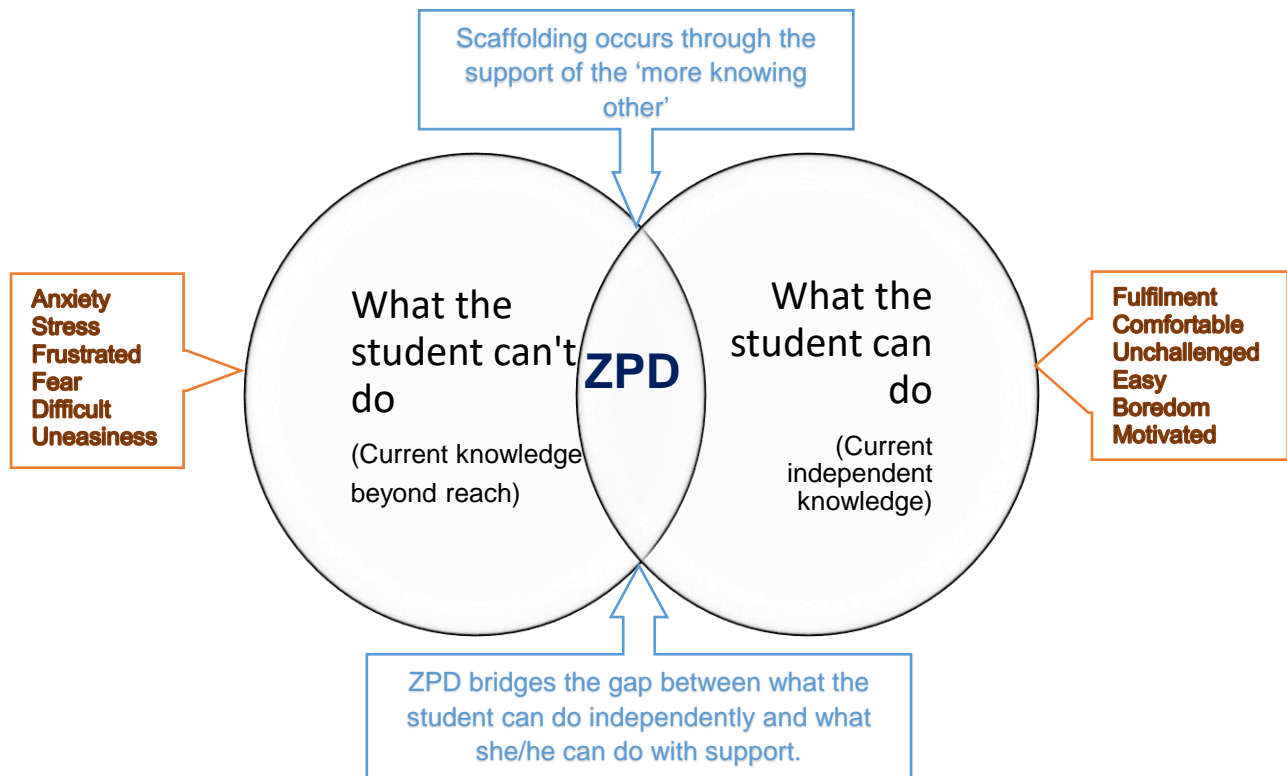


Figure 2. 8: The Zone of Proximal Development

Source: Adapted from Vygotsky (1978:82)

Vygotsky (1978:82) posits that the ZPD “awakens a variety of internal development processes that are able to operate only when the student is interactive with people in his or her environment, and in cooperation with his peers” (Turuk, 2008:251). Thus, language learning is seen as moving from an inter-mental (social) to an intra-mental (individual) process, leading to self-regulation (Appel & Lantolf 1994:11). This means that on the social level a student develops culturally through social interactions with people around him/her in the social environment and on the individual level a student is then expected to internalise the cultural artefacts. Wertsch (1985:61) explained internalisation as “a process whereby certain aspects of patterns of activity that had been performed on an external plane come to be executed on an internal plane.” This is necessary for language learning, because language is part of the culture and, through language, peers who are more capable can communicate and explain facts and give instruction to their less capable counterparts.

Ellis (2005:194) asserts that learning occurs not through interaction but in interaction. According to him, the kind of interaction that successfully mediates learning is the one in which students scaffold the new tasks. This means that to succeed in performing certain tasks, students first have to perform the task by interacting with more knowledgeable persons and then internalise the task in order to be able to perform it on their own. According to Vygotsky (1978:222), “instruction is good when it precedes the level of development in students, and thus it can arouse and awaken the functions that lead to maturing in the ZPD.” Therefore, in the area of TBLT, the teacher should ensure that the tasks are at the level higher than the current level of the students, so that they can find it challenging and at the same time rewarding, regardless of their capabilities of using the mediating tools and artefacts, and of their language proficiency.

Warford (2011:253) defined the ZPD in the tertiary education context, specifically in teacher education, “as the distance between what teaching candidates can do on their own without assistance and a proximal level they might attain through strategically mediated assistance from more capable others.” The ZPD is needed in TBLT tasks, which are conducted in teacher education, especially at the pre-task phase of new learning. This is because the ZPD focuses on the concept of readiness to learn, emphasising the level of competence needed for all students as they begin the task (Hausfather, 1996:334). Vygotsky’s SCT requires students to collaborate with one another in order to make their own meaning. Pedagogical contexts such as TBLT use mediating tools to deal with discrepancies among students concerning their efforts and abilities, to control frustrations and anxiety, and to prepare them to enter into a new way of collaborating to resolve tasks. In the end, this helps to build cognitive structures that support interactive and responsive instruction, which facilitates collaboration and effective communication in a language classroom.

2.5. The SCT-TBLT model for this study

This model combines the main elements/principles of the SCT, outlining the main principles of scaffolding, as proposed by Walqui (1976), to form the theoretical model for this study. Table 2.3 illustrates the steps of the tasks and the facilitator’s and the students’ roles, as described in the SCT approach.

Table 2. 3: The SCT-TBLT model for this study

STEPS OF TASKS	FACILITATOR'S ROLE	STUDENTS' ROLE
1. Pre-translation task (Mediation & Scaffolding) <ul style="list-style-type: none"> ▪ Modelling of tasks ▪ Bridging 	<ul style="list-style-type: none"> ▪ Introducing students to the main task. ▪ Brainstorming ideas. ▪ Developing anticipation guides ▪ Providing etiquette and rules to follow in translation. 	<ul style="list-style-type: none"> ▪ Attending training and following as the facilitator take them through the task. ▪ Brainstorming ideas and developing anticipation guides ▪ Developing glossary of words and vocabulary
2. Rehearsal task (Part of pre-translation task) (Scaffolding & ZPD) <ul style="list-style-type: none"> ▪ Communicative task ▪ Building schema ▪ Develop meta-cognition ▪ Regulation and internalisation 	<ul style="list-style-type: none"> ▪ Guiding students to the correct syntactical and semantical terms to use in the translation. ▪ Guiding students to the use of different translation strategies, i.e. equivalence, borrowing etc. 	<ul style="list-style-type: none"> ▪ Performing the translation of one uniform Wikipedia article and receive feedback. ▪ Learning how to regulate the task in order to perform it efficiently.
3. Main-translation task – (Scaffolding, ZPD, Mediation) <ul style="list-style-type: none"> ▪ Communicative task - Wikipedia translation ▪ Building Schema ▪ Contextualisation ▪ Develop meta-cognition 	<ul style="list-style-type: none"> ▪ Facilitating the translation of Wikipedia from L2 to L1. ▪ Providing assistance and tools. ▪ Guiding students to error correction. ▪ Helping students navigate while working online. 	<ul style="list-style-type: none"> ▪ Performing the translation of Wikipedia content from L2 to L1. ▪ Discussing, debating, taking notes of correct forms, giving feedback to one another.
4. Post translation task - language focus task – (Scaffolding and ZPD) <ul style="list-style-type: none"> ▪ Focus on meaning and form 	<ul style="list-style-type: none"> ▪ Guiding students to the correct syntactical and semantical terms to use in the translation. ▪ Fixing errors and focus on appropriate meaning. 	<ul style="list-style-type: none"> ▪ Negotiating for meaning and reading their translation for confirmation checks.
5. Post-translation task (Mediation – self-regulation) <ul style="list-style-type: none"> ▪ Develop meta-cognition 	<ul style="list-style-type: none"> ▪ Discuss the translation outcome. ▪ Providing oral feedback and evaluative summaries ▪ Writing translation commentary. 	<ul style="list-style-type: none"> ▪ Doing reflection on their collaborative groups. ▪ Transferring skills into real-world contexts. ▪ Be able to internalise and self-regulate the task as they have developed the ability to perform the task independently.

Note: Area 1, 3 and 5 present the basic stages of TBLT, as suggested by Willis (1996), while areas 2 and 4 (white areas) present language-related areas that play a big role in task performance in a sociocultural language learning environment.

As per the framework of TBLT, the model for this study starts with the pre-translation task, which introduces the task and its aims and purposes. Here, the modelling of the task takes place, whereby the activity tries to elicit the students' knowledge and awareness of the translation context, the etiquette and rules and norms to follow when translating using the Wikipedia website. The communicative task continued whereby the student teachers had to use their linguistic tools and ICT mediating tools to co-construct student-to-student conversations and group interactions, which are facilitated by the spoken and written communication of the Wikipedia translation tasks. At this stage, a great deal of mediation and self-regulation takes place, whereby students perform the translation of Wikipedia content from L2 to L1 through discussions, debates, taking notes of correct forms, which are scaffolded through the comprehensive inputs and modification inputs such as comprehension checks, clarification requests, questioning, etc. Last, there is the language focus task, whereby feedback in the form of responses to output takes place through explicit correction and metalinguistic explanation or implicit inputs through further modifications. Language transfer took place at this stage, whereby the Wikipedia translation task was uploaded to the real-world audience and saved for students' future retrieval, which gave them a sense of ownership and achievement in the communicative task. This enabled the students to carry out the translation in bilingual environments using both L1 and L2 to communicate, fix linguistic errors and provide oral feedback and evaluative summaries.

2.6. Summary

This chapter presented a review of the literature on the uses and development of Communicative Language Teaching and its association to TBLT. Different concepts associated with the use of the task-based language teaching approach were discussed as well as contextualised within the Namibian educational system and language teaching and learning experiences. The last section of this chapter presented a discussion on sociocultural theory as a theoretical framework for TBLT. The chapter explained the roles of human mediation, scaffolding and the zone of proximal development in language learning in a technology-enhanced TBLT and language translation context. The next chapter focuses on the relationship between TBLT and translation, where the focus is on pedagogical translation and the role of technology in both TBLT and translation.

CHAPTER 3

TRANSLATION AND TECHNOLOGY IN THE TBLT CLASSROOM

3.1. Introduction

This chapter discusses the link between Task-based Language Teaching (TBLT) and translation in the 21st-century language classroom. The first section unpacks the two concepts of TBLT and translation by discussing them within the Communicative Language Teaching framework. The two pedagogical concepts are discussed to create task-based language translation tasks in the higher education language learning environment. The section further discusses the relationship between TBLT and technology-enhanced language learning, where the roles of technology in the language classroom are unpacked. Special attention is paid to the use and implementation of Wikipedia which as much as it is a technological tool serves as a digital resource in the language classroom, as well as the implications of this for TBLT communicative tasks.

The last section of this chapter introduces the concept of Activity Theory (AT) as a sociocultural analytical framework for this study. The AT is reviewed in its entirety as the framework that assists with the analysis of the influence of the outcomes of the translations on the student teachers' language learning. The discussion focussed on the roles of AT on human activity mediation and the interplay between the subjects, tools and the object. After explicating the practical value of AT, which is supported by practical examples of this study, the section concludes with a discussion on how AT could be used as an analytical tool for this study and the implications of doing so.

3.2. Background of translation in the language classroom

In the 21st-century an increasing number of both indigenous and foreign language teachers have observed that translation can be accommodated in the classroom as a learning activity through the communicative approach (Leonardi, 2011, 2010; Malmkjær, 2010). Boshwabadi (2014:383) thought that translation is a means of highlighting structural, and conceptual differences between source language (SL) and target language (TL). Klaudy (2003:133) also asserts that translation provides students with the linguistic tools needed to practise accurate, meaningful and appropriate communication with a broad audience. For effective translation to take place, it needs

to be guided by principles and appropriate pedagogies that are relevant for use in the 21st-century language teaching classroom. This section reviews the background of translation in the language classroom focusing on the grammar-translation method and pedagogical translation framework.

3.2.1. The grammar-translation method

This sub-section introduces the grammar-translation method, a method that prevailed in the language teaching classroom, especially in the foreign language classroom, over the years.

The grammar-translation method featured in all foreign language teaching at the end of the 18th century. This method appeared as a way to meet the social need for modern language teaching, was deemed necessary to make the language learning task easier by using artificially made-up sentences demonstrating certain grammatical features (Vermes, 2010:84). Larsen-Freeman (2000:18) points out that the “purpose of the grammar-translation method was to help students read and understand foreign language literature” by focusing on the acquisition of vocabulary and grammatical structures. The method was “a modified version of the ancient ‘scholastic method’, traditionally used to study the written forms of the classical languages through a thorough lexical and grammatical analysis of classical texts” (Chitu, 2014:206).

In the grammar-translation method, translation from one language to another served a significant role, emphasising the mastery of grammatical rules and vocabulary. Reading and writing were the primary skills to be enforced and through translation activities, clarity and accuracy were maintained. The method thus ran a risk of reinforcing the conclusion that a word-for-word translation is appropriate between languages, because its principles are aligned towards literal interpretation and finding formal equivalence between words from the source language (SL) to target language (TL). The creative use of language through translation is thus restricted, where one of the more constructive outcomes of learning or mastering another language would be the ability to produce language structures creatively and thoughtfully.

According to Hell (1999, cited in Mart (2013:103), the grammar-translation method has been considered useful for students in second language acquisition in that

it enriches one's vocabulary, increases the number of figures of speech one can use, develops the ability of interpretation, and through the imitation of the best writers it makes us able to produce similarly good texts, because translation forces us to notice such details as would escape the attention of a simple reader.

Students engage in translation activities where little oral proficiency is expected and they are expected to go abroad and immerse themselves to speak with fluency. The grammar-translation method was one of the language teaching method adopted in the colonial Cape education before the Namibian independence in 1990. This means that tertiary institutions at the time, the 'Teachers' Academy', trained language student teachers to employ these methods which encouraged rote learning, memorisation of vocabulary, drill and practice, which also led to students reciting the grammatical structures. The language teachers eventually graduated to teach mostly in rural schools, from where the students in this research project originate. One way or another, the student teachers at UNAM have been exposed to these grammar-translation methods, since they were taught by the 'products' of that teaching method. After independence, the government introduced LCE as the national policy for teaching and learning in Namibian schools (Namibia: MBEC:1993). With LCE, Communicative Language Teaching was introduced in language teaching, specifically since the introduction of the English Language as the LoLT and an official language. Consequently, teachers across the country, including in rural areas, began to change their pedagogical strategies and adopted those emphasised in the national curriculum and the specific subject syllabi.

Because of the proponents of the grammar-translation approach, many teachers abandoned the use of translation in the ordinary language classroom. Below are some of the reasons why translation was not deemed suitable for the language classroom.

- *Translation is independent and radically different from the four skills that define language competence: reading, writing, speaking and listening (Malmkjær, 1998:6).* Since it was deemed different, some teachers thought that it takes up valuable time, which could be used to teach these four skills. Malmkjær (1998:6) further pointed out that translation was considered a "*bad test of language skills*" since it is an independent variable that is not integrated with the use of any of these language skills.

- *Translation is unnatural.* This means that translation did not stimulate the use of natural language for students and thus, it does not lead to any authentic communication. Duff (1989:6) raised the question that “If translation happens everywhere, all the time, so why not in the classroom?” By stating this, he is confirming that translation is a natural thing to do, and it is done whether consciously or unconsciously, in every day’s normal situation. In translation, people are more opportune to use their natural language as they use in their real-life context, especially in the case of real-world tasks, a translation could be seen as natural to a person’s normal day.
- *Translation misleads and prevents students from thinking in the foreign language.* Leonardi (2010:79), who is a critic of a monolingual approach to language learning, asserts that translation was avoided in the classroom because of its direct approach to language, leading to the use of single language (in this case English second language) in teaching, which in turn disregard students’ prior language learning experiences. On the other hand, Cook (2010:571) argues that all second language students access their L1 while processing the L2, because the L1 does not automatically switch off in the mind of the L1 user – it is constantly available.
- *Translation produces interference.* Lightbrown and Spada (1999:72.) assert that many people regarded second language errors to be a result of the negative transfer from the first language that eventually produces interference. This could be because of the L1 structures which are not compatible with L2, causing deviation in the language usage of bilinguals because of their familiarity with more than one language. Lado (1964:53) asserts, “a good translation cannot be achieved without mastery of the second language.” To avoid interference, the translation should be embedded in language teaching, so that it is not considered as a nuisance, but as an added on or complementary language skill, which is not independent of the four language skills. Translation tasks could be set to make provision for all the language skills being employed in communicative situations.
- *Translation is only appropriate for training translators.* This claim does not correspond with the views of linguists such as Cook (2010:xv), who maintain that “translation should not be the only aim of language learning”, but “should be a major aim and means of language learning.” Other linguists such as Malmkjær (2010:187)

and Leonardi (2011:11) support this by stating that translation should be taught in schools as a language skill, which in turn profits the business sector as many students end up being professional translators. A study by Benson (2004:6) confirms that there is “a serious investment of time and resources, along with a commitment to collaboration between linguists, educators and community members in preparation of the required learning materials in the mother tongue.” Thus, if the translation is taught as a language learning skill in schools, it could assist in developing language materials and resources, most especially which are found lacking in African languages classroom, since teachers and learners will localise their materials for language learning. Good development in translation in Namibia was observed in a study by Mogotsi and Mufune (2016:8), who noted a group of curriculum panellists (at NIED) translating and reviewing Setswana first language school materials from English.

The above research findings fit well with the views of Harlech-Jones (2001:32), who indicated that indigenous languages are not sufficiently developed in Namibia, especially in written forms and this has become particularly significant in the context of teaching language skills. This then points to the need for the translation of online materials to localise the content for pedagogical use in the first language classroom. It is also seen relevant for the first language teachers (or student teachers in the case of this study) to be involved in the translation of their classroom resources, in order to contribute to the formation of the language learning resource base. Consequently, this may contribute to resource development in the language classroom and the appreciation of bilingual education on the acquisition of the four language skills.

A study by Chavez (2015:193) indicates the lack of resources to be a hindering factor in promoting mother tongue teaching in Namibian schools. Chavez (2015:193) indicates that many schools, which offer mother tongue instruction, do not have the resources to do so. There is an indication of many more resources available for English than for African Languages, and this is heavily influenced by the support of international donors, who favour instruction in global languages such as English (Chavez, 2015:193). Chavez further states that a lack of support in the provision of African languages materials has led to children in not having access to the same education opportunities as students in areas with more resources. This then points to the need for the localisation of the content to be made available on the internet for classroom use through translation.

Recent research indicates that translation should never be associated with the grammar-translation method (Leonardi, 2011, 2010; Schäffner, 2002; Malmkjær, 1998). Leonardi (2011:18) claims that translation is a form of pedagogy, which is aimed at enhancing and improving the four language skills. Furthermore, translation can help learners “enhance their analytical and problem-solving skills, which are essential in everyday life as well as in most working fields” (Leonardi, 2010:81). To foster bilingualism, translation (not using grammar-translation methods) should be regarded as a fifth skill that supports and complements the four language skills and their application in the language classroom. There is a need to take an in-depth look at the pedagogical value of translation in the language classroom and discuss the effectiveness of translation in aiding students to communicate in the classroom. This route of pedagogical translation is discussed in the subsection that follows.

3.2.2. Pedagogical translation as a cognitive learning strategy

Schäffner (2002, cited in Leonardi, 2011:21) claims that “there is evidence of increasing awareness of the complexity of translation as both a cognitive and social activity, which cannot be fully explained with reference to concepts derived from (structural) linguistics only.” The translation is a naturally-occurring linguistic activity which is located within a cultural milieu and it bridges the gap between cultures and mediates between two cultures through using languages (Hamwedi & Dalvit, 2014:103). It is a complex cognitive process that aims to decode the source text and transfer the linguistic and cultural elements and meanings by encoding them into the new language and context of the target text.

Klaudy (2003:133) introduced two types of translation, “pedagogical and real translation.” The pedagogical translation is the instrumental translation in which the translated text serves as a tool for improving the language learner’s foreign language proficiency using conscious practice and testing language knowledge (Vermes, 2010:84). On the other hand, real translation aims to develop translation skills in which the objective is attaining information about the reality contained in the source text. Pedagogical translation can be related to Gile’s (1995:2) ‘school translation’; a kind of translation that is led by a communicative practice that investigates the use of lexical and syntactic choices induced by the source language text, and it focuses on language learning.

It is very important to explore the definitions of pedagogical translation by its true proponents. Leonardi (2011:21) defined pedagogical translation as “an act of communication which involves linguistic, cultural, communicative and cognitive factors which are closely intertwined with first language (L1).” Hautemo (2014:30) explained the role of pedagogical translation as a cognitive learning strategy that is used to comprehend, remember and produce the first or second language. Hautemo further suggested that translation could be used as a pedagogical tool in the class to compare grammar, vocabulary, word order and other lexical items between the source language and the target language.

Kálory (2011:63) asserts that pedagogical translation connects theory and practice to improve reflective approaches and methods in the language classroom. This helps to eliminate or reduce language interference between the mother tongue and the second language and helps to create language awareness in students. Pedagogical translation then serves as a practical tool that provides access to academic content and allows effective interaction by providing greater access to prior learning (Leonardi, 2011:22). It serves as an opportune occasion for students to use authentic and natural language, which can then easily help them access the cultural and societal linguistic experiences that made them who they are. As a practical tool, pedagogical translation raises the students’ awareness of the cultural equivalence of the semantics and the functionality of two languages, thereby closing cultural gaps between them (Fernández-Guerra, 2014:155).

Cook and Hall (2012:279) stressed that using the native language (first language) in the second language classroom could be the greatest pedagogical resource, as it enhances students’ motivation and confidence that allows them to focus on meaning. Fernández-Guerra, (2014:155) thinks that there is a cultural interchange or transformation in the way things are done, be it in the classroom or society. Student teachers as social and cultural beings need to be updated and learn how to get involved in communicative language learning strategies that are not only authentic and natural to their current environment, but also responsive to global requirements and competitiveness. To ensure cultural adaptation through language teaching, Murray (2007:74) suggests that the teacher teaching language to children may bring different cultural experiences to the task and may need to adjust their culturally shaped skills to fit the culture of the school.

Therefore, the exposure to the L2 culture alongside the L1 culture could help students become competent in transferring skills across these languages.

Translation allows for “a better understanding of language structures and at the same time, it encourages analytical and problem-solving skills” (Leonardi, 2010:80). This is also motivated by the observation that translation resembles real-world tasks, which entails a more profound engagement with the linguistic and cultural knowledge shared between two or more languages (Cook, 2001). In the globalised world, this may include cross-continental knowledge and information that could be transmitted from one generation to another by using globalised language tools such as the translation toolkits i.e. Wikipedia editing tools, Google translator, etc. available on the internet. These tools are essential in the language teacher’s training programme, as they sensitise language student teachers to the recent developments in the world of teaching languages in ways that are more linked to, and are also responsive to, the digitalised world where they are teaching.

Research has revolved around the use of translation as a conceptual tool, towards being a pedagogical tool for language learning (Hautemo, 2014; Fernández-Guerra, 2014; Leonardi, 2010). Pedagogical translation encourages the use of the four language skills to develop the students’ ability to communicate in the target language and vice versa. Leonardi (2010:83) argues that “translation is a valuable pedagogical activity that supports the development of the four skills, and it helps students to compare two languages and two cultures.” This comparative knowledge developed through translation may assist students to better control their L2 production. Malmkjær (1998:4) affirms this by stating that translation is a dependent and inclusive part of the four language skills. As a form of communication, pedagogical translation involves interaction and cooperation between students and their teachers, and it is evaluated procedurally in order to enrich the students’ competencies in the four language skills.

According to Hautemo and Dalvit (2014:102) and Ross (2000:63), students translate in class to each other, they interpret signs and notices outside the classroom, and documents and instructions sent to friends and relatives. This discards the conception that translation misleads and prevents students from thinking in foreign language because this is something that students do daily. It is for these reasons that this study follows the route of pedagogical translation, with an attempt to involve students in small

collaborative group TBLT translation tasks which are integrative of the four language skills, in which these students' communicative affordances and constraints are determined.

Leonardi (2009:143) strongly stated that before starting to translate a text, "it should be read carefully and analysed in details to determine the content in terms of what, how and why it is said." Translation provides a guided practice to reading, where careful text analysis takes place. Students' reading comprehension is thereby enhanced, while their vocabulary is extended. On speaking and listening, translation is regarded as a communicative activity that encourages students to distinguish right words from wrong ones, and find ways to handle problems related to translation (Hautemo, 2014; Leonardi, 2009). When put into collaborative groups, students are required to talk to each other and to the teacher, while discussing the translation procedures and strategies. This creates an opportunity for engaging students in meaningful and authentic communication within an authentic context. Working in collaborative groups is a strategy that needs to be used with the current language student teachers at University of Namibia. These students, as alluded to in the previous chapter, are demotivated to communicate with each other and they are accustomed to working alone, thus they lack teamwork skills. For that reason, involving the student teachers in a translation task that requires them to collaborate with their peers may strengthen their relationships, as they need to use the team approach to tackle the tasks, which could motivate them to share ideas and negotiate meaning.

Machida (2008:148) stated that "translation creates more opportunities for students to focus not only on meaning but also in the form of the text." This seems to be a challenging task that involves linguistics, as well as cultural and pragmatic knowledge. These types of knowledge enable students to use both languages reciprocally by conveying meaning and grammatical structures, which are often interwoven in the students' minds. In 1975, Cummins developed the interdependence hypothesis, which conceives of first and second language skills as being interdependent (Cummins, 1981:4). This hypothesis explains that a high level of L1 proficiency helps L2 acquisition. Translation assists to bridge the gap between two languages, whereby mother tongue competence and cultural competence in the source text challenges the competencies of the target text. The combination of source language (SL) and target language (TL) seems to be a good approach to teach students how to translate "correctly by minimising

interference and making them aware of the fact that there is not always a one-to-one correspondence between two languages” (Leonardi, 2011:18), both languages complement and support each other. The next subsection discusses the guiding framework for integrating translation in a communicative language classroom.

3.2.3. Pedagogical translation framework

According to Leonardi (2011:19), “the use of pedagogical translation presupposes the use of both oral and written skills and translation activities can be carried out either in L1 or L2 or both at the same time depending on the teaching targets.” Translation is viewed as a valuable pedagogical tool that enhances communicative competence across languages. Leonardi (2010:87) devised a framework, the Pedagogical Translation Framework (PTF), for successful employment of pedagogical translation in the language classroom. This framework is made up of three main types of translation activities, which are further divided into sub-groups as depicted in Figure 3.1.

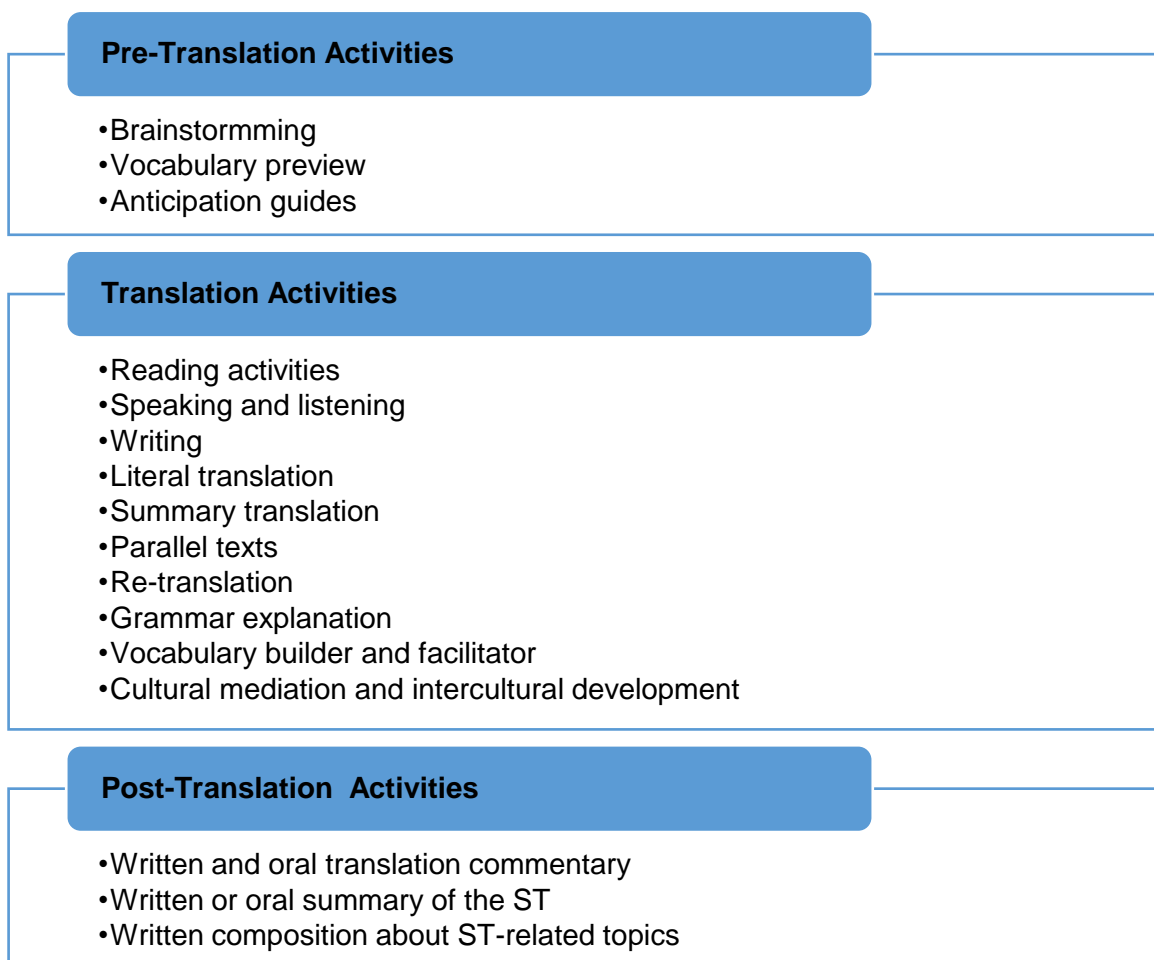


Figure 3. 1: Pedagogical Translation Framework Basic Structure

Source: Leonardi (2010:88)

According to Leonardi (2010:89), the *pre-translation activities* can be carried out either in L1 and L2 or exclusively in L2 depending on age, proficiency and background knowledge of the translators. Pictures, mind maps and explanations can be used to present the source text (ST), or to brainstorm the ideas, preview the activity, or revise and consolidate the existing vocabulary. Here, an adequate provision of appropriate guidelines for word choice is given to the translators. During the *main (while) translation activities* stage, consolidation of translated text takes place. This is where the translators are given a chance to use the four language skills to communicate, debate, summarise, explain and bridge the gap between the two languages and cultures. The *post-translation activities* could be used as a reinforcement activity that evaluates the effectiveness of the activity. Students can be asked to do activities such as developing language tools and resources, writing daily reflections and summary writing. The commentaries on the achieved translation can be written and translators are involved in free discussions related to the topic for further improvements. The students can also create bilingual glossaries, which further aid neologisms (coining of new words/expression) which may contribute to language development. For post-communication purposes, the pedagogical translation approach suggests students should be encouraged to focus not only on meaning but also in the form of the language to ensure growth in language proficiency and understand the roles of culture and society as representing the foundations of language itself (Chitu, 2014:207).

To summarise this section pedagogical translation has established itself as a communicative activity in the language classroom. It aims to cultivate all four language skills in students by devising enabling activities for such communications to be facilitated. It is important for translators in the classroom to meticulously study and analyse both the meaning and the linguistic forms of both languages of translation. This will help students to decide on what gets to be translated and how. To develop a good translation, an understanding of the respective cultures should be embedded in the translation, to facilitate cross-cultural communication that entails both linguistic and cultural knowledge of the two languages.

3.3. Translation procedures for a communicative language classroom

This section describes four translation procedures developed by Nida (1964) and Newmark (1988). Nida (1964) designed what he called formal and dynamic

equivalence, while Newmark (1988) proposed semantic and communicative translations. The translation procedures are discussed separately and comparatively in the following sections:

3.3.1. Nida's formal and dynamic equivalence translation

According to Nida (1964:240), formal equivalence is “a word-for-word translation which tries to find a linguistic equivalence in words” of both the source text (ST) and target text (TT). Formal equivalence tries to remain as close to the original text as possible, without adding the translator's ideas and thoughts into the translation” (Shabnam, 2014:2). Nida (1964:165), assert that words and content are reproduced as faithfully as possible in formal equivalence so that the TL reader can understand as much as possible the customs, manner of thought and means of expression of the SL context. This kind of translation tends to consider word-for-word translation in which the SL word order is preserved by their most common meaning and grammatical constructions are converted to their nearest TL equivalent. It considers faithful translation, which produces “the precise contextual meaning of the original within the constraints of the TL grammatical structures” (Ordudari, 2007:3).

Producing formal equivalence for this Wikipedia translation may be an impossible and also undesirable thing to do, because of the differences between Oshiwambo and English linguistic structures and sociocultural structures. This could be influenced by the many elements of the English language that cannot be reproduced because of their morphological aspects and lexis, which may lead to language interference in the target language. The issue of language interference has been criticised in translation studies over the years. Lado (1964:189) claimed that students frequently think that there is the full equivalence of words in the two languages; hence, they mistakenly assume that the target language translation can be used in the same situations as the source language. He further asserted that this equivalence results in word-for-word translation, which often leads to incorrect sentence construction as well as distorted meaning.

De Waard and Nida (1986: 35) posited that the notion of functional equivalence is the total opposite of word-for-word translation. Hautemo (2014:33) explained that in functional equivalence students try to make closely related cultural adjustments and modifications to the source text, which leads to a generalisation of the text, whereby the

translator tries to paraphrase the meaning to suit the context in which it is used. This functional equivalence transcends and transforms the elements of literal translation, which may distort the meaning of the text. If translation is to be considered as an act of communication between two languages, then it means using two languages in the classroom should not be problematic in a bilingual context. This is because one language could be used to inform the other language, directly or indirectly, to correspond and clarify meaning, which both require the natural use of language.

Pan and Pan (2012:5) maintain that translation increases the students' awareness of the similarities and differences between ST and TT and assists students enhance their L2 learning. The L1 is then used as a resource for translation to the L2. This is supported by De Wet (2002:119), who asserted that "learners are more successful in acquiring and producing a second language if they have already mastered the strategies for negotiating for meaning in their home language." Translation of the Wikipedia articles allows student teachers to use their metalinguistic skills in a creative way that enhances cognitive flexibility that develops both L1 and L2 levels concurrently. Contrary to formal translation, dynamic translation tends to translate the original language through a thought-for-thought approach. Nida (1964:159) describes dynamic translation as follows:

In dynamic equivalent translation, one is not so concerned with matching the receptor-language message with the source-language message, but with the dynamic relationship, that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message.

This equivalence involves "taking each sentence or thought from the original text and rendering it into a sentence in the target language" that conveys the substantially same meaning without deviating from the original (Shabnam, 2014:2). This means the translation does not use the exact words and phrases of the original but retains some faithfulness to the original text in order to improve readability, which may lead to improved communication. Culturally, dynamic translation tries to relate the receptor to modes of behaviour relevant within the context of the translator's own culture, without insisting that he understands the cultural patterns of the SL context (Nida, 1964:160). Dynamic translation could be associated with forms of adaptation in which the SL culture is converted to terms of the TL culture. This may lead to borrowing in which reproduction

or transliterating of the original term is allowed, where no knowledge of the SL by the translator is presumed (Ordudari, 2007:3-4). Dynamic translation offers the translator the freedom to translate thoughts, which makes it convenient to be used in this Wikipedia translation task since the participants might find difficulties in finding the equivalent words of English in Oshiwambo. This literature review confirms that Nida's dynamic equivalence enables students to rewrite the texts communicatively, because it has been adapted to the target language.

3.3.2. Newmark's semantic and communicative translation

Newmark (1991:10) postulates that semantic translations attempt to "render as closely as possible the semantic and syntactical structures of the second language, the exact contextual meaning of the original text," so that it represents the meaning (Shabnam, 2014:3). It presents a situation where the translator is obliged to abide by the structures of the original text and replicate the author's styles and language approaches used in the ST. Newmark (1981:63) explains that semantic translation differs from literal translation and also from formal equivalence, as it does not only render word-for-word translation, but it rather respects the context of the text, for example, by interpreting or explaining the metaphors. Although this is so, literal translation remains an important method for semantic translation, as it sticks very closely to ST lexis and syntax. Related to the Wikipedia translations, it seems like semantic translation allow an opportunity for the students in this study to focus on form while translating, whereby they consider the grammatical and syntactical aspects of language when translating. This gives the students the confidence to strive to produce the correct original meaning.

Contrary to semantic translation, communicative translation attempts to produce for its readers an effect that is focused on the writer of the source text and follow his thought processes (Newmark, 1981:39). Communicative translation aims to spread the message in a free and non-obscure manner, whereby the readers will read and understand without difficulties. The syntax could be remodelled and common words used to facilitate understanding. Although it is observed that figurative and idiomatic expressions may occur in the target language, the message is communicated reasonably and it does not deviate from the original meaning in the original text (Shabnam, 2014:3). The text remains within the scope of the original culture and language as much as possible; it is only concentrated on the message and the main

force of the text is to serve a wider readership. It could be noted that the main aim of this Wikipedia translation is to produce a communicative translation, which will then manifest in the way that the translation tasks enable students to engage in interactive communication and render the written communication to the readership on the internet. Thus, communicative translation plays an important role in the processes of negotiation for meaning, which is located within the sociocultural context of the students involved in the study. It could be observed from the above discussion of the four approaches to translation that both Nida and Newmark emphasise several features in common. Newmark (1981:36-69) summarised the different parameters of translation which are shown in Table 3.1.

Table 3. 1: Comparison of Newmark's semantic and communicative translation

PARAMETER	SEMANTIC TRANSLATION	COMMUNICATIVE TRANSLATION
Transmitter/addressee focus	Focus on the thought processes of the transmitter as an individual; should only help TT reader with connotations if they are a crucial part of the message	Subjective, TT reader focused, oriented towards a specific language and culture
Culture	Remains within the SL culture	Transfers foreign elements into the TL culture
Time and origin	Not fixed in any time or local space; translation needs to be done anew with every generation	Ephemeral and rooted in its own contemporary context
Relation to ST	Always 'inferior' to ST; 'loss' of meaning	Maybe 'better' than the ST; 'gain' of force and clarity, even if the loss of semantic content
Use of form of SL	If ST language norms deviate, then this must be replicated in TT; 'loyalty' to ST author	Respect for the form of the SL, but overriding 'loyalty' to TL norms
Use of form of TL	More complex, awkward, detailed, concentrated; tendency to over-translate	Smoother, simpler, dearer, more direct, more conventional; tendency to under translate
Appropriateness	For serious literature, autobiography, 'personal effusion', any important political (or other) statement	For the vast majority of texts, e.g. non-literary writing, technical and informative texts, publicity, standardised types, popular fiction
Criterion for evaluation	Accuracy of reproduction of the significance of ST	Accuracy of communication of ST message in TT

Source: Newmark (1981:36-69)

Looking at the comparisons in Table 3.1, it could be concluded that the two translation approaches differ in that the semantic translation takes an objective route by focusing on the individual translator and individual writer or reader's effect. On the other hand, communicative translation is subjective in the way that it considers elements of the culture and language of the readers of the target text. In semantic translation, syntactical structures need to be preserved for generations to come, while in communicative translation the structures need to accommodate different linguistic styles and modes. The two translation styles complement each other very well, in the sense that they both seek the production of accurate translations, which do not deviate from the meaning of the original text but also preserve the culture in which it was written. It is also important to note that there is no one communicative or one semantic method of translating a text; these two methods overlap. This study focuses on the influence of Wikipedia translation on the communication among the students in a Namibian language classroom; it will make use of informative articles from the website selected from sociocultural context of the participants, and hence make use of both semantic and communicative translation procedures. The next section discusses the importance of translation as an aid to communication in the classroom.

3.4. Translation between two or more languages in the classroom

Over the years the use of translation in the language classroom has been criticised. Ali (2012:429) identified two conditions that contributed to this: (1) translation involves the use of mother tongue, which deprives students of the opportunities to receive sufficient L2 support, and (2) translation triggers L2 learning errors as a result of the negative interference from the mother tongue (Pan & Pan, 2012:4). Research indicates that language teachers think that because of the substantial use of L1 in translation, the chances of errors that are carried through to L2 is increased. According to Duff (1989:6), some monolinguals presume "translation is not a communicative task and thus has nothing to do in a communicative approach to language teaching." As mentioned in the previous sections, translation was not favoured because of its association with the grammar-translation method. It was rather equated to dull vocabulary exercises, which leads to the memorisation of words' meanings and grammatical drills that do not develop any communicative competence in students.

Research found translation activities to have clear communicative goals and real cognitive depth, which motivates the students to produce impressive communicative results (Hautemo, 2014; Ali, 2012; Dalvit, 2009). Translation is found to be beneficial in the language classroom as it offers students the opportunity to become aware of the similarities between the source language and the target language (Hamwedi & Dalvit 2014:103). This provides students with a chance to understand the influence of one language on the other. To Duff (1989:6), this eliminates habitual errors that are often unnoticeable and lead to the misuse of particular words or structure. Duff (1989:7) found translation to have been revived as a useful tool that teachers and students use to learn languages. Chellappan (1991:63) thought that translation helps students through contrastive analysis. Contrastive analysis is defined as “a systematic comparison between two languages in terms of their morphology, syntax and semantics” and, it helps students to acquire L2 by avoiding negative interferences from L1. This definition is supported by Ali (2012:430), who asserted that translation “promotes the students’ acquisition of difficult structures and elements in the target language.” He added that translation offers a chance for students to practise and apply the linguistic items learned to transform their knowledge of vocabulary and sentence structure in real use. Thus, translation serves as a communicative tool for students to share information. This assists them to learn and develop L2 and does not hinder it.

Translation could be used as a “cognitive, memory, effective, communicative and compensatory learning strategy” that can boost learning effects and develops all four language skills (Ali, 2012:429). Leonardi (2010:24) supports this by asserting that translation includes listening and speaking, as the teacher’s and student’s discussion of problems is related to the translation task, which moreover includes sight translation and interpreting practice. Duff (1989:7) added that translation develops accuracy, clarity and flexibility. This enables students to understand the “problematic nature of translation and focus on linguistic, extra-linguistic and cultural gaps between two languages” (Fernández Guerra, 2014:155). Levenston (1985, cited in Ali, 2012:236) believes that translation can be an efficient teaching and evaluation tool for CLT. In the same vein, Hautemo (2014:31) indicated that through translation, students are presented with an authentic learning environment in which they can learn in collaborative groups, which encourages them to communicate and develop an opportunity for self- and peer assessment. This drives to the main aim of this study, which is to use Wikipedia

translation as a communicative tool in the TBLT setting, through the use of collaborative groups.

3.5. Translation an effective tool for global communication

Communicating with and between people of different cultural and linguistic backgrounds is becoming increasingly important due to the acceleration of globalisation. Cook (2001:xi) believes that translation is a tool which is used as a bridge in intercultural communications. It is believed that through translation, linguistic and cultural barriers are overcome, as people have found ways to communicate messages between languages in different situations, using different platforms (Fernández Guerra; 2012:42; Pan & Pan, 2012:5). According to Zhao (2015:41), “translation provides students with the first experience of a foreign tongue, and an exercise in understanding original materials.” It increasingly serves as an important function to understand and learn foreign cultures and promote relations between different cultures.

Leonardi (2010:17) observed that “translation plays a very important role in an increasingly globalised world and in increasingly multilingual Europe where it is used on a daily basis.” In recent years, the world of technology has been experiencing a surge in translation innovation through the use of developed applications for language translation and editing such as Google translator, Wikipedia, Lixifone, Vocre, etc., which recognise both print (written) and vocal (speech) translations. These are accompanied by some linguistic rules that enable the translator to detect grammatical rules and vocabulary. Importantly, these innovations in translation programmes are made accessible to education sectors around the world through the integration of ICTs into education systems. In this digital world, some university students are increasingly using their roles as digital natives by interacting with other students in different areas of the world, in the languages of their choice and using internet devices. These are the types of students involved in this study – students who are hooked on the use of Web.2.0 social networking tools that enable them to communicate with other people around the world in the language of their choice.

The premise of this study is to use translation as one of the tools in the language classroom through which students can transmit their cultural knowledge and information about the native societies to the world, in their first languages and using technology.

This, in turn, bridges the gap of the digital divide through the translation of online content (Hautemo & Dalvit, 2014) by providing written narratives in the students' native languages. This could be done as both a synchronous and an asynchronous activity in and outside the classroom. Pedagogically, it could be done as a task that students undertake in the classroom to learn different languages, to promote language learning (Hautemo, 2014; Dalvit, 2009).

Translation increases the students' chances of learning global languages. According to Seidlhofer (1999:239), translation relates the language to be learnt to the linguistic experiences that people are already acquainted with. This could assist in reducing anxiety, which is a barrier to learning a new language. Seidlhofer (1999:240) maintained that it is entirely natural to make new experience meaningful by relating it to conceptual categories drawn from previous experiences, and so translation is in this respect a reflex of natural learning. This natural learning of languages can form a good basis for the communicative language approach, which advocates for the learning of languages using comprehensive inputs and affective filters (Krashen & Terrell, 1983). This further helps the student to acquire language naturally when given assistance that eliminates anxiety, which may prevent them from learning.

This section concludes by deducing the importance of involving students in web-based translation using Web 2.0 tools. This is because translation is found to be essential in providing a gateway to the world of global communication, as it expands the scope of the audience to the global space. Moreover, developing translation tasks under the TBLT pedagogy makes it much convenient for the students to communicate in a more natural way using language with much more flexibility and to reach an in-depth level of reflection. The next section discusses the link between translation and TBLT, looking at the pedagogical approaches of language-learning strategies. The section further highlights how language teachers and researchers should contribute to make task-based language translation a reality that enables students to communicate and learn languages in a bilingual classroom.

3.6. TBLT and translation: towards a task-based language translation

It is evident in the previous sections that both translation and TBLT have gained momentum in recent language learning pedagogies, as they seem to indicate a

language classroom full of communicative strategies driven by using the four language skills. The section reviews the intersection between translation and TBLT in the language classroom that may lead to a combination of TBLT and translation, which is deemed necessary, as both TBLT and translation emphasise the need for language learning as a communicative activity. This is essential at the tertiary level language classroom, where students are being trained to undertake language tasks that may aid them to communicate and collaborate in order to learn language. The premise of this study is to use translation tasks that bear a resemblance to real-life situations and relevant in a way that the students can use them beyond university and in their professional life.

To locate translation in the realm of TBLT tasks, this study reflects on González-Davies's (2004:23) description of a task, which she said it represents,

a chain of activities with the same global aim and a final product. The full completion of a task usually takes up several sessions. In each of these, the activities lead along the same path towards the same end. On the way, both procedural and declarative knowledge are practised and explored.

A task-based language translation can serve as an integrative method that includes all language learning elements, which are necessary for students to complete the task. Using the knowledge of the content (declarative knowledge) and knowing how to execute it (procedural knowledge), the language student teacher is expected to complete a task that leads to cognitive processing of both productive and receptive skills, for oral or written outcomes. This makes translation a lively TBLT task. Translation is a real-life, natural activity which is increasingly significant in the global environment (Leonardi, 2011; 2010). It has become a habitual thing to do in both formal and informal contexts, either orally or in writing. For translation to be assimilated into the classroom, well-designed strategies need to be put in place.

According to Hutando (1996, cited in Carreres and Noriega-Sánchez, 2011:287), a combination of a task-based approach and translation could lead to having the following benefits:

- Bridges the gap between theory and practice that is present in other approaches by offering a truly active methodology;

- Focus on the process, rather than the product, enabling the student to progress through a series of graded tasks to the completion of the final task;
- Allows the student to learn by doing, solving problems and acquiring translation strategies;
- Facilitates a learner-centred methodology, fostering autonomy and self-evaluation;
- Allows the introduction of formative assessment tasks.

These listed benefits form a direct support system for TBLT pedagogy. González-Davies (2004:22) proposed a combination of the task-based approach and translation method. She points out that the focus of translation activities is to use language for communicative purposes, thus TBLT can be used as a useful tool to divide a translation task into small manageable steps that engage the students in productive and receptive cognitive processes that resemble those of the real world. Furthermore, Ali (2012:432) asserts that “a task-based translation method regards translation not as an isolated language element, but as an integrative skill necessary to help students to complete an assigned task.” This association presents a cognitive and linguistic process in which the outcome is produced by adopting the methodological approach of dividing the task into three stages of TBLT task performance (Willis, 1996:60). By bridging the gap between theory and practice, students could have a chance to learn the language by doing. This may entail the use of translation strategies that may aid the students through every stage of translation. TBLT is a process, which is focused on the process rather than the product by involving students in a series of tasks that solve problems through careful planning and embedded assessment. This enables students to divide the translation tasks into pre-translation tasks, during-translation tasks and post-translation tasks, which may facilitate the communicative process from the inception to the end of the tasks.

Carreres and Noriega-Sánchez (2011:288) assert that “a task-based approach lends itself particularly well to a learner-centred environment that fosters interaction and collaboration, as well as autonomy.” Translation can serve as an effective strategy in TBLT because it offers students the freedom to communicate using real language in authentic situations. It serves as an effective strategy for language learning in a way that it reduces anxiety in students, as it does not restrict students to the use of one language (second language). In the pre-stage of TBLT, when students are much more involved in the planning process, they can organise their thoughts in L1 and express

them in L2 through translation. On a social level, students could use their L1 translations to cooperate with others and thus improve the learning outcome.

3.7. TBLT and technology: towards technology-enhanced TBLT

This study is embedded in the use of computers and the internet, which can be incorporated into the language translation tasks. This section discusses the relevance of technology as part of language tasks and the contribution of computer-mediated communication tools and Web 2.0 technologies such as Wikipedia. Lastly, the section highlights the implications of the integration of technology into language teaching to enhance learning.

3.8.1. Overview of technology and TBLT translation tasks

The knowledge society (KS) presents the world of innovation and technologies to be incorporated into the education of the 21st-century student. Research development on the use of technology-enhanced language teaching has been shaping the educational context; consequently, many researchers are trying to integrate the different modes of online learning into language learning (Hautemo, 2014; Lai & Li, 2011; Dalvit 2009, Lieberman, 2009). In the light of these developments, González-Lloret and Ortega (2014:3) warned that “no matter how exciting new technologies for language learning may seem, they can become nothing more than entertainment unless their design, use and evaluation are guided by viable educational and language development rationales.” One of the rationales for technology-enhanced learning is TBLT. Baralt and Gómez (2017:29) described TBLT as “teaching with, learning with, and assessing with tasks – not isolated grammar forms –to promote functionality in the language.” TBLT translation makes use of well-planned and designed tasks that aim to promote language acquisition and learning in students.

Gonzalez-Lloret and Ortega (2014:4) identified definitional features of a task in the context of technology and task integration: (1) primary focus on meaning, (2) goal orientation, (3) learner-centeredness, (4) holism, and (5) reflective learning. First, a technology-enhanced TBLT task needs to be carefully planned with a language learning goal that primarily focuses on generating meaning. In the light of this, Long’s interactional hypothesis (1996) stresses the process of negotiating for meaning to elicit corrective feedback that primarily focuses on generating meaning through clarification

requests, recasts, confirmation checks, reformulation of utterances, etc. TBLT shares a primary focus on meaning with CLT. Negotiation for meaning, which occurs in the context of performing tasks, permits students to engage in the cognitive process needed for language acquisition and learning.

The use of technology in TBLT translation tasks should enhance the development and organisation of goal-oriented tasks, which enable collaboration and the scaffolding process of language learning in a communicative context (Thomas & Reinders, 2010:18). These could have communicative outcomes through the production of oral or written messages, as well as non-communicative outcomes that allow students to have a sense of achievement at the end of the task. Third, the TBLT task should address the students' linguistic and non-linguistic needs and thus it needs to be analysed well in order to fit into their learning context or situation. This analysis may lead to the recruitment of students' own linguistic and non-linguistic resources and skills that allow them to execute the translation task with "flexibility and diversity" (González-Lloret & Ortega, 2014:3) which enable them to learn two languages at the same time. Fourth, there should be a sense of authenticity and reality in the task that enables the students to experience real-world relationships in a real-world context. Last, the TBLT translation task should require students to evaluate and assess the learning experience (Ellis, 2003:32; Nunan, 2004:9). Assessment should be embedded in the translation task and should present opportunities for both lower-order and higher-order reflective learning.

The features discussed by Gonzalez-Lloret and Ortega, (2014:4) are essential in the educational context that especially tries to inculcate new methodologies and pedagogies in the higher education context. These are the relevant features to be integrated into the training and research on the participating language student teachers. This is done to develop the learner-centred principle in the teaching of languages, which enables student teachers to develop authentic goal-oriented tasks that are focused on meaning-making through using technological tools. This study makes use of the same technological tools that the students are currently using in their daily lives, such as the computer, the internet and Wikipedia. The Web 2.0 tools which are discussed in detail later in this section present a live intercontinental connection and viable communication tool that is widely receiving recognition in academia (Blake, 2016; Godwin-Jones, 2015; González-Lloret and Ortega, 2014; Hoven, 2006). These tools offer a wide range of

support that contributes to technology-enhanced language learning. Some of those contributions are discussed in the section that follows.

3.8.2. Contributions of technology-enhanced language learning to TBLT

Technology-enhanced TBLT has become a prominent subject in language research, with many researchers contributing to this discussion (Thomas, 2017; Gonzalez-Lloret & Ortega, 2014; Lai & Li, 2011; Thomas & Reinders, 2010; Norris, 2009). Lai and Li (2011:501-502) pointed out that there is an interdependence between technology and TBLT, whereby the former provides a natural authentic context for the realisation of the methodological principles of TBLT, and the latter provides a rationale and pedagogical framework for the selection and use of technological tools. Lai and Li (2011:499) maintained that “TBLT serves as a useful pedagogical framework and set of principles that enrich and maximise the use of technology for language learning.” Important to this pedagogical framework is the fact that “TBLT rejects the notion that knowledge can be learned independently of its applications and instead embraces the value of learning by doing or experiential learning” (Norris, 2009:578). The use of technology in TBLT encourages language development of digital literacies needed in the 21st-century, and it also activates and demands the use of cognitive, attitudinal, social and behavioural mechanisms for language learning.

Technology-enhanced language learning entails the selection of several avenues and resources needed to perform and execute a task. Lai and Li (2011:501) argue that tasks in technology-enhanced TBLT represent “holistic activities in which students make use of their language and cross-cultural communicative resources to achieve some non-linguistic outcome through stretching their linguistic, internet-based communication and digital literacy skills.” Technology-enhanced learning consists of a learning environment, which is loaded with communicative tools that aid the exploration of instruction through collaboration and communication. Through this, real-life tasks are designed to represent real-life content being executed in real-life contexts. External features such as the design process, the linguistic and non-linguistic forms, etc., are involved in the design and implementation of the task (Norris, 2009:577). According to Samuda and Bygate (2008:7), “holistic language work brings about optimal language learning processes,” that promote language learning through process or product, or both. This further means that for real language learning to take place, tasks should not only concentrate on the

end result, but the focus should also be on training the student teachers to divide the tasks into workable units that progressively lead to ascending levels of achievement, which leads to reflective learning.

Samuda and Bygate (2008:69) described a task as “a holistic activity which engages language use in order to achieve some non-linguistic outcome while meeting a linguistic challenge, with the overall aim of promoting language learning, through process or product or both.” It encompasses a holistic approach to learning which is taken from the environment to the students and then back to the environments as an outcome. A technology-enhanced task in the language classroom comprises different objects, mediating tools and artefacts that enable the students to use their receptive and productive skills to explore, collaborate and communicate. These are the tools that are needed in a sociocultural learning environment that needs to cultivate collaborative communication in the language classroom, which is facilitated by the use of TBLT pedagogy. Figure 3.2 presents the whole model of a technology-mediated learning environment which is compatible with the use of TBLT.

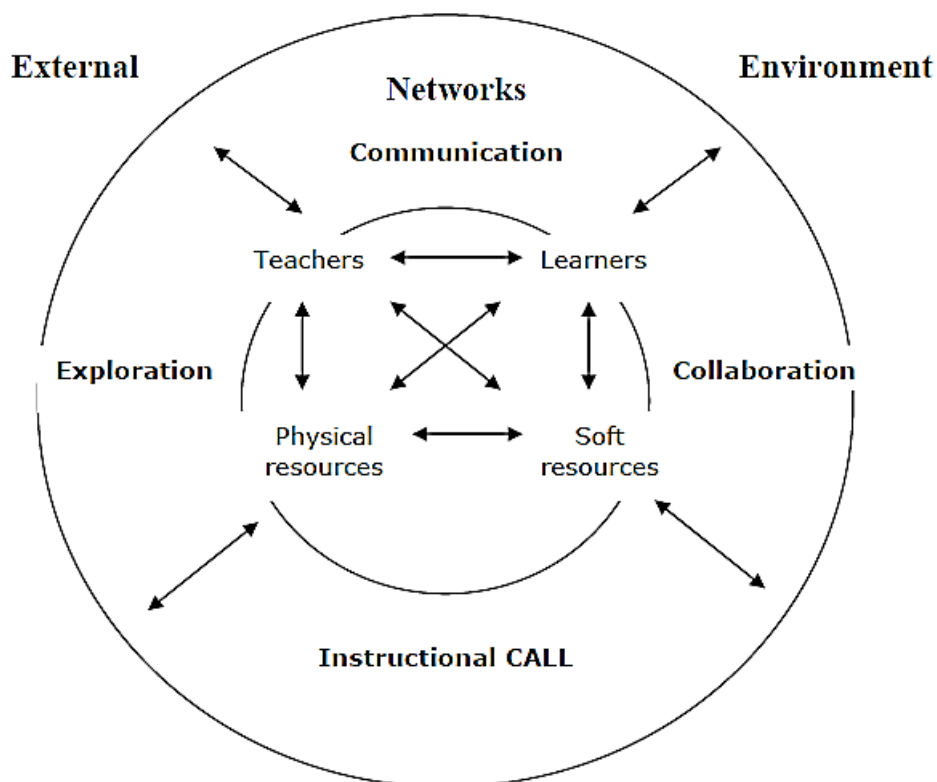


Figure 3. 2: Technology-mediated learning environment model

Source: Hoven (2006:238)

According to Hoven (2006:238), the technology-enhanced learning environment does not only include the physical space, but it also consists of the “intangible conflux of teachers and their pedagogies, beliefs and roles. It includes the students as individuals and as groups with their need-driven goals, competencies, learning styles and strategies.” There are also physical resources, which include the libraries and technological equipment, and lastly, the soft or virtual tools that include the internet facilities, software, networks and others. This learning environment model corresponds with Long’s (2015:89) framework for designing tasks in TBLT pedagogy. According to Long, a task-based instruction must first start with a needs analysis that identifies the students’ authentic needs in using the language. Then the classification process of tasks into target task types follows, whereby the pedagogical tasks will be designed. These pedagogical tasks should enable the design and selection of appropriate materials and resources to be used, as well as the methodology for implementing those tasks. The final step is the evaluation of the task, where a deep reflection on the task takes place to determine the overall outcome.

This framework is highly compatible with this study, in the sense that the study intends to locate translation, which is currently a neglected concept in the language learning context, especially the second language classroom, within the framework of technology-enhanced TBLT. In this study, translation is considered as a pedagogical task which is a currently complex one for language students at UNAM, who do not perceive it as a task that leads to some kind of communication in the classroom. Using Web 2.0 serves as a point of departure where students see Wikipedia as a language learning tool, but not as a social tool, as it is perceived to be. Thus, integrating Wikipedia translation in the TBLT pedagogy presents a methodological platform that leads to meticulous task design and evaluation process.

Technology plays a big role that triggers discursive practices in the students’ speech acts (Lai & Li, 2011:503). Through its use in language learning, students are presented with situations where they have to speak in front of a screen and at the same time type the needed information into the computer (Gonzalez-Lloret & Ortega, 2014:5). They are presented with an online community of practice where they are involved in small talk and discursive episodes that contribute toward social cohesiveness during the execution of the task. According to Thorne (2004:40, cited in Lai and Li, 2011:501), “technology transforms the nature of task performance by making learners’ language

production less constrained and more diverse, presenting an interplay between students' non-academic identities and the discursively constructed institutionalised roles of the classroom." The nature of task performance is often dependent on the tools and teaching media used to enhance teaching and learning. In this study, student teachers use the Wikipedia website as a technological tool and a digital resource through which translation tasks were executed in order to facilitate communication between students or peers in the classroom. The following sub-section describes the use of Wikipedia as a Web 2.0 technological tool in the language classroom.

3.8.3. Wikipedia as a technological tool in TBLT

This sub-section presents a discussion on wikis and specifically Wikipedia as a Web 2.0 technology, as well as its potential in language learning. The section reviews some current research on the use of computer-mediated communication in language contexts and the use of Web 2.0 technologies in first and second language teaching. It further discusses the benefits and challenges of Wikipedia in language translations and, finally, examines the implications of technology-enhanced learning (TEL) in the language classroom.

3.8.3.1. Computer-mediated communication and Web 2.0 technologies

Increasingly, synchronous and asynchronous Computer-Mediated Communication (CMC) has been incorporated into language learning. Thomas and Reinders (2010:84) presented a broad differentiation between the two CMC concepts. According to them, synchronous CMC (SCMC) refers to "situations where participants involved in the communication take place virtually in real-time, while asynchronous CMC (ACMC) refers to communication where participants do not need to be online at the same time and can read and respond to messages in their own time." With the recent adoption of technology tools in education, which emphasises multimodal capabilities, CMC use is also changing to accommodate the use of the internet as a communicative tool for language learning. Synchronous CMC exposes students to real-time language learning interaction and thus it uses real-time communication tools such as chats, forum discussions, video conferencing, etc.

The SCMC has been criticised by some linguists as putting a heavier load on students because they have less time to plan their responses, since they are doing the activity in

real-time, which results in less accurate output (González-Lloret & Ortega, 2014; Thomas & Reinders, 2010). On the other hand, APMC is deemed to allow more time for students to read, organise and compose their output, as they do it at their convenience with no restrictions (Thomas & Reinders, 2010:85). This allows students time to search for physical resources and references that often result in well-composed and organised output.

Media use in CMC is categorised as multimodal which, according to Hoven (2006:223), includes the media employed to communicate and the channels used by students to interact with and within the media. These include (1) the available media that could be used with activities around it, (2) skills development and the related subskills, and (3) the media as illustrations or enrichments that promote cultural and linguistic awareness. These media are necessary to be used in a TBLT classroom where students are presented with authentic tasks that aid authentic language use, which also aid communication between students in the classroom. With recent developments in the uses of the internet and Web 2.0 CMC tools, the use of the multimodality of CMC is seen as an illustration of, or source of enrichment, which has become the focal point for language teaching and learning with technology.

According to González-Lloret and Ortega (2014:3), “Web 2.0 technologies create unprecedented environments in which students can engage in ‘doing things’ through technology-mediated transformation and creation processes.” With this, the emphasis in the use of technology is on (1) exploratory learning such as task- or project-based approaches such as Wikipedia translation (2) learning through communication, involving the negotiation for meaning through chats, blogs etc., and (3) collaborative and negotiated learning of problem-based learning such as computer-mediated collaborative learning and/or Web supported collaborative learning (Hoven, 2006:223-224).

The TEL environment entails a shift in the range of pedagogical approaches to be used in the language classroom such as TBLT, which offers a fruitful direction of intentional, flexible, active, and experiential learning (Lee, 2008:200). In addition, TEL presents the students with the resources needed for them to interact using more than one form of communication – a combination of face-to-face interaction with online live text interpretation. The tasks used resemble real-life, real-world tasks from the daily lives of

the students. This may include tasks such as creating a blog page to engage fellow bloggers to contribute discussions of social issues, creating a wiki page for peer collaboration and writing in the language classroom, creating a Facebook page or a WhatsApp group for class information sharing, etc. Students in universities are generally acquainted with these tasks. This is where many students' interests lie and thus using these tools could stimulate their interest in learning because it is done on the platforms that they are most familiar with. Both SCMC and ACMC tools introduce students to social orientation, instead of only cognitive orientation, and this, in turn, shifts students' participation from passive to active, as it is located in a naturalistic setting that enables them to use language for meaning-making and learning.

3.8.3.2. Wikipedia as CMC tool for language translation and learning

The use of wikis in language learning has gained much attention in recent research, in that researchers are paying attention to Web 2.0 as a potential tool for learning in language pedagogy (Hautemo, 2014; Gonzalez-Lloret & Ortega, 2014). According to Elola and Oskoz (2010:52), a wiki is "an asynchronous web-based environment where students could log in at any time and generate, add, change, delete and edit text, while the system tracks the history of all user activities and created content." A wiki presents a collective and collaborative writing process that entails a range of topics from content development, language localisation and translation of content, cultural topics and language writing development tasks. Wikis present an educational design that uses a multimodal approach in structured environments in which interconnected text-based tasks are presented to stimulate dialogical interaction that could lead to a higher level of critical thinking in students.

According to Godwin-Jones (2015:11), "much of the activity in globalised online spaces is within genres that are primarily text-based." One of the Web 2.0 tools used in the language classroom, which is primarily text-based, is Wikipedia, which provides a text-based CMC that "creates affordable learning conditions to support both meaning-oriented communication and reflection" (Lee, 2008:202). Text-based CMC also presents a self-paced setting that increases the students' "opportunities to take notice of errors and make output modifications", including self-correction (ibid.). Godwin-Jones (2015:12) observed that most students use Wikipedia as their sole reading source, whereas they can also use it to learn the other four language skills. According to Lai

and Li (2011:502), a text-based CMC such as Wikipedia is found to “increase the amount of language that students produce during task performance because they found this context more motivating and themselves less anxious in producing the target language.” Wikipedia can be used for both oral communication and written discourse, which are technologically enhanced to erect complex language structures and obtain greater grammatical accuracy in the students’ performance. Blake (2016:129) suggested that Web 2.0 tools, such as Wikipedia, can be used in learning contexts because they allow users to comment or elaborate on someone else’s written entries, thereby promoting the practice of collaborative reading and writing. Wikipedia then presents a good platform for collaborative language learning through language translation, in which students can work together on the translation task, which is well structured to allow them to communicate and interact in the classroom.

Wikipedia translation affords the teacher and the students a chance to interact with digital tools and use technology to “learn by doing” in the traditional face-to-face context (Blake, 2016:130). It presents a learning context that stimulates students to discuss and communicate with a “fluency that more closely mirrors the spontaneous turn-taking behaviour found in real-world, face-to-face” conversation (Blake, 2016:130). In many cases, students have a limited understanding of the source or target language and could work in groups to increase their linguistic capabilities and development. The multimodality of the Wikipedia website may involve students (through translation) in the use of “authentic online materials that contain high amounts of ‘flavourful’ language, e.g. collocations, idioms, and humour” (ibid.). This in return helps to enhance the students’ real-time conversations and provides timely face-to-face feedback opportunities. Using the principles of TBLT, Wikipedia translation may serve as a potential tool for conducting an online collaborative writing task.

According to Blake (2016:136), “any digital tool that helps L2 learners engage in the editing process is bound to produce an improvement over the long run, as students are engaged in an iterative design process.” Wikis like Wikipedia combine the essence of reading and writing, which are necessary in the translation classroom and more broadly in a language learning context. As a digital tool, Wikipedia can be used to plan and revise the translation process, and give a reflection using other Web 2.0 tools such as blogging, whereby students can have synchronous discussions and review their projects using either L1 or L2. This presents students with a multicultural and

multilingual space, which also enables problem-solving and negotiation for meaning, while personally investing in language acquisition and learning.

3.8.4. Implications of implementing TBLT through technology

Since the introduction of technology many teachers, especially in developing countries such as Namibia, have faced challenges in integrating the technological tools in their teaching. These challenges stem from their lack of procedural knowledge on how to integrate technology and the type of technology that can be integrated into certain tasks. Some difficulties arose out of technical hurdles and the lack of infrastructure in many rural schools and universities in Namibia (Hautemo & Uunona, 2018). The discussion below explains some of these challenges and the implications for integrating technology in the TBLT pedagogy.

According to Reinders and White (2010, cited in Lai and Li, 2011:509), “students are not aware of the affordances of different media and they lack the capacity to use them constructively to meet their learning needs.” Skehan (2009:85) suggested that students need to know how to recognise the problems and pitfalls of technology-mediated tasks performance and strategies, in order to use them at different stages of task execution in TBLT. Lai and Li (2011) observed that students lack the positive attitudes and skills to benefit from TBLT since they can easily get frustrated when encountering problems during the use of language and are often scared of making errors. According to Lee (2004:84), group works are one of the factors that lead to students’ lack of motivation, as they find it hard to engage in projects with their peers without the presence of the instructor. Task selection may also serve as a challenge, because it may be difficult to draw a line between the real-world and the pedagogical tasks. Students may find it difficult to choose the task to be used in the classroom as a group, and this may lead to conflicts.

Studies that involve bilingual students, may experience problems regarding the language of communication. In his study of Asian students engaged in TBLT, Lee (2008:201) observed that “there was sometimes excessive dependence on the mother tongue to solve communication problems,” which deprived the students of the opportunity to listen and speak in the foreign language. Conversely, if the source language is English, which is the language of the technology being used, it may

encourage students to speak and interpret the text in English, which may also deprive them of identifying the right terminology in the target language. TBLT pedagogy, which is a CLT approach, may also present a challenge to students. Littlewood, (2013:8) saw CLT as a drastic change in language teaching compared to the traditional teaching method. This included the change of the setting, the unit of analysis at the discourse level rather than at the sentence level; it emphasised communicative competence rather than the linguistic competence and it changed the role of the teacher and learning in the classroom. In addition to this, the multifaceted role of the teacher as a technology instructor may contribute to the teachers' anxiety, as they grapple with technological, pedagogical and instructional change (Thomas, 2017:46).

Lai and Li (2011:508) observed that "implementing TBLT in the technology-mediated environment required researchers to go beyond researching and discussing conventional constructs associated with TBLT" to investigate an expanded set of constructs that suit the students' needs. The process of implementing TBLT in technology-enhanced learning could be challenged by the teachers' inability to find relevant activities that enhance the students' ability to communicate, which could necessitate negotiated interaction as well as develop the learners' language identity.

Another observation made by Lai and Li (2011) on the implications of implementing TBLT through technology-mediated language learning is on the methodologies to be used. They argue that "it is very important to measure the learners' ability to collaborate and communicate effectively online with peers and intercultural partners, the development of their intercultural competence and digital literacy skills, and the formation and development of their L2 identity" (Lai & Li, 2011:511). In considering the methodological approaches, teachers should adopt a holistic approach that bridges the gap between what is done online and what happens in real life and thus identify the different responsive ways of using a variety of multimodal data sources in effecting the students' holistic language acquisition and learning. This may include investigating some theoretical lenses that give an insight into the integration of ICT into language education, which discuss ICT as a social issue, as an educational tool, and as a pedagogy.

3.9. Activity Theory as analytical tool for technology-enhanced TBLT tasks

In Chapter 2, section 2.6, the role of mediation in a sociocultural environment was discussed. In his model Vygotsky (1978) describes the subject, mediating artefacts and object to the human actions, as well as their effect on human cognitive development. According to Willis and Willis (2012:1), TBLT pedagogy is the “most effective way to teach a language by engaging students in real language use through teacher-designed tasks that require students to use the language for themselves.” These tasks take place in a sociocultural environment which is mediated by different tools and artefacts that enhance learning. Since this study is embedded in sociocultural theory, it makes use of the Activity Theory (Engeström, 1987; Leont’ev, 1981; Vygotsky, 1978) as its analytical tool. This section describes the theoretical underpinning of Activity Theory (AT), as well as issues related to language communication within the complexities of the mediational ICT tools and collaborative translation structures in the language classroom. Secondly, a discussion of AT within the technology-enhanced Wikipedia translation task is also presented.

3.9.1. Activity Theory for technology-enhanced translation

Activity Theory (AT) emanates from the Cultural-historical Activity Theory (CHAT), a paradigm that has its roots in Vygotsky’s (1978:40) sociocultural theory (SCT) described in Chapter 2. This paradigm regards the history and culture of the context as a holistic entity where humans as agents of change interact using different tools that comply with or break the rules, which operate within the community, which are directed to managing tasks through the division of labour (Blin & Appel, 2011:474). Vygotsky (1978:40) developed the notion of mediating artefacts or tools (explained in 2.4.1.), which asserts that the individual can no longer be understood outside of culture, because she/he interacts with the tools and objects embedded in that culture or society. The forms of cultural practise are used in the activity to provide educational affordances. In this study, these affordances could be extended to include technological, social and linguistic elements that support the development of new pedagogies and skills for 21st-century students.

According to Daniels (2008:115), AT seeks to “analyse the development of consciousness within a practical activity.” Activity Theory makes use of the subjects and objects from the environment to address the socially determined aspirations, perceived

problems and/or contradictions. According to Kuuti (1996:7), human consciousness is situated within real-world activities and that is why Lantolf and Thorne (2006:210-211) argue that CHAT is located in the “practices of everyday life, including the cultural and material structuring of environments, as well as the manner of our participation in them.” In educational environments, language learning pedagogies such as TBLT may present problems such as developing new collaborative teamwork that uses Web 2.0 applications to open up possibilities for collaborative writing by using Wikipedia translations. CHAT has rationalised itself as one of the best sociocultural tools to use in language studies, as learning is mediated through tools and artefacts which are both object-oriented and collaborative in nature, as this helps to determine human interactions and actions of a transformational nature. In this way, students are allowed to work in authentic learning environments, using pedagogical tools, which are located within the locus of their sociocultural environment.

3.9.1.1. The first generation of CHAT

This study examines first the generation of CHAT, which drew upon two related, yet distinct, traditions. The first tradition is based on Vygotsky’s (1978) concept of mediated actions, which investigates the role of tools and human labour as the means of transforming nature and individuals (Cole & Scribner, 1978:7). This concept places the individual within the realm of his/her culture and/or society, through a triangular representation of the subject, mediating artefacts and object stimulus and response (presented in 2.4.1., Figure 2.6). The second tradition draws upon the work of Leont’ev (1978; 1981), Vygotsky’s student who expanded the concept of mediation as a practical activity or unit of analysis through a “tripartite hierarchical structure of human activity”: *collective activity, individual activity or group action and routinised operation* (Blin & Appel, 2011:474).

These analytical structures help to incorporate divergent perspectives and data from the social context to form a systemic view of dynamic processes (Leont’ev, 1981:161). These perspectives include activities that are oriented towards some objects and motivated by the need to transform objects into desired outcomes. Activities are societal in scope, cyclic and long-term, driven by the motive for or purpose of the action. The *motives* are presented through goal-oriented actions that are performed by the subjects (individuals or collectives). *Actions* refer to the intentional series of operations that are commissioned by the tools or mediating artefacts conditions. Actions are finite in

duration and they go through a process of conscious planning. According to Lee (2007:201), “actions constitute activities, but activities motivate particular action sequences.” These sequences lead to certain *operations* that respond to material conditions of a certain task or lead to engagements of certain conduct and behaviour.

Figure 3.3 shows Leont’ev’s (1981) hierarchy of activities, actions and operations.

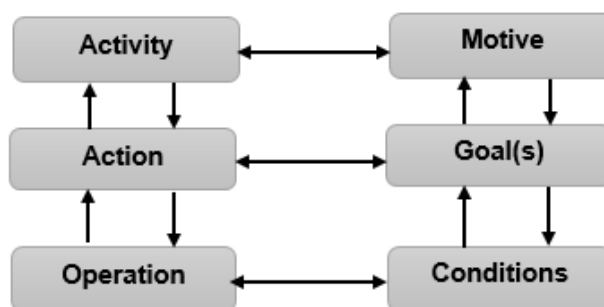


Figure 3. 3: The Activity Hierarchy

Source: Adapted from Leont’ev (1981:161)

To apply Leont’ev’s activity hierarchy (1981) in a study that deals with technology-enhanced TBLT translation task, we need to look at the motives for the activity. Lantolf and Thorne (2006:216) explain that “(1) *activity* asks why something is done (what motivates the involvement in the activity); (2) *action* describes what takes place (what are the goals or product of the activity); and (3) *operation* says how it is carried out (what are the procedures and conditions under which something is done).” Students have different motives that encourage them to become involved in language learning activities. In some cases, students get involved to develop their communication skills or to learn languages using computers etc. Some students may just focus on task completion, just to prove a point that they can translate successfully, but for others, it might be that they want to develop translation skills that they want to take further into future language use. All these are in line with Säljö’s (1999:149) description of learning, namely that “it has to do with how people appropriate and master tools for thinking and acting that exist in a given culture or society.” For the task to be meaningful to the students, it should be located within their authentic sociocultural contexts and goal-oriented to meet their needs and respond to their conditions.

There is a need for the students to be allowed to learn through the process of apprenticeship (Lave & Wenger, 1991:200) and internalisation, whereby their skills and

knowledge are transformed from the social to the cognitive plane. Central to this is the employment of cultural artefacts such as tools (ICT tools and language tools such as dictionaries) which are embedded within the social contexts of the students and infused with the specific cultural and historical conditions of their environment (Lantolf & Appel, 1994:13). This is relevant to the current study which is contextualised in the use of traditionally non-recognised language pedagogies for first language teaching such as TBLT and the infusion of undervalued language approaches such as an approach to translation which is embedded in the use of technology.

The first generation of AT is beneficial to the students in this study, because it deals with the action to perform the Wikipedia translation. It urges the students to become negotiators of learning, and assist in setting the conditions of the task by sequencing the translation task into stages of performance. This results in the enhancement of goal-oriented behaviours that help the students to discover more comprehensive inputs and modification inputs that may assist them to operate more effectively and use their bilingual skills to translate. In this way, students are presented with the chance to negotiate meaning, collaborate in groups and co-construct knowledge to ensure task completion.

3.9.1.2. The second generation of CHAT

Drawing on the first generation of AT, this study considers the use of second-generation CHAT (Engeström, 1987). Engeström re-organised the structure of the activity described in the first generation of AT by illustrating the “role of cultural mediation, the social-cultural-historical context of the activity, and the relationship between the individual and collective” (Westberry, 2009:62). He found out that the activity system (AS) enables an analysis that focuses on the entire collective activity system of a language translation task, which has a complex mediational structure (Engeström, 2008:26) that is shaped by its subjects and objects. According to Lantolf (2006:223), Engeström described the activity as “a motive-driven process towards a particular object and the motive is the cultural-psychological-institutional impetus that guides human activity towards a particular object.”

Similarly, Duff (1994:175) explained that the activity “comprises behaviour that is produced when an individual (or group) perform a task.” This indicates that there is a strong connection between the motive for the activity (Wikipedia translation) and the

goal. Motive describes the impetus for attaining a certain outcome by the subject (participants) through enacted rules (set according to TBLT framework), which are established and decided by a community of people who decide on who does what in performing the task. As such, AT forms a unit of analysis for executing a mediational activity within a certain sociocultural system. In this view, Figure 3.4 presents Engeström's (1987:78) second generation of the activity system.

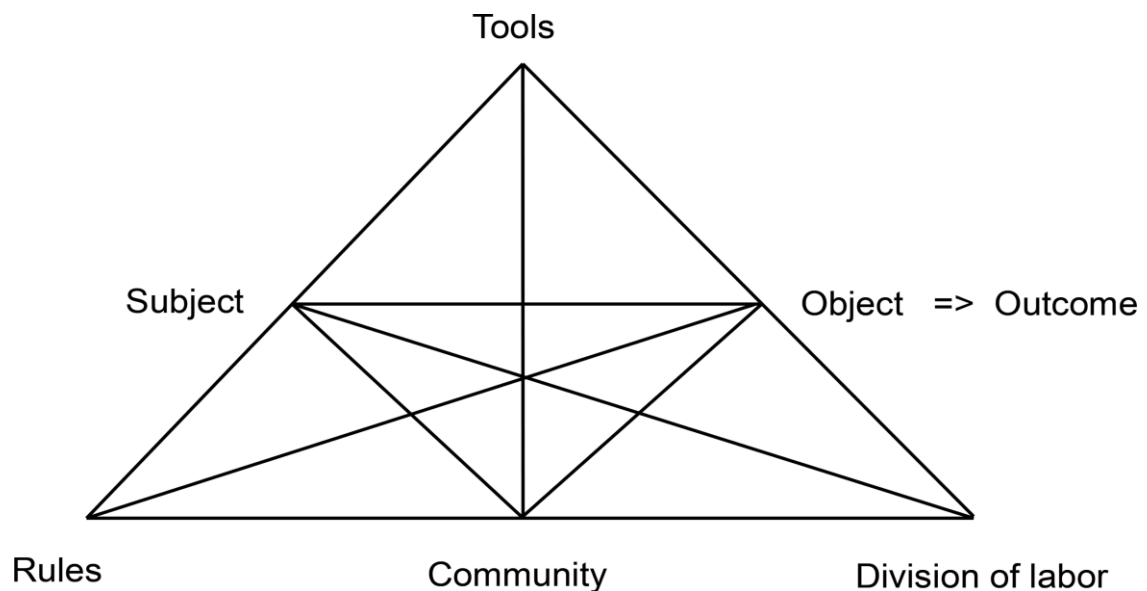


Figure 3. 4: The Second Generation of Activity System

Source: Adapted from Engeström's (1987:78)

Engeström (1987) presents an activity system, which is based on a triangular structure that is constituted of multifaceted interconnections. Engeström (1987:81) argued that his model presents "the smallest and simplest unit that preserves the essential unity and integral quality of any human activity." This then carries an analysis into matters of dynamic relations between different units requires a historical change into the cultural and societal aspects of the tasks. (Engeström, 2009:260). Thorne (2004:53) explains that the second generation AT emphasises

a human agency mediated by mediational means at hand (*ICT tools like computers and Web. 2.0 tools and semiotic tools such as literacies, pedagogical framework, i.e. TBLT and concepts of learning*), the communities relevant to the situation (*university language student teachers*), the implicit and explicit rules and divisions of labor (*for each group and individual group members*) in these communities, and the object, or orientation, of the activity system under consideration (researcher emphasis).

The six components of Engeström model present a good analytical base for technology-enhanced TBLT translation tasks. The Wikipedia translation task serves as the unit of analysis, which is directed at an object in the form of a communicative outcome. According to Engeström (2008:26), an activity is “a collective systemic formation that has a complex mediational structure.” A TBLT Wikipedia translation task presents a collective, artefact-mediated and object-oriented activity, which is enacted between different components of the activity system. These components are discussed as follows:

- The *subject* or *subject collective*, which is the individuals or collaborative groups of people whose viewpoints are adopted for use. In this study, the subject collective refers to the student teachers who are tasked to do the Wikipedia translation, using their linguistic and communicative skills to negotiate meaning verbally or in written forms using L2 as the source language and L1 as the target language.
- The *object* in this study, according to Engeström (1993:67), refers to the raw materials or problem space, which is moulded or transformed into the outcomes at which the activity is directed, with the assistance of physical and symbolic external or internal tools. The object shapes the execution of the activity in which a lengthy and sometimes contradictory route is followed by using different tools to reach the outcome. Lantolf and Thorne (2006:223) posit that the object of the activity is “the nexus of power and resistance in language education context which describes how the outcome will be evaluated, by whom and with what effects and how tightly the actions and operations will be monitored.” In this study, the object is the successful translation of Wikipedia pages using L1 and L2 linguistic features to aid communication and negotiate meaning.
- *Tools* and mediating *artefacts* – Engeström (2008:129) proposes four categories of mediating artefacts:
 - (1) The first type is *what* artefacts are used to identify and describe objects;
 - (2) *how* artefacts are used to guide and direct processes and procedures on, within or between objects;
 - (3) *why* artefacts are used to diagnose and explain the properties and behaviours of objects;
 - (4) *where* artefacts are used to envision the future state or potential development of objects, including institutions and social systems.

In this study, mediating artefacts and tools may include both communicative and collaborative technologies such as the internet and the Wikipedia platform available to the students to enable them to collect and retrieve information or texts for translation. The technological tools could be extended to the use of other Web 2.0 platforms such as blogs, which are created for further interactions in the post-translation stage of the TBLT task. They may also include symbolic tools such as language resources, which, in a bilingual environment, may refer to the use of L1 and L2 to communicate and negotiate meaning and these can be extended to physical linguistic tools such as the dictionaries, thesaurus and online language translation programs.

- The *community* comprises one or more people who share the object of the activity with the subjects. In this activity, the community refers to all members of the community of practice, i.e. a community of people who care about the TBLT domain and have shared practices, which they are developing to be effective in this domain (Wenger, McDermott & Snyder, 2002:27). It comprises the multi-voiced social constructors such as the facilitator of the Wikipedia translation, who is a language expert and who will orientate the subject collective to the task and provide scaffolding that may help them to move into the ZPD. The community may also be referred to the external users or benefactors of the translated Wikipedia content, uploaded onto the Wikipedia platform for a wide audience outside the framework or social context of the subject collectives. These benefactors may include the language students at the university, the school students, lecturers and all the people who interact within this community of practice.
- The *rules* can either be explicit or implicit norms that regulate actions and interaction within the system. In this TBLT translation, task rules are related to the use of TBLT principles as asserted by Ellis (2009:226) and Skehan (1998:147). Additionally, the translation strategies play a big role in the negotiation for meaning and the use of “form, function and meaning relationships are essential to task implementation and completion” (Robertson, 2014:193). Thus, the rules in this study are concerned with the knowledge of rules in translation and language learning, and related to the expected mode of interaction and online etiquettes and behaviour.

- Lastly, the division of labour involves the division of tasks and the roles of the subject collectives within the activity system completion (Robertson, 2014:194). In this study, this may refer to the roles of each collaborative group member, about individual contribution towards a collective effort and the role of the community as offering mutual facilitation. Division of labour can also be extended to the vertical and horizontal division of power and status among different group members, in this case, motivated by their pre-technological and linguistic skills and abilities. This means that among the participants there could be students who are much knowledgeable about technology and its use in language learning and would want to demonstrate their technological skills to others, while there are also those who are more linguistically oriented and would be more inclined towards using appropriate language translation strategies. Regardless of the power and status that comes with the division of labour, all the roles are allocated to support both task design and task.

The second generation of AT presents “an interconnected system of both physical and symbolic aspects of a learning environment within which the activity occurs” (Van Lier, 2004:210). A technology-enhanced language learning activity system such as TBLT Wikipedia translation could demonstrate the interdependence between collective activity and individual actions that could lead to language learning transformations. Through the enactment of AT, systemic tensions, breakdowns and contradictions may occur (Kuutti, 1996:34). These, according to Engeström (2008:27) are essential actions that deviate from the unexpected course of normal procedures that offer potentially lenses for understanding the interplay between the different components of the activity system. In TBLT, these tensions, breakdowns and contradictions could be caused by a multitude of competing voices, also referred to a multivoicedness (Cole & Engeström, 1993:31). Multivoicedness is related to the multiple perspectives, interests and traditions of the subjects, as members carry their diverse histories which are related to the tools and mediating artefacts and rules employed (Engeström, 2001:136). These contradictions are necessary for the post-task stage where the focus turns to peer/self-reflection that may lead to the actual self-regulation.

Concerning technology use in the language teaching context, tensions may arise because of the introduction of a new tool into a community, which might lack an appreciation of how to use it (Westberry, 2009:65). In this study, this could relate to some students’ lack of awareness of the Wikipedia platform as a translating tool. In

many cases technology-related tensions are a result of students being technophobic, - having a fear of breaking or even dealing with some aspects of technology- such as typing on the computer, anxiety and eagerness to complete the work, doubting one's capability and many other factors. These tensions may cause conflicts, tension and stress to develop between the subjects and subject collectives, which could, in turn, lead to new opportunities for learning. The next section discusses the implication of the AT in technology-enhanced language learning and communication in the TBLT classroom.

3.9.1. The implication of Activity theory on TBLT translation

Buell (2004:1984) posits that AT can provide insights into ways that change teachers' practices or into how their teaching is restructured. When technology is used as an educational tool, it is embedded within the framework of the language learning system and has since become part of that system. Technology is not only used as a mediating tool that bridges innovation and language learning, but it is also used as a collaboration tool that structures the communicative activities. According to Engeström (2008:50), this collaboration can be divided into three aspects, namely coordination, cooperation and reflection. These aspects are central in a TBLT translation context because, during the coordination process, the performance of tasks is assigned to the subjects (participants) who execute it through the given rules. In cooperation, the subjects focus on solving a shared task and "try to find mutually acceptable ways to conceptualise and solve it" (ibid., 2008:51).

After, the subjects move to reflective communication, to discuss the feedback of the activity and focus on language use during the communicative task. Through reflective communication, AT could help to illuminate contradictions and/or tensions created by the use of technological tools such the Wikipedia platform. This may help the students to identify challenges in online educational environments and find ways to improve and produce better outcomes (Murphy & Rodriguez-Manzanares, 2008:444). In a sociocultural context AT could be used to alleviate challenges related to the culture of using tools (ICTs) and symbols (such as language) when students approach a new task with old habits (Blin, 2004:167). Westberry (2009:71) notes that "instead of solely considering technology and its properties, researchers can consider how technology shapes human activity – what type of activity it affords and constraints and how the

value of the technology interacts with the social and cultural context.” As a tool for the transformation of Wikipedia translation into an innovative classroom pedagogy, AT serves as a guide for student teachers to improve their language learning practices in a technologically enhanced context.

3.10. Summary

This chapter presented a review of the theoretical literature on the use of translation and technology in the TBLT classroom for communicative purposes. Different concepts associated with the use of the task-based language teaching and pedagogy were discussed in the light of this research and were also contextualised within the Namibian educational system and language teaching and learning experiences. The second section of the chapter discussed the role of the AT in technology-enhanced language learning. The many facets of AT discussed in this chapter present a shared collective system which is comprised of multiple perspectives for unique and different participants. This analysis needs to devote close attention to the nature of knowledge and thus address many methodological considerations about the nature of reality and the relative nature of knowledge that informs the research design, which is discussed in the next chapter. The next chapter also describes the specific aspects of data analysis and the ethical considerations taken into account in this study.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1. Introduction

This chapter outlines the methodological aspects underlying the empirical study. Sarantankos (2005:30) defined methodology as “a research strategy that translates ontological and epistemological principles into guidelines that show how research should be conducted.” Denzin and Lincoln (2013:29) explained that “a strategy of inquiry refers to a bundle of skills, assumptions and practices” the researchers employ as they move from their paradigm to the interpretation of the empirical findings.

This chapter presents the philosophical assumptions of the study, backed up by the related research approach and research design, which are all discussed in detail. The chapter presents information on the empirical investigation, as this information relates to the selection of the participants, data collection methods and the analysis of the collected data. The chapter ends with a discussion of the trustworthiness of the research findings, as well as ethical considerations underlying the research. The research design and methodology are designed to assist in answering the following research questions:

- a. How does participating in Wikipedia translation of English L2 into Oshikwanyama/Oshindonga L1 mediate interactive communication between pre-service language education students?
- b. How does Wikipedia translation of English L2 into Oshikwanyama/Oshindonga L1 enhance the quality of spoken and written language production during the task performance?
- c. What is the influence of the English Wikipedia translation into Oshikwanyama/Oshindonga on language education students' language learning?

Figure 4.1 represents a schematic synopsis of the research methodology and design which will be discussed in this chapter.

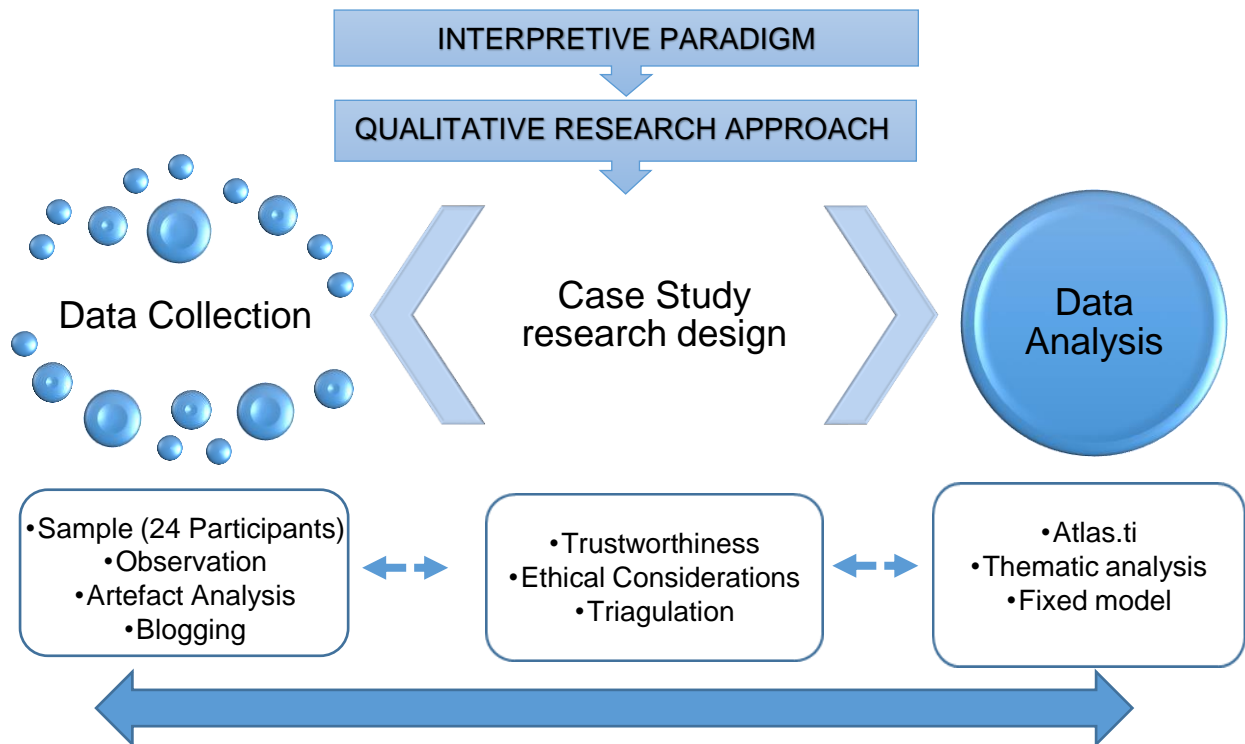


Figure 4. 1: Schematic presentation of the research design process

As seen in Figure 4.1, the study is underpinned by the interpretive research paradigm and its associated philosophical assumptions. The empirical research design method used was a single exploratory case study, as informed by the qualitative research approach. Data for the study were gathered through the use of observation, artefact analysis (of the translated Wikipedia pages) and blog reflection entries. The data gathered were coded into themes using Atlas.ti, which were later interpreted and discussed to address the research intentions. The trustworthiness of data and ethical considerations were ensured throughout the research process. The following sections provide a detailed discussion of the research methodology process in which all the associated related concepts, issues, problems encountered and steps taken are discussed separately.

4.2. Research paradigm

The concept of a scholarly research paradigm was first described by Thomas Kuhn (1962 – the origin of the term ‘paradigm’ in this sense comes from Kuhn’s book *The Structure of Scientific Revolutions*. In the book, a research paradigm was described as “a research culture with a set of beliefs, values and assumptions that a community of researchers has in common, regarding the nature and conduct of research” (Kuhn,

1962:46). A research paradigm inherently reflects our beliefs and worldviews about the world we live in and/or want to live in (Guba & Lincoln, 2005:200; Mouton, 2011:203). A paradigm serves as “an overarching philosophical or ideological stance, a system of beliefs about the nature of the world and ultimately, when applied in the research setting, the assumptive base from which we go about producing knowledge” (Rubin & Rubin, 2005:vii). In social science research, the philosophical assumption may deal with the nature of reality (ontology), the nature of knowledge (epistemology), the roles of values (axiology) and the process of research (methodology) (Creswell, 2014; Denzin & Lincoln, 2011; Sarantakos, 2005). These philosophical underpinnings and paradigmatic bases of research are discussed in the following sections.

4.2.1. Ontological assumptions

Ontology is the philosophical study of being. It investigates the nature and structure, and how existence is determined (Jennings, 2015:4). This research is located in social science and aims to generate different interpretations from individual experiences with the phenomenon, therefore subjectivism has been chosen as the ontological perspective. Subjectivism is a theoretical lens which embraces social constructivism, which considers evidence of multiple realities using multiple forms of evidence in themes that present multiple voices and different perspectives (Creswell, 2013:20). The key implication in subjectivism is that “reality is subjective, constructed, multiple and diverse.” This means that individuals do not create individual meaning, they rather co-construct reality as they collectively engage in a meaning-making intervention within their social contexts (Creswell, 2013; Sarantakos, 2005).

This study positions itself in the subjective ontological perspective of knowledge construction through multiple and diverse voices of the participants. The study involved the participants in Wikipedia translations where they used multiple perspectives which are motivated through the use of languages in a bilingual context. This means that the participants in the study are viewed as social beings who have different experiences about learning languages and who also hold different views on the role of translation in language learning. The key implication of this study is that reality is subjective and diverse, and this, in turn, leads to multiple meanings which are contingent upon human practices. These practices include different realities which are generated through social

interaction between human beings and the mediating and semiotic tool during the translation of Wikipedia content in English into Oshikwanyama/Oshindonga.

4.2.2. Epistemological assumptions

Epistemology deals with what constitutes and justifies knowledge (the nature, sources and limits of knowledge). It asks questions such as “how do we know what we know? Epistemology deals with the nature of the relationship between the knower or would-be-knower and what can be known” (Guba & Lincoln, 1998:201). This study adopts the use of an interpretivist epistemology. Interpretivists rely on the subjective ontology of social constructivism (Denzin & Lincoln, 2011:8). Barbour (2014:35) asserts that interpretive approaches emphasise the contingent nature of knowledge and reality, arguing that there is no ultimate objective reality. In social constructivism researchers seek to understand the world in which the individual lives and works (Creswell, 2013:24).

According to Fazlıoğulları (2012:50), the interpretivist/constructivist endeavours to “investigate, describe and interpret the intersubjective meanings constituted in cultures, language, symbols, etc.” Observation and direct experience with the phenomenon are essential in investigating individual encountering with the phenomenon. This is important for studies such as this one, which sees the sociocultural context in which the student works as a central factor in interaction and for executing TBLT Wikipedia translation. The interpretivist/constructivist develops a subjective approach and negotiated the meaning of the experience, which emanates from the use of multiple sources.

The interpretivist researcher asks questions which are broad and general to allow participants to construct meaning based on their interactions with peers or other people involved in the study (Creswell, 2013:24). This study embraces social constructivism because it addresses the process of interaction among individuals in their own community of practice, which places the focus on the specific contexts in which they live and work. This allows the use of language as a mediating tool that helps to convey individuals’ historical and cultural settings that aid them to communicate during Wikipedia translation tasks. In this study historical situations could relate to the background use of African languages on the internet for language learning and on the use of translations on internet platform such as Wikipedia. Historically, translations have

been done in writing and mostly used in verbal communication to convey messages to speakers of other languages. Thus, this study through sociocultural theory looks into the experience of the students on Wikipedia translation and compared to their prior knowledge on different online translation or editing toolkits such as Google, Wikipedia, iTranslator, Reverso etc. on the internet. The study interprets the role of SCT in the descriptions of culture, context and the TBLT process in which the participants are involved. The SCT postulates that human activity such as translation takes place in a cultural context which is mediated by language and other artefacts in the learning system (Walqui, 2006:160). This then further means that SCT considers the mediation process in which language was used as the main vehicle for the thoughts which generated the translations, and facilitated the participants' interactions in a social environment.

4.2.3. Axiological assumptions

Axiology describes the values and judgements that researchers ascribe to their study (Creswell, 2013:25). According to Wolcott (2010:36, cited in Creswell, 2013:47), axiology is important because "readers have a right to know about the researchers and what prompts their interest in the topics they investigate, to whom they are reporting and what they personally stand to gain from their study." In this study, the researcher believes that research is positioned through its subjects who produce and operate as the primary instruments for data collection and analysis. The researcher has embraced her role as a person who believes that reality is not static and knowledge is constructed by individuals in their social interactions. In conducting research, the researcher acknowledges the point made by Schwandt (2009:197):

... human beings do not find or discover knowledge so much as we construct or make it. We invent concepts, models, and schemes to make sense of experience and we continually test and modify these constructions in the light of new experience. Furthermore, there is an inevitable historical and sociocultural dimension to this construction. We do not construct our interpretations in isolation but against a backdrop of shared understandings, practices, language and so forth.

These assertions place value on the human ability to act and produce knowledge from their own natural/sociocultural contexts. The researcher views human beings not as empty vessels, but as people who use their history, language and practices to work with and interpret new knowledge. The researcher was a teacher for about 11 years, and

through teaching languages, she discovered that students have a lot to offer in their learning. As experienced beings, students make their interpretation of their sociocultural environments and they do so using languages. As multilingual beings, students also use different types of communication strategies to pass on the message using different languages to the appropriate audience. As an interpretivist, the researcher concurs with Barbour (2014:37) on the value position of the researcher, which is to have a particular resonance in the field of social research by being committed to improving the lives of the research participants or those in the line of her work.

This study is of hermeneutic nature as in that it intended to balance the power status of both the L1 and L2 within the language classroom, whereby all languages were used equally in the language classroom through translations. In this research, the researcher was open-minded in viewing events as they transpired through the actions of the participants when exploring their views. This enabled detailed descriptions of the participants' experiences with the Wikipedia translation tasks, using verbatim excerpts of individuals and group accounts of the translation tasks.

4.3. Research approach

As discussed earlier under the philosophical assumptions (4.2.2, para. 3), this research adopts the interpretivist research paradigm. Interpretivism advocates for the construction of knowledge by people in their own environment. In view of the interpretivism research paradigm, the ideal approach enabling the researcher to understand the role of social actors is the qualitative, which is underpinned by an active interaction between the research and participants in their own social environment. Thus, this research is qualitative in nature, as it tries to investigate the roles of people as communicative beings who use different languages in their own authentic environment.

According to Heigham and Crooker (2009:9), meanings are socially constructed in the qualitative research approach. Qualitative research is a situated activity that locates the act of observation in the world (Denzin & Lincoln, 2011:2). It implies "an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency" (ibid.). Qualitative research is defined by Creswell, (2014:44) as:

research which begins with assumptions and the use of an interpretive theoretical framework that informs the study of research problems, addressing the meanings that the individual or groups ascribe to a social or human problem. It uses an emerging qualitative approach to inquire and collect data in a natural setting that is both inductive and deductive and establishes patterns or themes.

This study adopted a qualitative methodology, which required paying close attention to the interpretive nature of inquiry by situating the study within the learning contexts of the students. In this study, students were required to perform Wikipedia translation tasks using their linguistic and communicative strategies. In addition to Creswell (2014:44), other scholars defined qualitative studies using interrelated terms. Sarantakos (2013:36-37) defined qualitative research as:

A procedure that operates within a naturalistic, interpretive domain, guided by the standards and principles of a relativist orientation, a constructivist, and an interpretivist epistemology.

Denzin and Lincoln (2011:3) offer a corresponding definition of qualitative research as:

A set of interpretive, material practices that make up the worldview. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversation, photographs, recordings and memos to self... it studies things in their natural setting, attempting to make sense of or interpret phenomena in terms of meanings people bring to them.

As indicated, qualitative research is characterised by an “interpretative paradigm which emphasises subjective experiences and the meaning they have for an individual” (Starman, 2013:30). The use of a social constructivist perspective reinforces the qualitative approach, as it shares subjective ontological assumptions, which recognise an active role of the individual in their work and in creating their reality within their sociocultural environment. The qualitative research approach was relevant and beneficial for this study for a number of reasons.

The qualitative approach helped the researcher to conduct a value-laden inquiry that focused more on the worldview as derived from the participants' multiple perspectives and experiences of the Wikipedia translation tasks. It also assisted both the researcher and participants to be involved in the practice that transforms the world of teaching and

learning languages in the classroom from paper-based translation to online synchronous translation. This approach is flexible in nature, as it is associated with data that are derived from both the oral utterances of the students in their collaborative groups and in the use of written formats, which can be accessed on the translated pages and online documents. These data can easily be saved and retrieved for future use. The value of the qualitative approach in this study was added on to its ability to locate the researcher into a situated activity that enacts the translation of Wikipedia content from English L2 into Oshikwanyama/Oshindonga L1 for pedagogical reasons.

The qualitative approach also supported the researcher's reflexivity in the natural setting in which data were collected by observing the individual and group actions of the students while they were interacting with the mediating tools and objects. In this study, the research focus was on the participants – seeing how they experience the Wikipedia translation task as one to be executed in a real-life setting through collaborative group work. This qualitative study helped the researcher to use multiple data-collection strategies to examine the translated documents, observe the behaviour of the participants while working online and facilitating a blog discussion with the participants. This enabled the researcher to use an iterative cycle of data-collection methods such as observation, documents and artefact analysis that helped to build patterns, categories and themes inductively – using Atlas.ti and bottom-up reasoning, to work back and forth between emerging themes and categories. The qualitative approach also ensured the capturing of a holistic account of developing a complex picture of the research problem (Creswell, 2013:47). It involved the use of multiple perspectives, the identification of different factors involved in the situation and the complexity of interactions among different factors within the sociocultural context of the study.

Qualitative research is associated with some pitfalls, as observed in the literature, with regards to its paradigmatic and methodological approach. Harwell (2011:159) observed that a research paradox plays a big role in qualitative studies. This is because researchers find it difficult to set aside their personal experiences, perceptions and biases related to their study. Furthermore, Creswell (2014:45) asserts that qualitative studies have limited generalisability, as they only investigate a limited number of participants in a single context, which is highly subjective. Another weakness, which was observed by Johnson and Onwuegbuzie (2004:20), is that qualitative studies are often time-consuming and the data analysis takes longer to complete.

With regards to the research paradox, the study was conducted in a confined space, namely a computer laboratory. It was not easy for the researcher to be excluded from drawing on her personal experiences for the benefit of the participants. The researcher found herself answering some of the participants' questions that were related to the meaning and definitions of certain words. To combat personal bias, the researcher kept a reflective journal that helped to explain what transpired and how it was dealt with. This helped to identify and neutralise personal perceptions on the way the participants were handling the translations. The study required tapping into the real-life experiences of the group under investigation through a close analysis of the events and the participants' experiences with the phenomenon. The researcher followed a systematic procedure to avoid the influence of the research paradox by being consciously examining her own opinions and recording them in a journal on a daily basis.

4.4. Research Design

Yin (2014:28) defined the research design as "a logical plan for getting from here to there, where here may be defined as the initial set of questions to be answered, and there refers some set of conclusions (answers) about these questions." The research designs are customised logical sequences that address the research questions and objectives. They are blueprints, plans and procedures on how the research will be conducted (Yin, 2014; Mouton, 2011; Creswell, 2015, 2009). These blueprints go through a series of steps ranging from the collection of relevant data and analysis of the results to the verification of the findings and reporting.

The main purpose of the research design is to help avoid a situation in which the evidence does not address the research questions, and that is why it deals with a logical sequence (Yin, 2014:29). The research design comprises five components. The first three describe what ought to be done before data collection and the last two describe what needs to be done with the collected data. In a case study these components are (1) the questions the case study is meant to address; (2) its propositions; (3) its unit(s) of analysis; (4) the logic linking data to the proposition; and (5) the criteria for interpreting the findings (Yin, 2014:29). In the context of this study, three main research questions are posed with their propositions, and the Wikipedia translations done by the students serve as the unit of analysis. In addition, relevant data were collected, analysed and interpreted according to salient criteria.

According to Mouton (2011:55), a research design can be divided into empirical and non-empirical data. Empirical data includes primary data-collection methods such as surveys, case studies, programme evaluation, etc.; non-empirical data include conceptual and philosophical analysis, theory buildings, literature review, etc. This study uses both non-empirical and empirical data. The non-empirical data were based on a literature review and the empirical data were based on the actual observations of real-life, real-time practices which were evaluated using qualitative strategies. The main purpose of this study was to explore the use of Wikipedia translation as a task-based language teaching (TBLT) exercise, to allow language student teachers to use language in situations that resemble those in real life, as well as assisting them to interact collaboratively in small groups. An extensive literature review was undertaken on communicative language learning, where special attention was given to both communication and linguistic forms. This review led to an exploration of the use of sociocultural theory in TBLT research, which involves the use of subjects in a socially mediated environment in which they construct knowledge, which is subjective in nature. The research design of an empirical study, which was commissioned, is discussed next.

4.4.1. The case study research design

Yin (2014:15) defined a case study as “an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-world context, especially when the boundaries between the phenomenon and context may not be evident.” Denzin and Lincoln (2013:49) described case studies as more of a strategy of inquiry, as they describe the approaches and methods for collecting and analysing empirical data. Stake (2005:438) distinguished a case study from methodology by asserting that “a case study is not a methodological choice but a choice of what is to be studied, while a methodology focuses on the methods of inquiry used in a study.” This research made use of a case study research design, because it focused on what is to be studied and how it is going to be analysed. Thus, the researcher concurs with Merriam’s (1998:26) definition of a case study as “an intensive description and analysis of a phenomenon or social units such as an individual, group, institution or community.” This definition enabled the researcher to gain a detailed understanding of a phenomenon, as it deals with a question of what is to be studied (the choice of what to study) (Stake, 2005:443) and what the researcher can “fence in” or draw their boundaries on what they are going to investigate or inquire (Merriam, 1998:27). This led to an investigation of a case within a

bounded system, which is bound in its uniqueness by time, place and the participants' characteristics (Creswell, 2013:97; Schumacher & McMillan, 2010:344). This Wikipedia translation case agrees well with Yin's (2014:31) and Schumacher and McMillan's (2010:345) assertions that a case study involves the study of a case within a real-life, authentic context or natural setting.

Contrary to ethnographic study, which intends to investigate how culture works (Denzin & Lincoln, 2013:49), a case study aims to "develop an in-depth understanding of a single case, or an issue, or a problem, using the case as a specific illustration" (Creswell, 2013:97). As in a phenomenological approach, a case study focuses on aspects that the participants have in common. This among others include the participants' experiences with a new phenomenon such as Wikipedia translation, which they have never experienced before in the classroom or as a learning tool in the language classroom. Similarly, Meriam (1998:29) also described a case as being particularistic, heuristic, or descriptive. This means that a case can be particular or have a specific focus, which in this case is to explore the use of Wikipedia translation as a TBLT task to allow language student teachers to use language in situations that resemble real-life, as well as to help them to interact collaboratively in small groups.

Heuristically, the case study could shed light on the phenomenon of Wikipedia translation and help to extend the participants' experiences and develop new knowledge and skills that could be used in the language classroom. By being descriptive, a case study gives complete and very literal details in its findings. Yin (2014:17) asserts that a case study acknowledges "multiple realities having multiple meanings," with findings that illuminate the topic of the study in detail. A case study provides descriptions of realities from different perspectives and allows a broader analysis of an individual matter or case. According to Mesec (1998:383), analysis is done "to identify variables, structures, forms and orders of interaction between the participants in the situation (theoretical purpose) or to assess the performance of work or progress in development (practical purpose)... or even to serve both purposes at the same time." This explanation is very compatible with the aims of this case study, which considers the theoretical purposes of language learning principles, which are executed practically by interpreting Wikipedia tasks using mediating tools.

This study sought to analyse the complex social interactions which take place during the three stages of TBLT translation tasks. Thus, this case study was conducted in a developmental way through step-by-step task performance. Starman (2013:31) highlighted “a developmental factor, which means that cases are generated and evolve over time, as a series of specific and interrelated events” that occur in that particular time and place. This study is an instrumental case study (Creswell, 2013:99; Schumacher & McMillan, 2010:345). Creswell (2013:99) describes an instrumental case study as one that addresses a specific issue, problem or concern under a selected single bounded case to illuminate the issue. The study deals with the translation of English Wikipedia articles into Namibian languages. These translation tasks were carried out by twenty-four (24) BEd Honours pre-service language student teachers at University of Namibia campus. In this case study, the researcher explored a real-life, contemporary bounded system (Wikipedia translation as a TBLT communicative task), through a detailed TBLT plan which aimed to develop an in-depth understanding of the phenomenon through the use of multiple sources of information (i.e. observation, artefacts analysis and blogging).

Gay, Mills and Airasian (2011:443) assert that the case study research method is “appropriate when the researcher wants to answer a descriptive question (e.g. what happened?) or an explanatory question (e.g. how or why did something happen?).” The case study approach is naturally chosen for this study, as it focuses on both descriptive and explanatory questions. On one side, the study sought to establish what happened as the students engaged in student-to-student communication during the Wikipedia translation. On the other side, it attempted to investigate how they were using spoken and written communication on strategies to translate written content in a bilingual environment. The students made use of mediating tools (ICT tools, a virtual interface, and language and pedagogical tools such as TBLT task design and process) to convert the source text (ST) into the target text (TT) by using various ways of communication. This then involved the students in an activity system, which is directed towards the object (completing the Wikipedia translation task), and also transforming the object (improved communicative skills through the Wikipedia translation task).

This case study is deeply rooted in the context of the study, which is a tertiary language teacher classroom, in which students used their experience in languages (English and Oshikwanyama/Oshindonga) and of ICTs to carry out the Wikipedia translation tasks.

The context was an important point of consideration in this study which took place in the computer laboratory at the university in which they were being trained to teach languages. The study aimed to use online portals which are rarely used in the bilingual classroom and to revitalise the use of language translation, which for many years has faced negative criticism as an approach for Communicative Language Teaching and learning. Thus, the use of the case study provided new insights into how communicative language can be enhanced through Wikipedia translation. A case study also provides a better understanding of the kind of interaction required between the communicative tools and the participants for improved language learning in a bilingual environment.

4.5. Research methods

Crotty (1998:3) defines research methods as “the techniques or procedures used to gather or analyse data related to a research question or hypothesis.” In other words, research methods are concerned with the instruments and tools used in selecting and constructing research techniques. These may include but are not limited to, the sampling methods or techniques, data collection tools, data gathering strategies, and finally data analysis and an account of the interpretation methods used in the study. In this subsection, the researcher explains why several methodological choices were made in the study (i.e. the choice of the population and the participants of the study, why the data collection tools were selected and how they were used, how the data were analysed etc.).

4.5.1. Sampling

Sampling is defined in broad terms as the cases to be included within a research project, or every unit in the population of the study (Gibson & Brown, 2009:56; David & Sutton, 2004:149). Sampling aims to select the most possible research participants who possess the characteristics, roles, opinions, knowledge, ideas and experiences relevant to the study (Sarantakos, 2013:168). Sampling procedures can be classified into two primary methods, namely probability and non-probability (ibid.:169). Probability sampling describes the sampling which is required for quantitative research, whereby each case has an equal (calculable and non-zero) opportunity to be selected, as the research can generalise from the sample to the population it represents (Sarantakos, 2013:169; Gibson & Brown, 2009:57).

This study used non-probability sampling techniques to select its sample. According to Sarantakos (2005:155), “non-probability sampling uses small samples that can be chosen before and during the research, and the sample size is not statistically determined.” Sarantakos (2005:171) further explained that “the decisions about the sample size can be informed by a number of factors which include the methodology employed, time and resources available, and the purpose of the study.” There are different types of non-probability sampling techniques such as accidental sampling, purposive sampling, quota sampling, snowball sampling and theoretical sampling (Sarantakos, 2013).

This study made use of purposive sampling in selecting the most appropriate students to translate the Wikipedia content. Purposive sampling means the researcher has the prerogative to choose the sample, based on the type of participants required for the study (Gibson & Brown, 2009:59). Purposive sampling was the most relevant method to use for this study, insofar as the researcher picked the participants who were knowledgeable and were directly involved with the subject of study on a regular basis. These student teachers had more than 12 years of learning Oshikwanyama/Oshindonga as first language in Namibian schools and in addition over 3 years of teacher education in these languages. The participants were chosen as they could offer adequate, useful and necessary information for this study.

A sample of twenty-four (24) student teachers was purposefully selected from a population of fifty-six (56) Namibia Language Education and English Language Education Year 4 group at the UNAM campus. The participants were selected because of their level of proficiency in both spoken and written source and targeted languages of translation (English as SL and Namibian language as TL), as they were in their fourth and final year of language teacher training. In addition, these student teachers were at the intermediate level of ICT literacy, since they had completed both the Integrated Media Education and Computer Education Modules 1 and 2. The student teachers were divided into eight (8) collaborative groups (three (3) students per group - whereby five (5) groups were Oshikwanyama translators and three (3) were Oshindonga translators). Three lecturing staff members two (2) from Namibian Language Education and one (1) from English Language Education) were recruited as research assistants, who served as co-observers and co-facilitators of the translated texts. The research assistants were selected because of their expertise in languages, as they all had more than five years

of teaching in their specific language fields. The main roles of the research assistants included facilitating the translation tasks and assisting students with language terms and other strategies that could be used to translate effectively. The research assistants who were involved with the hands-on activities of the participants (students), listening and recording their interactions and assisting them when necessary. Thus, the researcher took time to train and orientate the facilitators on the Wikipedia platform and on how to function on the portal.

According to Starman (2013:36), the “selection of a case based on prior knowledge leads to a better research plan, as it enables the development of a strong theoretical base for the research, which makes the procedure of theory testing more rigorous.” Purposeful sampling enabled the selection of the most suitable site for the study, based on a central criterion, which in this case was the ability to accommodate the whole activity system, which included the subjects (BEd Honours language student teachers), the mediating tools (computers in the computer lab and other ICT tools, semiotic tools of language, and bilingual thesaurus and virtual dictionaries), and the community (population of BEd Honours group from which the sample was derived, including their lecturers who served as co-facilitators).

The HP Campus was the context of the study and provided the case study units of analysis, which were the Wikipedia translations as a language learning activity in tertiary education. This activity required student teachers to use different communicative strategies to interact and translate the content from SL to TL in terms of the TBLT pedagogy. This context enabled the illumination of both negotiated meanings between students using different levels of communications and diverse pedagogical approaches such as CLT, TBLT and translation at the same time. A variation in modes of delivery using ICT tool in a virtual environment, under the expert guidance of language facilitators and a range of ICTs, was also enhanced. The use of these semiotic and language tools enabled the collection of data using different techniques. These techniques are discussed in the next section.

4.5.2. Data-collection techniques

Like any other qualitative research methods, a case study uses data-collection tools which aim to seek an in-depth understanding of the case under investigation. This study

implemented techniques which included observation, artefact and content analysis, as well as blogging, as the data-collection tools. These tools were used in order to identify changes throughout the research process and to facilitate comparisons and triangulation in analysing the collected data. These tools are discussed in detail in the subsections that follow.

4.5.2.1. Observation

Driscoll (2011:160) describes observation as a behavioural pattern of observing people in certain situations to gather data about the phenomena being investigated. In this study, the researcher assumed the role of participant observation, which is defined by Sarantakos (2013:231) as a situation whereby researchers join the group they intend to study and observe it from the inside. There are four different roles that a researcher can play to conduct participant observation. These roles include “complete participant, participant-as-observer, observer-as-participant or complete observer” (Tinkel, Wallen & Hyun, 2012:446). A complete participant is an observer whose identity is not known to any of the research participants as he/she interacts with members of the group naturally just as a member of that group. Participant-as-observer participates fully in the activities of the study, but makes it known that he/she is conducting research. The complete observer only observes the activities of the study without any direct or indirect participation, while observer-as-participant identifies himself or herself as a researcher, but informs the group that they are being studied.

The researcher adopted the role of an observer-as-participant, whereby she identified herself as a researcher who remains essentially an interested observer, but did not pretend to be a member of the group she was observing. The other roles were not applicable in the context of this study, as they would not allow the researcher the pleasure of observing the participants in their lived contexts and hear or record their interactions and utterances as they translated the Wikipedia content. According to Johnson and Christensen (2008:210-211), “the observer-as-participant play the role of observer much more than the role of participant.” That is the reason why the researcher chose the role of a research coordinator of the Wikipedia translation. As a coordinator of the task and a researcher at the same time, the researcher made use of the assistance of three (3) language lecturers who served as co-observers and co-facilitators of the Wikipedia translation tasks (co-observers/facilitators were trained by the researcher in the use of the Wikipedia portal and translation before the actual data

collection). The main roles of the co-facilitators were to facilitate the translation tasks and to assist students with language terms and other strategies that could be used to translate effectively.

Gibson and Brown (2009:100) discussed two levels of observation research which are vital to this study, namely “structured observation and unstructured observation.” According to them, structured observation takes place when the “researcher pre-specify features of interest about the participants or practices being observed” (2009:100). In this research, an observation schedule, which specified the variables to be checked and ticked off by the researcher during the observation, was designed. These variables were directed at answering the research questions. In addition, an observation schedule with parameters was given to the co-observers to rate the participants’ interactions and involvement in the translation task (Addendum F). The research assistants assisted in carrying out the actual participation duties, while the researcher remained just a coordinator of the activity after the training phase.

Further, the research participants (students) were given a structured self-reflective observation tool (Addendum, E), in order to reflect on their involvement in the pre-translation task, in which they have observed the research facilitator training them on the Wikipedia process, and observed their peers as they engage in the translation in their groups during the training. An unstructured form of observation is done when the researcher does not follow a tightly defined schedule of observation, but uses a more iterative approach to examine a set of practices, (Gibson & Brown, 2009:101). The researcher used a journal to record how things happened, interesting aspects of the process and the students’ real utterances during the TBLT stages, and to reflect on the relationship between the observables and the research questions and interests. One area of interest was the students’ communicative behaviours and the one-on-one interactions among the students.

Tinkel et al. (2012:448) noted that the presence of an observer could have many effects on the behaviour of the research participants, and on the outcome of the study. Both Tinkel et al. (2012) and Sarantakos, (2013) indicate that observations are not usually anonymous, and they may lead to observer bias. Observer bias is defined by Sarantakos (2013:245) as the “observer’s consistent tendency to perceive situations in terms of their personal ideology and bias to produce a distorted behaviour.” To avoid

being biased, the researcher decided to study the subjective factors as objectively as possible by spending a considerable amount of time at the site interacting with the students and familiarising herself with their culture, language and ICT skills. In addition, a reflective journal was used during the observations to record events and their interpretations. This helped the researcher to remain self-reflective throughout the entire research process.

4.5.2.2. Artefact and content analysis

According to Schumacher & McMillan, (2012:360) “artefact collection is a non-interactive strategy for obtaining qualitative data, with little or no reciprocity between the researcher and the participants.” According to Reischauer (2015:291), “artefact analysis considers artefacts as products of human actions which are interwoven with the concrete social context.” This type of data could be collected through personal documents like diaries and private letters, or from official documents such as letters and files, and objects such as symbols (cultural symbols, images and pictures). Gibson and Brown (2009:79) noted that with the rise and the increased use of the internet as a communication platform, a new form of knowledge exchange is now speedily expanding the range of resources used to provide “a fantastically rich source of information” for contemporary educational researchers investigating social practices in the 21st-century. This means that artefacts get used or generated through research interventions. Reischauer (2015:291) asserts that data generation on artefacts is concerned with creating new data by choosing suitable artefacts with respect to research goals.

This research made use of objects such as computers and Wikipedia content as its mediating artefacts. Schumacher and McMillan (2012:361) describe artefacts as “created symbols and tangible entities that reveal social processes, meanings and values.” The objects referred to in this study reflect the outcomes of working with Web 2.0, i.e. wiki (Wikipedia) translations, which are the students’ translated pages. Gibson and Brown (2009:79) describe wikis as,

Multi-authored web pages that constitute a record of a group of individuals’ work and can be analysed to explore the ways in which particular ideas have evolved and been constructed among the group as well as simply for the nature of their content as a collaborative production.

The data-collection procedures started with the locations of the artefact, which is the Wikipedia pages, by different groups, then the identification of the artefacts followed, whereby the researcher checked how each group had retrieved the page and why they decided on that page. The researcher also observed the interpretation of the content from the SL to TL and how each group interacted in order to translate, looking at the influence that translation had on the student-to-student interaction and communication. This then resulted in the analysis of the translated content or the analysis of the Wikipedia articles' content. Wikipedia pages are good artefacts for analysing data as they offer findings which are accessible online anytime and anywhere. This further implies that the translated texts are readily available for testing and retesting, and could be accessed from anywhere in the world without any difficulties.

Content analysis was described by Sarantakos (2013:314) as “a documentary method that aims at a quantitative and/or qualitative analysis of the content of texts, pictures, films and other forms of verbal, visual or written communication.” This study uses both forms of visual (i.e. the Wikipedia interface, online articles, online encyclopaedia and dictionaries), verbal (i.e. interactive communications) and written communication (i.e. the editing page for typing in the translations and the blog page for reflections, and text styles that manifest different structures of words, sentences, paragraphs of the translated texts). The focus of this content analysis was on the manifested content which arose out of the translated Wikipedia pages that were collected and analysed to check how the student teachers used the target language. Descriptive content analysis (2013:315) was used to identify and describe the main content of data chronologically throughout different phases of the TBLT pedagogy (subject-focused) and thematically, as determined by the main themes that address the research questions (research-focused). The translated pages presented authentic evidence which was captured, and edited by both the students in their groups and later by the researcher in order to highlight some of the linguistic features emerging from the Wikipedia translation task (Addendum I - a hand-marked translated page with comments).

Content analysis helped the researcher to study the translated texts semantically and syntactically by employing the rules of logic in generating meaning from different texts and develop areas for discussion. This led to summative content analysis, which is described by Sarantakos (2013:321) as an approach whereby data are reduced so that the text is integrated and important elements are retained in order to present clear,

transparent and coherent ideas. It also helped the researcher to explicate systematically any ideas which were unclear, which then enabled the researcher to go back to the data sources for a wider content analysis that allowed further rectification. Finally, content analysis helped the researcher to uncover latent structures of meaning as informed by the participants themselves, using their own subjective interpretation of this social situation, which helped in constructing meanings based on the participants' real experiences with the Wikipedia translation process.

The researcher found some limitations in using this data-collection tool, for example, when a translated Wikipedia article that was assumed to be saved on the platform could not be retrieved. This article was not analysed as it was not accessible and thus that group's article would have been left out of the data analysis, which was not fair to the participants. Therefore, the researcher asked the participants to retranslate the article for it to be included as part of the study.

4.5.2.3. Blogging

Gibson and Brown (2009:79) define blogs as single-authored web pages that "are frequently used as a form of online diary. Often blogs include a comments facility where other people can comment on the blog content." Stefanac (2006:230) defines a blog as an "easy to update website characterized by dated entries displayed in reverse chronological order." Sim and Hew (2010:150) described blogs or weblogs in detail as "interactive and personalised web pages that can be instantly and chronologically updated with text, imagery, audio, video and hyperlinks via any internet connection." According to Wilson, Kenny, and Dickson-Swift (2015:13), blogs are commonly used "to gather information related to a particular topic; as personal journals to record information on life events; as course management tools; as assessment tools; and as communication and interaction tools." Harricharan and Bophal (2014:325) note that blogs are characterised by "reflective, descriptive, interpretive and exploratory content," which aligns well with the qualitative paradigm which underlies this study.

A blog has been used in internet research methods (IRMs) as a qualitative data-collection tool for everyday behaviours and emotions, and also as a tool for reflection in both the online and offline world (Harricharan & Bhopal, 2014; Richardson, 2006; Warlick, 2007). Blogs could be compared to diaries, which have always been used in traditional research as data sources, mostly as a tool to supplement observation.

According to Scott and Morrison (2006:65), diaries are written over a period of time to give an account or evidence of a wider and/or deeper picture of an event or phenomena. They are regarded as essential in giving the person time to think and reflect on their emotions, feelings and actions.

Post-translation reflection was done through blogging (Addendum K – Blog posts screenshots). Blogging allows the participants to refine their interpretation and analyse their own behaviours and contributions to the event in writing (Scott & Morrison (2006:65). Researchers such as Wilson et al. (2015), Harricharan and Bhopal (2014) and Warlick (2007) confirm that blogs were initially created as online diaries for internet communities to log in, participate and share group experiences. According to Harricharan and Bhopal (2014:328), diaries “facilitate reflection and can capture the complex and dynamic ways in which diarists reconstruct meanings over time, and how they negotiate their identities under constantly changing circumstances.” Like diaries, blogs can be used as tools for reflection to collect documentary data in an interactive and participatory manner, in which two or more bloggers can contribute to an online written conversation. In this study, the researcher used what Ackland (2013) called ‘Permalinks’ blogging, which refers to a blogger commenting on another blog or weblog. Permalinks were used to get an in-depth understanding and they encourage rich and deep reflection of the participants’ experiences of the Wikipedia translation based on translation outcomes. Blogging was done as a multimodal synchronous communication method (real-time online interaction), the participants were involved in a blog discussion reflecting on and evaluating what transpired during the translation activities. The blog page, which was password protected and accessible only to the research participants, as each student had a personal login identification, was opened on WordPress.com.

As Huffaker (2005:94) put it, “in the language learning context, students can have a personal space to read and write alongside a communal one, where ideas are shared, questions are asked and answered, and social cohesion is developed.” Given this, in the blog, the participants used different communicative styles of writing to express themselves, for instance, in narratives, comments and even slang expressions, which produced a wide range of communicative strategies that reflected deeply the participants’ real feelings. This confirmed Wilson, Kenny and Dickson-Swift’s (2015:2) assertion that “blogs enable the participant voices to be captured and disseminated close to their vernacular intent.” The blog created an interactive environment which

enabled students to read and react to other participants' contributions or posts in an anonymous way, making the participants more flexible to state their real views and feelings without fear of being recognised or identified (Harricharan & Bhopal, 2014:329).

The interactive nature and environment of the blog make this tool socially-oriented and thus it relates to the qualitative research approach adopted for this study. Access to the blog was ensured using pseudonym identification or login credentials which each participant created for themselves. Sim and Hew (2010:152) posit that blogs hold the participant's interest in the blog posts and in this way they can share their views and experiences, while at the same time they can receive feedback. This was helpful, as the students had time to reflect on their use of the TBLT pedagogy to aid their communication when they translate and to evaluate the contribution of the whole Wikipedia translation task to their overall language learning. The tracking of the blog entries over time and across all geographical areas was beneficial to the researcher to be able to go back to the posts for further confirmation or retrieval of data.

One weakness which researchers observed about blogging relates to the fact that blog navigations and interactions could be time-consuming, because of factors such as the level of skills of the participants, demographic and personality traits (also noted by Wilson et al. 2015; Harricharan & Bhopal, 2014; Ackland, 2013; Hookway, 2008). This research study found the engagement with the participants to be difficult and time-consuming. This was also observed in this study, where many student participants did not have enough experience with blogging, so it took time to open their accounts. For those who could not open a blog account, the researcher had to send an invitation to their email accounts so that they could log in directly with the email and be able to participate and contribute. Since the blog page was created solely for research purposes, it was limited to this study group and did not experience spam blogs (Wilson et al. 2015:3) from people outside the research group.

4.5.3. TBLT task facilitation and data generation

This study investigated the development of language learning context that is artefact oriented, whereby new language communication strategies are acquired through Wikipedia translation. The second point of focus was the emergence of language task exploration and practice, which impacted on the way the students communicate with

one another to learn languages. The procedures used in this study were enacted through collective actions and activities that were structured into the three stages of TBLT task performance (section 2.2.9), under the facilitative function of scaffolding in the language classroom (Carstens, 2016; Walqui, 2006). The role of scaffolding was highlighted throughout the Wikipedia translation, starting from *Stage 1* –the pre-translation workshop/training, to *Stage 2* - the main/while-translation task and finally, *Stage 3* – the post-translation tasks.

The data facilitation process began with the modelling of the artefacts in the environment (i.e. configuration of the teaching, or in this case the research setting, and the artefacts involved in it). This study took place in the computer laboratory, which is the setting of the study. The TBLT translation task was guided by the use of different technological tools in form of the computers and the internet, the Wikipedia website and the Wikipedia articles (the objects) chosen to be translated by the students. This was a two-day training workshop with all the research participants (the research co-observers and the participating student teachers). At the training, the research coordinator/workshop facilitator offered explanations of the task and tried to bridge the gap between what the participants can do on Wikipedia and what they needed to do on Wikipedia, most specifically Wikipedia translations. This training introduced the participants to the Wikipedia website, the languages and contents of Wikipedia, and how the pages are created, edited, manipulated and saved. In this training, the participants were divided into eight groups of three members each, and each group registered for a password-protected login into the website. They were also trained in configuring the Wikipedia page, as well as the contents, bearing in mind the use of different translation strategies needed to translate the content from the SL to TL.

After modelling of the Wikipedia translation task, the facilitator together with the participants exploited the potential and benefit of the artefact for the language translations by building techniques of conducting the Wikipedia translations. This included decisions made on the way the task is introduced, the hands-on practices and the roles played by the participants in their groups. Here, the researcher coordinator/workshop facilitator used the technique of bridging, which acknowledges the use of the participants' prior knowledge about the Wikipedia website and links it to the new knowledge on Wikipedia translations. The students were given the computers and the virtual platform (Wikipedia) to, browse through the Wikipedia website and

search for different articles and select a possible article to translate. The research participants (student teachers) started to prepare for the translation in their groups, browsed the internet and logged onto the Wikipedia website, signed in and then chose the pages/articles they wanted to translate. The research coordinator/workshop facilitator guided the participants into the activities and offered some support and explanations concerning language issues and provided other technical support on editing and saving the information on the website.

After the bridging period, the students undertook the translation performance, where they learned how to actually carry out the translation, how to do justice to both languages, what the roles of the students in the group are, how to deal with different aspect of the task, or managing the technological tools and any other emerging matters. During this stage, the participants chose a range of Wikipedia articles related to Namibia and African contexts. These articles covered areas such as the languages of Namibia and Africa, people of Africa (leaders) and the historical background of African communities and people. The participants were encouraged to use mediating tools (semiotic tools and ICT tools) to translate the Wikipedia content from English (source language) to Oshikwanyama/Oshindonga (target language). The participants were also given the chance to re-present the translation into another language using different language structures. The research coordinator/workshop facilitator continued to scaffold the students and helped them when necessary, by training them on how to re-present the text from English into Oshikwanyama/Oshindonga during the translation and how to use the mediating tools and artefacts such as online dictionaries to help with the terminology. The co-observers, recorded their observations in the observation schedule, as the events unfolded.

During the post-translation task of the training, the participants were involved in the reflection process where they were asked to evaluate their performance on the use of the Wikipedia website for translations, the translation strategies used, the communication that took place in the groups and, lastly, to evaluate the quality of the training and facilitators. This was done in order to assist the participants to develop metacognition (Carstens, 2016:8) that enabled them to think critically about the strategies used during the training and to plan future adjustments to improve their performance in the future (more specifically during the main translation task). The participants were given a self-reflective observation tool with structured questions to

rate their performance in the translation workshop, the group involvement and the facilitation process and some commentaries to provide an in-depth reflection on those main aspects Wikipedia process (Addendum E).

The observations by the facilitators mainly focused on the participant's use of ICT or language translation issues. This was determined by observing and recording how the students engaged the co-facilitators in different conversations during the task processes. The research coordinator/workshop facilitator observed how the co-observers/co-facilitators were guiding the students throughout the translation. At times the research coordinator/workshop facilitator would move from one group to another in order to listen to their interactions while recording direct quotes verbatim in a journal, regarding how the events were unfolding (Addendum F – co-observers' observation tool). The research coordinator/workshop facilitator and the co-observers listened to the way the participants used the virtual platform to convert the text content from the ST to TT. Particular attention was paid to the use of communication strategies among the students in their respective groups. This included both verbal and non-verbal communication cues used, negotiation for meaning (NfM), translation strategies, clarification and confirmation checks. The research coordinator also observed how Wikipedia content displayed on the screen evoked communication between students in groups, individually and also on in the whole class interactions. Figure 4.2, summarises the methods and techniques used during the Wikipedia translation based on the three phases of the TBLT task (Willis, 1996:60).

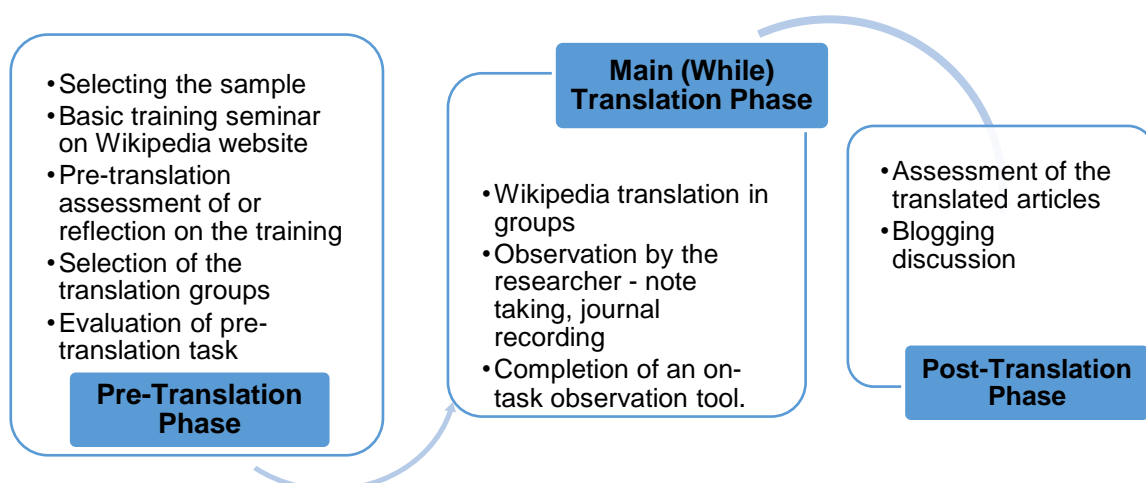


Figure 4. 2: A summary of data generation and facilitation according to the TBLT phases

Overall, as can be seen in Figure 4.2 above, data generation involved three phases of TBLT, namely the pre-translation, translation and post-translation phases. The pre-

translation task consisted of the workshop with the research participants and then the evaluation of the pre-translation task. Secondly, the participants undertook the main translation task, where the participants translated selected Wikipedia articles in groups. Finally, the research participants had a chance to reflect on the overall task performance and the outcome. As a reflection task, in their individual capacities, the participants had a blog discussion, reflecting on and evaluating what had transpired during the translation activities. Their reflections and all the data collected were analysed using different strategies, which will be discussed in the next chapter.

Some challenges were experienced during the Wikipedia translation workshop. One, the internet was very slow and limited due to the conflict in the share internet provider (IP) address. Some groups had to restart the translation due to the conflict in the Ethernet connection which is located within one network server, meaning that the eight computers including the smart board were connected on one network distribution centre. The other technical issue was on saving the translated document upon completion of the translation, whereby the participants wanted to display all the eight groups' articles at the same time after the translation so that they can compare the outlook of the uploaded translation. This was not possible since all the eight groups translated one common article of which only the last version can appear for display on the Wikipedia. Therefore, the participants had to save their group translations of the article in a span of 15 minutes apart, so that they could see it as an original Wikipedia article, read it aloud to other groups before it is saved in the 'History' folder/repository of the Wikipedia website.

4.6. Data analysis

According to Yin (2014:132), data analysis consists of examining, categorising, tabulating, testing and/or recombining evidence to produce empirically-based findings. Sarantakos (2013:365) defined qualitative analysis as

a research procedure that (a) deals with data presented in textual, verbal and multi-focus format (b) contains a minimum of quantitative measurements, standardisation and statistical techniques and (c) aims to transform and interpret qualitative data in a rigorous and scholarly manner.

Qualitative analysis creates a matrix of categories in which evidence needs to be confirmed using different data-collection tools (Denzin & Lincoln, 2005:11). In this

research, the data represent human actions and utterances collected during the translation of the Wikipedia content, while the other data were collected from the artefacts produced during the task performance. They also included statistical data drawn from the participants' reflections on pre-translation workshop/training, which were analysed into graphs, but interpreted with detailed descriptions. The researcher followed a fixed model for data analysis, whereby the data analysis took place after data collection (Sarantakos, 2013:368). This means that the researcher had to compile the whole data set collected from observation, artefacts and the blogging reflections, which primarily focused on written records (i.e. documents and artefacts).

The research used a computer-assisted qualitative data analysis (CAQDAS) application. According to Silver and Lewins (2014:21), the term CAQDAS was coined by Raymond Lee and Nigel Fielding in 1989 and refers to the software designed to assist the analysis of qualitative data. CAQDAS applications use qualitative data in the form of text, visual and multimedia forms of non-numerical information, by classifying them into possible codes for themes, concepts, processes, contexts etc. This is done to build explanations, narratives and interpretations. CAQDAS software offers the opportunity to analyse data in a systematic way which offers the flexibility to revisit tasks and rethink areas of interest as the analysis proceeds. This study made use of the Atlas.ti CAQDAS software to analyse data.

Atlas.ti offered an opportunity to present the background information, the primary and secondary data sources and load relevant supporting information such as current literature, graphics, theories, media, etc. According to Smit (2002:65), Atlas.ti facilitates immediate search and retrieval functions that allow one to visually connect selected texts, memos and codes. The first step in the use of the Atlas.ti software was the creation of the hermeneutic unit which hosted the primary documents, the codes from Wikipedia pages, and student quotes or verbatim comments. One advantage of using Atlas.ti software in this study was the potential it provides to access all the relevant online materials immediately by allowing the researcher to code and hyperlink the files to different multimedia formats. It also enabled the researcher to activate and edit the embedded translated Wikipedia pages from within the software, without compromising the data.

The study used thematic analysis to analyse data findings. Sarantakos (2013:379) described thematic analysis as a method employed to analyse data focusing on themes identified using coding. The thematic analysis was done to identify themes, to discover recurrent patterns that determine which concepts occur in the text and how frequently, to analyse patterns in the text, and to discover multiple relations between different themes. Themes are used in qualitative research to provide detailed descriptions of the activity or task, which are then narrowed from general to specific ideas that are interconnected across all the data collection techniques used. Saldana (2009:13) describes themes as “an outcome of coding, categorizing and analytical reflection of data.” Organizing data into themes helps to avoid generalisations that go beyond the case and in turn leads to an understanding of the complexity of the case.

Coding describes the segment of the data which is explicit, whereas a theme expresses data in a phrase, or a sentence that describes more subtle and tacit data process Saldana (2009:13). In this study, the data were coded into common themes in order to avoid putting everything into one description, which could lead to the unstructured or unsystematic presentation of evidence that may result in inaccurate findings and conclusions. Empirical data from different sources were analysed; each source of evidence was separated and grouped into colour codes that identify their likeness and similarities; these were later expanded to its allocated theme and categories. This was done according to the activity theory-sociocultural framework discussed in section 3.3.1.

The data collected were analysed and divided into categories. Categories describe a set of criteria that are integrated around a theme or value (Sarantakos, 2013:317). These categories were built around the subject focus of the TBLT pedagogy, guided by the analytical tools of Activity Theory. This takes into account the whole activity ecosystem’s response to the Wikipedia translation, i.e. the object, the mediating tools of language and semiotic tools, the community, the division of labour, the subjects and the outcome. The categories were also directed by two broad themes related to the research questions, i.e. the enhancement of quality spoken and written language production during the task performance (subject-focused) and the possible influence of the outcomes of English Wikipedia translation as a TBLT task on Namibian language education student teachers’ language learning (research-focused).

To further analyse by using manifest coding, different units that were identified in the text elements, such as the translated words and the translation strategies used, were coded. A special focus was placed on the use of mediating tools such as the language, i.e. negotiation for meaning, translation and communication strategies. Furthermore, latent coding was used, whereby the semantic and syntactical linguistic forms in source and target languages were compared. This was done in order to determine the use of different language structures of both the SL and TL and to see how those structures contributed to the final product that was displayed on the Wikipedia platform. An open coding method was employed to identify first-order concepts and substantive codes (Sarantakos, 2013:373). Here, the researcher opened up the data by breaking it down into manageable concepts, taking notes and sorting the notes according to meanings and comparisons.

Another data-analysis technique used was explanation-building. Here, a series of iterations covering the proposition of the study, the objects and the findings, were used to identify discrepancies and then revise findings into conclusive evidence. The data from multiple sources were triangulated, and the information was summarised into descriptions that fit the coded themes. The researcher implemented member checking (Golafshani, 2003:603), whereby the participants were given a chance to read through the data transcriptions and confirm whether what was recorded is really what transpired throughout the translation process. In interpreting and discussing the findings, verbatim excerpts from the participants' comments were used to help readers experience the participants' actual language, dialects and personal meanings throughout the discussions.

4.7. Trustworthiness of data

Naturalistic researchers such as Lincoln and Guba (1985:296) used the term trustworthiness in order to argue that any inquiry's findings are worth paying attention to, more especially if they have created raw data without a theory-based categorisation (Elo et al., 2014:2). Guba and Lincoln (1985:296) proposed four evaluation criteria or concepts to support trustworthiness of the research findings. Those are related to the concepts of credibility, transferability, thick descriptions, dependability, and confirmability. These concepts are examined and discussed in relation to this study.

4.7.1. Credibility

Credibility seeks to ensure that the data-collection techniques employed do measure what is intended. According to Meriam (2002:25), credibility deals with the question: "How congruent are the findings with reality?" For Anney (2014:276), credibility deals with the question of whether internal consistency has been achieved throughout the study. According to Hoover and Morrow (2015:1480), credibility could be achieved through a prolonged period with the participants, persistent observation, the use of peer briefing or peer researchers, researcher reflexivity, participant or member checking and, finally, the provision of thick descriptions of the data. In the context of this study, credibility was achieved by using the methods which are discussed in the following sub-sections.

4.7.1.1. Sampling and data collection methods

According to Golafshani (2003:599), credibility deals with the focus of the research and refers to the confidence in how well the data address the intended focus (if the study measures that which it intends to measure). Ensuring the trustworthiness of data in qualitative research starts by choosing the best data-collection methods to answer the research questions of interest. Thus, sampling and data collection plays a very important role in maintaining the trustworthiness of data. This study employed purposive sampling. According to Elo et al. (2014:4), purposeful sampling enables the researcher to pick informants who have the best knowledge of the subject of research. The student teachers who were in the fourth year of their language teacher education and who were in the intermediate to advanced levels of ICT competence were selected to be involved in a study.

This study required bilingual participants to translate the content from English to Oshikwanyama/Oshindonga, using extensive language and communicative strategies in both spoken and written formats. This means that the selected sample of participants was competent in the use of basic to intermediate ICT skills and was able to browse through the internet/ Wikipedia, type using the keyboard and participate in a blog discussion. The selection of the intermediate to advanced levels of ICT-competent students enabled the researcher to collect genuine data that can address the objectives of the study.

The data-collection methods used included observation, which was a very good choice for the researcher not to be engaged in the direct activities of the study, while focusing on observing how the subjects were operating and interacting with the mediating tools and objects in order to reach an outcome. The translated Wikipedia pages produced good artefacts for analysing the use of language and the different translation strategies used by different groups. The method provided credible data of the results of the translation, which is stored on the Wikipedia repository, and thus presents tangible evidence that can be printed out for future language classroom use. In addition to observation, the researcher made use of the blog reflection, which provided in-depth discussion and description of the event from the primary sources involved in the Wikipedia translation. Similar to interviews, blog reflections are interactive in nature in the way that they prompt students to reveal more and react to others' responses, which in turn gives detailed and rich explanations to address the research questions.

The three data-collection methods used were examined carefully to assess the researchers' own actions and interpretations of the event, as reflected in the observation and recorded in the reflective journal. Comparing and contrasting the data from different sources indicated a continuous reflection to ensure the trustworthiness of the content (Elo et al., 2014:4). This was also a good reflection for the researcher to ensure that the data collected were credible in a way that it addressed the research questions and objectives of the study. Data were collected through a period of three weeks, first involving the participants in a two-day training session on the Wikipedia translation and to get to know their ICT capabilities, particularly with social networks tools (Web 2.0) and their compatibility with education, and especially their use in the language classroom.

4.7.1.2. Researcher reflectivity

Schumacher and McMillan (2010:332) considered reflectivity as “a broad concept that includes a rigorous examination of one’s personal and theoretical commitments to see choices made concerning selecting a research approach, framing the research problem, generating particular data, relating to participants and developing a specific interpretation.” Being reflective means that the researcher forms part of the research process from its beginning to the end. Creswell (2015:474) maintains that when being reflective, the researcher is being aware of and openly discusses his or her roles in the study, in a way that honours and respects the site and the participants.

Accordingly, in this research, the researcher maintained a level of rigorous self-scrutiny by re-evaluating her axiological assumptions about the world and reality. This was maintained through a subjective approach to this qualitative research. Being subjective helped in being thoughtful about the participants' beliefs, understanding, cultural norms and linguistic backgrounds and practices. It also helped the researcher to remain open-minded about new learning situations presented by the participants during the translation, as well as to appreciate the findings in an open unobstructed manner.

The researcher reflectivity led to an interpretation of fundamental meanings, critical interpretations of power and sociocultural aspects (Alvesson & Sköldberg, 2009:273) and, lastly, reflection on text production (one's own text, source and target texts, translation strategies selected to translate the text, communicative strategies, etc.). The researcher made use of a reflective diary for her own personal and self-awareness record. This helped her to remain sensitive to the context in which the participants were working, to transcend her own subjective and cultural context as a speaker and teacher of the languages of translation, as well as be a cultural being who belongs to the same Oshiwambo culture as the participants. Through unstructured observation, the researcher was able to record all the interpretations of the aspects of the research in a free-spirited way and focus more on what was emphasised, missed out or even downplayed throughout the research.

Another reflective strategy which was emphasised by Schumacher and McMillan (2010:333) is positionality. Positionality assumes the "researcher's position as an insider or outsider of the 'culture' or 'event' being studied, to determine the researcher's worldview and the position they have chosen to adopt concerning that research" (Savin-Baden & Howell-Major, 2013:71). Positionality can influence all aspects of the research process, as, according to Foote and Bartell (2011:46):

The positionality that researchers bring to their work and the personal experiences through which positionality is shaped may influence what researchers may bring to research encounters, their choice of processes and their interpretation of outcomes.

As mentioned earlier in the chapter, the researcher was a teacher and lecturer in the Oshikwanyama First Language and English Second Language for more than 11 years. The researcher holds very personal views about how the students feel about learning

the language and about the translation practised with the students in the traditional classroom, but never with the use of a computer. Another important aspect that is very important to mention in this study is the fact that this is not the first time the researcher is involving students in a study that deals with online translation. In 2012 she involved high school learners in a study which translated Wikipedia content into Oshikwanyama as a pedagogical tool for Oshikwanyama first language learning. This study has an impact on the researcher's personal and professional experiences with Wikipedia translation in the classroom for the sake of promoting learning (Hautemo, 2014). Moreover, it is worth mentioning that the researcher is from the same culture as the participants and has a good understanding of the cultural context where the participants grew up. These historical experiences do in a way present an initial motivation and/or expectation that if those high school learners were able to do the translation successfully, then university students who are well experienced and advanced in language and ICT skills could perform even better in this regard. Thus, the reflective journal was very helpful in recording some of the events for comparison, or even positionality in this research, whereby self-consciousness and self-assessment for the researcher's views and positions and their influence to research were stipulated.

4.7.1.3. Triangulation

Triangulation of different data sources is done by examining evidence from different sources in order to build a coherent justification for the selection of the themes (Creswell, 2009:191). According to Sarantakos (2013:159), triangulation "allows the researcher to view a certain phenomenon in research from more than one perspective and hence, to enrich knowledge and test validity." One of the advantages is that it facilitates a study where one procedure serves as a stepping stone for the other, thereby allowing comparisons of data findings and rectifying deficiencies that could arise in a single-method study (2013:160). This study used methodological triangulation (Denscombe, 2010:351), whereby different data-collection methods were used at different times for different purposes. First, observational data were used to collect observable data while the students were busy with translation. The observed data were recorded on the observation tools and in a reflective journal. Secondly, the evaluation of the translated pages after the TBLT translation was done and these pages were used as artefacts for the study. Lastly, the blogging session with the participants was conducted to give an overall review of and reflection on the translation task. All these methods were employed with the intention of being open-minded in obtaining credible

research findings that allow for comparisons and confirmation of data. Triangulation is illustrated in Figure 4.3.

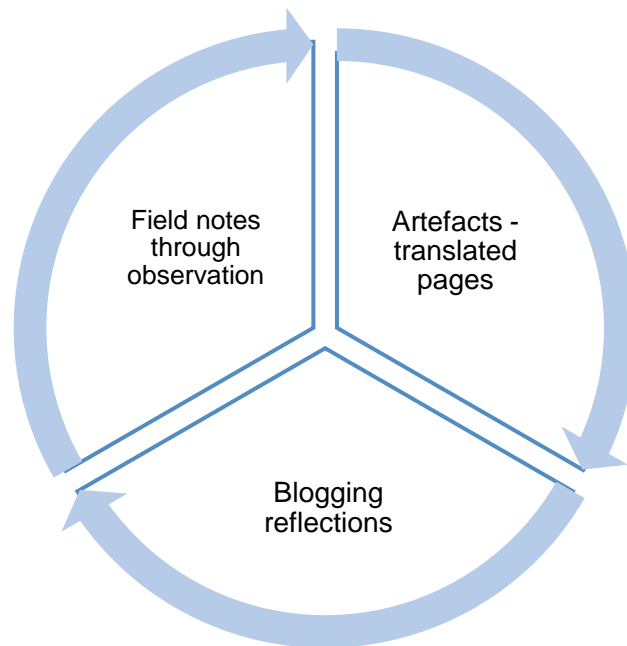


Figure 4. 3: The methodological triangulation used in the study

The figure indicates that the data were obtained using three methods. This was done in order to provide accurate accounts of the research findings and also to allow cross-checking that authenticates the research findings. This triangulation then helped to confirm a sense of the integrity of the research findings. Additionally, to ensure the validity of the data findings, as well as to reduce bias, investigator triangulation was done, whereby several investigators are used to collect data (Sarantakos, 2005:145). This was done by recruiting three research co-facilitators who also provided the research participants with assistance during the translation. These participants also served as co-observers who recorded the proceedings on an observation sheet as they happened in real-time. They further helped with the evaluation of the translated pages, only during the pre-translation training workshop, but did not form part of the blogging discussion.

4.7.1.4. Member checking

Member checking is used to “determine the accuracy of the qualitative findings by taking the final report on specific descriptions or themes back to the participants” to get their views on and assessments of their accuracy (Creswell, 2009:191). According to Shenton (2004:68), member checks may take place ‘on the spot’ in the course and at the end of the data-collection dialogues. In this study, the participants were involved in

two types of member checks. First on the spot checks, whereby they were given translated pages to read and analyse the translation to check its quality and to comment on the translation strategies used and the quality of the final product. In the post-translation stage, the participants were also given the chance to study the translated content and identify the translation strategies used. They then wrote short summaries of their findings on a separate sheet (Addendum G, - an example of the feedback form and Addendum H – a completed feedback form).

This was very important as it provided them with a chance to scrutinise their own and others' work to see and appreciate the value of translation in learning languages. The other checking method was applied after data collection, whereby participants were given the results of the data analysis as themes to confirm that what was put on record was indeed what transpired throughout the TBLT translation exercise. This was important for verification purposes, as the participants had a say in the emerging theories of the research and inferences which were made on their dialogues and interactions. Participants were also asked to identify and give reasons where the patterns which were observed by the researcher were relevant and appropriate, as well as to indicate if any important details had been left out.

4.7.2. Transferability

According to Meriam (2002:20), transferability is a key component of “external validity, which is concerned with the extent to which the findings of the study can be applied to other situations.” Sarantakos (2013:113) maintains that through transferability “a study can generate statistical generalisations from a random group to a wider population” or situation beyond that specific study. According to Sarantakos (2013:113), generalisability refers to the capacity of a study to extrapolate the relevance of its findings beyond the boundaries of the sample. This could be extended to the ability of the sample and the findings to be generalised to other settings and also to the whole population. In qualitative research, generalisations are found to be impossible because each case is unique on its own (Shenton, 2004:69). Sarantakos (2013:113) identified two types of generalisations which are important in social science research: scientific (inductive) and naturalistic generalisations. The former involves extrapolation of the validity of the findings of a study of representative cases to the whole population, normally using statistical methods or techniques to estimate the level of generalisation.

The latter, which is used in this study, considers a more diverse approach which is applied through the provision of sufficient contextual information about the fieldwork, the site and the participants, to enable the reader to make such a transfer or inferences.

4.7.3. Thick descriptions

The study provided sufficient thick descriptions of the phenomenon, which allowed the readers to gain a deeper understanding of how the results unfolded from one level to another. This allows the readers to compare the instances described in the research findings with those encountered in their situations. According to Creswell (2013:252), the provision of thick descriptions enables the “readers to transfer information to other contexts and to determine whether the findings can be transferred because of shared characteristics.” According to Stake (2010:49), “a description is thick if it provides abundant, interconnected details...” Providing thick descriptions does not only help to give real feelings that the reader is a part of the research, but it also provides comprehensive and compact analysis of the findings that even the reader will feel that she/he has witnessed the events as they unfolded. The use of verbatim comments and quotations was intended to provide the reader with a deeper understanding that showed the strengths of the findings.

4.7.4. Dependability

Dependability looks at the stability of the research findings by ensuring that the interpretations and recommendations of the study are reflecting the data collected from the participants (Anney, 2014:278). According to Meriam (2002:17), dependability is dependent on the recording of the data collection process and data analysis procedures and decisions made during the study. Shenton (2004:71) advised that for the qualitative researcher to test the dependability of data, he/she has to consider including in-depth coverage, which allows other researchers to assess the extent to which proper research practices were followed and to further develop a thorough understanding of the methods and their effectiveness. Thus, this study used a comprehensive description which was derived from recorded and well-kept/stored handwritten field notes and observation sheets. In addition, the translated Wikipedia contents are also accessible in their original form on the Wikipedia sites, recorded and can be accessed on the Wikipedia database. Furthermore, the blog discussion is kept on a password-protected blog page which has been locked now, but could be opened anytime for confirmation or to show evidence.

All the contents used on the virtual platform were screenshotted and then recorded in a password-protected folder in the researcher's private Dropbox.

4.7.5. Confirmability

Confirmability is checked to ensure that the research findings are a true reflection of the real experiences of the informants and that they are free of the researcher's bias, characteristics and preferences (Shenton, 2004:72; Sarantakos, 2005:93). To reduce the effect of bias, the data were triangulated to a platform to validate data using three different methods in order to investigate the cross-cutting and similar issues which came through in all different methods and also to record other valuable information which may have been overlooked in one or the other data-collection tool. According to George and Bennet (2005:10), case studies provide "accurate and comprehensive descriptions of the data-collection procedures and documentation of every piece of information" in order to achieve the highest level of reliability for the case. This then helps to address issues such as researcher bias by providing a diligent and consistent tracking process. In this research, the researcher used a defined series of typologies, which illustrate different concepts related to TBLT, Wikipedia translation and sociocultural theory, which is the theoretical basis for this study. Verbatim was used to express the participants' real-life sentiments, words and utterances, which gives the reader a real-life reflection of the actual qualitative episodes as they happened in the actual TBLT translation situation.

The research interpretation and discussions were backed by the literature review and confirmed by verbatim excerpts to indicate that the interpretation and discussion were rooted in the real account of the participants. Corden and Sainsbury (2006:11) state that a verbatim transcription gives participants a voice that deepens understanding and enhances readability and credibility. The researcher made use of verbatim excerpts from the original utterances of the participants. This was done to reflect both the basic utterances of words and phrases or even comprehensive utterances, which ranged from confirmation checks, debates or even arguments about the selection of words to be used in the translation to the construction of sentences or phrasing of ideas. In addition, the researcher provided narrative accounts of the students' blog reflections that reflected their own personal and deep feelings about how the translation went and the effect of the whole task on their language learning opportunities.

4.8. Ethical considerations

Livingstone and Locatelli (2014:67) state that ethical practices are followed in qualitative research to ensure that research has integrity, quality and transparency, as they stipulate and address the risks to the researcher, institution, data and participants. According to Halej (2017:3), by ensuring that research adheres to ethical principles one can:

- Determine the difference between acceptable and unacceptable behaviours;
- Assess risks and risk mitigation measures;
- Prevent the fabrication or falsification of data;
- Encourage an environment of trust, accountability and mutual respect between the researcher and participants;
- Encourage participants to be honest and open when sharing their views or experiences;
- Promote public confidence in your research findings; and
- Encourage support for subsequent actions.

For this study, ethical clearance was sought and obtained through the application submitted to Stellenbosch University (PN1913) (Addendum A – Research Ethics approval letter). In addition, permission to access the University of Namibia’s Campus was sought and obtained from the Research and Publication Committee of UNAM (Ref. EXT/390/2018). Information letters were written using Stellenbosch University’s approved format and guidelines (SU Project No. 1913 - Addendum B – Permission letter), explaining the aims and duration of the research, while letters of informed consent were given to all the participants to complete for their voluntary participation (Addendum C and D). In the letters, the researcher assured the participants of their right to confidentiality – meaning that only the researcher collecting the data will have access to their personal information and this information will not be used in any way that may allow their identification in the study or research report. Anonymity, which is described by Halej (2017:4) as the way of shielding and keeping the identity of the participants hidden, was ensured through the use of pseudonyms. The researcher also assured the participants of their right of withdrawal from research without any prejudice (Creswell, 2013:353) and that the researcher would not interfere with their normal university activities, as the research was conducted outside lecturing hours. Integrity and transparency were maintained at all stages of the research by conducting the research

in a transparent manner, as well as involving the participants in all stages from data collection to data analysis and interpretation.

4.9. Summary

The methodology for this research was underpinned by the constructivism research paradigm, which relates to the interaction of the researcher and the participants for the sake of constructing meanings about the phenomena in their social environment. The qualitative research approach was adopted for the study to enable the researcher to engage with the participants and to understand the phenomena from the participants' own perspectives. Thus, the case study research design was employed to provide a deeper understanding of the participants' own social environment. Key informants were selected using purposive sampling; they provided rich data through observations and content analysis. Ethical considerations, with regards to access to research sites, informed consent, confidentiality and anonymity, were adhered to throughout the various stages of the research process. The collected data were analysed thematically, and the findings are presented in the next chapter.

CHAPTER 5

PRESENTATION AND INTERPRETATION OF THE RESEARCH FINDINGS

5.1. Introduction

The previous chapter discussed the case study research design in the light of empirical qualitative research approach. This study made use of qualitative data mainly collected through observation of the participants in the computer laboratory and how they interacted with the ICT and language tools during the initial stages of translation. This chapter presents and analyses the data collected. The chapter is divided into three main sections. In line with the research questions, the first section presents an analysis of the findings from observations are presented based on the scaffolding and mediation process of pre-Wikipedia translation workshop and its effect on the participants' interactive communication. The second section presents an analysis of the Wikipedia translation events as to address the issues of mediation of communication and the enhancement of quality spoken language production. Moreover, the second section analyses the use of translation strategies and procedures for written communication. The third section uses the analytical devices of Activity Theory (AT) to discuss the influence of the outcomes of English Wikipedia translation on the language learning of the language education student teachers.

Figure 5.1 presents the analytical methods used in this study. The table shows the emergence of different themes and categories, which are colour-coded. The categories were derived from the three main sections of the TBLT stages (Willis, 1996:60). The first is the pre-translation stage, whereby a structured observation sheet for the research co-observers, observation self-reflection tools for the students and reflective notes for the research coordinator, were used. The pre-translation category presents a collection of qualitative interpretations of the pre-stage of TBLT that involved the scaffolding techniques used in training to translate on the Wikipedia website. The second category presents data emerging from the main translation stage on the mediation of spoken communication and the use of translation strategies to facilitate the written communication and later the enhancement of the language skills through this TBLT translation. The last category, which is the post-translation stage, uses the Activity

Theory framework to present and interpret the influence of the outcomes of participating in TBLT Wikipedia translation for the student teachers' language learning.

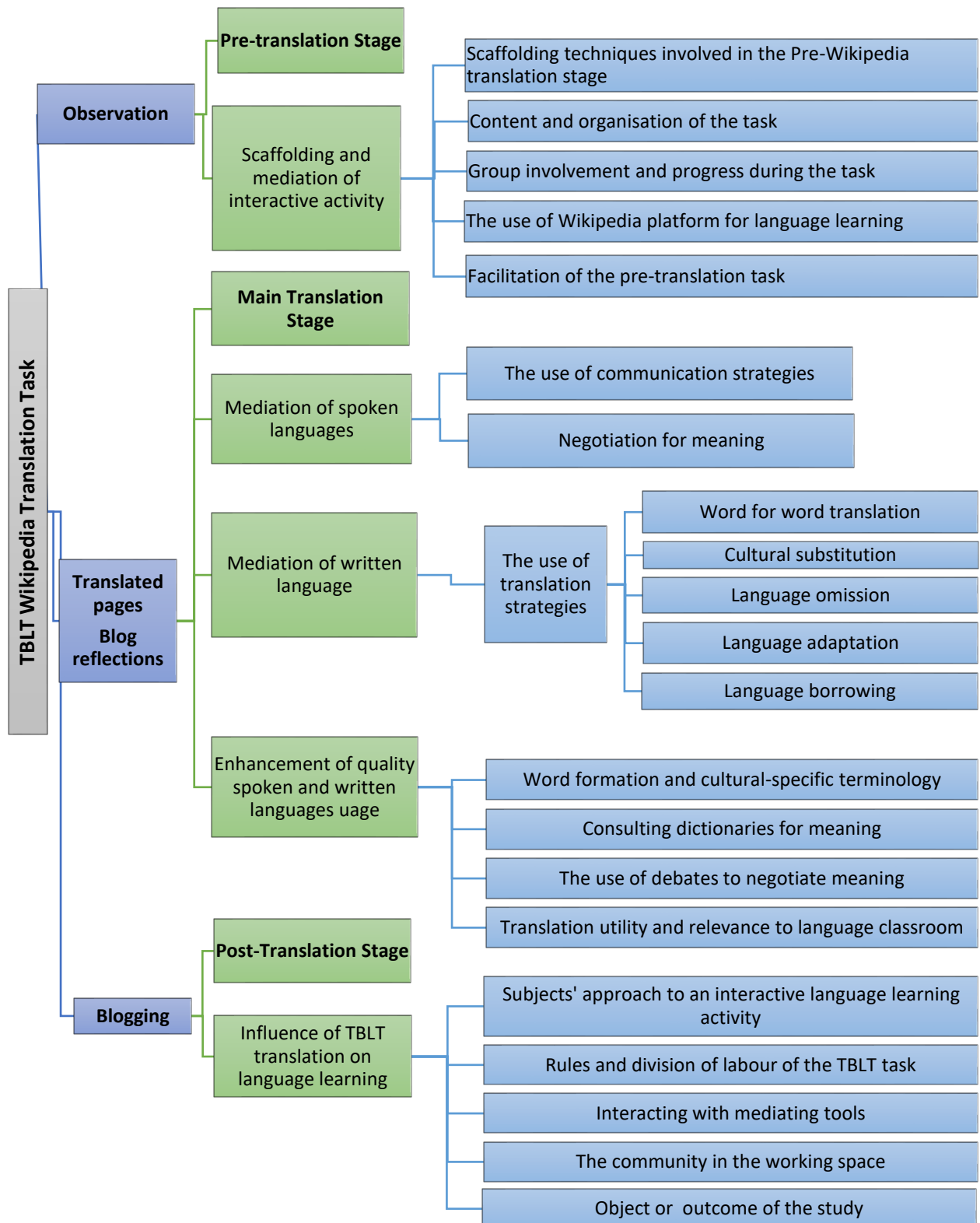


Figure 5. 1: Themes and Categories for analysing data

In Figure 5.1 the data-collection tools form the main phases of the analysis and they are coded in purple, the TBLT stages represent the main themes of analysis and they are

coloured in green, the emerging categories (or subthemes) are coloured in blue. The following subsection presents the data, first from observation of the pre-translation training workshop, which also served as a pre-translation stage of this TBLT task.

SECTION A: FINDINGS FROM THE PRE-TRANSLATION STAGE

This section presents the data collected from the pre-translation workshop/training, which was facilitated through the TBLT pedagogy. The data presented in this section deals with the scaffolding of mediated learning through the facilitation of the Wikipedia translation.

The findings are presented below as a series of themes.

5.2. Scaffolding and mediation of an interactive activity during the Pre-Wikipedia translation stage

This section presents the data observed on the scaffolding of the techniques used during the Wikipedia translations. The pre-translation training workshop was carried out during the pre-translation phase, which took place in the computer laboratory. This study made use of different mediating tools in the form of technological tools (computers, internet, Wikipedia website, keyboard and online dictionaries). The study relied on the use of semiotic language tools such as language books and dictionaries to translate from the English source text (ST) to the Oshindonga/Oshikwanyama target text (TT).

The pre-translation training workshop was designed to support the pre-task stage in the TBLT framework, which introduced the students to the Wikipedia tools that was used to translate languages. This was done in order to introduce the students to the technology they would use to translate languages and to offer support for interactive communication. Moreover, the techniques used were integrated into the scaffolding process (Carstens, 2016; Walqui, 2006; Van Lier, 2004) whereby the more knowledgeable person (the research coordinator/ workshop facilitator) supports the learning process of the less knowledgeable (the research participants). The pre-translation workshop was conducted for a period of two days, in which the first day's session lasted for two hours and thirty minutes, and this session had theoretically introduced the participants to the Wikipedia translation. The second day the training

lasted for two hours as the participants were required to do practical training on a trial version of the translation of a short Wikipedia article (to be elaborated later in the section).

5.2.1. Scaffolding techniques involved in the Pre-Wikipedia translation stage

The Wikipedia translation process utilised the technological tool (Wikipedia as a digital tool that allows translation of languages from English into Oshikwanyama and Oshindonga) through a series of features of the task, (Willis, 1996). According to Drijvers et al. (2010:214), when technological artefacts are used for specific types of tasks, the technical knowledge about the artefact and domain-specific knowledge (language knowledge) must be intertwined. To guide the participants on the use of the mediating tools, six scaffolding techniques were used. These are modelling, bridging, building schema, contextualizing, re-presenting text and developing cognition, as explained in Chapter 4, section, 4.5.3. A summary of the scaffolding techniques used during the pre-translation workshop is presented in Table 5.1.

Table 5. 1: Summary of the scaffolding techniques used during the pre-translation task workshop

TIME	SCAFFOLDING TECHNIQUES	ICT TOOL(S)
DAY 1 <i>First 30 minutes for theoretical training</i>	MODELLING <ul style="list-style-type: none"> • Technical demonstration • Showcasing Wikipedia platform • The languages and content of Wikipedia • Assimilation of new learning. 	Smartboard
DAY 1 <i>Next 30 minutes for theoretical and practical training</i>	BRIDGING <ul style="list-style-type: none"> • Providing etiquette and rules to follow in translation • Combining prior knowledge and new knowledge. • Saving and retrieval procedures. • Opening Wikipedia accounts for each group. 	Smartboard board Computers
DAY 1 <i>Last 60 minutes for theoretical and practical training</i>	CONTEXTUALISING <ul style="list-style-type: none"> • Challenges on the platform • Building schema to organise data • Developing glossary of words and vocabulary • Guiding students on the use of different translation strategies • Selection of Wikipedia articles from Africa and Namibia. • Procedural knowledge on Wikipedia translation. 	Computers

<p>DAY 2</p> <p><i>First 60 minutes for practical exercise of the translation task</i></p>	<p>RE-PRESENTING TEXT</p> <ul style="list-style-type: none"> • Guiding students to the correct syntactical and semantical terms to use in the translation. • Bilingual equivalence procedures such as literal translation and paraphrasing. • Pedagogical suggestions on translating the articles from English into Oshikwanyama and Oshindonga. 	<p>Computers</p>
<p>DAY 2</p> <p><i>Last 60 minutes for post-translation reflections</i></p>	<p>DEVELOPING META-COGNITION</p> <ul style="list-style-type: none"> • Monitor, evaluate and adjust performance • Planning for future performance • Do peer reflections and group assessments and assessment of the pre-translation task. 	<p>Computer-printable hard copies for the reflections and questions</p>

As can be seen in Table 5.1, the Wikipedia training workshop was facilitated using the scaffolding techniques, to form developmental stages of learning. The data collection tool used during this stage was observation. The findings are presented and interpreted according to the scaffolding techniques presented in the following section:

5.2.1.1. Modelling

The research coordinator/workshop facilitator did a technical demonstration to showcase Wikipedia translation to the participants, with the use of a smartboard. The participants, including the research assistants observed and followed how the workshop facilitator was browsing through the website, demonstrating how to open Wikipedia accounts, and explaining the Wikipedia editing tools. The research coordinator/workshop facilitator modelled the task to the participants by explaining the portability of the Wikipedia website to the participants and introduced all the mediating tools and artefacts. The participants were excited to note the diverse uses of the Wikipedia website, the languages and content of Wikipedia, including the editing tools, which were explained to them. None of the participants had a Wikipedia account and they had used Wikipedia only for research purposes. Since the participants were working in groups, they set up only one Wikipedia account per group and were working collaboratively on one computer per group.

5.2.1.2. Bridging

The participants observed as the research coordinator/workshop facilitator explained the contents of the Wikipedia articles, and also how they could search for articles which are related to their own sociocultural context using the search box. None of the

participants had ever heard of Wikipedia translation or had a Wikipedia account, and so they had many questions related to the page set-up. Most of them had concerns about the saving and retrieval of their translation tasks. Some were concerned about the accessibility of the translated content, and whether it would be permanently available on the Wikipedia website. The research coordinator/workshop facilitator explained that after the content was saved successfully, it would be stored on the site repository, where the users could access it by clicking on the 'View History' button. See the editing tool in Figure 5.2 below:

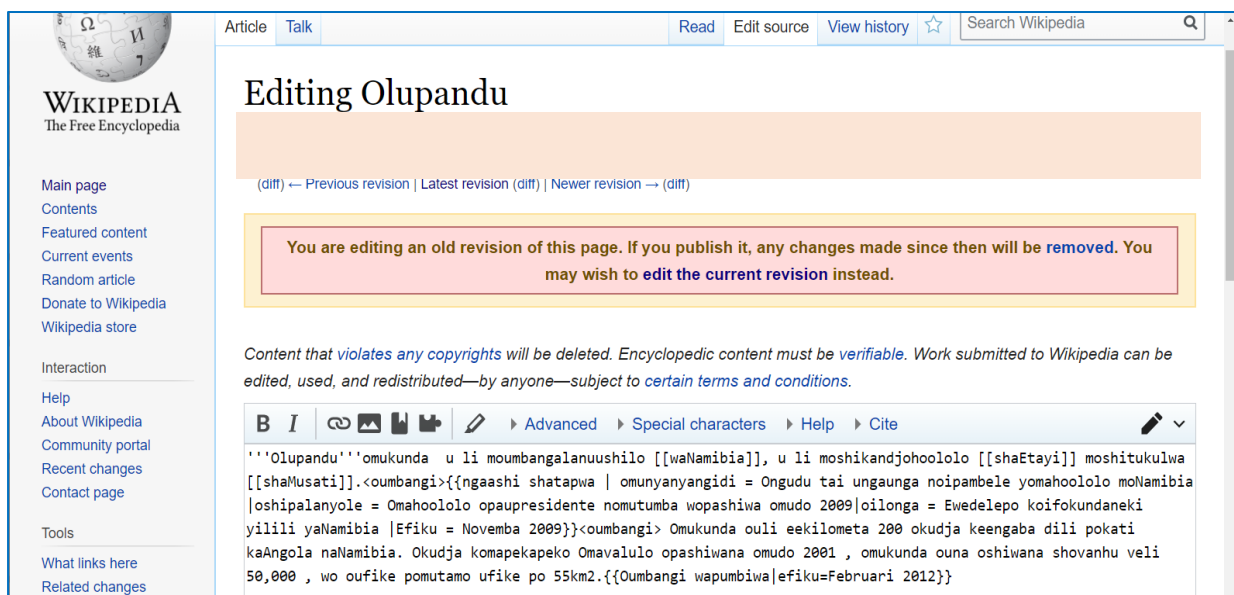


Figure 5. 2: Wikipedia Editing tool

5.2.1.3. Contextualisation and building schema

The participants were involved in a hands-on (practical) activity as they explored the usefulness of the Wikipedia website for language translation, in their groups. The participants discussed what was transpiring on their screen the moment they started interacting with the platform and the editing tools (see Figure 5.2 above). To build schemes of translation, all the groups were asked to decide on just one short article that would be translated by all the students to provide a benchmark for the type of translation needed at the end of the study. The participants selected an article titled 'Olupandu'. Figure 5.3 shows the screenshot of 'Olupandu' in the source language (English) before the translation. The original version is accessible online at: <https://en.wikipedia.org/wiki/Olupandu>



Figure 5. 3: The English version of 'Olupandu' article

The participants chose this short article for two reasons. Firstly, it was a training session, with the primary focus on learning and gaining practical knowledge on how to carry out a Wikipedia translation. Thus, it was deemed appropriate that the participants should start by exploring a short article and concentrate more on gaining procedural knowledge on how to perform the Wikipedia translation. Secondly, a short article was a good way to prepare the students for the challenge that lay ahead without discouraging them. A longer more difficult and detailed article could easily have undermined the morale of the students causing them to give up before they started with the actual translation task.

5.2.1.4. Re-presenting the text

The participants were involved in the re-presentation of the Wikipedia text from the English SL to Oshikwanyama/Oshindonga TL. At this stage the participants were involved in various language aspects such as, sentence rewriting and reconstructing of vocabulary and converting terms from English language into Oshindonga and/or Oshikwanyama from the articles. Some groups were observed translating on a piece of paper first before they typed the translation into the editing space on the Wikipedia platform. The participants stated that they translated on the paper first to ensure that they are writing the terms correctly in Oshiwambo and also to capture the correct meaning. Some were seen writing meanings then choosing the most appropriate one for the translation. This means that the participants were using their habitual techniques of translation using paper and pen to enable them to translate on the virtual platform by typing. The translation went well although many participants lacked the necessary typing skills, so they were very slow in typing, so they took turns in typing, which made

this part of the process time-consuming. After the translation was completed, the groups saved their translated articles on the Wikipedia platform. Figure 5.4 is a screenshot of the translated article for Olupandu after translation into Oshikwanyama. The original English Wikipedia article for Olupandu can be accessed on <https://en.wikipedia.org/wiki/Olupandu> and the translated version is accessible at <https://en.wikipedia.org/w/index.php?title=Olupandu&oldid=851745249>.

Olupandu

From Wikipedia, the free encyclopedia

Coordinates: 17°34′S 15°35′E﻿ / ﻿17.567°S 15.583°E﻿ / -17.567; 15.583﻿ ()

(diff) ← Previous revision | Latest revision (diff) | Newer revision → (diff)

This article **needs additional citations for verification**. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. *(February 2012)* *(Learn how and when to remove this template message)*

Olupanduomukunda u li moubangalanuushilo waNamibia, u li moshikandjohoololo shaEtayi moshitukulwa shaMusati.<oumbangi>Template:Ngaashi shatapwa<oumbangi> Omukunda ouli eekilometa 200 okudja keengaba dili pokati kaAngola naNamibia. Okudja komapekapeko Omavalulo opashiwana omudo 2001 , omukunda ouna oshiwana shovanhu veli 50,000 , wo oufike pomutamo ufike po 55km2.Template:Oumbangi wapumbiwa

MOlupandu omu na ofikola yopombada, Osekundofikola yOnyika , noshipangelo. MOlupandu omu na ongeleka yoNghwaluteli yOlupandu. Omikunda dopoushiinda odoOhembe, Okamwandi noOmafa.Template:Oumbangi wapumbiwa

Eedjo

Template:Omusholondodo weedjo

Onghatu:Eenhele diyadi ovanhu moshitukulwa shaMusati

Olupandu

Coordinates: 17°34′S 15°35′E﻿ / ﻿17.567°S 15.583°E﻿ / -17.567; 15.583﻿ ()

Country	 Namibia
Time zone	SAST (UTC+1)

Figure 5. 4: The Wikipedia translation page: Olupandu

Figure 5.4 presents the translated articles in Oshikwanyama which indicates how the participants re-presented the article in another language (i.e. from English ST, to Oshikwanyama/Oshindonga TT). Through this translation, the research coordinator and the research co-facilitators had to guide the participants on how to translate from the source text to target text. The participants made use of a range of translation procedures such as word-for-word translation, omission and borrowing of words. There were cross-group discussions and communication, whereby some group members would ask for the meaning of the words from the next group since they were all translating the same article. For example, there was a heated debate on the phrasing of the sentence in the article: **“Olupandu is home to Olupandu Elcin Church.”** Some group members felt that it should be translated directly: *“Olupandu eumbo kOlupandu Ongeleka yaElcin”*, which reflected word-for-word equivalence. The other groups (5 groups to be exact) felt it should just be summarised to avoid repetitions of words: *“MOlupandu omu na ongeleka yOnghwaluteli.”* This is how different groups translated the sentence, **“Olupandu is home to Olupandu Elcin Church.”**

- *Olupandu ola idilila ongeleka olupandu ya elcin* = Olupandu is housing a **church** Olupandu of **Elcin**.
- *Olupandu eumbo longeleka onghaluteli ya elcin* = Olupandu is home to **Lutheran** of **Elcin**.
- *Olupandu eumbo kongeleka ya elcin* = Olupandu is home to **Elcin church**.
- *Olupandu onghalutelingeleka yaELCIN* = Olupandu is Lutheran **church** of **Elcin**.

The four sentences show repetition in the meaning of the word ‘church’ and ‘ELCIN’, which is an acronym for the Evangelical Lutheran Church in Namibia, which means that the two terms are unavoidable in this sentence. The terms church and ELCIN were used repeatedly in one sentence, which shows a repetition in the noun ‘**church**’, which is the **C**, in the acronym ELCIN. The above translations further indicate that many groups resorted to direct translation, which could be due to the lack of formally equivalent vocabulary in Oshiwambo. The participants used online dictionaries to convey the meanings of words and phrases in their local vernacular as the target language. Some English words were borrowed into Oshikwanyama/Oshindonga, for example words such as, ‘kilometres’ = *okilometa*, ‘secondary school’ = *osekundofikola*. Some terms were left untranslated for example, ‘square kilometres’ = *eekilometa doule ufike pamwe*. The above translations also point to the undisputed impact of English on an African indigenous language platform, where the participants’ writing reflects the pivotal role of English as the language of teaching and learning and especially its influence on first language learning. These findings echo what Simasiku, Kasanda and Smit (2015:8) noted with regards to the influence of English on African languages.

5.2.1.5. Development of meta-cognition

This technique involved the participants in an evaluation of and reflection on the Wikipedia translation training, in which they played the role of observers and participants in the training. The participants developed metacognitive abilities in which they did peer evaluation on the Wikipedia translation, and on the impact the task has on the use of languages in group communication and performance. The participants were observed trying to translate the words which did not have an exact equivalent in Oshiwambo by adapting them into the local language. This led to debates on the appropriate word choices. The research coordinator advised the participants that the most important thing

to consider in translation should be to convey the correct message without deviating from the original text.

After the translation of a common article titled, 'Olupandu', the participants were given a structured self-reflection tool containing both closed and open-ended questions, to complete and evaluate the quality of the training provided, assess guidance provided by facilitators to obtain the new knowledge in navigating through the Wikipedia website and assessing their own abilities and using the editing features (see appendix E). Four sub-themes were derived from the reflective tool and the findings are discussed below:

5.2.2. Content and organisation of the pre-translation task

This section presents the results from the reflective tool given to the participants for them to rate the content and organisation of the Wikipedia pre-translation task workshop. The results are presented in Figure 5.5.

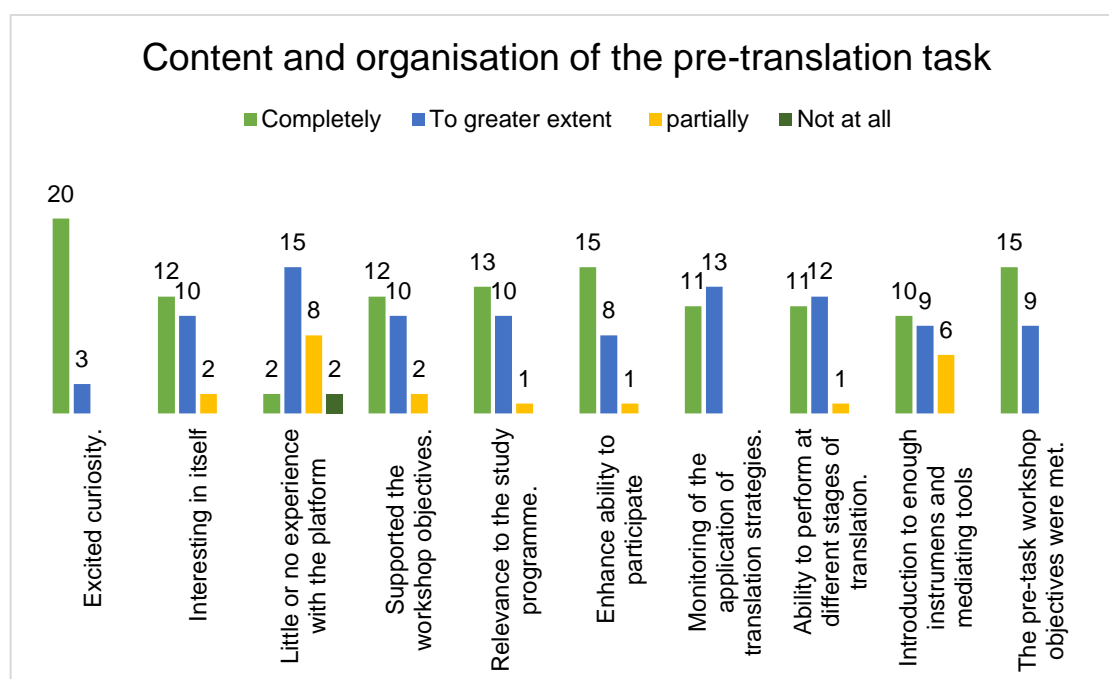


Figure 5. 5: Content and organisation of the pre-translation task

The findings illustrated in Figure 5.5 show that 83% of the participants were very curious about the Wikipedia website and its interactive nature to enable online translations. All candidates (100%) indicated that although they used Wikipedia for research-related matters, this was the first time they had used the Wikipedia website for translation. None of the participants had a Wikipedia account, as they never knew that one could open an

account and contribute to the site, such as commenting on and editing the content. The students, given pseudonyms (P) for participant, and (O) to indicate Observation, and a number (e.g. 1) the student, presented their reflections on the content and organisation of the translation task. Below are some of the comments from the reflective tool on the content and organisation of the pre-Wikipedia translation task.

- PO1 It was a new experience, I was not familiar with the whole Wikipedia portal.
- PO2 It was the first time ever using a wiki to translate a writing to my home language and just having an account.
- PO3 This whole exercise what a great deal to me because I have never used Wikipedia translation before. Given the opportunity, it felt great gaining new knowledge and skills on translating articles in my own language on Wikipedia.
- PO4 I got knowledge on how Wikipedia works; I am well informed now on how to carry out the translation.
- PO5 I have learned how to use Wikipedia and to create an account and edit pieces of text.
- PO6 All was awesome and enjoyable throughout my participation. There was a good communication between the participants and the facilitator.

It is evident from these comments that Wikipedia translation was a new learning experience for the participants, and many have since opened personal accounts on the website. The whole exercise stimulated their curiosity about translating on Wikipedia, a task that enabled good communication between the participants and the facilitators. Over 90% of the participants indicated that the pre-task workshop objectives were met. This means that the pre-translation task prepared and equipped the participants to perform their roles during subsequent stages of the task performance. The remarks from the students relate to Hutando (1996, cited in Carreres and Noriega-Sánchez, 2011:287), comment on the benefits of TBLT and translation combination exercise. Hutando stressed that this combination focuses on the process rather than the product. The process was designed to utilise scaffolded tasks that enabled the participants to progress through a series of complementary tasks, which at first seemed alien to them but through progressive guidance, they were able to enjoy the whole process.

5.2.3. Group involvement and progress during the pre-translation task

The participants were organised to work in groups of three. Eight heterogeneous groups were formed whereby five groups comprised of Oshikwanyama language translators and the three other groups were for Oshindonga language translators. The participants

were asked to rate the group involved in the communicative act. The results of group involvement and progress during the Wikipedia pre-translation task are represented in Figure 5.6.

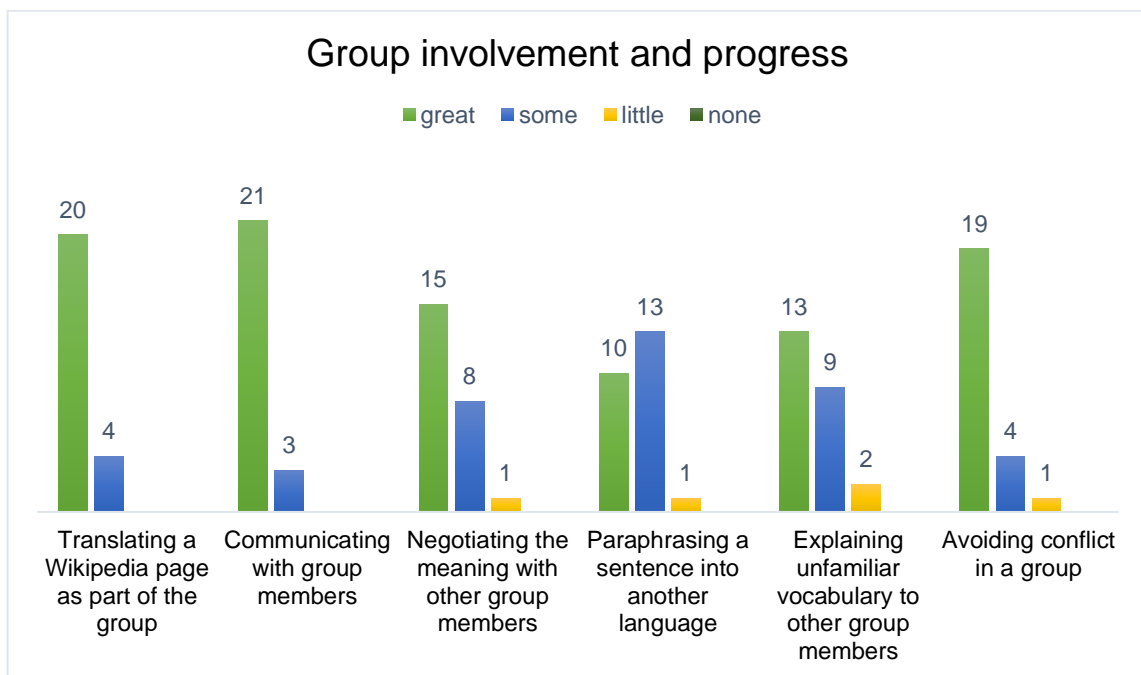


Figure 5. 6: Group involvement and progress

It is evident from the graph above that the pre-translation task assisted the participants to work well in groups, where all group members had equal responsibility in performing the translation. Some participants started to develop new skills in working well with others in groups. One student noted, *“I have developed new knowledge on how to deal with partners and avoid conflicts.”* This is supported by 78% of the participants, who indicated that they had developed great strategies on how to deal with conflict situations. The participants noted that the exercise groomed them to work together as groups by complementing each other’s ICT and linguistic skills. This reflects Ellis’s (2005:194) assertion that learning arises not through integration but in interaction. This means that the participants were interacting with each other, whereby each individual was responsible to the group processing and they were dependent on each other to make the group output successful. In addition, the participants revealed that the exercise groomed them to work together. The observation notes indicated that the students were communicating well with one another in the groups, with some group members debating on the word choices which helped them to arrive at a sound translation. This then confirms Carreres and Noriega-Sánchez’s (2011:288) assertion that “a task-based approach lends itself particularly well to a learner-centred environment that fosters

interaction and collaboration, as well as autonomy.” This is evident in the majority of the participants, who indicated that they had freedom of communicating and explaining unfamiliar words to each other during the translation, and this reduced the anxiety of doing the task. The translation task thus promoted communication in the classroom, which enhanced the students’ capacity to learn languages collaboratively.

5.2.4. The use of the Wikipedia platform for language learning

The participants were asked to rate the effect of Wikipedia website materials in a communicative language classroom. The results are presented in Figure 5.7.

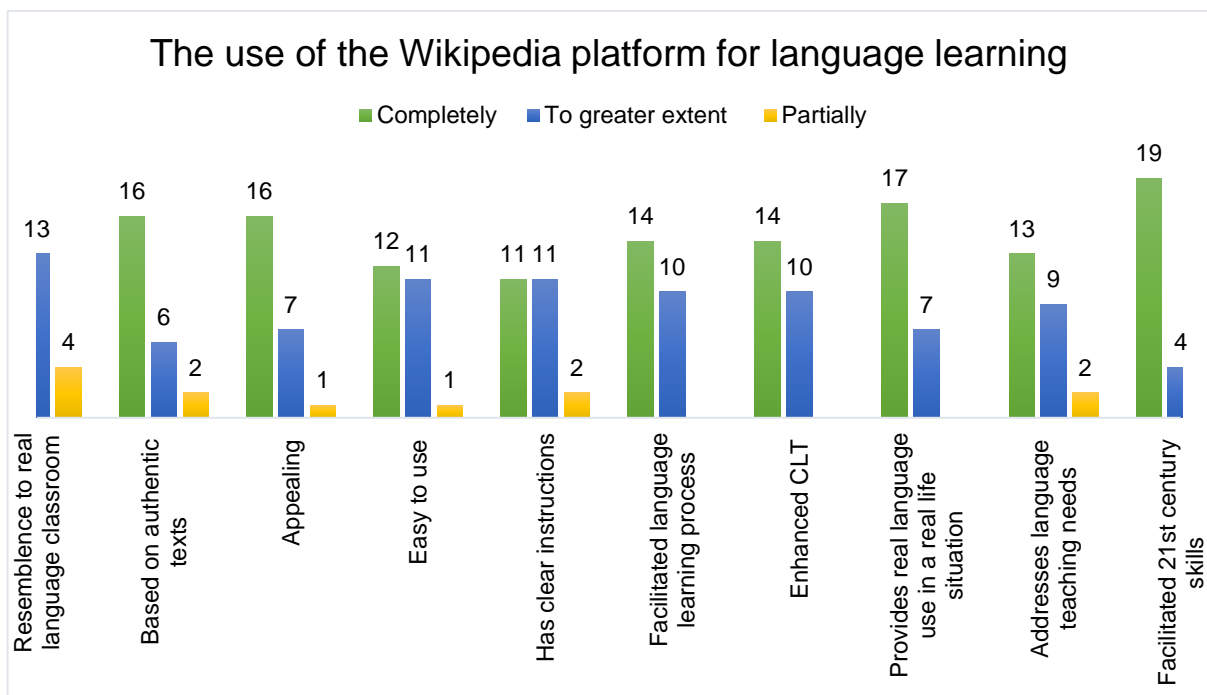


Figure 5. 7: The use of the Wikipedia platform for language learning

Figure 5.7 indicates that 84% of the participants agreed that Wikipedia translation facilitates learning of 21st-century skills such as using ICT tools in group based activities directed by the learner-centred pedagogy, as well as developing their collaborative skills. More than 50% of the participants Wikipedia translation resembled real-language communicative activities, mainly guided by the use of an authentic text in an authentic context. TBLT is seen as one of the best approaches of Communicative Language Teaching, which ought to present students with real-life tasks (Ellis, 2009) performed within an authentic learning context such as the computer laboratory. This resembles the language classroom, where students work in groups and share responsibility and

accountability for the group achievement. Moreover, 58% of the participants agreed that the website was appealing and easy to use.

Many participants indicated their delight in using the Wikipedia translation function in the language classroom. Some participants remarked on the website and the influence it has on language learning:

- PO7 This translation is very constructive and I personally think it should be recommended to language students as it improves their communicative skills.
- PO8 I learned how to translate articles into another language and unfamiliar vocabulary in another language, like from English to my first language Oshikwanyama.
- PO9 This workshop taught me a lot, it made me feel ready to teach and integrate ICT into my First language classroom next year.
- PO10 I have learned how to translate an article from English to Oshikwanyama, which made me, realise that I can be a good language teacher someday and that I can research more and have various activities when teaching my mother tongue using translating activities... This has boosted my knowledge and capability of translating from other languages. It was enjoyable.
- PO11 As a future teacher, I have learned more about the importance of creating a cheerful learning environment, most importantly when using ICT tools.

The above comments reflect the participants' sense of the relevance of Wikipedia translation to language learning and translation. The findings indicated that the Wikipedia translation task presents a learning context or environment that was surprising to the students, as they had never experienced it before. Students were able, for the very first time, to use their first language on Wikipedia, an exercise they all considered beneficial to them as language teachers. In addition, they remarked that they could not wait to use similar exercises in their own lessons, once they are employed as teachers. It was evident during the translation task that many students were eager to start with the actual typing of the translation. They were working and communicating well with one another to find the most precisely equivalent words or phrases to translate. Different group members shared the meanings of words across the whole room, regardless of the group they belonged to. This is an indication of the excitement among the students while they were doing their work. At the end of the translation exercise the students had time to read their groups' translation aloud, so that they could experience an appreciation of their own language and feel its importance to society. According to Simasiku, et al. (2015:9), the use of the students' mother tongue should be used as a

pathway and a resource towards learning the target language (in this context this refers to the participants' first language) and it should be done in a way that gives students a chance to appreciate and refine their own languages. This presents a learning opportunity, as observed in the participants' reflections on the strategies used to undertake the translation task. This also served as a source of empowerment that motivated the participants to proceed with the next step, which was the main translation task.

5.2.5. Facilitation of the Wikipedia pre-translation task

Facilitation plays an important role in the scaffolding of learning with technological tools, as that is where the potential of the tools in the language classroom is showcased. The utilisation of the artefacts by the participants was practised through activities and tasks. The central aim of this pre-translation exercise was to use the Wikipedia website as an artefact that emulates the (pen and paper) translation task that takes place in a traditional language classroom. The researcher served as a coordinator/facilitator of the translation process, provided guidance through a practical demonstration, by modelling and explaining the Wikipedia translation processes and procedures to the participants. This process went beyond the technical demonstration of how to use the website to explaining the language translation procedures. At the end of the translation tasks the participants were asked to reflect on the facilitation of the pre-translation workshop. The participants commented on the pleasure they derived from the activities:

PO12 Firstly, I got familiar with Wikipedia that I never encountered before, as if you need to create an account and log in, I managed to translate some articles from English to Oshikwanyama, an experience that I have never had before.

PO13 The translation was somehow a revelation because most of us knew Wikipedia just as a website, but we never knew that you could create an account and actually translate the content. We had a chance to communicate with other groups in order to confirm where we have doubts.

This was clearly the first time they had engaged in a task like this, which generated not only excitement but also a spirit of cooperation in the classroom. The participants further indicated that the translation training was a communicative task that prepared them to do future Wikipedia translation in the language classroom. They also learned how to regulate the task using mediating tools to perform it efficiently. The pre-translation task helped students to develop both group regulation and self-regulation skills, which they were able to internalise in order for them to work cooperatively with one another. This

supported Nunan's (2004:8) assertion that facilitation through CLT fosters language learning autonomy, self-evaluation and reflection among the students. At the end of the translation, the participants were asked to rate the facilitation of the pre-translation workshop. The findings are shown in Figure 5.8.

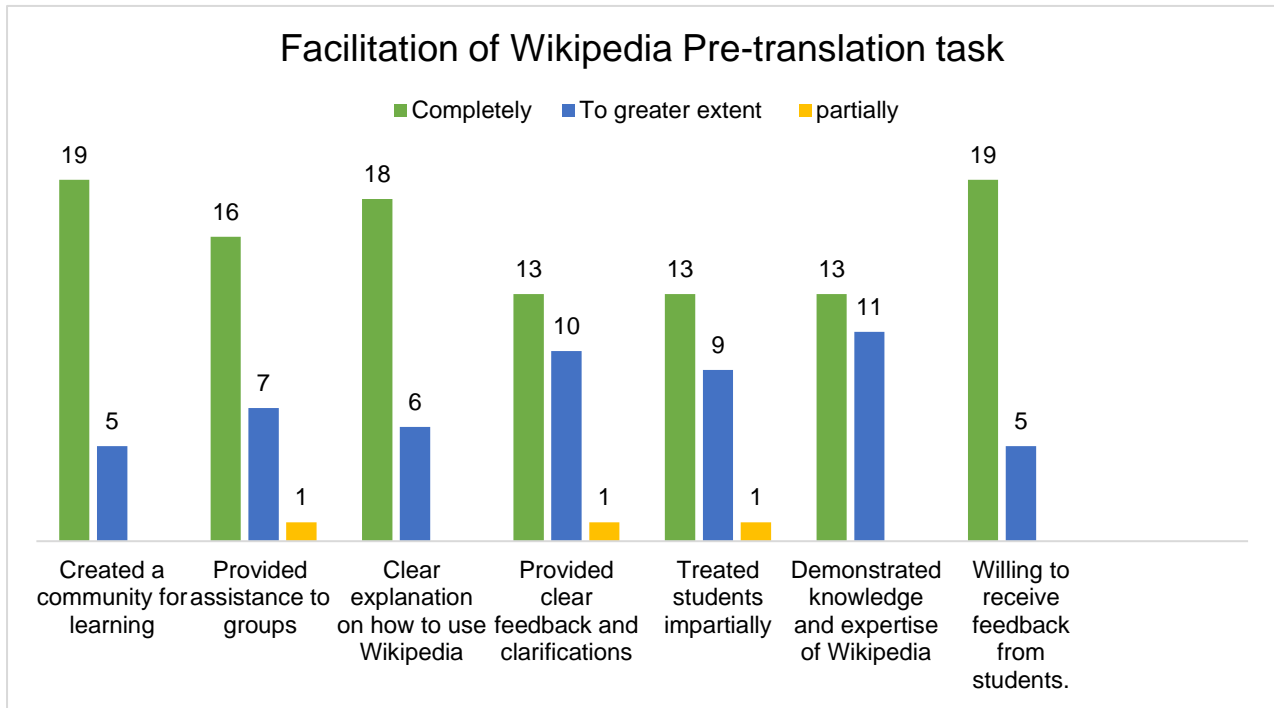


Figure 5. 8: Facilitation of Wikipedia Pre-translation task

It is evident from Figure 5.8 that the participants were pleased with the way the pre-translation task was organised and presented, as they felt that the research coordinator and the facilitators created a respectful community of learning, where students had a chance to work in groups and agreed on different aspects in order to be able to carry out the translation. Drijvers et al. (2010:214) assert that to “help teachers benefit from technology in everyday teaching, it is important to have more knowledge about the new teaching techniques that emerge in the technology-rich classroom” as well as the ability to impart that knowledge to the student teachers. It was important for the research coordinator to give a pre-translation workshop to these novice translators and to receive feedback from them on their experiences of Wikipedia translation. In their incidental conversations during observations the participants appreciated the chance given to them to learn about this language initiative by using the Wikipedia portal for classroom learning tasks rather than only for academic research. The findings showed how the research facilitators guided the participants into the activities and offered some scaffolded support concerning language usage as well as other more technical issues

pertaining to editing and saving the information. Some participants indicated that the workshop facilitator was open-minded to accommodate their lack of background knowledge and experience with the portal and other mediating tools. The participants came out of the training empowered to translate, since they had developed the skills needed to use the Wikipedia portal for language translation purposes.

This section concludes by highlighting the importance of scaffolding in the TBLT pedagogy during the pre-translation task. As observed in the participant's reflections, the structure of the task enabled the participants to learn through an accumulation of knowledge through a series of well-structured tasks, from the general to the specific in performing the Wikipedia translation. The participants were taken into a process that corresponds well with Van Lier's (2004:158) model of scaffolding, whereby the modelling of the Wikipedia site was done through a technical demonstration. The participants collaborated with one another and interacted in groups to translate the common article.

The translation techniques used helped the participants to develop a bridge between their prior knowledge and the newly acquired knowledge and skills (Carstens, 2016) which helped them to translate. The findings indicated throughout the process students were able to contextualise the authentic tools into their real world, re-present the Wikipedia content in the translated versions in Oshikwanyama and/or Oshindonga target language in a similar style and language structure as the English SL content. Throughout, the participants were involved in interactive communication, where they discussed and debated the meanings of the words, and wrote collaboratively as a team. This has helped to develop metacognition strategies that further enabled them.

SECTION B: FINDINGS FROM THE MAIN-TRANSLATION STAGE

The previous section discussed the findings from the pre-translation task. The first step of TBLT, which is the pre-translation, was presented and the findings were discussed concerning the scaffolding techniques (explained in 2.4.2) used during the application of the mediating tools and artefacts. This section presents combined findings from the main/while-task and post-translation stages of TBLT, which were implemented during the Wikipedia translation. This is done to address the issues of mediation of communication, negotiation for meaning and the enhancement of quality spoken and written language production.

5.3. The mediation of spoken and written communication through Wikipedia translation

This section presents data related to the influence of Wikipedia translation on the students' own language learning abilities. The findings are presented in three sub-themes, firstly, the use of communication strategies to negotiate the meaning, secondly, the use of translation strategies and procedures for written communication, and thirdly, the enhancement of quality spoken and written language production during the task performance. These sub-themes are discussed separately in details.

5.3.1. The use of communication strategies to negotiate meaning

From the translation of the common article, the participants moved on the next step, which was the main translation task. This task, which started on the second day of data collection, took about three days to complete. In their groups the participants were asked to select a Wikipedia article of their choice; many groups selected articles located in the Namibian or African context and/or inspired by African people, places and events. A total of eight articles were translated. The translation task was regarded as a communicative exercise where students had to use both spoken and written communicative skills, and at the same time focus on correct language and grammar use. Moreover, the participants used different translation strategies and procedures to translate the content. The participants were then asked to reflect on the main translation task in a blog. First, the results contained in this section include those from the observations of how the students were communicating to negotiate meaning, and secondly, how they used the written communication strategies through translation. The findings from the translated pages were analysed, whereby the content was marked to check how different translation strategies and procedures were used (Addendum I – an example of a marked translated page).

It was observed that the participants discussed and debated about the word choices. This was an indication that communication was taking place. Right from the beginning, there was a learning atmosphere among the participants, which indicated that they knew the importance of relying on one another to produce good translations. The participants were asked to discuss some of the communicative strategies used when negotiating for meaning in their groups. One participant (B could simply be interpreted as 'Blog Reflection') stressed the importance of communication in groups by asserting that,

BR1 I think if we are to start defining communication, we will see that it means that it is a two-way interaction process. So, given that we were working in groups, it points out that you have to value other people's ideas, instead of just considering your own. So, this exercise taught us that first, you have to understand what the other person is saying. It does not mean that you have to agree with whatever they are saying, but just listen and try to understand, then from there you can get to make the right choice.

This was an indication that the participants were engaged in constructive engagement right from the beginning. They understood the value of teamwork, where they scaffolded one another to understand and engage in the Wikipedia translation process. This is an indication that students worked purposefully towards the completion of the task, when they placed a high value on communicating ideas with their groupmates. Consequently, the participants were assisted to move through their zones of proximal development (Vygotsky, 1978) by assisting one another and complementing each other's knowledge. According to one group member, it was important to communicate in the group in order to acknowledge everyone's opinion.

BR2 Listening to everybody's opinions and then trying to find ideas from each person's opinion was helpful. This assisted us to be open to all suggestions and come up with one definite answer or word. We were using a list of word choice to use for translation and then we selected the best word that fits that sentence, e.g., honour = *efimaneko* or *etumbaleko*.

This reflection is an evidence of the importance of negotiated meaning. It indicates that the students were asking for comprehension checks on words and sentences they wrote. It was noted during the observation that there were noticeable requests for clarification from all the group members since they realised that in the translation every opinion counted. This points towards the challenging nature of finding the equivalent English words in Oshiwambo. In his reflection, one participant observed that,

BR 3 Words like 'facilities' challenged many people and they were asking around for the meaning until I explained to them that facilities mean *oikwanoipangifo*.

The above reflection points confirmed the researchers' observation that all the groups were working well together and communicating with one another in such a way that they could ask for opinions from the next group in order to come up with the correct meaning. To negotiate meaning, some of the group members had to write several words or a list of similar words, as was pointed out in this student's reflection on how they negotiated the meaning:

BR4 It was not really easy because there comes a time where you think you got the meaning, just like it is a direct meaning/translation, but then if you look at the other side of the word, just like when we wanted to translate the word 'marble' into Oshikwanyama, it was not easy, as some were saying *oumanya woutenda*, but then if you are to take it back into English there is no such a thing as metal of stones, so it was not easy. That is when we just decided to reword and localise the English word into Oshikwanyama and call it *oumabulu*.

This reflection indicates that through negotiation for meaning, the participants had to use different communication strategies, such as code-switching in order to explain the terms in their first languages. This led to adaptation of unknown English terms into the vernacular languages. Terms like 'marbles' could relate to many objects in Oshiwambo, such as shiny stones = *oumanya hava vema*; to some children it could refer to *ouali*, and so on. This may lead to confusion because the context where the words are used plays a decisive role in determining its meaning in the vernacular languages. The cultural context may also matter in the sense that a term from the same culture or tribe can be used differently, depending on the geographical region where that village is located. A participant who reflected on that observed:

BR5 Communicating in groups helped us a lot to the extent that we were working in groups of three people. In addition, with some words, you come about it and to get the meaning of the word, when you directly translate, it is impossible. Therefore, you have to locate the context in which it was used in order to get the meaning. This then requires you to consult all the group members, maybe first you have to write it and then you will still see that it means something different, so you have to discuss the word and maybe ask from other groups to help.

BR 3 Actually, we used the co-operative type of strategy whereby we made sure that everyone's idea was put into consideration. We would listen to everyone's translation of a word and work together to figure and choose the most appropriate translation. We mainly focused on keeping the meaning of the text because it is more important to read a meaningful text than to read a particularly confusing and misleading text. We made sure that we translated each word correctly and if we were struggling on a certain word we would write what is the close translation to that English word. We aimed at translating the text in the utmost meaningful way than to change the content of the text.

Reading this reflection indicates that there was a good teamwork and team spirit among the groups in which members appreciated the contributions and suggestions of others. This shows that group-based translation offers an opportunity for the participants to express a different point of views through collaboration. This indicates that there was a rich input of knowledge emerging from those group interactions in which the participants

were more concerned with negotiating acceptable language translation. To this end, three students observed that:

- BR6 Hearing everybody's point of view helps you to confirm your own individual opinion and meaning of the word. Everybody has their own opinion of the word, now you only have your own opinion based on your experience with the word, especially based on how you read it or use it, but if you hear other people's opinions, it actually gives more meaning and add value and knowledge to your own understanding.
- BR7 We communicated with other groups because when we tried to discuss the word within our groups and we could not get the meaning, then we attempted to make use of the dictionaries but still, to no avail, so we get to ask other group's opinions on the words in order to eliminate our doubts, and get their opinions of the meaning.
- BR 1 Cooperation was our weapon. We usually attack one part of the text and deals with it before moving on. Our focus was mainly on the wording itself, the vocabulary used, idioms and proverbs. We were mostly looking at how the language was used in English to make sure that we retain that exact language in Oshikwanyama so the content will remain as it is. Upon completion we proof read it once more before publishing to make sure that the text is readable and understandable to the readers.

The reflections above indicate a good learning curve in the students' learning and in their teaching practice, where they regard cooperative learning as a key to language translation and of course, language learning. Furthermore, there is an indication that the TBLT task has enhanced the students' vocabulary as they ensured that the original meaning of terms was preserved before publishing the translation on the portal. The participants indicated that they developed a sense of dependence on the skills of others that they did not have. A student reflected that:

- BR2 The activity has drawn us together as language teachers, because in a way, it has given us the confidence that even next year when we are going in the field, we will not only take our way of teaching about certain language aspects, you know that you could go to the next teacher so that you can have more opinions about teaching certain aspects and then you have a diversity of sources.

It was further noticed that students could code-switch from English to Oshiwambo to clarify or confirm meanings. The code-switching observed could relate to what Van der Walt (2009:31) refers to as conversational code-switching, which includes oral translation and interpretation of terms, which are communicated by switching between clauses and sentences in two different languages. The participants were observed code-switching by mixing the elements of two linguistic features from two different languages within a single utterance or text, without changing the topic of discussion

(Gluth, 2008:6). In a way, this assisted these bilingual students to analyse the sentences and vocabulary critically by not changing the rules of the languages being used, before they put them in writing. One could notice from the students' reflections that the translation activities enabled a communicative language learning atmosphere, whereby students had to rely on others' communicative abilities to produce knowledge in both languages. This manifested itself in the way the participants' codeswitched to emphasise a specific point or to clarify ideas to the group members.

Some group members were observed code-switching to convey culturally expressive terms or phrases; this was evident in the translation of 'Olufuko' article, whereby may terms could not be translated into the target language. The students worked together and they were involved in interactive communication to be able to translate the words from Oshiwambo into English. Although this was done in a communicative way, Baker (2007) stressed that "cultural expressions should be presented as they are in order to maintain the original meaning;" an example is **ekoho** (meaning to wash off bad luck) or **okambadjona** (the meat from the cattle brisket, usually given to a traditional bride during a traditional wedding) in the Olufuko' article (see Figure 5.9 in this section). Figure 5.10 displays a translation of one the 'Olufuko' article that consists of many cultural specific terms which were not even translatable in the source text on the Wikipedia, and thus, the participants just decide to omit them so that they do not lose their original meaning. The students further reflected on the importance of communicating with one another, stating that sharing of communicative practices, such as asking for word meanings, strengthens the bond between them and enhances their confidence in executing the task at hand.

5.3.2. The use of translation strategies and procedures for written communication

This section presents the findings and analysis of the procedures and strategies that students used to produce their translations. The data contained in this section are derived from analysing the translated pages. The pages were printed out and then marked with a pen, in order to allow critical reading and engagement with the text. This was also done to allow the researcher to make cross-sectional confirmations. In addition, this section displays the screenshots of the translated pages to illuminate the translation strategies used. These strategies are discussed within the framework of pedagogical translation (Leonardi, 2011; 2010; Vermes, 2010; Malmkjær, 2010), which

regards translation as a communicative phenomenon that bridges the gap between language cultures and mediate the negotiation for meaning between two or more different linguistic communities. The findings are presented in the subsections that follow.

5.3.2.1. Translation using word-for-word in students' translations

The artefacts in the form of Wikipedia pages showed direct translation, where the source language word order was preserved and words were translated as single terms by their most common meanings. This could be seen in many articles where the participants tried to find the equivalent words. Literary translation was also observed, whereby the source language grammatical constructions are converted into their nearest target language equivalents, but the lexical words were translated one by one (word for word) and out of context. Some of the words which were translated directly are shown in the Table 5.2.

Table 5. 2: The use of word-for-word strategy

SOURCE TEXT WORD/PHRASE	TARGET TEXT WORD	ALTERNATIVE WORD/PHRASE
Head of town	Omutwe wakula wodoolopa - (<i>Oshikwanyama</i>)	Omukulunhu/Omuleli wodoolopa
Head of the house	Omutwe weumbo - (<i>Oshikwanyama</i>)	Mwene weumbo (mostly used to refer to the person leading a household).
principal home	Omutwe wakula - (<i>Oshikwanyama</i>)	This literally translate to Big Head, instead the translator could say Eleliumbo loshikondo shekwato leeshi moNamibia.
Electricity for lighting	Olusheno lokutema - (<i>Oshikwanyama</i>)	Olusheno (when translated as electricity for lighting, it is a repetition since it is an obvious fact that the word 'olusheno' reflects light when translated to Oshiwambo in any given situation).
According to the Namibian 2001 census	Pauyelele waNamibia wo2001 womavalulo ovanhu momaumbo - (<i>Oshikwanyama</i>)	Pauyelele womavalulo ovanhu omomudo 2001 moNamibia.
Hamutenya was Deputy Director and Head of the History and Political Science Department	Hamutenya okwa kala omupeduwiliki nomutwe woshitukulwa...- (<i>Oshikwanyama</i>)	Hamutenya okwa kala omupeduwiliki nomukulunhu/omuleli woshitukulwa...

Foreign Minister	Ouminista wovatalelipo - (<i>Oshikwanyama</i>)	Ominister wOikwapondje (the word foreign was literary translated, that the meaning has been diverted and could be now used to refer to tourists instead of foreign affairs).
Hamutenya was placed at the top of RDP's electoral list...	Hamutenya okwa li a tulwa pombada momusholondodo womahoololo...- (<i>Oshikwanyama</i>)	Hamutenya okwa li holoka oye wotete momusholondododo womahoololo...
alongside the B1 main road	Iwopomunghul ondjilanopate B1 yakula - (<i>Oshikwanyama</i>)	Iwopomunghulodjila yakula yoB1 (the word ' ondjila ' and ' opate ' literally mean the same thing, 'road')
well-developed	ya nhuka po nawa - (<i>Oshindonga</i>)	ya putuka (the word, <i>ya nhuka po</i> , is literary used for a person who is not boring but advanced in many things. In this text context, the word 'well-developed' was used to refer to an industrialised or place.
Cattle rearing	Okumuna iimuna oongombe (literary translated rearing animals cattle) - (<i>Oshindonga</i>)	Okulifa oongombe
Succeeding	a landula (literally translated as following) - (<i>Oshindonga</i>)	A ya peha (this is the most equivalent meaning for succeeding, as it means replacing/following in a sequence).
A paved trunk road	Omuna Opate ya kolongwa oteya ya kambakana oshitopolwahogololo - (<i>Oshindonga</i>)	Omwa enda opate yoteya (literally means that there is a tarred road passing through the region).

As evident from the table, word-for-word translation formed a dominant part of the written translations. There is an indication that the students concentrated more on producing the precise equivalent of the original text, which distorted the meaning in the target text. Moreover, many students did not pay much attention to identifying the correct meaning of the words or phrases. Simasiku, Kasanda and Smit (2015:8-9) indicated some of the barriers such as the lack of formal equivalence observed in this translation. Some constraints were intensified by the word or sentence structure as it can be seen in terms like *electricity for lighting*, resulting into *olusheno lokutema*, whereby the word 'lighting' was used as both the verb and object. Brock-Utne (2002:1) indicated a shortcoming stemming from the lack of terms in African languages which are underdeveloped and this was noticed with the term "a paved trunk road", where the highlighted words were just directly translated as *ya kolongwa* – the term "trunk" was not really attended to in the African language, but rather integrated into the other related term. Some of the word-for-word translation are shown in the Figure 5.9 which shows a translated article: 'Hidipo Hamutenya', which can be accessed on:

https://en.wikipedia.org/w/index.php?title=Hidipo_Hamutenya&oldid=852062994. The English version is accessible at: https://en.wikipedia.org/wiki/Hidipo_Hamutenya.

Hidipo Hamutenya
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Hidipo Livius Hamutenya (17 June 1939 – 6 October 2016) okwa kala omunapolika omuNamibia. Monale okwa kala omuwilliki mongundu yoSouth West Africa People's Organization (SWAPO), Hamutenya okwa li oshilyo shokabinete kaNamibia kudja pefimbo lemanguluko mo 1990 fiyo 2004. Okwa li a dengwamo momahoololo ova ulikwa hoololwa vopa presidente wongudu yoSWAPO mo2004, nokufi yapo ongudu yoSWAPO atote ongudu yomilameno, yoRally for Democracy and Progress (RDP), mo2007. Okwa hoololwa momutumba wopashiwana nongudu RDP 2009 general election. Okwa fininikwa opo a fiye po oshipundi sho u presidente wongudu RDP mo28 Feburuali 2015 nokwa shuna moSWAPO mo 28 Aguste 2015.

Contents

- Eputuko nouhongelwe
- Oilonga yopapolita
 - Okuwamo mongudu yoSWAPO
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 - Efyo nondjokonona
- Eedjo

Omission

Borrowing

Word for word

Eputuko nouhongelwe [edit source]

Hidipo Livius Hamutenya okwa dalelwa momulunda Odibo moshitukulwa Ohangwena Region monooli yoshilongo ^[1]. Tate waye, Aaron Humutenya okwa li umwe wova totipo wongudu yoSWAPO.^[2] Hamutenya okwa enda ofikola yopedu pOdobona nEngela nokwa katwikila koAugustineum koshiputudilo shokudeula ovahongi moKahandja okudja mo 1959 fiyo 1961. Okwa shakeneka ovanapolitika ovapekapekapeki vakwao nokwa kufa ombinga mo // momudo 1959 eshi yatembuka okudja koVenduka okuya koKahandja. Kexulilo lomudo 1961, peedula 22, okwa ya ko Tanzania pefimbo loupongekwa.^[3] At the end of 1961, aged 22, he went to Tanzania into exile.^[4] → This was supposed to be deleted, as it is already translated

Okweli hongela outoolinghundana koshiputudilo shaSofia University moBulgaria nokwa kakala koUnited States, oko amona odjapo yaye mounapolitika woudindoli nondjokonona, okudja moshiputudilo shaLincoln University, Pennsylvania nodjapo mouhongelwe wexumo komesho okudilila koSyracuse University, adishe momudo 1969. Momudo 1971 Hamutenya okwa pita okudilila koshiputudilo McGill University mo Montreal, QuebecMA.^[5]

Omission

Oilonga yopapolita [edit source]

Hamutenya okwa longela SWAPO onga omukalelipo koAmerica okudja mo1965 fiyo 1972 nokwali hamushanga wehongo okudja 1974 fiyo 1976.^[1] Hamutenya okwa waimina ongudu yoSWAPO yokuninga eemhango muAuguste 1976, pefimbo olo tuu olo, okwa li umwe womovatotipo wongudu United Nations Institute for Namibia (UNIN) in Lusaka,^[2] mo UNIN,Hamutenya okwa kala omupedu williki nomutwe woshitukulwa shoodjokonona, opolitika noudindoli okudja mo 1976 fiyo 1981. Okudja mo 1978 fiyo 1989, Hamutenya okwa li mokangudu kaSWAPO ketwokumwe ko UN koplana yemangulkuko laNamibia. Hamutenya okwali yoo omunashipundi wokwaadjakaneka omauwelele okudja mo 1981 fiyo 1991.^[1]

Manga emanguluko loshilongo inalifika, Hamutenya hamutenya okwa li oshilyo shoConstituent Assembly, oyo ya longa okudja muNovomba 1989 fiyo Marsa 1990.^{[2][3]} eshi Namibia amona emanguluko laye mu Marsa 1990, Hamutenya okwa ninga oshilyo shomutumba wopashiwana National Assembly nominista womauwelele nomauliko.^{[1][2]} Hamutenya okwa kala ominista yomauwelele nomauliko fiyo omuApilili 15, 1993 opo aka ulikwa a ninge ominista woipindi nomayambulepo, Hamutenya okwa pingakanifa naBen Amathila.^[7] He remained in the latter position for nine years, until he became Minister of Foreign Affairs on 27 August 2002 in a cabinet reshuffle.^{[1][8]} Hamutenya received the 13th highest number of votes—352—in the election to the Central Committee of SWAPO at the party's August 2002 congress.^[9]

Omission of the whole sentence

Okuwamo mongudu yoSWAPO [edit source]

Hamutenya mu Mei 2004 okwa li na ulikwa aye momahoololo uupresidende presidential election oo aningwa lwopexulilo 2004;^{[2][10]} Hamutenya okwa ulikwa kuMosé Penaani Tjitendero nolutivai kuHartmut Ruppel.^[2] Hamutenya okwa kufwako koshipundi shouminista wovatalelipo kuSam Nujoma mu24 Mei , shaashi okwa lundilwa kuNujoma eshi apiyaaneka opundi yokulela wongudu yoSWAPO moMaheke.^[10] Hifikepunye Pohamba okwa ninga omuulikwa hoololwa wuupresidende wongudu konima yolweefo olutivai lokuhoolola. ^[11]

muNovemba 2007, Hamutenya okwa fiya po ongudu yoSWAPO noshipundi shaye shomutumba wopashiwana, omo alonga eedula 17. momwedi oo tuu oo, okwa totapo ongudu yaye ipe, ongudu yopolitika yoRally for Democracy and Progress (RDP), vo naJesaya Nyamu.^[12]

Word for Word

2009 exwaxwameko louptresidende [edit source]

MuNovember 2009, Hamutenya okwali omuulikwa hoololwa wongudu yoRDP wuupresidende waNamibia President of Namibia. Okweya omutivali nomawi 88,640 (10.91%)konima yoSWAPO nokwa fiyapo kupresidende Hifikepunye Pohamba (75.25%). Hamutenya okwa li a tulwa lombada yomusholonododo womahoololo ongudu yoRDP. Hamutenya okwali umwe wo mo vaulikwa va8 ovo vava momutumba wopashiwana.

MuSepetemba 2010, Hamutenya nava kwao 8 voli meengudu domhilameno ova ana okuninga oilyo yomutumba wopashiwana, konima yeemwedi hamano dekangha omolwa oulingilingi womahoololo o2009.^[13] Ongudu yoRDP kayali yesheendifa nawa momahoololo opashiwana 20142014 general election, naHamutenya okwa li tafininikwa kongudi kongudu yoRDP ope fiyepo. Hamutenya muMarsa 2015 okwa fiyapo ongudu nokwa yandja omhito opo ongudu yihoolole omukwatelikomesho umwe mupe, nande konima akatya okwakodjifwa opo afiyepo oshipundi. ^[14]^[not in citation given]

Adaptation

Efyo nondjokonona [edit source]

Hamutenya okwangabukila pohango yomukwapata muSepetemba 2016. Konima yoivike moshipangelo, okwaxulifa oweenda waye peevili dongula mu6 Okotoba.^[15]

Hidipo Hamutenya okwali umwe wova leli vekodjelo manguluko. Hamutenya okwa li omukwateli omuwilliki mokweetapo eimbilo lopashiwana laNamibianational anthem, "Namibia, Land of the Brave".^[16] While Axali Doëseb is commonly credited with writing both its music and text, Hamutenya in 2006 claimed that he authored the lyrics himself. Doëseb denied the claim.^[17]

Hamutenya okwa fudikwa koHEROES ACER moshilando pangelo.

Figure 5. 9: Translation strategies used in the translation of an article titled: ‘Hidipo Hamutenya’

5.3.2.2. Translation by cultural substitution

It is evident that some of the words were translated to substitute the cultural connotations. According to Baker (1992:31), cultural substitution is used to “replace a culture-specific item or expression with a target language item which does not have the same propositional meaning but is likely to have a similar impact on the target reader.” Terms such as *head of* were used as a substitute for the word ‘*leader*’. Moreover, the term ‘*head*’ is a cultural-specific term for the English community, but not the Oshiwambo community. It is for this reason that when it was directly translated as *omutwe* in Oshiwambo, it might have led to some misinterpretation. Cultural substitution was observed in the translated article titled ‘Olufuko’ (Figure 5.10 below), where terms such as *pagan practice* in the source text (English) were translated as *oshinyanyangidwa shoupaani* in the target text (Oshikwanyama), where the Oshikwanyama word ‘*oshinyanyangidwa*’ could be referred to as a *publication*, but the word *practice*, can be translated as a verb which means ‘*oshinyangadalwa*’, or as a noun which means ‘*eitavelo*’. So, for this term to be translated correct one has to look at the context it was used, either if it was used as a noun phrase or as a verb phrase. In this article, the term ‘*pagan practice*’ was used as a verb phrase which could be translated as ‘*oshinyangadalwa shoupaani*’. Similarly, the term *ordained*, which may have referred to ‘*make someone a priest*’ or to confer ‘*an official order*’, was just translated as *omukwatelikomesho*, which means a ‘*leader*’ in English. This term fits well in English context, as it was used to refer to the *order of procedures* called *Namunganga*. The term *Namunganga* is a cultural name of the *minister of initiation* (also referred to *minister of traditional wedding practice/procedures*), who is also called a *witch doctor*. The term *Namunganga*, is of Oshimbajja dialect which is rooted in the Oshiwambo culture and it is synonymic to terms such as, “*Onganga*” in Oshindonga, “*Ondudu*” in Oshikwanyama. Morphologically, the term has emerged from the root word ‘*nganga*’ which means ‘*herbs*’. These *traditional ‘witch’ doctors* (can either be males or females) are very common in the Oshiwambo culture and they hold prominent value in the Oshiwambo society and community as they are often responsible for performing traditional and ritual tasks which are deeply rooted in the Oshiwambo and African culture. In performing their tasks, *Namunganga* uses herbs, powders and ornaments collected from plants and animals.

One could find some Oshiwambo words or terms used in the English source text because they are culturally available only in Oshiwambo culture. This means that there

were some words or term in the source text which did not originate from the European languages such as English. Terms such as *ekoho* (meaning to 'wash off bad luck'), or *omakunde* and *okambadjona* (which both refer to a practice whereby a cow is slaughtered and the brides - several brides are involved in this type of traditional wedding ceremony- are given the brisket to eat). Lastly, the term *epitoletanda* (which refers to the brides' initiation day, where the brides are initiated into womanhood, usually done at night, apparently by *Namunganga, the witch doctor*). Those terms (original terms) were used in both the ST and TT contexts, without clear translation, but in a way that the reader will not lose the context of the text, but rather still get the same impact on the meaning. Many of the terms given in the English source text are located in deep Oshiwambo culture and thus do not have an English equivalent.

Figure 5.10 shows the translated article 'Olufuko', where one could observe all of the above-explained terms and see how the students translated the culturally specific terms from English into Oshikwanyama. It is evident from this translation that the participants did not take much time to focus on form, because many grammatical and morphological mistakes were detected in the text. The Oshikwanyama version of the article can be accessed at:

https://en.wikipedia.org/w/index.php?title=Olufuko_Festival&oldid=852062603

The English Version is accessible at https://en.wikipedia.org/wiki/Olufuko_Festival

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Olufuko Festival

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Olufuko olo omufyuululwakalo wovawambo , omo oukadona okudja peedula omulongo nambali tava longekidilwa epupi loulikadi , omo mwa kwatelwa ohombo, omateelelo, osho yo efiloshisho lovanembo novakwapata.Oha li longekidwa nokukwatelwa komesho komushamane womukulunhu leala oo ha ifanwa **Namunganga**, mekwatelo komesho loidano noyiimbo yopamufyuululwakalo.Oshiindingili eshi ohashi ningi oukadona ovafuko ve hena ovahomboli.Konima yeedula dal adilongela eptolenda okwa li la tali ka ka o nga oshinyanyangidwa shoupaani, onghee okwa li sha hanaunwa po nosha tali ka ko shili ominge neengeleka doukelefi.

Pamufyuululwakalo oukadona ihava anye ohombo , shaashi ovaitavela kutya ngeenge wa anye oto li etele efingo.Ovo va anya otave li etele omupya , ngaashi omateelelo inaa teelelwa , eflyo lomadilila movakwapata, o nga oshidjemo she fingo.Pamufyuululwakalo pkakadona oko ina ka hala okufukala ohaka kwatwa nokumangwa ndele taka fukikwa.Meekulu Saara Walaula , omukulukadi welenge lovabandja Mathias Walaula , okwa popya kutya epitolenda oha li kwata amafiku a heyali, nefiku keshe oli na oshinyangadaliwa sha lo.Omukwatelikomesho wolufuko oha i fanwa **Namunganga** .

Omulandu Efiku lotete lolufuko oha li ifanwa **Ekoho** ,eshi ooina vovafuko tava longekida omadiko opo ta pa longekidilwa oikulya yovafuko.Eshi ohashi shikulwa **komakunte** , **okambadjona** omo ovadali vomufuko tava tomene omona wokakadona ongobe.Efundula oha li danwa mefiku etine (efiku lohango).Oku dja mefiku olo, oukadona ovakolekwa o nga ovafuko pambelewa .Ovamati ovo ve hena oukadona osho yo ovashamane ovo vahombola ombada ohava uli ke ohokwe mevafuko ovo va panda mokuvadjaleka oulyenge poikesho.omufuko oku na oufemba okuhoolola omumati ou a hala noku anya.Efiku etitano oha li ifanwa epitolelanda , Oimengwa yefiku olo oya kwatwela okweendaenda mepya oufiku manga ovanhu va kofa noku alu kila meumbo tava pitile moshivelo shelikalekelwa.Oufiku oo ovafuko ohava nangala mondjowo , onduka yevalongekidilwa owina.

cultural substitution terms

Paitavelo lovawambo , ovafuko ve hana omateelelo ile ovo ve li kufa omateelelo inava ufwa okukufa ombinga moimengha , nande nava kaleveshi hala, omolwa eenghono dovakwamungu.Konima yoimengha oukadona ova ninga ovafuko fiyo osheshi va mona ovavaleki ile va ninga omateelelo.Mefiku la xuuninwa oukadona ohava koshwa omupya ta kulungifwa olukula latulwa omaadi eengobe ;omaadi eengobe nolukula oha li vaekwa oukadona mefiku lotete loshivilo. Efiku eli oha li ifanwa okandjibulwena, Ooina vovafuko novafuko ohava shuna nee komaambo. Opwa pitile eedula omilongo hetatu olufuko ina li tyapulwa , oyo nee li uye okudanenwa moshitukulwa shaMushati metwatafano nelelo lodoolopa laUtapi,novaleli vopamufyuululwakalo modoolopa yaUtapi koumbuwanhu waNamibia .

Ehangano loufemba yomunhu (Namrights) ola popya kutya okatongotongo osho yo okuhongolola oukadona .Ovanaminge nolufuko otava ti kutya olufuko ota li tandavelifa omukifi woHIV/AIDS , okuefa ofikola ,omateelelo mounona vashona noku ya momilele iadi amenwa, osho shili kondje veeta dekotamhango loshivilongo. Osha talika ko kutya Olufuko ota li nyono po oufemba womunhu, shaashi onunona vashona ohava kondjifiwa mo. Mokupopila oshitufi eshi, Olufuko ohombo yopashiwambo, omulandu omo oukadona vanini veedula omulongo nanhee, ova ufwa o nga ovafuko. Konima yOlufuko, ovafuko ovo vafukikwa, kashi nasha kutya oveedula dilipi ove na oufemba okumona omulumenhu nokuhombolwa efimbo keshe. Okuninga eteelelo konima wafukikwa manga i no hombolwa osha tambulwa ko, kashi shi oshidila. Mekotamango laNamibia osha talika ko kutya omunhu omukulunhu ngeenge a ningi eedula omulongo nahamano.

Olufuko mounyini weputuko Olufuko oshitufi shokomudo, hashi danenwa mOutapi, moshitukulwa shaMusati. Olufuko ola dimbulukilwe momudo 2012.

Umukokoli ndokotola (Dr) Sam Nujoma oye omuyambidi woshivilo. Sam Nujoma okwa twa umufindo kutya oshiwana shihena omufyuululwakalo neenghulunghedhi kashi fi oshiwana, nonande pena omananafano, oshivolo eshi osha dana nawa no tashi twikile okudanwa koshi yoshilimbo, " omufyuululwakalo wange, etumba lange". (oumbangi)

Oqjo "SWAPO - Condemnation of Olufuko Cultural Festival challenged" . Swapoparty.org. 2012-07-25. Retrieved 2012-10-09.</ref>

Figure 5. 10: Cultural Substitution strategy used in the translation of an article titled: ‘Olufuko’

The above article (Figure, 5.10) analyses the provision of term equivalents in the indigenous languages, especially in a foreign culture. It was evident through the translation that some of the terms were regarded as new concepts in both SL and TL, and thus the participants have translated them in a user-friendly way (whereby an emphasis or an explanation was provided in the target language version), which meant that they were just left untranslated in order to preserve the original culture of the word which is Oshimbadja. An example of the terms like *Ekoho*, *Namunganga* and others. Cultural substitution was used to substitute (in form of adaptation of cultural and alien terms with clear definitions, explanation and additional information on the concept, for it to fit in with the SL culture. This certainly makes use of dialect words which are described by Alberts (2017:3), as words related to technical terms (subject-specific) in the sense that they come from the older part of the vernacular language. Words such as *okambadjona* originated from the Oshikwanyama language cluster in Angola. This term is not common in Oshimbadja language cluster, which is used in Namibia, and this makes it difficult to translate using a much contemporary term.

5.3.2.3. Translation by language omission

The translated article of *Hidipo Hamutenya's* biography (Figure, 5.9 in section 5.3.1.1) shows cases where students omitted the source language words and phrases whenever they could not find an equivalent word. Baker (1992) indicated that omission is often used “when the meaning conveyed by a particular item or expression is not vital to the development of the text,” or if the word or item is not essential to transfer the meaning of the original text. It could be noted in Figure 5.9 that some words or sentences were not totally omitted but rather left untranslated. In Figure 5.9 one can see how simple words such as *2009 general elections*, which could be easily translated as *omahoololo opashiwana omudo2009*, were left untranslated. Some phrases which were omitted included the following:

- Proper nouns, such as names of political parties – South West Africa People Organisation, or Rally for Democracy and Progress. This omission could be understood since these are prominent political names (acronyms) commonly used in the society and thus they were used as proper nouns hence no need to translate.
- Phrases such ‘Namibia Land of the brave’ (*Namibia edu lomapendafule*), ‘President of Namibia’ (*Omupresidente waNamibia*) and ‘general elections’ (*omahoololo opashiwana*) were repeatedly omitted, which indicates that the students did not convey the meaning of those terms/expressions in the target language. These are some common words which are readily available in the Namibian languages, as they are commonly used in the society and on local radio services. This kind of omissions could be simply be referred to as ‘careless translation’ as some of these English words are readily available in Oshiwambo.
- Names of schools, such as Sofia University, which could have been translated using adaptation methods to *oUniversiti yaSofia*, which is accepted in Oshikwanyama/Oshindonga orthography. The names of people are retained as they are in the ST, since they are proper nouns, as compared to common nouns, which are adapted by adding a prefix or suffix to the root/base, so if anything is done to them, it could easily deviate the meaning and damage the authenticity of the text.
- Omission of the whole sentence: “He remained in the latter position for nine years, until he became Minister of Foreign Affairs on 27 August 2002 in a cabinet reshuffle.

Hamutenya received the 13th highest number of votes – 352 – in the election to the Central Committee of SWAPO at the party's August 2002 congress.” (*Ye okwa kala poilonga oyo oule weedula omuwoyi nokonoma okwa ningwa Ominista yoikwapondje momafiku 27 Auguste 2002, konima yomalundululo okabinete. Hamutenya okwa li a hoololwa omutimulongo nomutitatu mouhapu wovanhu 352-wovahoololwa vokangudumutima kOSWAPO moshiongalele sha li ko muAuguste 2002*).

In analysing the articles, it could be concluded that some omissions observed did not have any effect on the meaning of the whole sentence or the article, allowing the translator to move easily to the next sentence. This does not include the sentence that was left untranslated, leaving the readers with missing information on the article. This sort of omission is not tolerable in a language-learning environment, as it deprives the audience (learners) of useful information which may appear in the text. It is also important for external language readers, who might be as well language learners, to know everything and get all the words translated correctly and successfully. Equally important to this translation, is the emphasis put across in the communicative translation (Newmark, 1981), whereby the subject of translation is not language but knowledge/information that is communicated through language (see 3.3.2)

Leppihalme (1997:82) observed that “translators may sometimes be forced to omit a certain item because of certain cultural constraints embedded in one language.” This is evident in the use of words such as *Heroes Acre, turbine, megawatts, parameter, and hydro technical specs* as words such as *acre* do not really exist in African culture, so one has to adapt it. Some omissions appeared incidental because words found in one translated article such as *Afrikaans = Oshimbulu* which refers to a language which has been used in Oshindonga/Oshikwanyama orthography and even in translations decades ago. Some phrases like *South Africa settlers on their Dorsland Trek* have an Afrikaans cultural heritage attached to them, and thus the students, in all the articles where the word *South Africa* was used, translated it to *Suide Afrika* (sic) – *Suid-Afrika*, which is in Afrikaans, translated in the way it is commonly spoken in many Namibian indigenous languages such as Oshikwanyama/Oshindonga. The words *Dorland* meaning ‘Thirstland’ and *Trek*, which refers to ‘the tracking roads of explorers’, belongs to the Afrikaans language and they are alien words to this young generation of translators because those concepts are historically associated with a very much older

pre-independence period. It could be understood that due to their limited cultural and generic historical knowledge on language in society, the participants found them difficult to translate and thus rather opted to omit them.

Omission indicates a type poor translation techniques that could have been avoided if the participants tried hard to look for a definition from the cultural perspective of the words, by googling on the internet for the meanings of Afrikaans terminologies. Similarly, historical terms (of locations or places) such as *Imperial Germany's Schutztruppe* were also omitted and names such as *Transvaal* and *German South West Africa* were omitted. This could be because these are proper nouns which do not change much orthographically, or that they are barely translatable as their translation produces undesirable results often leading to the loss of meaning. Although these could be the reason, these types of omission are unacceptable in a translation exercise or task since they can be avoided. This type of omission indicated a faulty translation which could compromise the quality of the task in a TBLT classroom because as per the principles of TBLT, the task should primarily focus on meaning, which should be conveyed in an acceptable and meaningful language. According to Cook (2001) there should be a profound engagement with linguistic and cultural knowledge shared between two languages. This omission indicates that the participants' failed to engage profoundly with the cultural knowledge which is translatable and that could have been made understood to speakers or readers of the target language, through additional emphasis or explanation of the omission.

Figure 5.11 shows the translated article titled *Nehale Mpingana*. The Oshindonga version of this article may be accessed on:

https://en.wikipedia.org/w/index.php?title=Nehale_Mpingana&oldid=852064637

The original English version is available:

https://en.wikipedia.org/wiki/Nehale_Mpingana

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Nehale Mpingana

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Nehale IyaMpingana (okwa sa momasiku sho gali 28 Apilili 1908, <onzo> https://www.instagram.com/p/5_7nQ5g8sa/?taken-by=urehkiimba# </onzo>) okwa li[[*Omukwaniilwa*]] **gwaNdonga**, omuhoko gumwe **gwaawambo**, mo **German South West Africa**. Omuhoko gwawo ogwa kala popepi **noNamutonikuuzilo wokashana kEtosha** ngaashingeyi muumbangalantuwa**Namibia**. Okwa pangela oshitopolwa shokuuzilo wOndonga okuza momumvo 1884 sigo okeso lye; **Kambonde II kaMpingana** okwali elenga lyeshitopolwa shokuuninginino wOndonga. <onzo edhina=oshipalanyolo>**Template:Oshikundaneki shomoshitopolwa**</onzo>

Aandonga kohi yelelo IyaMpingana oye shi pondola sho ya lu miita yopaali okukondjitha omutondi momudhingoloko gwawo. Momumvo 1886, South African settlers on their **Dorsland Trek** oya li ya sindwa konima sho ya monika ya kwatako evi after they—allegedly fraudulently—acquired land yopokati **kOtavinOshaanda**, kaa shili pauyuki noya gana oyo ya li kale and declared it to be the **oshilongo shaUpingtonia**. Omukwiita gwaMpingana okwa yaha William Worthington Jordan ngoka oye ali omuwiliki gwosheendo. Ongundu oya halakana po konima yoshiponokela, naakalimo yamwe oye ende yu uka koAngola omanga, yamwe ya tanauka nokushuna koshilongo**Transvaal** <onzo edhina="1-on-1">**Template:Oshikundaneki shopaungomba**</onzo>

Momasiku 28 Januari, omumvo 1904, aakwaita yaMpingana ye li omathele gatano oya ponokelwa **Imperial Germany's Schutztruppe** pomweelo gwaNamutoni. Aagameni yaheyali yopomweelo gwaNamutoni oya fadhuka po kumwe nomilema. Mpingana naakwiita ye oya kwatako oonkambe noongombe <onzo edhina="1-on-1"/> noya hanagula po iigunda yopondje. <onzo>**Template:Oshikundaneki shopaungomba**</onzo> Konima yeso lye momumvo 1908 okwa pinginwa po ku**Kambonde III kaNgula**. <onzo edhina=statesmen/>

omadhimbuluko [[edit source](#)]

- Nehale Mpingana ogumwe gomomapendafule omugoyi gaNamibiai ngoka ga hogololwa mo keegululo lyomawendo gwomapendafule gwoshilongo**Heroes' Acre** popepi **naWindhoek**. Omukokolipelesitende**Sam Nujoma** moshipopiwa she shopeegululo momasiku 26 August 2002 okwa koleke kutya:

Figure 5. 11: Omission strategy used in the translation of an article titled: ‘Nehale IyaMpingana’

As can be seen in the translated page, the participants omitted quite a number of terms and phrases. Some terms are noun clauses which indicated a proper noun, some of which have been adopted into Namibian languages, i.e. South Africa. Other terms such as ‘German’ have equivalent terms in Oshiwambo, i.e. *Ondowishi*. Moreover, some phrases such as “after they allegedly fraudulently acquired land” were omitted possibly just because the students failed to provide the equivalence to the words, some of which are easily available in Namibian languages (allegedly fraudulently – *ya lundilwa ya yaka po*, or acquired land, - *ya kufa ko edu*). This still indicates poor translation which could have been avoided through other strategies of translation such as borrowing or adaptation, or rather omitted with an emphasis or an explanation added.

5.3.2.4. Translation by language adaptation

Adaptation was the most common translation technique used in this exercise. The analysis of the translated pages indicates that the participants retorted to the freest form of translation (Newmark, 1988), especially when dealing with commonly used terms from English culture. The findings show that Oshindonga/Oshikwanyama orthography also permitted many words and items of the European languages to be induced into and/or converted into Namibian languages, with just a slight change in the morphemes (i.e. the smallest linguistic unit that has meaning or grammatical function). Words like *cup* were accepted into the language in which a prefix and/or suffix was just added, and

the word then became *ekopi*. In this translation, the participants considered both syntactical and semantic units (units of meaning in translating) in order to preserve the meaning without removing the item from its original linguistic culture. This could be observed in the use of words like, ministry = *ouministeli*, station = *ostaasi*, north = *onooli*, commission = *Okomisi*, governor = *ngoloneya*, and tarred road = *oteya*. One could conclude that the meaning of the root words (which is the free morpheme that could be fixed with any item to change the meaning and form) was kept and only translated through a derivational morpheme i.e. *ou-ministeli* or a reduction, i.e. *ostaasi* (*-ion* reduced or clipped). Many of these words were derived from the Afrikaans language (e.g. *ostaasi* in *Oshiwambo* – ‘stasie’ in Afrikaans). This makes complete sense since historical, Afrikaans was the official language of Namibia before independence, meaning the first people who coined new words and many Namibian lexicographers were educated in Afrikaans first language. Afrikaans was the most common language in the whole country including the northern part of the country where Oshiwambo cultural people originates and it is still the common or rather preferred language in many parts of southern Namibia; thus, its adaptation in the Namibian local languages orthography and in this translation is relevant. This agrees well with the fundamental principle in terminology development that newly created words or terms should agree well with the linguistic rules of the target language and in this case this agrees well with the morphological formation of words in Oshikwanyama/Oshindonga in which a prefix can be fixed to the stem (which carries the original meaning of the term).

Moreover, conversion forms of adaptation were used, whereby the participants converted new words into the language to form completely new words, i.e. *oumaabulu*. This word was derived from the word *marbles*, and since there is no such word in Oshiwambo, the participants initially tried to translate it with an added emphasis or explanation like *oumanya hava vema* (stones that shines/shining stones), but then, there are just a lot of stones that shine, but they are not marbles. The participants resorted to not just adopting but responding to the cultural equivalent word which is *ouali*, which many readers from Oshiwambo culture will be more familiar with. In this way, the participants tried to transfer or extend the semantics from one culture to another relatable culture. From the translated pages, one could easily notice that some terms such as names were just adopted by adding a prefix on the stem, e.g. *oLangstrand* (which is an Afrikaans term that means a long beach). According to Alberts (2017:96), semantic transfer, which is an extension of meaning, assists the terminologist

to attach new meanings to existing words by modifying or broadening the content to accommodate the new concept. The word ‘kilometre’ was adapted into the language through the process of combination, whereby the new term is coined by combining two existing words into a new syntagmatic unit of a new independent meaning (Alberts, 2017:98). This is similar to words like ‘National Assembly’ (in Figure, 5.9), which is translated as one word *omutumbawopashiwana* (written as a noun phrase). This could also apply with the word hydroelectric plant, which is translated as *Oshihandjakenifo* (Figure 5.13), and facilities, which was translated as *oikwanoipanifo*, whereby more than two words were combined in the SL to form a term (noun) which was just translated in one new syntactical unit in the TL. Some words can be seen in the Figure 5.12 of the article titled ‘Erongo region’. Translated article accessible on https://en.wikipedia.org/w/index.php?title=Erongo_Region&oldid=852062288 English version available at: https://en.wikipedia.org/wiki/Erongo_Region

4 mona yoo
5 eedjo

New created word adapted through transliteration process

Direct translation

Adaptation

Eliko osho yo omutungilo

oilonga yoikwamina ya yooloka ohai holoka moshitukulwa osho tuu eshi peenehele ngaashi ; Navachab osh yo oumina vamwe vashona tava hangika meenehele da dingilila oUis osho yo kombinga yombuwa. Karibib nasho oshi na yoo ofabulika youmanya hava vema vomaabulu. Ombaye oya tambulwa ko onga oshitopolwa shErongo mo 1994, osho omutwe wakula mekwato leesnimoNamibia.MOmbaye yoo vali otamu hangika okapale kakula komefuta yo oyo odootopa onhivali yakula moshilongo. OSwakopmund osho yo oLangstrand oda shivika nawa onga eenhele diwa nomalihafifo; oArandis ohai yambidida oikwamina omanga oSwakopmund hai xwaxwameke oikwafabulika.

Oshitukulwa eshi, nomakwatafano asho komunghulofuta waNamibia, osha xuma komesho nawa. Eenhele domayakulo ngaashi: eefikola, oipangelo noukilinika, olusheno nomakwatafano opangodi oyo imwe po yomwaayo tai hangika mo ya nhuka po nawa. Erongo oli na eefikola 66 di na ouhapu wovahongwa veli 32,114.<odjo>Template:odjonghundana<odjo>

Joshipalanyolo=Ookansela veefikola ve limanga kumwe |waxuuninwat1=Miyanicwe |wotete1=Clemans |waxuuninwa2=Kahiriika |wotete2=Ndanki |efiku=27 Novemba 2013 |oilonga=The Namibian |epandja=1}}</odjo>

Country	Namibia
Capital	Swakopmund
Government	
• Governor	Cleophas Mutjavikua ^(nl)
Area ^(en)	
• Total	63,539 km ² (24,533 sq mi)
Population (2011) ^(en)	
• Total	150,400
• Density	2.4/km ² (6.1/sq mi)
Time zone	CAT (UTC+2)

Oitukulwahoololo

Oshitukulwa osha fikama po moikandjohoololo iheyali oitukulwa yopamahoololo:

- Arandis
- Dáures (osh sha li nale oshitopolwa shaBrandberg)
- Karibib
- Omaruru
- shaSwakopmund

Oikandjohoololo yaNamibia (page does not exist)

Figure 5. 12: Adaptation strategy used in the translation of an article titled: ‘Erongo region’

The preservation of the terms in the source text was observed, especially when it comes to cultural-specific terms such as those found in the article ‘Olufuko’, words like ‘*Ekoho*’, *Okandjibululwena*, *epitoletanda* and *Namunganga*. These are Oshiwambo words which were incorporated into the source text due to their connotations or meaning, which is embedded in the original or native language culture. All four words originated from the Oshimbadja language, which has its roots in Angolan culture – the Ovambadja people in Angola. These words do not belong to either Oshikwanyama or Oshindonga dialects.

Thus, the participants decided to preserve the language and just borrow them as they were. This could mean that the preservation of cultural terms was used to refer to certain objects or events taking place during the 'Olufuko' initiation event, which was explained in the article (Figure, 5.10).

5.3.2.5. Translation by language borrowing

There is an indication from across all the translated articles that students used loan words, due to the lack of a direct equivalent in Oshikwanyama/Oshindonga, although at times they were just used for no apparent reason. A loan word is described by Crystal (2008:286) as a term which is adapted with little or no modification, from foreign languages where there is no exact linguistic equivalent of such a term. Alberts (2017:95) asserts that borrowing uses the principles (language) of TL to create an equivalent TL term. In borrowing, a word is taken from another language's phonological system, for example, *Suid-Afrika*, which was taken from Afrikaans culture. Some language items such as *oshilyo shoConstituent Assembly* were borrowed since the participants failed to find a direct meaning for the word 'constituent', which means *Oshikandjo*, the word that is commonly used in TL. On the other hand, there are words like *national assembly*, meaning *omutumba wopashiwana* in Oshikwanyama, which were left untranslated, and it is assumed that this may be due to ignorance or due to time-pressure given that the students were required to complete this task in one setting, because this word has an equivalent in Oshiwambo which is regularly used, even on daily basis. Common borrowed terms are also evident, such as *okilinika* (clinic), *Ombaye* (bay) and *ofabulika* (fabric), terms that had been adapted into the Oshikwanyama orthography some time ago. According to Alberts (2017:95), terms could be coined through borrowing principles by localising loan words, in the case of *oumaabulu* to refer to marbles, or through transliteration, whereby the translator uses the stem of the term to localise the SL into TL, e.g. *ometa* (to refer to a metre). Similarly, words like *hectares = ohecta*, *kilometres = okilometa*, *metres = ometa*, *fabric = ofaabulika*, *bay = ombaye*, *plan = oplana*, *president = presidente*, were borrowed into the language in a way that even if they were mentioned with an Oshiwambo intonation, they still preserve the SL culture and thus were just converted into the TL culture when they were re-written. This type of borrowing requires the adoption of terms into the TL, which is sometimes done according to the phonological or morphological patterns of the TL discussed in the previous section (5.3.2.4.).

Some of these new words can be seen in the figure 5.13 of a translated article titled, 'Ruacana', accessible on:

<https://en.wikipedia.org/w/index.php?title=Ruacana&oldid=852057404> (Oshiwambo version) and the English version can be accessed at:

<https://en.wikipedia.org/wiki/Ruacana>

The image shows a screenshot of the Wikipedia article for 'Ruacana'. Two boxes with arrows point to specific parts of the text. The 'Borrowing' box points to the word 'Ruacana' in the first sentence. The 'Adaptation' box points to the word 'eeturbine' in the second paragraph. The text in the screenshot includes: 'Ruacana odolopa i li moshitopolwa shaMusati, moubanganlanhu waNamibia yo oshilandopangelo oshikandjohoololo shamahoololo shaRuacana. oi li peengaba nAngola kombinga yomulonga Kunene. Odoolopa oi shivikile ouwa wopaushitwe ewo lomeva laRuacana li li popepi, noli shitashi sholusheno shaRuacana. Oruacana oya ndulukwa po nonghudi-mutima yoshihadjanekefifi sholusheno la dja momeva la kwatalanifwa keendama do popepi meni lAngola poCalteeque. Ondama noshitashi yo kupomba omeva oya hanauninwe po kovakwaita yo mombada vaCuba momudo 1988, pefimbo loita yopashwana yAngola. Oshipambu shonhele osha li sha tungulolwa nonena OnamPower ohai longifa omashina atatu eeturbine okweeta po olusheno louhapu ufike 240 megawatts <odjo> http://www.namibian.com.na/index.php?id=28&tx_ttnews%5Btt_news%5D=79260&no_cache=1. Unknown parameter |xuninwa= ignored (help); Unknown parameter |oshipalanyole= ignored (help); Unknown parameter |tete= ignored (help); Unknown parameter |oillonga= ignored (help); Unknown parameter |efiku= ignored (help); Missing or empty |title= (help)</odjo> Ovazemba no wovaHimba ovo eedalele domoshitukulwa eshi. Edina Rucana ola diilia ku umwe wo movakalimo votete vo moRucana wedina Ruhakana. nokonina odoolopa oya lukilwa tate Ruhakana nonande monena ohai shangwa onga Rucana. <odjo> Alexactus T Kaure (25 Novemba 2011): "To Recognise or Not: Ovazemba Quest For A Chif"@, *The Namibian*, epandja 1<odjo> Oukwatya weifano laRuacana owalunduluka okudja komukunda momudo o2005, wauka kodoolopa momudo o2010. </odjo> <http://allafrica.com/stories/201109070742.html>. Unknown parameter |oshinyanyangidi= ignored (help); Unknown parameter |oshipalanyole= ignored (help); Unknown parameter |xuninwa= ignored (help); Unknown parameter |oshiFokundaneke= ignored (help); Unknown parameter |efiku= ignored (help); Unknown parameter |tete= ignored (help); Missing or empty |title= (help)</odjo> otai lelelwa paife kumuni woodolopa oo e na mo oipundi iheyali.<odjo>Template:Oumbangi wenghuudana | oshipalanyole=Shiiva elelo loshikandjo shoye | oshinyanyangidi=Institute for Public Policy Research | oshifokundaneke= etalelo lomahoololo| odula = o2015 | oshimihungu=3 | epandja=4}}</odjo> o mo2015 omahololo omalele opaitopolwa okwali avenwa po koSWAPO oyo ya mona oipundi ihamano nowawi 826. oipindi oyo yaxupa ko oya ya koNational Unity Democratic Organisation (NUDO) oyo ya mona omawi 53.<odjo>"Local elections results"@. Electoral Commission of Namibia. 28 November 2015. p. 6. Archived from the original on 10 December 2015.</ref> Onhele ohai mono omuloka wondjele ya yeleka Template:Yopokati kodula, nonande momudo wo2010/2011 omuloka owali Template:Pokati meyeleko.<edina lodjo="Nam2011">Empty citation (help)

Figure 5. 13: Borrowing and adaptation strategies used in the translation of an article titled 'Ruacana'

This section concludes that the participants used different strategies and procedures to translate content. Graedler (2000:3) explained some procedures that translators use to make their translations inclusive: (1) to make up/create a new word, (2) to explain the meaning of the SL expression in lieu of translating it, (3) preserving the SL term intact and (4) opting for a word in the TL, which seems similar to, or has the same relevance as the SL term. These procedures were well observed in the above analysis. The explanation of the meaning was also observed whenever the translator used an SL word (borrowed or adapted) and next to that they usually put a short explanation to justify their decision to use the word; for example, in the case of the word *marble* (*oumaabulu*), the students added an explanation that they mean shining stones. Other terms such as *eeturbine*, were just borrowed into the language by adding a prefix at the stem of the word 'turbine' to localise it. The participants translated difficult terms, which contributes to language growth. Examples like *hydroelectric plant* were translated as *ongudimutima yoshihadjanekefifi sholusheno la dja momeva* and another word was *picturesque*, which was properly translated as *ouwawopaushitwe*. It can be concluded that during the translation process the participants ended up developing or extending their own indigenous languages by adapting SL into TL and creating new words in the TL. As

stated by Dalvit (2009), the creation of new words is good for language growth and development.

5.3.3. The enhancement of quality spoken and written language production

This section presents the data derived from the reflections on written and spoken communication. The data provides a cross-analysis of what was observed against the personal reflections of the students on their experience and engagement with the task, and the influence it had on enhancing the quality of their spoken and written language. It further discusses the participants' reflections on the quality of their translations and the utility of the Wikipedia translation task in a real-life language classroom setting.

5.3.3.1. Word formation and terminology development

The findings indicate that due to the scarcity of English equivalents in Oshikwanyama, students could easily think of the word in English and immediately know its definition, but they are challenged when it comes to pointing out the exact or close equivalent of that word in their vernacular. To translate that word, students had to look at the context in which the word was used. A student explained the scarcity of words in the vernacular language in his own terms,

BR8 The origin of words also played a big role because there are words which are not from our culture – non-African based words and for one to put it in the vernacular is just as you have to perform miracles. You cannot transcribe something into a language it does not exist. For example, words like **square metres, minister**, we ended up writing it as it is, and the word **hydroelectric**. As much as we omitted some of those alien words, we tried to preserve the original meaning.

This reflection is an indication that translation a number of words was a difficult task for the participants. This means that in general, English terms can develop several meanings in the vernacular language due to the scarcity of words in African languages. The task required them to plan carefully the strategies to use in order to come up with the words in Oshiwambo. For this student's group, this is how they configured the arrangement,

BR9 For our group, the writing of words was not left out to the person who was typing. This means that one of the groupmates could come in and say that, that was not the way the word is written, and we still have to debate on grammar use. That contributes immensely to our learning because even in the future, we know that this is how words are spaced. We also had trouble with changing country names such as **South Africa**, translating it into Oshikwanyama. Literally, we hear people

in our culture referring to South Africa as **Suide Afrika** (*sic*), so we ended up writing it that way, and we were not sure if it is even correct.

This reflection corresponds with the observation that students had difficulties writing proper nouns. Terms like 'South Africa' have no direct translation in our vernacular, as it was adapted into the language from Afrikaans. That is the reason why the participants translated it into **Suid-Afrika**, which is the Afrikaans version. Up to today, many elders in the Oshiwambo culture are using **Suid-Afrika** to refer to South Africa, and the name has been accepted in the current Oshikwanyama/Oshindonga orthography. The name is used as it is, as a proper noun, which does not have to change, just like any other names such as Johannes or Nigeria. One thing that changes is the morphological aspect whereby one has to add a prefix **o-** to the proper noun and the word became **koSuid Afrika**. Moreover, the phonological changes in the letter **c** of Africa to **k**, reflect the phoneme or phonetic transcription of the **k- (a)** sound. Another participant reflected on this instance when commenting on the negative implications observed in the translation of Wikipedia content:

BR6: Some of the negative implications were the wrong translations we made and only came to realise it too late. For instance, we translated South Africa as Suid Afrika which we later found out that we translated it to Afrikaans rather than to Oshiwambo. Other implications were being unable to create a Wikipedia account and being unable to publish our translated articles online, this was time-consuming as we had to wait for assistance from the mediator who was assisting group by group. There was a time we were trying to publish our article just to end up losing it. Obviously, we had to start from scratch. The additional information I would request for better future translation is to get advanced tutorials to equip us with the knowledge needed to operate the platform. I would also suggest that linguistics publish more Oshiwambo dictionaries so that we can improve our Oshiwambo vocabulary. Also, Let us translate nor and more as practice makes perfect.

The morphological changes are also indicated in the translated article titled 'Owambo language', whereby the use of morphemes to make up the language is well described and by the translation. The same procedures used in the English text to demonstrate the breaking down of the affixes is done exactly in the same way as in the target language i.e. Oshindonga. This is because Oshindonga is a pro-Bantu language that belongs to a cluster of Oshiwambo languages. This means that it shares the same noun class as any other language and all these clusters were derived from the English language clusters which take similar morphological forms that involve rearranging of words, conversion of nouns to verbs, adding a hyphen to a noun stem etc. This is shown in the screenshot captures in Figure 5.14, which can be accessed in English at

https://en.wikipedia.org/wiki/Ovambo_language and the Oshindonga version can be accessed at https://en.wikipedia.org/w/index.php?title=Ovambo_language&oldid=881868532_

Ovambo language

From Wikipedia, the free encyclopedia

Not to be confused with Elaka la Ambo (Zambia) or Elaka la Ambo (Nigeria).

Oshiwambo **Ovambo** (English: /bˈvæmbou/) Elaka, *Oshiwambo*, olo *oonyapilaka* hadhi popiwa *kovvaWambo* vomoAngola and nomuuzilombalangantu wa Namibia, moka omalaka ga pitlwa momishangelo ngaashi Kwanyama Ndonga.

Elaka lyevalelwamo lyeelaka lyOshiwambo oha li nyolwa Oshiwambo, oyo hali longithwa moonyapilaka dhAakwanyama nAandongo. Lwopaakalimo yetata lyaakalimo yomoNamibia ohaya popi Oshiwambo, unene tuu aantu yAawambo.^[4]

Elaka ndika olya yama kelaka yoshiHerero aaHerero noshiHimba naaHimba, the Herero language (*Otjiherero*). Edhidhiliko tyi li koluhayela melongitho lyeelaka oyo oshitetekelo shoka hashi tekelele omadhina, sha ziilila kelaka lyAabantu Proto-Bantu *ki- (ongundu yiityadhina 7, ngaashi shi li medhina lyoshiSwahili *Elaka lyoshiSwahili, KiSwahili*), ngaashi mOshierero hashi holoka moshitetekeli *Otji-* nomOshiwambo *Oshi-*.

Contents [hide]
1 Odjokonona
2 Edhina
3 Omihoko dhAawambo noonyapikala
4 oonzi
5 Omapanza galwe

Odjokonona [edit source]

Template:MExuku konima sho Namibia lya mangukuka momuvo 1990, ehala ndika lya li hali uthanwa evi lyAawambo **Vambulanda** olya topolwa miitopolwahogololo ngaashiOhangwena, Omusati, Oshana noshitopolwahogololo shaOshikoto. Omwaalu gwaakalimo ogwa yelekwa gu li pokati ko 700,000 no 750,000, nohagu londo tagu edelele. shika ohashi etwa molwa oongamba ndhoka dhaahe na okatongotongo, dha tendwa po kAaputu[[Portuguese Empire|Portuguese] nAandowishi German Empire pethimbo lyuukoloni, ngoka gwa li gwa teta ko omuhoko gwAakwanyama, ye ya tula moAngola nayamwe omoNamibia. Shika osho nee sheetitha eendathano pokati koongamba.

Okwa tengenekwa ku na aantu yethike poolilyona yimwe haya popi elaka lyOshiwambo moNamibia. ^[5] Nande hashi popiwa unene mumbwalangandjo miitopolwa yokuuzilo woshilongi, ohashi popiwa momumbwalangandjo moshilongi ashihe mwa kwatelwa aataakani nazayizayi/oontauki sho dha za kOwambo. Aaniilonga mbaka oye li oshitopolwa oshinene shomiyalo dhaantu yomoodhoolopa. Oshiholoeiela ngaashi moLiindili Lüderitz, ndjoka yi li oshinano shoowili 18 okuza mOwambo naakalimo oyawo yethike pooperesenda 50% ohaya popi Oshiwambo.

Edhina [edit source]

Omadhina *Ambo* and *Ovambo* pga holoka okuziilila konyapi yomalaka exonyms. nando pwa ningwa omapekapeka ga kwata miiti, ouzililoko, onziililo yiyyi mbyoka kai shiwike.

Oshilongo osha li hashi ithanwa *Vambolanda* and *Ambolanda* kkaakolonyeki yepangelo yAandowishi. Moshilingilisha. Owambo oyo tai pangele, *Vambolanda* nando *oshilongo shaAmbo* nahso ohashi longithwa omathimbo gamwe, osho ngaaka miinyanyangidho yOshilingilisha yomoNamibia, *Wambolanda*, *Wambolanda*, na *Ovambo* ohaga monika. omikalo dhokushanga ongaashi nee *Ovambo* (Ndonga) na *Ouwambo* (Kwanyama).

aakalimo ohaya ithanwa 'Ovambo or Wambo mOshilingilisha. *Owindi oyaya ithanwa Aawambo (Ndonga) and Owawambo (Kwanyama); puushimwe momalaka agehe ohaku tiwa Omuwambo. Elaka ohali ithanwa Ovambo, Wambo, or Oshiwambo Moshilingilisha;*^[6]

Omihoko dhAawambo noonyapikala [edit source]

Ope na oonyapilaka hetatu dhoka dha katela mo omishangelo mbalo shOshikwanyama nOshindoga.

Okambungu taka landula oke na omadhina omahala, omadhina goonyapilaka nosho wo litopolwa yomihoko dhAawambo dha kutwa membwitya lYyOshindonga nOshilingilisha ku T. E. Tirronen's *Embwiitya yoshiNdonga-English*. Okambungi haka oke na uyezelele wiikwateleta Koongundu dhityadhina yetaka lYoshimbantu ku.^[7]

ehala	Omihoko	oonyapilaka	Ehala
Ongundu 9 (*ny > on-), 11 (uu-/ou-)	Ondundu 2 (*wa-, a-)	Ongundu 7 (*ki > oshi-)	
Ondonga—	Aa-ndonga	Onyapilaka yoshiNdonga	Uumbugantu Owambo
Uu-kwambi	<u>Aa-kwambi</u>	Onyapilaka yoshi <u>Kwambi</u>	Uuzilogwopokati Owambo
O-ngandjera	Aa-ngandjera	Onyapilaka yoshingandjera	UuzilogwopokatiOwambo
Uu-kwaluudhi	Aa-kwaluudhi	Onyapilaka yoshikwaluudhi	Uuninginino Owambo
O-mbalanhu	Aa-mbalanhu	Onyapilaka yoshimbalanhu	Uuninginino Owambo
Uu-kolonkadhi	Aa-kolonkadhi	OOnyapilaka yoshikolonkadhi	Uuninginino Owambo
Oukwanyama	Ova-kwanyama	Onyapilaka yoshiKwanyama dialect	Uuzilo nuuninginino Owambo Angola
Eunda	Unda	Oshi-unda	Uuningininozilo, Moshitopola shEpaleta

Maho (2009) okwa gandja omusholondondo gweyooloko pokati koonyapilaka dhAawambo.^[3]

- Kwanyama

The underlined words listed under each noun cluster indicated a word formation process of connecting the prefix to a noun stem

Figure 5. 14: Word formation in the translated article titled: 'Ovambo language'

From Figure 5.14 one can see how the prefix **aa-** in noun class group 2 is added to the stem (word) to form a noun clause indicating a being (living things). In group 9 the noun

becomes a preposition (to indicate a group like **ou**-kwanyama) and in group 7 a prefix (*yoshi-*) was added to the noun stem to convert a noun into a verbal phrase (*yoshi-kwaluudhi*). This formation of written words is an indication that written structures in this translation could be used to explain the structure of words and/or break down certain word forms into different parts or units.

It was also observed that students had problems translating political words and writing them in the vernacular. Terms like *political activist* meaning *omuungaungi woikwapolitika* were left untranslated. Numbers were also challenging to translate, for instance, when it comes to mathematical figures. A group had difficulties translating the word 'kilometres', 'square kilometres' and 'hectares', and thus, these words were left untranslated. This may have also led to misconceptions and misinterpretation of numbers. To this end, a student reflected that:

BR10 It was a fine translation, but there were parts that may confuse or mislead the readers. For example, there was a part where we had to convert some mathematical figures or measurements, which indicates that we may give the wrong calculations because if we are to scale or to convert the units into square meters and hectares, it will not give the same figures. We may mean to give a figure in hectares, but maybe in our vernacular text, it could reflect only kilometres.

Another student reflected on how word-for-word translation had affected their group progress since the participants were more concerned with the direct meaning of the words. She observed that:

BR11 Some of the challenges that we faced includes finding suitable words to use in translating to Oshikwanyama instead of direct translation. Some of the English words are so difficult to change into another language so we were really struggling to do this. Another challenge was on communication among ourselves as group members, we sometimes debate on simple things especially on which suitable words to use and this was really time-consuming.

The above reflections indicate that the quality of spoken and written language was then influenced by the constraints that students encountered pertaining to language or word choices, which may have obscured the meaning of the translation. It was also attributed to the rephrasing of ideas to make sentences comprehensible. An example of a sentence which was translated directly was observed in the article titled 'Hidipo Hamutenya' (Figure 5.9) with the phrase: "*Hamutenya went to primary school at Odibo and Engela.*" This was translated as "*Hamutenya okwa enda ofikola yopedu podibo nEngela.*" This translated version indicated that the person *walked* instead of *attended*, which could send an erroneous message to the reader, who may just think that the

person walked by the school instead of attending the school. This observation on the effect of direct translation provides evidence that literal translation of word-for-word may distort a text, as it may undermine the original message. On this point, one student had this to say:

BR11 I think it will be a good thing for learners to realise that direct translation can really make the content to go wrong. For example, I experienced a problem with my learners who like translating idioms such as ***eembwa da kwata odoye***. You may find them translating like the dogs that catches are yours, which make the whole thing very wrong.

This reflection also points to the difficulties encountered with the translation of culture-specific terms, idioms and figurative expressions, which could not be translated using word-for-word, or thought-for-thought. This is because challenges in translating language terms may “vary in scope, depending on the culture and linguistic gap between two or more languages concerned” (Nida, 1975:119). According to Shabnam (2014:4), if translated, the form of figurative speech in the source language will be misleading when it could not be transferred to the target language. Consequently, it must be translated in such a way as to convey the right or appropriate meaning to the reader or listener. It is necessary for the translated meaning of the translated text to be understood by the reader in order to allow them to learn the target language in addition to passing on the right information. This is emphasised by Nida (1975:118), who asserts that “first the readers of a translated text should be able to comprehend it to the point that they can conceive how the original readers of the text must have understood and appreciated it.” Secondly, “the readers of a translated text should be able to understand and appreciate it in essentially the same manner as the original readers did” (Nida, 1975:224). For one group, avoiding direct translation was a big challenge for them:

BR12 In our group, we just realised that direct translation sometimes makes the sentence to be meaningless and thus it is not always needed, what is needed is just a general understanding of the words.

One could see that students were involved in what Nida (1964:159) calls dynamic translation (also discussed in 3.4.2), whereby the translation was done in chunks of thoughts, instead of word-for-word translation. This means that these students had to rephrase the whole sentence into the target language. In doing this, some group members were observed first writing down the sentence on a piece of paper, scrutinising it to ensure that it conveys the correct meaning before typing it on the Wikipedia page.

According to Shabnam (2014:2), this is important because it “improves readability by rephrasing sentence constructions that could be confusing when literally translated.”

5.3.3.2. The use of language books and dictionaries

It was observed that the participants had to read the words and sentences repeatedly, at times aloud, in order to get the meaning and ensure they write it out correctly. One of the exciting features of the main-translation task was to observe the participants consulting language books and dictionaries. For instance, a group of Oshikwanyama first language participants brought a poetry book “*Oikuko ya wa ongali nomayoo*”, an anthology of poetry by A. L. Nghifikua (1992). When asked about this, the participants confirmed that they opted to bring along some of literature books from the Namibian context, since they were asked to consider selecting articles from the Namibian context. The students thought it would be good idea to select texts similar to those in their poetry class to help them with the language choice. Impressively, one group was observed using the same poetry book, to read a poem or eulogy about King Mandume yaNdemufayo that help link the content to article about Mandume yaNdemufayo that they were translating. This is an indication that the participants were flexible enough, had to go an extra mile to get properly interpreted texts, which could generate positive responses from the readers.

Similarly, the students specialising in Oshindonga First Language brought a bilingual dictionary for English and Oshindonga, *English-Oshindonga Dictionary*, edited by P. A. Mbenzi and D. N. lithete (1996). The online dictionaries used include such as the Cambridge Dictionary and Thesaurus (www.dictionary.cambridge.org), Macmillan Online Dictionary (www.macmillandictionary.com) or Oxford online dictionary (www.oxforddictionary.com). Some groups made use of an online thesaurus and virtual dictionaries on their mobile phones to choose appropriate words and their meanings when doing their translations. The monolingual dictionaries helped the students to extend their vocabulary, and they served to facilitate communication between students. Such language mediating tools were necessary to as Pargman, Nouri and Milrad (2018:219) explains, they confirm the “relationship between what happens in the technological environment” and how this is represented in the conventional language contexts of pen and paper. These mediating tools (hard copies of books – as well as online reference works) helped the students to translate from the source language into

the target language. The observation had shown how the participants had an opportunity to contextualise translation, from the English source language into Oshikwanyama/Oshindonga target language using Wikipedia editing, a new learning experience. One group member reflected that,

BR13 The use of dictionaries was helpful, as we had a word that we were failing to translate, **picturesque** because there is no definite translation for picturesque in Oshiwambo. So, we had to consult the dictionary in order to find the exact meaning of this word which was just like **land scape** (which has a good picture view). This helped us to get the meaning that it is indeed the land itself that is good to look at – **ouwa wopaushitwe** in Oshikwanyama.

Another issue that emanated from the use of dictionaries through Google search was that some groups, when they attempted to use the e-dictionaries, were only able to access the online glossaries and concordances which appeared first in Google search. One participant indicated that *“We used Google to have a better understanding of some words, so we could translate them correctly, for instance, words like marbles, demographics, etc.”* This then indicates that when students make use of Google search, they are not dictionary literate and familiar with different kinds of online dictionaries. This further means that they could end up using bogus dictionaries which contain unreliable definitions of terms. On a positive note, the monolingual dictionaries found on Google search gave a list of vocabularies of word stems, together with an explanation, which may make the meaning easier to comprehend. On a negative note, some alphabetical dictionaries are more specialized in a certain field; some are written in an index form, and some concordances just appear to be a register of words which are related to a certain context. These type of dictionaries may have hindered the participants from getting enough credible meanings for the terminology or the vocabulary they sought.

In addition to the monolingual e-dictionaries, the participants used a bilingual dictionary, (English-Oshindonga), which assisted with the meaning of the terms in the vernacular language. The bilingual dictionary was also used as a tool that facilitated spelling, as well as understanding semantic meanings and the grammatical forms and language usage in the TL. The participants were able to get direct meaning from the dictionary itself, which made the translation much easier. This bilingual dictionary was limited in scope, as it did not contain enough English terminology. In many cases, it offered several definitions of the English terms (one could find that one English word is equivalent to three synonymic meanings of Oshindonga).

Although students used bilingual dictionaries, it was noted that some terms were adapted and borrowed whereby they took the English words and rephrased them just a little bit in Oshiwambo. The adaptation and borrowing of words is a common practice in many African languages, which are influenced by European languages, going back to colonial times. The students also noted that it is very challenging to translate into African languages because just for one word of English one might have to come up with two words or even a whole sentence to convey the meaning. This led to the lengthening of the text just because the students wanted to convey as much of the meaning as possible. One student reflected that:

BR10 Literally, nothing comes without challenges. During the translation process, I have experienced challenges such as being unable to figure out what an English word means in Oshiwambo. We had to make use of the dictionary to get a broader meaning and at least get a clue of the exact meaning of a word which forced us to end up writing long sentences in Oshiwambo for one word in English.

One participant asserted that:

BR14 I believe it is easier to translate from the mother tongue to English, which has many words, comparing to Oshiwambo, because English caters for a wider range of vocabulary. English has many words. It is difficult in Oshikwanyama, which is mostly influenced by European languages and cultures, our ancestors never really created anything, so it is difficult to translate to Oshiwambo.

Consequently, the Oshiwambo articles posted on the website looked much longer than the source text (English) articles. The participants stated that they understood English terms better than Oshiwambo terms, or those in their first language. This also speaks to the importance of mediating tools such as dictionaries and the power they have in enabling students to communicate in the virtual classroom through the use of different multilingual devices. The use of dictionaries provided students with signs that help them to use both procedural knowledge (searching for terms or words) and declarative knowledge (of putting the words into phrases or sentences). The use of both procedural and declarative knowledge was commended on by Leont'ev (2005:451), who asserts that they provide us with signs that mediate consciousness which gives life to meaning. This mediates the whole ability of the students to perform the language translation task efficiently, and further embrace knowledge transfer between the two languages.

5.3.3.3. The use of debate to negotiate meaning

Another aspect of communication that stemmed from the main translation task was the types of debates that the participants engaged in on how to communicate meaning. It was observed that many debates and arguments arose out of the difficulties that the students encountered in trying to communicate the right message as precisely as possible. Some participants reflected that:

BR15 The debates were a lot, because you would view a word from a certain point of view and the other person will view it from another. For example, we had a word, **hydroelectric plant**. Our story was on Ruacana, so one group member wanted to give the definition or meaning as ***Oshitayi shehandjaneko lolusheno***, so the debate/argument was here that ***oshitayi*** means a branch and a plant is just a set-up. Therefore, we finally agreed that the meaning would be ***oshihandjanekifo*** – (literally meaning the place where things - in this case electricity- are distributed).

BR16 There were not really much debates and arguments, as it was just like a learning process because it seems like not all of us were sure if we were writing the right words. I think it was a matter of the lack of confidence in the use of Oshikwanyama and the way we use it. Oshikwanyama words are rare you know, and for a translation, it is even worse.

For some groups, the debates arose because the participants were not sure of how to translate certain words. Some indicated that they lacked confidence in written Oshikwanyama, which made them argue a lot. Additionally, other groups also confirmed that finding equivalent Oshikwanyama/Oshindonga word was very challenging and that it led to communication barriers among the group members, who then ended up having different translations because it was difficult to select the correct terms.

BR11 Communication was also a barrier as when it came to certain words we end up with the different translation and it was hard to decide as to which one to opt for as every group mate felt like their translation is the right one, this forced the typist to type what she felt was the right one. Also, some English words were impossible to translate thus we ended up writing them as they are and sometimes just adding an Oshiwambo prefix to make it look and sound like an Oshiwambo word.

These reflections indicated that students were paying attention to the meaning, while also not neglecting the language focus on form. Again, in as much as they wanted to communicate the fullest message in the source text, they tried to preserve the use of appropriate grammar and vocabulary in the target text. It was further observed that some debates arose because the students, although they speak the same languages i.e. Oshikwanyama or Oshindonga, grew up in different societies. This means that the

use of the language is influenced by different societal factors contributing to the interpretation of different meanings. Thus, the way an Oshindonga word is used in Oukwambi may not be the way it is used in Ongandjera, as each is influenced by the respective dialect. This then contributes to the variation in the use of the words or language items in spoken or written communication. For some groups, they had to repeat the sentence and try to read it with understanding. For one group, this is what they did to handle dialectic variation:

BR17 For our group, when we are confronted by a word and everybody has a different perspective on what that particular word means, what we do is to first look at the context in which that word was used and then choose the closest word which is appropriate to use.

This reflection indicates that for written communication to be of good quality, debates had to occur. It can also be argued that the debates arose due to different but contrasting meanings associated with the words from different group members – for example, the term '*paganism*'. Some of the group members translated it as *oupaani*, and the others as *oulunde*. In Oshiwambo, these two terms are mutually interchangeable, in that the former is an adaptation of the word in Oshiwambo and the latter is an Oshiwambo concept which means *of a sinful nature*.

This section concludes with a reflection on terminology development, which emerged as one of the main developments in written communication. Alberts (2017:xv) sees terminology development as a strategic resource that helps the decoding and encoding process of languages through the use of L1. The findings tend to confirm this observation, as it is evident in the translated content that the participants used the best practices to translate the language by conveying information using different ways of borrowing, adapting, substituting and omitting the terms to the communicated message comprehensible in the target text. The analysis of different words contributed to the enhancement of spoken and written languages to the students and the readership worldwide. It can be stated that although the participants had resorted to using poor translation strategies such as omission, this was usually done to preserve the original context/meaning of the text without sacrificing the quality of the translated text. Moreover, Alberts (2017:95) cautioned that written strategies such as borrowing, adaptation and transliterations should not be regarded as incorrect methods to coin terms, but rather as sound methods that adhere to the basic word-formation principles of spelling and orthography rules in the target language.

5.3.3.4. Translation utility and relevance to the language classroom

After the main translation task, the participants were involved in the post-translation task, where they were asked to comment on the translation outcomes as they influenced the language learning environment. The participants had to reflect on the translated articles' real-world utility and relevance. They were required to assess the integrity of the whole task. It was observed that throughout the translation task the participants were working well with one another and they could transfer skills into real-world contexts. They also developed the ability to internalise and self-regulate the task in a way that they could perform it independently and co-dependently in their groups. Moreover, the participants indicated that they were satisfied with the content they posted on the website. One student asserted that:

BR14 I was convinced that the translation that we posted was the same as the original text because we have not changed the context of the article nor the content by putting in new information. We only translated the article as it was and that is why I am saying that I was satisfied with the legitness of the translation posted on Wikipedia.

On the other hand, some participants were worried about their inability to find meanings for all the words, which may have affected the quality of their translations. Despite that, the participants attempted to maintain the authenticity of the TL text in terms of names, years and the context by writing those out in numbers or just adapting such details into the target language. One participant was convinced that their group kept true to the translation and thus did not distort the meaning of the article, yet

BR18 I was convinced that we kept the meaning, but I was not satisfied that the exact translation of the original text is 100% equivalent to the one we translated in Oshiwambo.

The group that translated the 'Olufuko' article, which was loaded with culture-specific terms, reflected that:

BR19 I was convinced about Olufuko's translation and we kept the content of the text. We gave the exact meaning of the context and I have seen that even some people (from other groups) commented that we have made a good translation. The comments on our translation indicated that the person got the same meaning and effect of the English version from the one we translated in Oshikwanyama. She even indicated that she has learnt new words that she never knew existed in Oshikwanyama. Therefore, I am very proud of that.

This is an indication that the students participated confidently in this translation and found fulfilment and success in their translated articles. Some of them even reflected they would proudly use their translation in the language lessons once they go into the field. Two students reflected that:

BR20 I will be proud to use this translation in my class during my lesson and I will inform the students that I was the one who translated it in the vernacular language.

BR21 I will be very proud to use it in the classroom because once you share these kinds of interventions with learners, it draws their attention to want to follow in your footsteps, you are sort of creating that nature of translating texts into vernacular language, and this contributes to literature.

Although the participants confirmed that they would use this activity in the classroom to teach language through translation from English to Oshiwambo, some were sceptical about the use of Wikipedia content for language learning. One student noted that:

BR17 It just came to my attention that lecturers here have been warning us that they do not want any information from Wikipedia, now I understand why they are saying that because the platform is editable and anyone can edit it. This may result in learners learning or reading wrong information.

Although this was her feeling, other students had a range of reflections on the use of Wikipedia for classroom translation. Some noted that:

BR22 Wikipedia is a good platform because it converts information into our own language that our learners will understand better. So, it is a very good tool and teaching aid to use because you can retrieve it anywhere, any time.

This is an indication that the participants are willing to take this activity further into their future classrooms, as two other participants indicated that:

BR23 In the case of using this activity in the language classroom, one may have to bring in ICT as a tool to use, which will enhance learners' experience because some of the learners may have never used computers to that extend. Also, working in groups will help learners to learn how to communicate and reach agreements on certain word meanings.

BR 17 I would definitely use it in my classroom. This would be a great experience for my learners in the sense that it would help boost their communication skills when they discuss words. It would also help them become computer literate as they will have to be taught about how to operate a computer before they can actually use one. It would also help enhance their vocabulary in both languages and give them a great opportunity to observe how direct translation of words in English to Oshiwambo makes reading senseless. This will help them stop direct translating words in their academic texts.

For others, it was constructive to work online, as one participant reflected that:

BR24 I am glad to be among the people who have contributed to these pages' translations because most of the times when we are doing our assignments, you would want to use some of the internet text from your own first language but they are just not available. Therefore, it is a very good initiative that we can use in the future.

To conclude, it is evident from the participants' reflections that TBLT activity facilitated the communication of meaning from the source language to the target language in a co-operative way. The reflections point to the evidence that the translation catered for all audiences in the learning environment (the school, as the students indicated that they would like to use the translated articles in their language lessons) and external users of the website who would want to read the articles in the vernacular languages. Consequently, the translation allowed for the enculturation of real-world communicative tasks that allow the natural use of languages on a virtual learning platform and negotiation for meaning, while focusing on the use of correct form. Although there were some concerns about the credibility of the Wikipedia content for classroom use, the findings revealed that students were satisfied with this TBLT task, which they found fulfilling and worth emulating in their language classroom. The next section thus describes the overall influence or impact of the TBLT Wikipedia translation on the students' language learning.

SECTION C: FINDINGS FROM THE POST-TRANSLATION STAGE

This section concludes the presentation of the findings by bringing together the reflection of the participants on both the pre-translation and main translation tasks. This reflection was carried out by blogging, (Addendum K) although some of the data were drawn from the participants' hand written feedback or analysis (HR interpreted as Hand-written Reflection) on the translated page (Addendum H). The data presented in this section used the Activity Theory frameworks (discussed in 3.9.1.) to analyse the influence of TBLT Wikipedia translation on the student teachers' language learning.

5.4. The influence of TBLT Wikipedia translation on language learning as underpinned by the Activity System

In this section, the findings are interpreted and discussed in the light of Engeström's (1987:81) six components of Activity Theory (AT), as described in section 3.9.1. In AT

an activity serves as the unit of analysis that preserves the essential unity and integral quality of any human action. This action is directed at the translation of Wikipedia content in English into Oshikwanyama/Oshindonga, as a form of a communicative task which is analysed through a collective, collaborative and artefact-mediated process. These concepts are presented to develop a rich and comprehensive understanding of the participants' communicative abilities, and the strategies used to translate during the Wikipedia translation task. The findings presented in the sub-themes below reflects the influence of Wikipedia translation on the participants' language learning and development.

5.4.1. Activity theory as a tool for technology-enhanced language translation

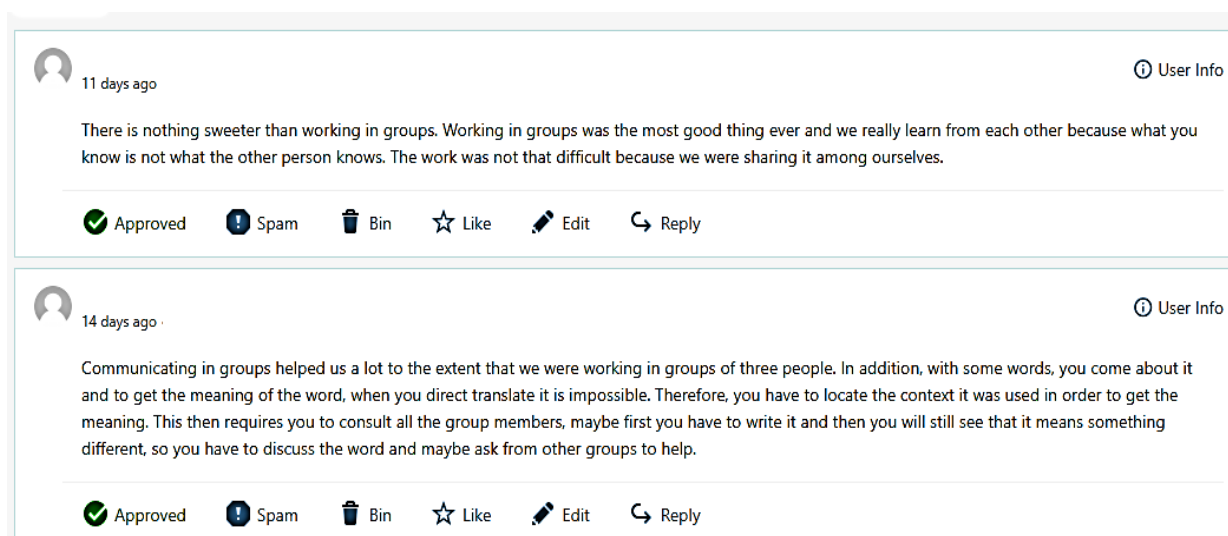
Activity Theory (AT) is used in social research to analyse the way individuals work in a collaborative social learning environment. It is "increasingly being applied to aspects of technology-supported learning" (Thomas, 2017:40), because of "its emphasis on the mediation of tools and social factors on human activity" (Donnelly, 2008:13). The analysis below provides insights as to how technology was used as a medium of communication, as a tool through which the language was translated, used and learned. The discussions of the influence on learning are embedded within both the TBLT and CLT frameworks, which are shaped by the participants' blog reflections and their interactions in the learning environment.

5.4.1.1. Subject approach to an interactive language learning activity

The participants approached the TBLT Wikipedia translation activity interactively, where, for the very first time, they utilised the Wikipedia platform in a process-supporting manner, making use of technologies to translate in collaborative groups and learn language in a communicative way. Moreover, the participants engaged in a blog reflection session, where they wrote on communication strategies as a post-task reflection on social media. The participants worked in small groups of three to make a total of eight groups of translators. The study found out that working in small groups helped the participants to become more critical and inquisitive in giving a detailed analysis of the learning issues, concepts, strategies to use and most importantly to participate cooperatively. The participants remarked that working in groups provided an opportunity for them to learn and gain knowledge and experience from one another. One group member remarked that:

BR6 Working in groups made translation to be very challenging since everyone had a different opinion, but on the other hand, it saved us time.

It was purposeful for the subjects of the study to work in groups to enable them to complement each other's potential concerning language and also ICT skills and expertise. The participants felt that working in groups helped them to translate better because some of them were more knowledgeable than others, especially in the first language (Oshindonga/Oshikwanyama). Moreover, the participants felt that they worked well collaboratively and complemented each other's knowledge to produce acceptable translations. The following screenshot displays some of the participants' blog reflections on the use of group work.



These reflections indicate that collaborative group work helped the participants as the subjects of the study to scaffold one another's knowledge and skills, and build good communicative abilities in the process. This was a communicative language learning exercise and thus, as much as the participants were required to communicate verbally, they also needed to use their writing skills to translate the pages. So, when the subjects were working in groups, they thought, acted and processed material better as a team, and the whole translation task was considered a team effort.

5.4.1.2. Rules and division of labour of the TBLT task

This translation was located within the realm of TBLT pedagogy and mediated through the means of Web 2.0 interactive tools. The rules and steps of TBLT pedagogy guided the activity (Ellis, 2014:105-106 – section 2.3.5). Under the guidance and support of the research coordinator and the research co-observers/co-facilitators, the participants were introduced to the task in which they were organised in groups of three members.

The rules were more concerned with the roles of individual group members. It was decided that one member should serve as the team/group leader, and one member should be the scribe, who acts as the group secretary and the lead typist. The last member serves as the group convener and the lead researcher, who was responsible for research and information gathering. The roles of each collaborative group member were well explained to the participants and the role of the whole translation community as being facilitative members. The division of labour was also extended to the vertical and horizontal division of power and status between different group members, in this case, motivated by their pre-technological and linguistic skills and abilities. Interestingly enough, the students reflected that they did not have any prior experience of translating on Wikipedia. This translation was the first for them, but because of the clear rules and instructions given to them, it was not so difficult. One participant remarked that:

HR11 We do not have histories of Wikipedia, except for the fact that it was not a reliable source for research and thus, we were not exposed to the rules of translating on Wikipedia.





Lack of prior knowledge of Wikipedia led to the accidental deletion of the first translation by five groups, who as a result had to restart with the translation. One student reflected that due to the lack of knowledge about the platform, many things needed to be done to allow successful translation:

☰ Negative implications observed in translating Wikipedia contents from English to a Namibian indigenous language

Some of the negative implications were the wrong translations we made and only came to realise it when it was too late. For instance, we translated South Africa as SuidAfrika which we later found out that we translated it to Afrikaans rather than to Oshiwambo.

Other implications were being unable to create a Wikipedia account and being unable to publish our translated articles online, this was time consuming as we had to wait for assistance from the mediator who was assisting group by group. There was a time we were trying to publish our article just to end up losing it. Obviously, we had to start from scratch.

The additional information I would request for better future translation is that we get advanced tutorials to equip us with the knowledge needed to operate the platform. I would also suggest that linguistics publish more Oshiwambo dictionaries so that we can improve our Oshiwambo vocabulary. Also, Let us translate nor and more as practise makes perfect.

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The above reflection highlights the view expressed by Leont'ev (1981:161), who recommends emphasising the relevance of activity, action and operations for the execution of a task or an activity. Leont'ev postulated that there is a need to look at the motive of the activity and explain the motivation behind involving the participants in the activity. Moreover, the participants are entitled to know the type of action that needs to take place in order to reach the goals and how those actions should be enacted, which then describes the operation procedures. The findings of the study indicated intrinsic







motivation which are embedded within this TBLT task. This includes the need to learn two languages i.e. Oshiwambo and English at the same time, through bilingual interactions, which consequently led to an improvement of communicative, interpersonal and technological skills. One participant reflected that:

BR18 This was my first time translating something in written form from one language to the other, so this was an amazing thing to do. At first it was not easy but in the end, all was falling into places. I was doing this activity whole-heartedly because I have been living with a question in my heart as to why we do not have something published in Oshiwambo on the internet and finally my whole question got answered. I felt so honoured that for now we will be reading things on internet in our mother tongue. Having this platform for now it will not just end here but I will try to publish as many articles as possible

Extrinsically, the participants were motivated by the fact that they had to translate the content they were familiar with, and thus could relate to. One participant reflected that:

☰ Most/Least experience in translating

One thing i like most about this whole activity was the cooperation we had among ourselves though we argued sometimes it all turns into one big family and we really learn from each other . Another thing was that we were translating the text about Our late brave king who died fighting for the Kwanyamas , and we had alot of experience about him already so the text was so enjoyable to us. What went wrong was how difficult some words were and we ended up giving up on them.

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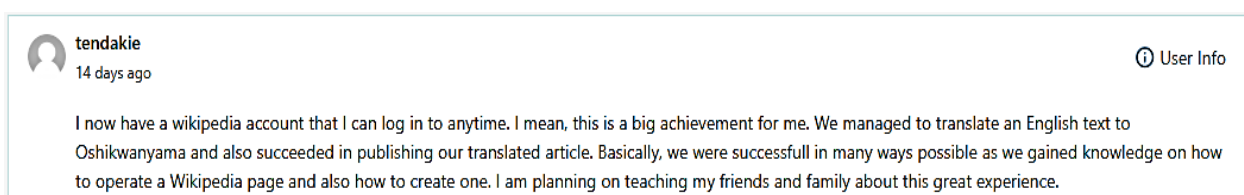
The above reflection is an indication that students are highly motivated when they engage with content they could easily relate to. In this case, they were motivated to translate an article about their King i.e. Mandume yaNdemufayo, (available at <https://en.wikipedia.org/w/index.php?title=MandumeyaNdemufayo&oldid=852058926>), a text which was also very enjoyable to learn. On the negative side, the reflection implies that students found cultural-specific terms difficult to translate and thus they sometimes ended up simply omitting them.

The participants in a way had acquired skills to translate on Wikipedia, an experience they never had before and they then knew how to go about it, as well as the procedures to follow to edit, change, save and retrieve content from Wikipedia. The participants remarked that they were motivated to put their first language online and have other people (external readers online) reading the content in the vernacular language. Additionally, the rules set for this task, which were based on the TBLT framework (Willis, 1996:60, section 2.3.10), enabled the action to be facilitated in such a way that a series of operations was enacted within a finite duration of time, and the participants were

allowed enough time to plan, practise and execute the task. This then helped to place the participants in their sociocultural realm, where they had time to interact in their groups with the mediated artefacts and tools that transformed the learning context.

5.4.1.3. Interacting with mediating tools

In this TBLT task, the participants were given an opportunity to interact with different language concepts, tasks and ICT tools such as the internet and different websites. According to Donnelly (2008:13), sociocultural approaches use mediating tools within human activity system, which stress the transformative power of the introduction of new tools into existing contexts. This study made use of real-time Wikipedia translation, which the students had to execute in small groups. It was noted that right from the beginning, many students had no idea that the Wikipedia website could be used for content translation. Some students had an idea that the content could be uploaded, although none of them had ever tried to upload content before. The research established that all the participants were novice online translators. More than 80% of the participants indicated how surprised and impressed they were to realise that people could translate languages from English into their vernacular languages. The participants indicated that although they had no prior experience of using Wikipedia, the instruction given was very helpful in the sense that it became easier for them to begin the translation. Some of their reflections on students' prior experience with the Wikipedia platform are shown in the following screenshot:



In their reflections, the participants indicated that it never occurred to them that they could learn languages using ICT tools. One participant looked into the historical background of African indigenous or first languages by reflecting that:

BR7 Long time ago, people were reluctant to use ICT tools because they feared that they do not know how to use them, and the language they use (English) was not understandable to them. ICTs were not used in African written languages. I guess this has changed in the modern world.

This reflection indicates that the fear of ICTs, which were deemed to be European tools, was also accompanied by the lack of knowledge and understanding of European languages. Thus, the lack of knowledge on how to communicate in the English language led to the avoidance of the ICT tools in the language classroom. One student reflected on the factors that caused teachers to use technology in the language classroom by saying,

HR3 *Oteknologi iha i longifwa unene mongulu yofikola okuhonga, shapo ongeenge omuhongi oye a hala oku i longiga mefimbo lonhumba ngeenge ta hongo oshihongwa opo i ulike omafano taa kwafele ovahongwa mokuudako. (Technology is not used in the classroom for teaching, unless it is when the teachers want to use the projector to show pictures that may help students to understand certain aspects very well).*

The above assertion points to the use of technological tools and equipment in the form of hardware, such as the computer or overhead projector, to show a video or display information, but not in the form of a classroom task, which is aimed at teaching students to learn collaboratively and interactively. Furthermore, the participants felt that Namibian first (home) languages are not languages of the internet. One student reflected that,

HR13 Our language is not on the internet because we do not have people who are capable of translating them to English. In history, our language was overlooked because of colonialism and the lack of development. We have a scarcity of words, thus making it difficult to translate.

This assertion shows a deep reflection on the history of Namibian languages, which are underdeveloped, compared to English which is the official language in Namibia. It also points to political factors that applied before independence and immediately after independence, when English was selected as the official language and medium of instruction in all Namibian schools. Participants asserted that these factors were the lead lack of English equivalents, which was experienced by almost all the groups. According to the participants, English and Oshikwanyama/Oshindonga differ in the sense that if they are directly translated, the meaning might be lost or get distorted. This also affects the syntactical structure of words in that the phrases and arrangement of the clauses will no longer be logical. Moreover, it was found out that Oshikwanyama/Oshindonga languages do not have sufficient terminology, which then led to omission, borrowing and adaptation of terms from the source language/text.

The participants further observed that some of the words used during the translation were derived from the origins of the Oshiwambo language, which is deep-rooted in Oshikwanyama language used in Angola (which is different in broader respect to the Oshikwanyama language used in Namibia even though the Ovakwanyama tribal group has originated from Angola); and these word were especially challenging to translate. The participants further mentioned that it was very difficult for them to find equivalent words in English. This was because Oshiwambo has its own vocabulary and orthography, of which many terms are either borrowed from Afrikaans (influenced by South African settlers before independence) or Portuguese (influenced by Angolans whose first language was Portuguese and many Namibians had lived in Angola before independence). The students used dictionaries to help them translate. This assisted the participants to activate their background knowledge of the language, which helped them to translate the terms into understandable phrases or ideas. The dictionaries were also used to search for the meaning of words that the participants could not comprehend in English, in order to make them simple to understand in the Oshiwambo language.

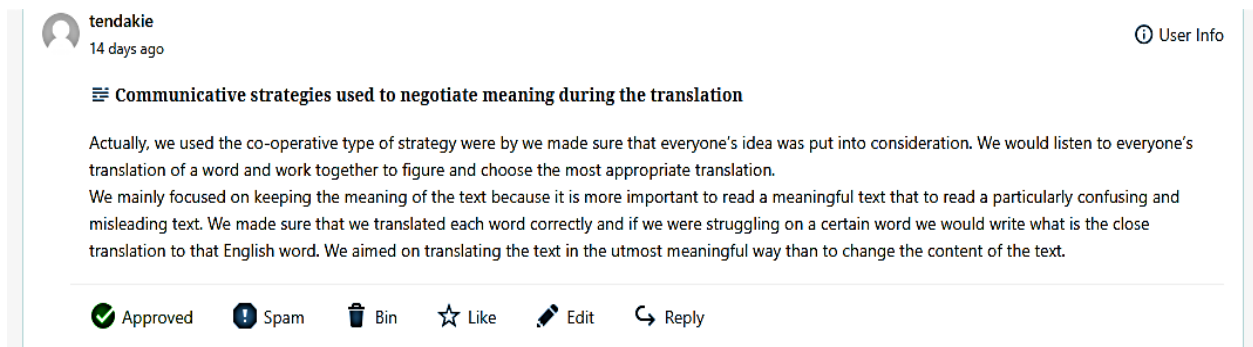
5.4.1.4. The community in the working space

The community of this study was comprised of the student teachers, who were in a language community of practice. The participants shared a common object, which was to translate the Wikipedia pages successfully, for the benefit of their language learning and the enhancement of their communicative skills. The community shared common rules for executing the TBLT task, as well as the horizontal division of tasks among members and the vertical division of power and status in the group. The participants were divided into eight groups of three members each. Each group member had a role to play in order to ensure that everyone has contributed. One group member reflected on the use of group work:

BR14 There is nothing sweeter than working in groups. Working in groups was the best thing ever and we really learnt from each other because what you know is not what the other person knows. The work was not that difficult because we were sharing it among ourselves.

The community also included the research co-facilitators, who assisted and advice to the participants on translation and terminology choices. This means that students were not just left on their own to translate, but different groups were attached to external assistants who provided guidance while the students worked in apprentice-like

situations. Scaffolding occurs in a community when the more knowledgeable participants offer advice to the less knowledgeable ones. Students reflected that working in a community provided an opportunity for them to interact positively and share ideas, experiences and knowledge on how to translate a text on a readable standard. Cooperation was one of the key concept used in this translation as reflected in the following screenshot.



The community included a well-established internet platform which had online dictionaries, Google websites, an online encyclopaedia, meaning finders and platforms such as Web. 2.0 social network tools provided online resources for the participants to consult on the meaning of the terms. This shows that the Wikipedia translation task created a language-learning atmosphere which was guided by a human-machine symbiosis (Donnelly, 2008:25). It also means that the tasks and language learning are mediated using technological devices and platforms available on a virtual learning space (ibid.). Regarding, human-machine interaction, many students observed that it had never occurred to them that they could learn first languages through technological platforms such as Wikipedia, and they were amazed and overwhelmed by the experience. Some indicated that it never happened in the history of their languages that first languages could be learned through ICT. A student reflected that:

HR7 Some people believe technology is only useful when it comes to English language and they do not really use technology for other languages. However, here we tried to use technology to translate the English words into Oshiwambo. It is such a good feeling.

Another student reflected that:

HR14 Technology should be used more in African language classes, in order to give a deeper understanding to scholars. It will also help them to search for meaning and

definition of words, as quickly as possible, using the internet rather than just waiting to carry a dictionary or even go to the library.

This reflection affirms the role of technology as a part of the language learning community. The virtual learning space has become such an important part of the physical world in a way that it offers reliable benefits, which makes learning social, interactive and supported by a network of contributors. This Wikipedia translation task confirms Donnelly's (2008:27) opinion that communication technologies have made it possible to compress the space-time dimension and help in breaking through barriers of national and regional boundaries. The community included the Wikipedia community of contributors, editors, content creators and translators from different parts of the world and linguistic backgrounds, who could continue to work on refining the translated content for their personal or classroom use. Thus, it was essential for the translators involved in this project to have a sense of concern and responsibility towards their audience, so that the translation they upload on to the website is relevant, truthful and contain accurate information to the whole society.

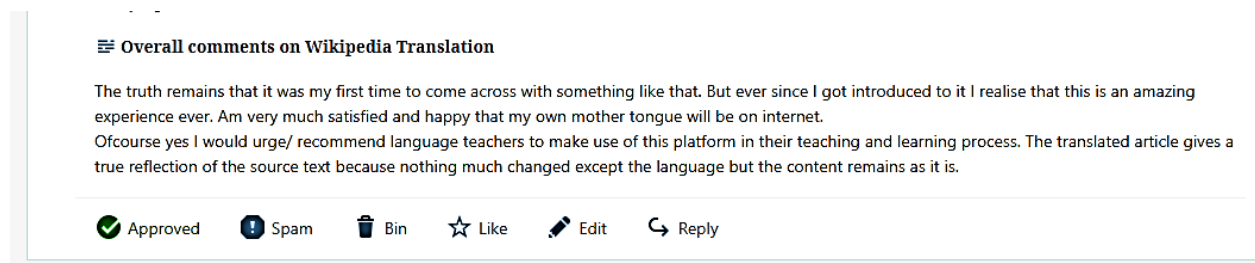
5.4.1.5. Object or outcome of the study

The object of this study refers to the results or the outcomes generated in the research. The focus of this study was on the Wikipedia platform on which the TBLT translation task was performed. Wikipedia created space where the task was directed and moulded to be transformed into appropriate outcomes with the help of the mediating tools and instruments. The study generated different outcomes that benefited language learning and the enhancement of communicative skills. This included the intention of the students to demonstrate their ability to communicate efficiently and effectively in both spoken and written language, through negotiation for meaning. It further included the ability to produce grammatically correct sentences without distorting the context of the source text. The participants also learned how to successfully translate the Wikipedia content from English into Oshindonga and Oshikwanyama, and to repost the article on the Wikipedia platform. One participant postulated that,

BR23 The whole Wikipedia translation exercise was not really an easy task to execute, due to the lack of skills in using ICTs, but with proper guidance, we were able to translate and have our article online. We felt good that at least we can now go back to the site and find something that we have created ourselves. It is such a good feeling.

This outcome revealed both the positive and negative side of Wikipedia translation. First, one needs to be knowledgeable on the use of ICT or rather be guided well by a knowledgeable peer or adult to be able to translate successfully. Secondly, the remark was influenced by the inner sense of gratitude that the participants had in knowing that they had recreated content into their language, which they can proudly use and read.

Another student reflected that:



This was further complemented by another student who just realised that,

HR16 *Monghalamwenyo yopaife otwa teelela ovahongi va honge ounona okudja pedu, ooi va dule okulihonga okukufa elaka loshiingilisha tave li tula mOshiwambo. Eshi oshinima shiwa lela* (In this life, we expect teachers who will teach learners from the early age to learn how to translate from English to Oshiwambo. It is such a good feeling).

This translation was a good task to exemplify TBLT as a well-structured framework for both instruction and assessment. Using tasks as the basic building blocks to execute online classroom activity allowed the participants to both sequences the task and assess their outcomes. At the same time, the participants created reasonably authentic parameters within which they could communicate with each other. Most importantly, the findings indicated that this activity allowed the participants to focus on what was said to each other rather than on how it was said. This had a big impact or influence on the outcome of their written dialogues, as it is evident in the translated pages posted on the portal. Moreover, the students were given a good platform to assess their work, whereby five out of eight groups confirmed that teachers can use the translations in the class, as they are reliable. One group member asserted that:

BR8 The text we translated is reliable to use even though there might be slight errors. We are sure it will not impede the understanding of the reader.

The other participants from different groups found their texts to be helpful because they would improve the readers' vocabulary. Some participants affirmed that there is a

relationship between the English version and Oshiwambo version and this is a positive thing because today's students could read the translated content from different sources and make comparisons. One participant asserted in Oshiwambo that:

HR15 *Ope na ekwatafano pokati kaashi sha shangwa mOshiingilisha nashi sha nyolwa mOshikwanyama. Oshiwa shaashi mopaife ovanafikola otava dulu okulesha ondjokjonona yaAbraham lyambo mOshiwambo okudilila koWikipedia. Elaka IOshiwambo ota li hangika yo komalungula.* (There is a correlation between what is written in English and what we wrote in Oshikwanyama. It is good because nowadays, students could read biography of Hidipo Hamutenya in Oshiwambo from Wikipedia. Oshiwambo language is also found on the Internet).

Although the participants had these positive feelings about the influence of the translated articles on both the readers of the virtual platform and the learners in the classroom, some participants felt that their articles were not reliable enough because some words may not have been translated correctly. Although this was a case for some, the participants commented that their translations are still readable and comprehensible, as they carry the same message contained in the original text. The participants cautioned that in case their articles would be used in classroom they should be compared with the latest English version, since Wikipedia is an open-source platform on which content could be updated and edited by anyone, anytime. This is important since the Wikipedia content can change anytime and this has an impact on the translated content.

The participants also alluded to their dissatisfaction related to the lack of skills and vocabulary in Oshiwambo, as compared to English, which is deemed to be more advanced than the Namibian languages. Donnelly (2008:17) asserts that unintended outcomes lead to possible dissatisfaction that can have a negative impact on the learning process. One group member reflected that:

HR19 Due to the scarcity of words in African Languages, some words were written repeatedly or copied exactly as they were, while at some point, they had to give a detailed explanation just for one word, in order to convey correct meaning, for instance **marble – oumanya hava vema voumaaabulu, tarred road – opate ya kolongwa yoteya.**

This reflection indicates that the participants had achieved the object of the study through constant construction, negotiation and renegotiation for meaning from different perspectives facilitated by the TBLT pedagogy. To reach the object of the study entailed

rules being broken, conflict and misunderstandings easily emerging, while tensions led to constant interruptions in the group. Many participants reflected on how they debated the use of certain words or phrases; some indicated that they sought help from the third party (another group), some had to use opposing opinions on the word choice and the phrasing of sentences. Students also revealed that it was difficult for them to translate into well-phrased sentences because some of them had never translated the English words into Oshiwambo even when they were at school. Thus, they resorted to word-for-word translation, which they later found completely changed or distorted the meaning of the original text. The participants also had to use dictionaries to help them with the meaning of words or terms. Below are some of the challenges which were pointed out in their reflections:

14 days ago User intro

It was challenging to write most of the words, and thus we made use of dictionaries. The use of dictionaries was helpful as we had a word that we were failing to translate, picturesque because there is not a definite translation for picturesque in Oshiwambo. So, we had to consult the dictionary in order to find the exact meaning of this word which was just like landscape (which has a good picture view). This helped us to get the meaning that it is indeed the land itself that is good to look at – ouwa wopaushitwe in Oshikwanyama.

The participants reflected that the scarcity of words in African languages compared to English made it difficult to do the translation. Many groups ended up writing the same words repeatedly or writing out descriptions or illustrations in the TL in an attempt to provide the full meaning of the SL. Some participants felt that since they selected a text from Namibian culture, it would be much easier to relate to the English words used, as they may be readily available in Oshiwambo. The findings prove that the content from the students' real-life context was much relatable in the sense that they could easily interpret in a communicable manner. So, this has helped them to translate the source texts communicatively. The participants selected many articles on the regions of Namibia, such as Ohangwena, Erongo and Omusati. This may be because the articles consisted of the content they could easily relate to, as it is located within their cultures. One participant remarked:

HR18 The article we translated was about Ohangwena region, the region where we came from. So, the content was familiar because it had to do with where it is situated, how people survive, the population in the region and the politics of the region. So, it was not too difficult to translate.

Another reflected on how the language that was used in the text influenced their selection of the text:

HR22 In some cultures, people are lazy to change words in their own language and thus, end up borrowing words. Our text was Namibian, everything said is part of our Namibian culture and most of the words used are familiar, making it easier to translate.

Although the findings revealed that the texts selected were culturally friendly for the students, as they incorporated many Oshiwambo cultural words, some participants complained that some words from the SL were not from Oshiwambo culture. This fact prompted them to borrow these words which do not fit in their culture, i.e. marble = *oumaabulu*, turbines = *eetubine*. Some ended up adopting the words exactly as they were in the SL, i.e. Heroes Acre, since they totally and completely failed to translate them.

Conflicts and contradictions were observed in this study in a sense that they influenced the outcomes of this study. One contradiction was related to the hegemony of English in the world of ICT and its dominance over African languages. The English language culture and the fact the English is deemed to be the most popular language diverse vocabulary resulted in a more advanced terminology and vocabulary which was not easily available in the Namibian indigenous languages culture. This meant students were unable to translate some of the English words, but instead omitted or transferred them into Oshiwambo, which at the end compromised the quality of the translation and hence the outcome of the study. Another contradiction arose in the students' lack of experience to use technological tools, which then caused them to delete the first translated articles. This was a contradiction because as much as the participants wanted to translate, they were conflicted by their lack of expertise to translate and save the content on Wikipedia. Consequently, the groups had to restart and retranslate the text. This experience had both positive and negative outcomes. On the positive note, the students may have written improved translations, since they were doing the task for the second time. On a negative note, some students may have been frustrated and angry that they had to repeat the translation. This may have forced them to translate for the sake of finishing the translation, resulting in compromised quality of the translation.

Overall, the students developed great respect and appreciation for this Wikipedia translation task, as they regarded it as an eye-opener in respect to their association with other class members, their cooperation as language teachers, and to their development

of African languages in and out of the classroom. Some of their reflections are indicated below:

- BR3 I am very much content with the experience that I have gained from the Wikipedia platform as well as with the whole translation process. I feel quite overwhelmed to have been involved in such a wonderful practise. As this was a first time experience, I surely gained new knowledge on the translation of articles through the Wikipedia platform as well as skills on how to operate that very platform. In regards to recommendations, I would indeed recommend my translation to be used in the language classroom as I believe it would make a useful teaching resource. Although, our translated article may not be 100% similar to the source text which is in English, I highly believe that we kept its meaning. So, yes, the translated article is a true reflection of the English source text.
- BR5 The truth remains that it was my first time to come across with something like that. But ever since I got introduced to it I realise that this is an amazing experience ever. Am very much satisfied and happy that my own mother tongue will be on internet. Of course, yes, I would urge/ recommend language teachers to make use of this platform in their teaching and learning process. The translated article gives a true reflection of the source text because nothing much changed except the language but the content remains as it is.
- BR22 The activity has drawn us together as language teachers because in a way it has given us the confidence that even next year when we are going in the field we will not only take our way of teaching about certain language aspect, you know that you could go to the next teacher so that you can have more opinions about teaching certain aspects and then you have a diversity of sources.

All these positive comments point to the value of the outcome of this study, as it is an activity that the participants would like to move forward with and incorporate into their teaching when they become teachers.

5.5. Summary

This chapter presented the findings of an empirical research process which took place through the facilitation of the Wikipedia translation through the methodological lenses and guidance of TBLT. The findings provided in this chapter were focused on the exploration of the Wikipedia translation as a TBLT task, with the main aim of assessing how the task allowed students to interact with the Wikipedia website to translate languages/articles from English L2 into Oshikwanyama/Oshindonga L1, in small groups. The findings of the study revealed how Wikipedia translation encouraged group collaboration, one-on-one interaction and whole class communication. In addition, the findings revealed that the pre-translation task prepared the students to interact positively

with one another, and to be comfortable about working with the Wikipedia pages. The scaffolding techniques were used in such a way that the participants got to know Wikipedia, not only as a website that helps them with the research, but also as a virtual platform that values the use of first languages. The findings further revealed that in order to translate, the translator has to use different translation strategies. The participants used different strategies which helped them to face challenging tasks, negotiate and confirm meaning. This is in support of Leonardi's (2011:22; 80) point that pedagogical translation involves students with cultural, communicative and cognitive factors that allow effective interaction which in turn promotes analytical and problem-solving skills. The analysis of the findings revealed that participants discovered that some of the strategies used in communicating some specific words were less preferred or satisfactory, for example, word-for-word translation and omission, as these could easily distort the message.

The findings helped to locate the TBLT Wikipedia translation task within the sociocultural framework of the Activity Theory. This means that a task does not just take place in isolation in any learning context. To learn a language, the language should be located in the culture in which it is normally used. This further means that the users of that language need mediating tools to be able to communicate. The findings regarded mediating tools such as the dictionaries, books, the internet and its online resources, as the most significant role players in this translation. These mediating tools also complemented and strengthened the virtual community, where the translation was practised. Lastly, the findings indicated that factors such as facilitation, interaction, scaffolding and communication were some of the most important contributors to successful TBLT implementation in a language classroom. The next chapter presents the summary, conclusion and recommendations for the study.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

This chapter presents a summary of the discussion of all the chapters in this dissertation. It provides an outline of the chapters, as well as a discussion of the main findings in the light of the data collection, analysis and interpretation. Furthermore, the chapter presents the conclusions emerging from the findings, as guided by the research questions. Finally, the chapter makes some recommendations and contributions toward the research body as well as suggestions for future research. The chapter concludes by indicating the limitations of the study.

6.2. Summary of chapters

This section briefly summarises the six chapters of this study.

Chapter One introduced the thesis by providing the context of the study. The chapter discusses the background of the study as it unfolds in the Namibian educational context and the language learning developments before and after Namibian independence. The language teaching methodologies which underpin the pedagogical choices made in this study were introduced. The context of the language speakers involved in this study was discussed to the extent that their bilingual backgrounds were explored. The influence of bilingualism's influence on the second and first language teaching and learning in Namibia were also discussed. Chapter One further discussed the motivation for this study in relation to the use of the Wikipedia platform for language learning purposes. This was embedded in the discussion of the pedagogical lenses of TBLT and sociocultural theory. Additionally, the statement of the problem, which pointed to the lack of skills in designing communicative language tasks and in differences in the perceptions and use of translation in the language classroom, was also discussed. The chapter further provided an overview of the theoretical frameworks that underpinned the study and the methodological framework for conducting this research. Lastly, the chapter provided details on the significance of the study, and a brief definition of the main terminology used in the study, as well as the organisation of the study.

Chapter Two presented a review of the literature, based on a broad discussion of the concepts that led to the investigation of the use of English Wikipedia translation as a communicative tool in a Task-Based Language Learning (TBLT) pedagogy. The chapter described the Communicative Language Teaching (CLT) approach, which is the basic principle of TBLT, and presented an overview of CLT (section 2.2), its principles and its evolution in the Namibian language education classroom. The chapter further discussed different approaches for second language acquisition and learning, as derived from the CLT pedagogy, which included TBLT, which is the main pedagogical framework for this study. This chapter unpacked the roles played by TBLT on task design and performance in the language classroom (section 2.3.). Consequently, the discussion was focused on the background of TBLT, the definition of real-world and pedagogical tasks, and the characteristics of TBLT. Chapter Two introduced the sociocultural framework as a theoretical basis for TBLT research. The chapter further discussed the basic principles and concepts of SCT by establishing its advocacy of language mediation, in a socially mediated activity through scaffolding and the crucial development of students in the zone of proximal development. The chapter further explicated the SCT/TBLT model for the study, in which the concepts of the TBLT pedagogy were integrated with those of the SCT, in order to set the steps for executing the translation tasks. A detailed discussion of the facilitators' and the students' roles followed.

Chapter Three focused on the application of TBLT in the first language classroom and the integration of TBLT in the translation of languages. As a result, the rationale that led to the combination of TBLT and translation in the language classroom was discussed in detail. The concepts of pedagogical translation (Leonardi, 2010; 2011) and the translation strategies (Nida, 1964; Newmark, 1988) were explained (section, 3.2.4.1. and 3.2.4.2. respectively). The chapter further covered the relevance of technology in devising language tasks and the contribution of computer-mediated communication tools and Web 2.0 technologies such as Wikipedia on language learning. The chapter was concluded with a discussion of the implications of implementing TBLT pedagogy using technological tools. Finally, the chapter described the framework of Activity Theory (section 3.9.1.) as providing an analytical tool for technology-enhanced TBLT translation. Activity Theory was discussed in light of its practical value in the technology-enhanced language learning setting.

Chapter Four presented the methodological and research design of the study. The chapter presented the paradigmatic assumptions of the study, backed up by an account of the qualitative research approach and the case study research design. The chapter further presented information on the sampling of the participants, and the data generation and collection procedures. The chapter concluded with a discussion of data analysis and trustworthiness, as well as the ethical considerations applicable to this study.

Chapter Five presented the data in three main sections. The first section presented an analysis of findings as contextualised in the pre-translation workshop, that introduced the Wikipedia translation to the participants, and in which they received both the theoretical and practical training. The second section is divided into three sub-sections, in which each sub-section addressed the three research questions separately. The first subsection addressed the issue of the mediation of interactive communication through using English Wikipedia translation tasks. The second subsection focused on the enhancement of the quality of spoken and written language production during the task performance. The sub-sections used Activity Theory to analyse the influence of English Wikipedia translation on Namibian Language education student teachers' language learning.

Chapter Six concludes the study and provides some recommendations as well as suggestions for further research. The section that follows summarises the main findings of the study.

6.3. Summary of the main findings

This section presents a summary of the findings which are described in detail in the previous chapters. The findings in this research were collected using a range of data-gathering tools. First, the participants were trained on how to use the Wikipedia platform for language translation purposes. Afterwards the participants were involved in the main translation tasks, where they worked in collaborative groups. Observation and artefacts analysis of the translated Wikipedia pages served as the main data-collection tools. Blogging was used as the post-translation reflection tool. These tools were all used to seek answers to the following questions:

- a. How does participating in Wikipedia translation of English L2 into Oshikwanyama/Oshindonga L1 mediate interactive communication between pre-service language education students?
- b. How does Wikipedia translation of English L2 into Oshikwanyama/Oshindonga L1 enhance the quality of spoken and written language production during the task performance?
- c. What is the influence of English Wikipedia translation into Oshikwanyama/Oshindonga on language education students' language learning?

The summary of findings is presented in three sections, the same sequence in which the data were presented and analysed in the previous chapter.

6.3.1. Mediation of interactive communication by pre-service language education students

This study showcased a good language translation atmosphere that that resembles the tasks which are meant to convey meaningful language through well-structured TBLT tasks. The Wikipedia translation tasks were designed to provide the students with a chance to practise relevant forms in a way that was applicable to real-life situations. The translation was conducted in groups as an aspect that helped the participants to select the English Wikipedia article to translate into Oshikwanyama/Oshindonga. Students had to do a thorough study of the source language text before attempting to translate it, and they had to make assessments of their semantic and syntactic approximations. The facilitator played the role of orientating the students to the activities and the methods of execution, and other problem-solving techniques. The activation tasks involve the use of communicative variables/forms in order to produce a natural way of learning the language. The students were engaged in the execution of the task, where they used different linguistic forms to negotiate meaning (Ellis, 2014:108). Although the emphasis was not placed on grammar, correct grammatical forms were used in many translations to communicate appropriate meaning.

The findings from the pre-translation task indicated an internal development process of the students' Zone of Proximal Development (ZPD). The participants were taken into situations where they interacted with group members and tools in their immediate learning context, including books and online dictionaries, to assist their translation. Further, the participants did an introspection by searching for deeper meanings of words

from within, which enable them to interact and communicate those words for the group effort. Mediation helped both the participants and the researcher to avoid tension, delays, and setbacks that might have emerged through the use of the mediating tools, thereby developing both the declarative and procedural knowledge that is needed to translate.

Mediation played an important role in this translation task. This is evident from the participants' reflections on how the research coordinator helped them by guiding, and observing the students to use the mediating tools/instruments collectively, so that they could interact and communicate on the use of the different styles and strategies that could allow them to translate the content. The findings stress the importance of introducing the task clearly through modelling and a bridging process describing the etiquette, rules and strategies for executing the translation tasks. This highlights the role of mediation in the development of the participants as they move in and through the ZPD, where the participants are offered scaffolded guidance that helps them to develop and maintain the collaborative dialogues through which their language learning is mediated (discussed in 2.4.1.3). The scaffolding process was aligned with Vygotsky's (1978:54) views that language learning is mediated by cultural artefacts which facilitate human activity. The mediating tools and instruments mediate people's interactions with one another and the objects around them (section 2.4.1.). It could then be concluded that different aspects used in the pre-translation activity inspired the main translation task. These included the translation procedures (Nida, 1964:241-245) that dealt with the analysis of the source and target languages.

The translation was based on the task performance procedures used during the pre-translation task, which has led to a translation of the common article 'Olupandu' by the whole group. This was done to prepare the participants to collaborate in groups and improve the communicative effectiveness when translating. The findings show that this task taught the participants to collaborate and interact in groups where they have developed a translation strategy which enabled them to develop conscious plans for negotiation for meaning to translate effectively. It is very important to highlight the observation of the students' one-on-one (interactive) communication with technological tools. The findings indicated that the students were involved in collaborative dialogues on the Wikipedia translation. It was through translation that the students began to negotiate meaning, ask others for the meaning of words and confirm how some of the

words are spoken and written. Wikipedia translation was a reflection of real language classroom situations, where the students communicated in a natural and unobstructed manner. This further enhances their communicative competence (Section 2.2.4.).

The findings indicated how the students in this study were introduced to the Wikipedia website which is slightly located outside their sociocultural context as African indigenous language teachers. The students were further introduced to the tools which enabled them to translate effectively and precisely in the communicative language classroom. Consequently, this led to the transformation of Wikipedia as a functional communicative platform that provided an instrument-mediated activity for language interactions and learning which resulted in the development of classroom learning resources, i.e. Oshikwanyama/Oshindonga translated articles which were produced by the participants during the translation.

The findings of the Wikipedia translation task highlighted the importance of technological tools in serving to mediate interactive communication that supports reflective practices, which are guided by the pedagogical lenses of TBLT. This supports Eskelinen and Haapasalo's (2006:109) views on the importance of using different approaches that support reflective communication which affect students' learning, group dynamics and interest in ICT support. Wikipedia as a technological instrument and a digital resource was used as an integral part of language learning in a collaborative language classroom. The findings showed there was a good collaborative learning atmosphere whereby students did not only focus on individualised learning, but they also developed self-regulation skills by working collaboratively with others, and with the mediating tools to produce a good translation, which added value to the language output.

6.3.2. The enhancement of the quality of spoken and written language production during the task performance

The findings indicated that the Wikipedia translation task presented a smoother, direct and clear translation which attempted to produce in its readers an effect which is close to the one obtained when reading the original text. It became evident in the students' reflections on the translation task that they respected the original text and they kept their translations as close and as faithful to the original one as possible. This was done, even though the translators had difficulties in finding culture-specific or related terms or

equivalence. The translators, through communicative translation (discussed in 3.4.3.), concentrated on translating the correct message in a meaningful manner. The findings also indicated that the participants were cognisant that the main aim of the text that was to enlighten a large number of readers, which goes beyond the borders of the classroom but extended to a wider range of potential readers of Wikipedia.

The reflections in the main translation section pointed to the value of communicative translation (Newmark, 1988:45). The findings established that the participants used communicative translation procedures. This enabled them to render the contextual meaning of the original text in such a way that the translation is acceptable and comprehensible to the readers (Newmark, 1988:45-47). This was ensured through developing a translation strategy (Kring, 1986:18) which enabled the students to translate the content first by sharing ideas and writing out their thoughts without interruption, and then they started to correct surface and obvious errors immediately.

The findings also showed how the participants were more concerned with the language form (grammatical correctness), since they focussed more on how much the English second language (SL) allowed them to change it into their first language (TL). This could be a complex and detailed task to perform. This means that the students had to consider the expressiveness of the language to ensure that the translated meaning does not deviate from the original meaning. Ellis (2014:109) emphasised the manipulation of linguistic forms in a communicative way to enable natural processing of the language task. The participants negotiated meaning in such a way that the semantic and syntactic structures did not deviate from those of the original text and hence, this did not change the originality of the text. This further means that the translated text retained the original text's culture as much as possible. This translation task indicates that the students remodelled the words in a way they could find the closest words (semantics) to translate into, being mindful of the use of correct vocabulary and the morphological aspects of writing and creating the words. Thus the participants were involved in the monitoring of semantic and syntactic errors during revision, when the students had to read their translation again and do the corrections.

The findings revealed how some student teachers perceive translation to be difficult to execute, as they had spent too much time focusing on the meaning of the words. Although this was an observation, the participants had used their natural abilities to

ensure the translation reflected the context of the original text. This is in support of Ali (2012:431), who posits that translation could be used “to foster and take advantage of the students’ natural ability to assimilate L2 information through their native language processing skills.” These findings confirm those of Hautemo (2014:102), who asserts that translation facilitates students’ language acquisition and learning by exposing and offering them an opportunity to deal with different and to some extent, difficult terminologies. Consequently, in the process of translation, culturally bound words such as proverbs and idioms are discovered, discussed and then interpreted in order to be adapted into the target language. This aids the students to develop language terminology that may lead to language growth (Dalvit, 2009:54), which is needed in African languages whose use had been for so long abandoned in a second language classroom. Cook (2010:20) maintains that the ability to translate is a major component of bilingual communicative competence, which, from a pedagogical point of view, is considered as a fourth skill of language learning.

The findings indicated that the Wikipedia translation task which was conducted in collaborative groups enhanced the students’ communicative competence of using both the source language and the target language simultaneously. This was evident in the students’ interactions, which mostly occurred using both languages, using formal and semantic aspect of vocabulary and grammar, and language register and style both in speaking and writing. Thus, the students were involved in collaborative dialogues in which they were co-constructing linguistic knowledge and at the same time reflecting on their own communicative abilities as group members. This is an indication of the ‘linguaging’ process in a bilingual learning environment (Swain, 2006:98; section 2.4.1), whereby translation was used to enhance critical reading skills, improve language proficiency and facilitate vocabulary acquisition in students (Leonardi, 2010). The ability to communicate was further observed in the students’ spoken communication when students deliberated and sometimes debated the meaning of words from the source language to construct meaning in the target language. Further, since participants were allowed to use different resources throughout the translation task, their ability to search (flexibility) for the most appropriate words (accuracy) to convey meaning (clarity) was enhanced. Duff (1981:7) maintained that flexibility, accuracy and clarity allows students to contribute thoughtfully to a communicative text. This indicated a good communicative language learning atmosphere, which confirms Prabhu’s (1987:17) stance that TBLT “is

a good way of education and language practice, since the students are fully engaged in a task, rather than just learning about language.”

The use of different translation strategies helped the students to use translation in both spoken and written communication to improve their foreign language proficiency, while at the same time developing their vernacular languages. The findings indicated how the students used both the lexical and syntactic choices through communicative language practices and this enculturated the development of the four language skills, namely, listening, speaking, reading and writing. This means that through TBLT the students were given the chance to read the text carefully, analysed it in detail to confirm the translation strategies to use and then to write out the translation. Therefore, through the subjective view of the students’ reflection the findings indicates that not only were spoken and written skills enhanced through TBLT translation, but the students’ listening and reading comprehension skills were also developed, while their vocabulary was extended.

The findings showed how written analysis of language took place when the students had to consider morphological aspects of language development. This was seen in the way they borrowed some words and just clipped them a bit in order to create new words in the target language. It was also evident in the way that the students decided to adopt new words into the language by just adding a morpheme onto the suffix or prefix of the root/base of the word. This morphological recreation of the words was done in a way that accommodated the context of the original text and did not depart from or distort it. Therefore, the texts which were produced were still located in the locus of the original/source text. These findings support Leonardi’s (2010:93) observation that “a good translation needs to flow naturally by re-creating both the style and context of the original text,” but should not depart from the target language conventions. In doing so, students’ writing skills are enhanced, and they focus on producing a translated text which is faithful and relevant.

The findings presented moments when the participants debated the meaning of words before they wrote them down. The debates emanated from the fact that these students, being bilinguals, had diverse background experiences of both the SL and TL. The participants debated the spelling of certain words, the sentence structures and to some extent the grammatical aspects. The debates indicated that the participants were

involved in authentic communication within their groups, whereby they could even code-switch without even realising it. They were debating freely, using both the source and target languages unconsciously, without being aware of the language mistakes transpiring from their interactions. Consequently, the spoken communication strengthened the participants' collaboration as team members, which then led to good production of the written language/communication. The findings revealed that teamwork motivated the participants to communicate, share ideas and negotiate meaning, and this indicates the effectiveness of using group work for translations.

The TBLT main translation task was not devoid of challenges and frustration. One challenge observed was with direct translation, which led to language interference (Lado, 1964:189), since it distorts the meaning of the words and misrepresents the context of the original text. The participants indicated they used direct translation when trying to find the equivalent of the SL words in the TL. This, according to Lado (ibid.), leads to incorrect sentence construction, which was also observed in this study, as it has led to distorted meaning. The findings showed how the students countered that shortcoming by using closely related cultural adjustments and modifications to the source words. These modifications led to word generalisations and paraphrasing that suited the context of the articles. Students also ensured that they kept the translation within the original context by using other strategies such as adaptation and transferring the terms into the vernacular language, methods which are acceptable in the Oshikwanyama/Oshindonga orthography and terminology development.

6.3.3. The influence of the English Wikipedia translation on Namibian language education student teachers' language learning

The use of Activity Theory (AT) indicated a controlled language learning context, where participants were guided by different elements of their sociocultural framework. This was necessary for this novel practice in the history of first language learning at this university. According to Roth and Lee (2007:205),

learning occurs whenever a novel practice, artefact, tool or division of labour at the level of the individual or group within an activity system constitutes new possibilities for others (as resource, form of action to be emulated) leading to an increase in generalised action possibilities and therefore to collective (organisational, societal, cultural) learning.

The findings showed how the use of the Wikipedia website for language translation had created a new language-learning environment for the fourth-year language student teachers. Right from the beginning, the students showed a keen interest in translating the English texts into their vernacular languages. The findings showed how these novice translators divided the translation tasks among themselves into groups, and how they associated themselves with both their immediate community, in the classroom and the virtual community to assist with the translation. The findings also indicated how the participants interacted with the mediating tools, which were the ICT tools, virtual tools and online resources.

The participants indicated that they used books from selected Oshiwambo anthologies of poetry and the vernacular bilingual dictionaries. They also made use of online dictionaries and thesauruses to extend their vocabulary and for confirmation checks on the meaning of terms or phrases. This was a good observation since the participants made use of 21st-century technology skills which are available anytime, anywhere, as long as they have an internet connection. On a negative note, the findings indicated that the use of e-dictionaries and online thesaurus produced substandard translation since the participants opted to search for any meaning of terms in a Google search engine, which led to a lot of pages popping up and giving diverse meaning of which some are not really from credible (authentic) sources. Thus, the provision of diverse meanings led to many debates concerning which meaning is correct and appropriate to use. These findings indicate both the benefits and short-comings of using online resources be it in Wikipedia translation and not. Figure 6.1 illustrates a schematic summary of this study's Activity Theory, which is based on Engeström (1987).

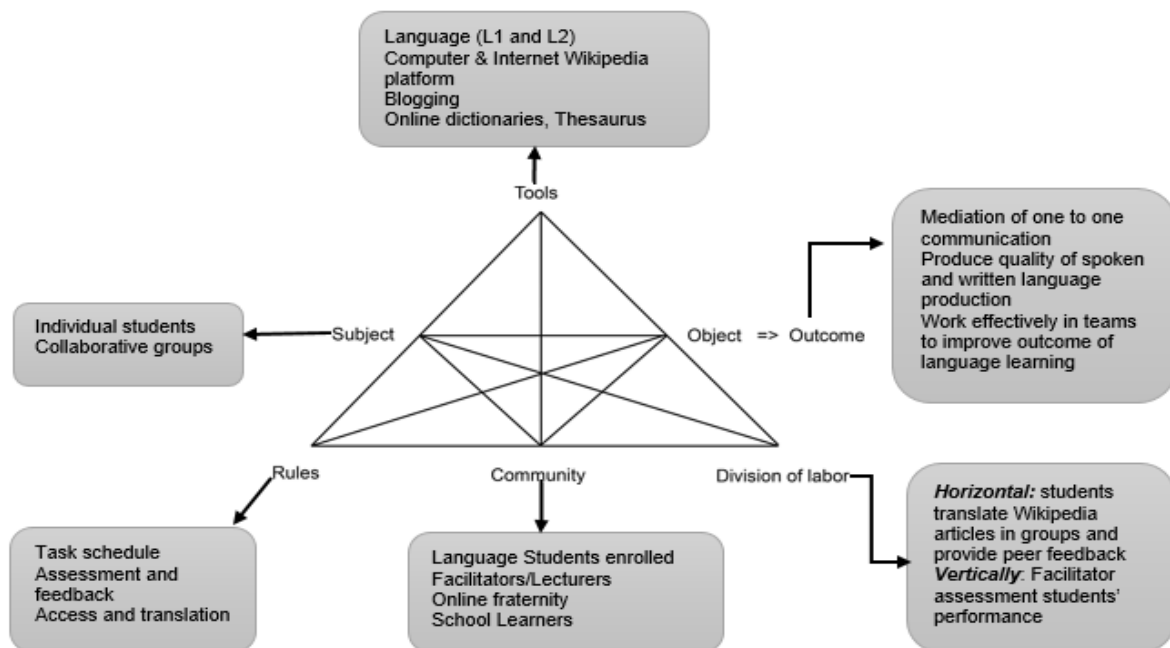


Figure 6. 1: Representation of the Activity System of TBLT translation task based on Engeström (1987)

Figure 6.1 represents the activity system of the Wikipedia translation, which is embedded in a technology-enhanced TBLT by UNAM's BEd (Hons) 4th-year language student teachers. These students used mediating tools of language and ICTs to perform the real-time or synchronous translations in their collaborative groups. They were given pre-workshop training that orientated them to the Wikipedia platforms and online translation rules and etiquettes. The translation task was divided into three phases: the pre-translation phase or introductory phase, the main translation phase, and the post-translation phase, which is the language focus phase, whereby students did the reflection, evaluation and provided feedback. The aim of taking part in this TBLT translation task was to use translation as a mediating tool that facilitated interactive communication between students. The findings indicated how the TBLT activity was used to enhance the students' spoken and written communication and lead to overall improved language learning outcomes. It also inspired them that the translated pages would reach a wider range of community members in the real world, who would be able to read it, share it with others, either in their physical space like schools and hope, or in their virtual space using Web 2.0 tools.

The Activity Theory is seen as a helpful tool in a language context, as it analyses goal-oriented actions that look at what the student does, how the student acts with the tools and mediating artefacts to reach the objective. It further explicates the action of the

collective within their community or social environment, as well as the motives or goals for that activity (Robertson, 2014; Blin & Appel, 2011; Blin, 2004). This was very important in this study, as the motive of the study was more connected to Communicative Language Teaching in a technology-enhanced TBLT setting. The AT did not only provide an analytical framework, but it also provided the theoretical lenses that are located within the sociocultural context in which students collaborated using both synchronous and asynchronous communicative methods in the classroom. This supports Lantolf's (2004) view that materials and signs such as the language used in private speech and in dialogic process mediate learning through scaffolding and collaborations. This further facilitates language learning in the classroom, as students have an opportunity to develop procedural knowledge which is facilitated by the declarative knowledge that is induced through language use. The intersubjectivity of language learning in this study was not only located in the interactions between the subjects of the study, but also within and through all the people accessing the translated articles on the Wikipedia website.

The findings of the study showed a good example of using Web 2.0 tools such as Wikipedia, which is open-source software that has been seen as a controversial subject in the body of research because its content is not peer-reviewed. The findings indicated that using AT in Wikipedia translation helps to redefine the identity of the Wikipedia platform as an online language learning environment that assists students to write collaboratively and it also facilitates the acquisition of new communication skills by students. Blin and Appel (2011:474) argue that computer-supported collaborative writing fosters greater awareness of the writing process to help students to gain a sense of audience and create opportunities to focus on form and negotiate meaning. This task required collaborative behaviour that entails collective effort and the motivation of all group members within their sociocultural setting. This then encouraged students to work well together in the community of practice, where the more knowledgeable students assisted their less knowledgeable counterparts to develop translation skills and learn languages as they wrote collaboratively.

The task shows the ability of Activity Theory to integrate all the skills of mediation, scaffolding and, ZPD that transform students from the individual to the collective and most importantly into being self-regulated knowledgeable persons. This further means that the findings of the study do not only benefit the participants, but they are carried to

the whole language community or society. This manifested in the way the participants drew task-based language learning performance skills and translation strategies from the classroom using tools surrounding them. The community guided the direction and the production of this translation and it is the community that receives the translated content, as soon as it is reposted on the Wikipedia platform. This language-learning circle aligns with Leont'ev's (2005:325) assertion that through language the society influences human beings and the human influences the society to produce and transfer cultural knowledge and practices using language. Moreover, in the TBLT task, the society influences the participants to search for knowledge beyond their immediate community to the global community (using online dictionaries and thesaurus) to find appropriate meanings for the terms.

The TBLT translation was a manifestation of the appreciation the participants had of the production of the written translation on the virtual platform for learning purposes. The findings indicated that the participants felt excited and rewarded by the feeling that they could create a Wikipedia website and show off their vernacular languages. In addition, the participants could retrieve the translated articles for their language classroom use. This confirms Cook and Hall's (2012:279) sentiments that the native language use in a foreign language classroom could be the greatest pedagogic resource that enhances students' motivation and confidence. One could see how the students were motivated to complete the translation, which enhanced their analytical and problem-solving skills, since the task resembled real-world language task. The findings revealed that the students improved their interpersonal, social regulation and self-regulation skills through mediation (section, 2.4.2). These skills are essential for any language student teacher or teacher, who should have the ability to interact at either individual or group level, to work with different objects that support language learning, and to develop skills that help students to internalise the language and use it appropriately.

The findings indicated some contradictions of conflicting issues that arose out of interaction with the technological tools for language learning, and they influenced the results of this study. One of the contradictions which came out strongly was the use of the Wikipedia platform for language pedagogical translation in comparison to the students' experience and expertise. The participants indicated that they had no prior skills and experience with online translation of any kind. Many of them indicated that they had only used the Wikipedia website for research purposes, a gesture that was

highly forbidden by their lecturers, as the website is deemed or perceived as an “unscholarly” platform. The findings indicated that right up to the end of the translation task a few participants were still not confident about the credibility of the platform for classroom usage. This is because their articles could also be edited and wrong information could be added to them, which could make the content less credible.

Another conflicting issue observed had to do with the multiple voices of the participants. The findings indicated that the participants came from different linguistic backgrounds and thus had different opinions on the use of certain words/terms and sentence structures, a fact that led to many prolonged debates. Although this was seen as a shortcoming, it also presented a perfect opportunity for language learning, since the participants had a chance to gather different views that facilitated a good language-learning atmosphere. As Engeström (2008:50) puts it, the use of collaborative groups in the classroom helps to facilitate coordination, cooperation and reflection. These aspects helped the students to find mutually acceptable ways to deal with the translation. In the process, they had occasions to reflect on their experience during the TBLT Wikipedia translation task.

6.4. Conclusions derived from the findings of the study

This section presents the conclusion derived from the findings of the study with reference to the research questions addressed in this study.

6.4.1. Conclusion relating to research question 1

How does participating in Wikipedia translation of English L2 into Oshikwanyama/Oshindonga L1 mediate interactive communication between pre-service language education students?

The value of the TBLT task for the students was its ability to redefine the role of communication in the language classrooms, whereby the students moved the focus from the individual to the collective in the learning process. This means that the interactions (debates, suggestions, negotiations, and comprehension and confirmation checks) during the task performance point to the value in the collective effort to produce a text communicatively, without losing its originality. The study concludes that there was a two-way interaction process, whereby students negotiated meaning and scaffolded

each other's learning and understanding by communicating ideas and meaning. This means that the objective of the study was achieved through constant construction, negotiation and renegotiation for meaning from different perspectives facilitated by the TBLT pedagogy. The study further concludes that mediation plays an important role in facilitating an interactive language learning process.

The study revealed that the use of a well-organised TBLT task performance process enhances students' ability to collaborate. This points to the assistance that the researcher provided to ensure that all the participants were well equipped and prepared to work with the mediating tools, and that they were prepared for a free and comfortable environment for collaborations. This further means that the mastery of the learning content depends on the scaffolding opportunities offered to the participants to enable them to interact. These opportunities offered facilitated the regulation and self-regulation process that guided the students to use different communicative approaches and diverse translation strategies, to translate in groups. Thus, the Wikipedia translation allowed for the enculturation of real-world communicative tasks that allow the natural use of languages on a virtual learning platform and negotiation for meaning, while focusing on the use of correct form.

6.4.2. Conclusions relating to research question 2

How does Wikipedia translation of English L2 into Oshikwanyama/Oshindonga L1 enhance the quality of spoken and written language production during the task performance?

This study concludes that TBLT offered an opportunity for students to speak freely with one another, as they were all accountable for the success of the task. This emerged through the debates in which the participants engaged, whereby they would code-switch between languages to clarify concepts and negotiate meaning. This study endorses the remarks made by Auerbach (1993:20), that codeswitching "reduces anxiety and enhances the learning environment by taking into account the sociocultural factors and facilitating the incorporation of learners' life experiences" that allow for the development of a learner-centred curriculum. Accordingly, TBLT offered a rich learning environment, whereby the students benefited from learning languages through different kinds of interactions with one another. This was done by extending their L1 and L2 through the morphological and syntactical exploration of different terms, thereby developing and

creating new terms and, exploring the technological tools to learn languages on a virtual platform.

This study found that some students used less favourable translation strategies such as omission and borrowing, especially when dealing with cultural-specific terminologies. Cultural-specific terminology posed a challenge to the translators and this made them opt for the communicative translation approach, where they aimed at getting the right message out, a message which does not deviate from the original context. The study concludes that in written communication, some cultural-specific terms could be omitted if not adapted, especially when they do not belong to either the ST or the LT, or if they may lead to distorted meaning. The study further highlighted the importance of using mediating tools such as dictionaries to assist with terminology definitions. The study concludes that the use of dictionaries offers diverse opportunities that enable students to use virtual referencing tools, thesaurus and dictionaries to convey meaning, which is very important in the 21st-century language classroom.

6.4.3. Conclusions relating to research question 3

What is the influence of the English Wikipedia translation into Oshikwanyama/Oshindonga on language education students' language learning?

The study concludes that the Wikipedia translation task sets a good example of how teachers can apply the TBLT pedagogy in a technology-enhanced setting, for both instruction and assessment, which leads to language learning. This emerged in the way that the students collaborated well and negotiated meaning through constructive debates. The study concludes that the SCT facilitated sound language learning methods such as scaffolding, mediation and internalisation, which played a big role in developing the students' meta-cognition skills (the knowledge of using language for language production) that enabled them to focus on the language task and transfer their skills into the real-world context. These meta-cognition skills attained helped the participants to be able to translate in a bilingual setting and be able to communicate effectively and competently using both L1 and L2. The outcome of the translation task was important in the sense that it influenced the way the whole learning community perceived translation in the classroom, for teaching and learning of languages. The most important aspect for the Wikipedia translation was for the relevant message to be transmitted without any distortion of the original context. This was revealed in the way students

made sure that the translation was a faithful reflection of the source text and that the sociocultural context of the target text remained intact in the original.

The study concludes that Activity Theory as an analytical lens for technology-enhanced language learning provided a flexible framework to work with different members of the language learning activity. The study found a synergy in the use of the mediating tools, rules of translating and the division of labour between subject collectives to arrive at successful Wikipedia translation of English content into Oshikwanyama/Oshindonga, which is the object of the study. The findings of the study indicated the fulfilment and sense of achievement that the students experienced in the tasks, as they reflected that they would like to use the translations in their own language classrooms when they start teaching. The study concludes that TBLT serves as a pedagogical tool that motivates students to develop new language learning techniques aimed at language development and growth, and encourage students to use language in a bilingual context and setting. This also impacted on the way that students viewed the use of technology in the language classroom, especially in the first language classroom. The outcomes of the Wikipedia translation confirms a need for technology to be used more in the first language as such written translations are important in putting African languages online.

6.5. Pedagogical implications and recommendations

The recommendations for this study are based on the pedagogical implications related to the application of TBLT pedagogy and the integration of Wikipedia translation and translation in general, in the language classroom. These recommendations are based on the findings of the study outlined in 6.4.1 -6.4.3.

6.5.1. Recommendations for the integration of TBLT with translation for language learning

Drawing from the findings, the study recommends that TBLT translation should be designed and planned in an organised manner that integrates the use of authentic language embedded in the activity. To allow students to develop self-confidence in using the language, the students should be urged to communicate freely without the pressure of being correct and precise in language use, to enable them to use natural language which allows them to learn languages. The study further recommends that in a communicative task such as TBLT students should negotiate the correct use of

syntactical and semantical terms that facilitate correct language use. This stemmed out of the results that some groups were just doing the TBLT merely for the sake of completing the task, but at the end sacrificing correct language use, which needs to be maintained by every language teacher. In TBLT specific language forms should never be the primary focus for completing the task, as it is important for the students to be able to successfully communicate meaning in the way they see it fit. The students' choice of words should not be restricted, as the tasks in TBLT attempts to reveal them in a way that is as authentic and as related to real-life activities as possible. The study recommends that tasks should be as realistic as possible, in order to enhance students' engagement in meaningful language acquisition and learning.

6.5.2. Recommendations for the enhancement of the communicative skills in the language classroom

The study recommends that the TBLT translation task used at the level of teachers' training should prepare the student teachers for real language classroom use in both spoken and written communication. Thus, Wikipedia translation should be regarded as a pedagogical task that aids the acquisition and learning of the four language skills. The study recommends that TBLT translation task should mediate the use of languages and located within the students' sociocultural framework. This enables students to locate themselves within the real-life activities which they are performing. Moreover, the study recommends that in adoption translation tasks in the class, the teachers should be cognisant of the translation strategies which they are using, their benefits and shortcomings, so that they could help students to stay within the original text's culture and context. Therefore, whenever a translation is conducted in the classroom, the students should be provided with background information about the text which they are translating to be comfortable with the source text language and background. Furthermore, students should be provided with the appropriate mediating tools that aid learning and help them to translate. Targeted real-world tasks (such as translation) should have much clearer outcomes that can be easily assessed. These outcomes need to be embedded within the pedagogical task to promote self-reflection and assessment at the end of the activity.

6.5.3. Recommendations on the use of TBLT translation as a pedagogical tool for technology-enhanced language learning

The integration of TBLT pedagogy and Wikipedia translation shows how translation, which is seen as an almost rejected and abandoned language learning method in school, could be revived using well-structured tasks. Thus, the findings highlight the importance of devising tasks into workable units that are executable through scaffolding, mediation and communication to facilitate language learning. This TBLT task shows how technologies could be integrated effectively into the teaching and learning of languages at the tertiary level. The study recommends that students should be exposed to the types of tasks that make learning fun and more interactive. This has the potential to enhance critical thinking, analytical skills and group processing skills.

The findings postulate that Wikipedia is one of the technologies that could be effectively integrated translation into the classroom for language learning, since it is an open-source platform, which could be used freely by any language teacher who has access to the internet. The study urges language teachers to use technological instruments to scaffold the kind of language learning that may be derived from different kinds of mediation processes that encourage the student to use and learn languages. Intrinsically, the participants remarked that they were glad to have put their vernacular language online and could not wait to use the Wikipedia translations in their own language classroom once they start teaching. This is an indication that the 21st-century language student teachers are keen on learning different strategies to make the language classroom alive and more communicative. The study recommends the integration of different technological activities in the language classroom to enhance the 21st-century technological and pedagogical skills required in the teaching and learning process.

This study made use of the Activity Theory (AT) as the analytical framework. The study recommends that in using AT for any study or lesson, the teachers and/or researchers should possess the relevant knowledge of the way that each member of the activity system contributes to the outcome of the study. This is needed since language is rooted in society and it is within society that it is used by diverse and bi/multilingual people. Therefore, every community member should be aware of the roles required of them and be supplied with enough linguistic and semiotic tools that facilitate language learning

and acquisition. The study recommends the use of AT as the tool for students to reflect on cultural and historical encounters with the ICT tools and symbolic tools used and effect changes in the way they use those in communicative contexts. AT should be used to help students to deal with contradictions which they may encounter during the task execution and thus help initiate, improve and implement new remedies to handle online translation in the future.

6.6. Contribution of the study to the body of knowledge

This study was the first to integrate the use of English Wikipedia translation into the TBLT pedagogies in Namibia and most probably in the world, as to the researcher's knowledge no similar studies have been undertaken elsewhere. Many studies conducted are on the applications of TBLT in second language learning, ignoring or discounting the first language learning. This study has the potential to shed light on the strategies to use in the adoption of TBLT pedagogy in a communicative first language teaching context. Moreover, this study was the first to be conducted on the use of Wikipedia translation in the tertiary language setting in the Namibian education system, according to the researcher's knowledge. The study contributes to a wealth of new knowledge that redirects the role of translation as a language learning pedagogy, which offers constructive communicative learning procedures and strategies.

Another major contribution of this study to the body of knowledge is the affirmation that translation is "a teaching technique or activity that goes far beyond memorisation of vocabulary and grammar drills" (Leonardi, 2011, 2010), and thus it should be used as one of the most constructive language tools to guide students into efficient and effective language acquisition and learning. The study has revealed emphatically that in TBLT pedagogy, translation could be used as a communicative tool across all stages of task execution. It could be used to plan, facilitate and consolidate the language skills gained throughout the task. Translation can be used as a learning tool for acquiring grammar and vocabulary, comprehending texts and developing language skills at different levels. It is essential that by using translation in the University of Namibia's language teacher education programme, students are guided through a change in pedagogy to increase their awareness of the similarities and differences in both SL and TL. These bilingual students are further motivated to communicate with greater fluency, by producing utterances that connect the use of two languages in the classroom.

This study has the potential of informing educational policymakers to re-investigate the language teaching strategies that reinforce the use of translation as a CLT procedure, which is located in the learner-centred pedagogy, that is, the Namibian education pedagogical framework. The results of the study could inform the University of Namibia's lecturers on pedagogical and theoretical frameworks such as TBLT, CLT, pedagogical translation, computer-mediated communication and technology-enhanced language learning, and shed more light on how to integrate them into the classroom in a more meaningful way.

By presenting the scaffolding techniques, the study developed an analysis model for observation of technological mediating tools in the language classroom. This presents a linear procedure that structures Wikipedia as a (possibly alien) learning tool to even the most novice language students. Studies such as this may help in shaping human activity and mental development by providing the opportunity to base communication primarily on meaning rather than on form (Ellis, 2003:16). The study further facilitated the scaffolding of new learning models from the more-knowledgeable to the less knowledgeable students. The study has the potential to direct teachers and even university lecturers towards models of application of learning that are facilitated and performed through devised language tasks. These tasks are aimed at eliciting equally rewarding results from all learners or students of different abilities, capabilities and different linguistic and cultural backgrounds.

Theoretically, this study posits Activity Theory as a suitable Wikipedia translation framework which involves models of knowledge building, perspectives, and artefacts to guide the design of computer-supported collaborative learning activities. This serves as a good model that presents student teachers with insights into their own classroom practices and into the way they can restructure their translation tasks to focus on communication and innovation. The use of AT is very significant in addressing internal conflict and doubt in bilingual students when dealing with new learning concepts. In this study, this could relate to the students' inability to work together in groups and to speak freely and with confidence using L2. Thorne (2004:53) maintains that "Activity Theory does not separate understanding from transformation. It encourages critical inquiry wherein an investigation should afford an analysis that would lead to the development of material and symbolic-conceptual tools necessary to enact positive interventions." This TBLT task served as a transformational tool for accommodating bilingual education

within modern framework using modern research tools such as the Web 2.0, i.e. Wikipedia and blogging, which are tools that the 21st-century students are familiar with and already using in their daily lives.

6.7. The research gap and possible areas for further research

This study was located under the umbrella of Communicative Language Teaching within the guiding framework of TBLT. The researcher had difficulties finding literature relating to the two concepts and, most importantly, no literature was found on the use of task-based language teaching in Namibia. This is a gap in the research that needs to be filled at both small- and large-scale settings. Moreover, many studies done on CLT often concentrate on the enhancement of speaking skills in the English Second Language classroom. The study suggests that academics turn their focus towards the application of TBLT in all the four language skills, in the indigenous (first) languages and acquisition, more especially in bilingual environments.

The second possible area of research could be on the use of translation in the senior primary phase, a study that is yet to be conducted in the Namibian educational system. This study investigated the use of online translation in the tertiary education environment and found it to be a positive and rewarding experience for the student teachers. A study in the senior primary phase could help determine if the learners are cognitively and linguistically ready to do the translation. One needs to investigate if the senior primary phase learners are technologically able to use the free online language translation toolkits, which may assist in developing and preserving their first languages while they are still young. An investigation could be undertaken to determine if these students can use different language translation strategies to translate and learn two languages (SL and TL) interchangeably.

The third suggestion for research is the need to investigate the integration of technology-enhanced learning in the Namibian classroom. This study revealed how the students were challenged by the lack of ICT resources for language learning in the classroom, as they thought there were not enough resources available online in African languages, specifically in Namibian indigenous languages. Thus, the study recommends that studies should be conducted in the area of technology-enhanced learning in the language classroom. This includes the use of the 21st-century

pedagogical skills that encourage collaboration, assessment, reflection and problem-based learning, using educational technologies for language learning.

Another suggestion for research in technology-enhanced learning should be focused on the scaffolding of technological tools in the language classrooms. A study that integrates the use of scaffolding in technology-enhanced learning could be helpful to the novice teachers who are still in training, as it may encourage them to use the technological tools in the language classroom and defy or challenge the privilege and recognition given to science and mathematics as technological subjects. Studies in the application of technological tools in the language classroom may help preserve the African languages which are currently facing extinction due to the rapid adoption of technology in the 21st-century classroom.

6.8. Limitations of the study

The data collection was conducted during the beginning of the academic semester when the students were busy with their lessons and practical assignments. Thus, it was not easy to involve the participants in the study because of their study commitments. The research was only able to involve nine students from Oshindonga instead of the needed twelve students, which meant that there were five groups for Oshikwanyama but only three groups for Oshindonga. This was not the initial plan, as the researcher needed an equal number of articles in both languages. In addition to that, some students were reluctant at the beginning, as they doubted their abilities to translate languages on the internet. This could be because students felt that they lacked the technological skills needed for this kind of a task. The researcher took the initiative to explain to the potential of the research participants the importance of taking part in the study and the benefits attached to it for them as language student teachers.

The TBLT translation task took too much time to complete, as the students took time to translate the content (up to four days translating just one article). This was because the students would continually revise the translated document, in order to produce flawless translations, which was not possible. Some groups took time because they were very slow in typing. Moreover, due to their limited skills in using the Wikipedia platform, five out of eight groups deleted (by mistake) their first translation, which meant they had to retranslate the text. Consequently, this could have led to the refinement of the second

translation, since they were dealing with the text for the second time. This may have led to them just rushing against time which could have a two-way impact on the quality of the translation; the repeat might have made the translation better (more refined) or worse (a product of frustration).

Many participants did not have enough experience with blogging, so blogging was not successful in the first attempt, as the participants' did not have blog accounts. Consequently, the researcher had to reschedule for another day to do the blog discussion. This meant the researcher had to invite the students through their personal emails, and they participated in the blog discussion at their own convenient time. Besides, the blogging session content was not easy to upload on the Atlas.ti software for analysis (coding and organising into themes), so the researcher had to copy each individual written post/content on to a Microsoft Word page, which was later posted on the Atlas.ti software as a word document.

Another limitation was the scope of the study. This study was aimed at language translation and its influence on language learning. It emerged that concepts such as terminology development (more linked to lexicography), code-switching and interlanguage, were inferred at the cross-borders of translation. Although the study found code-switching and terminology development to be inherent features of translation, the researcher personally found code-switching to be a fitting factor for the spoken language, and terminology development to be much related to lexicography. The researcher had limited the discussion of this study to the context which is on pedagogical translation, as she did not want to divert the focus to other areas of language communicative strategies in a bilingual environment the researcher deemed it fit to use the concepts translanguaging and languaging where applicable in the research to emphasise the use of more than one language in a bilingual classroom. Williams (1996:45) noted that translanguaging urges students to use both receptive and productive language, which enables them to exchange language from one language (i.e. English in this case) to another language (i.e. Oshikwanyama/Oshindonga in this case), in order to extend or enhance their learning and understanding of concepts. This was necessary in this study, which used two languages in both spoken and written communication and that assessed the influence this has on language learning.

6.9. Concluding remarks

The main objective of this study was to investigate the use of English Wikipedia translation as a TBLT communicative task to allow Namibian language student teachers to use language in situations that resemble real-life situations, as well as to aid them to interact collaboratively in small groups. The study focused mainly on the establishment of a communicative language setting, the negotiation for meaning, using different translation strategies and the outcomes of the language learning through translation, all of which was analysed through the lens of Activity Theory. The results of the study were very rewarding to the researcher, who is proud to have introduced, for the first time, Wikipedia translation to the younger generation of 21st-century student teachers. The most profound excitement was evident on the students' faces when they saw, for the first time, their vernacular language posted on the virtual platform and they said that they will proudly use their translation in the first language classroom. In conclusion, the researcher would like to echo the sentiments expressed by one participant who reflected:

This was the best experience I have ever had for language learning. I am very proud to have been involved in this project since I gained a wealth of experience, which I never thought I would have as a language teacher. Please inform your Stellenbosch University lecturers that they have done a great job in allowing you to come and give us this training and this new experience.

This shows the eagerness among our first language teachers to use technology in their teaching, yet they are confronted with the unavailability of the vernacular language on virtual platforms. The researcher concludes that addressing one of the challenges in introducing African indigenous languages in modern education is a challenging and exciting endeavour. This work shows that the use of Web 2.0 learning tools could help preserve and build indigenous knowledge, while it introduces innovative ways of learning one's mother tongue by improving foreign language learning skills at the same time. It further shows how highly scalable and applicable the solution can be, as most developing countries are striving to improve access to ICTs and promote usage at the school level. The researcher found this a very relevant topic to investigate, as it attempted to extend scientific and technical knowledge to bring about technology-enhanced learning and rectify the past unbalanced system in language education. The researcher took great pleasure and interest in conducting a study that attempted to use technology in a bilingual learning context, an experience that was proudly embraced by all of the participants.

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ADDENDA

ADDENDUM A: RESEARCH ETHICS APPROVAL



NOTICE OF APPROVAL

REC Humanities New Application Form

17 April 2018

Project number: 1913

Project Title: English Wikipedia translation as a communicative task in Task-Based Language Teaching pedagogy: A case of Namibian language student teachers

Dear Ms ALETTA HAUTEMO

Your REC Humanities New Application Form submitted on 12 March 2018 was reviewed and approved by the REC: Humanities.

Please note the following for your approved submission:

Ethics approval period:

Protocol approval date (Humanities)	Protocol expiration date (Humanities)
17 April 2018	16 April 2021

GENERAL COMMENTS:

The researcher is reminded to upload proof of permission from the University of Namibia's committee for Research and Publication as soon as such permission is obtained. [ACTION REQUIRED]

Please take note of the General Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

If the researcher deviates in any way from the proposal approved by the REC: Humanities, the researcher must notify the REC of these changes.

Please use your SU project number (1913) on any documents or correspondence with the REC concerning your project.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

FOR CONTINUATION OF PROJECTS AFTER REC APPROVAL PERIOD

Please note that a progress report should be submitted to the Research Ethics Committee: Humanities before the approval period has expired if a continuation of ethics approval is required. The Committee will then consider the continuation of the project for a further year (if necessary)

Included Documents:

Document Type	File Name	Date	Version
Data collection tool	WIKIPEDIA TRANSLATION PRE TASK REFLECTION TOOL	07/11/2017	1
Data collection tool	WIKIPEDIA TRANSLATION ON-TASK OBSERVATION TOOL FOR CO-OBSERVERS	07/11/2017	1
Research Protocol/Proposal	Hautemo PHD proposal	07/11/2017	1
Informed Consent Form	Consent form for the research facilitators.docx	12/03/2018	2
Informed Consent Form	Consent form for the reserach participants	12/03/2018	2
Data collection tool	WIKIPEDIA TRANSLATION BLOG POST Questions.docx	12/03/2018	2
Default	Permission Letter	12/03/2018	2

If you have any questions or need further help, please contact the REC office at cgraham@sun.ac.za.

Sincerely,

Clarissa Graham

REC Coordinator: Research Ethics Committee: Human Research (Humanities)

*National Health Research Ethics Committee (NHREC) registration number: REC-050411-032.
The Research Ethics Committee: Humanities complies with the SA National Health Act No.61 2003 as it pertains to health research. In addition, this committee abide by the ethical norms and principles for research established by the Declaration of Helsinki (2013) and the Department of Health Guidelines for Ethical Research: Principles Structures and Processes (2nd Ed.) 2015. Annually a number of projects may be selected randomly for an external audit.*

ADDENDUM B: PERMISSION LETTER UNAM



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: EXT /390/2018 Date: 6 June, 2018

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy And Guidelines. Ethical Approval Is Given In Respect Of Undertakings Contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: ENGLISH WIKIPEDIA TRANSLATION AS A COMMUNICATIVE TASK IN TASK-BASED LANGUAGE TEACHING PEDAGOGY: A CASE OF NAMIBIAN LANGUAGE STUDENT TEACHERS

Researcher: A.M. Hautemo

Student Number:

Supervisor(s): Dr. M. van der Merwe

Faculty: Faculty of Education (Curriculum Studies) , University of Stellenbosch

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
 - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - (ii) Request for an ethical compliance report at any point during the course of the research;

UREC wishes you the best in your research.

Dr. J. E. de Villiers: UREC Chairperson

A handwritten signature in black ink, appearing to read 'J. E. de Villiers', written over a horizontal line.

Ms. P. Claassen: UREC Secretary

A handwritten signature in black ink, appearing to read 'P. Claassen', written over a horizontal line.

ADDENDUM C: RESEARCH CONSENT FORM FOR THE PARTICIPANTS



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jou kennisvennoot • your knowledge partner

RESEARCH PARTICIPANT INFORMATION SHEET AND CONSENT FORM

Title: *English Wikipedia translation as a communicative task in Task-Based Language*

Teaching pedagogy: *A case of Namibian language student teachers*

Research Leader: Dr. Michele van der Merwe

Researcher's name: Mrs. Aletta Mweneni Hautemo

You are requested to volunteer to participate in my Ph.D. study. I am a Ph.D. Student at the Department of Curriculum Studies in the Education Faculty at Stellenbosch University. The research findings will be used for the Ph.D. dissertation. You were found eligible for this study since you are a Fourth Year Bed- Senior Primary Student teacher majoring in English and Oshikwanyama/Oshindonga).

1. THE PURPOSE OF THE STUDY

- The main aim of this study is to explore the use of Wikipedia translation as a communicative task in the pedagogy task. A special focus will be paid on investigating how the task allows language student teachers to use language in situations that resemble real-life. In this study, I will look at Wikipedia translation as a task that may encourage communication between students (student to student communication) as they work and interact in their small groups on a live online platform.

2. PROCEDURES

- 24 participants from the BEd Senior Primary Phase Language Student teachers) from English into Oshikwanyama or Oshindonga are requested to participate in this study in order to carry out a synchronous (live) Wikipedia translation.
- The participants will undergo a training (60 minutes) with the research facilitators I will introduce them to the Wikipedia website, the languages, and contents of Wikipedia, how the pages are created, edited and manipulated, and saved. In this training seminar, participants (student teachers) will be divided into 8 groups (3 members per group) in which each group will be registered for a password protected login credentials into the website. These are the groups in which the participants will execute Wikipedia translation tasks. After the training, participants are expected to complete a reflection tool, assessing the outcomes of the training.
- The actual Wikipedia translation will take place in the Computer Laboratory - in the HP Campus Library, whereby the participants will work in groups of 3 members to translate the Wikipedia pages.
- This is a non-experimental research procedure which requires the participants to work in a collaborative community of practice while translating a range of articles that are also suitable to use in a real classroom situation (educational and socially mediated articles).
- Data will be collected through the use of password protected Wikipedia pages. The participants will also be required to do a daily blog reflection on password protected blog page which will be created specifically for the research purposes.



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3. DURATION

- The total time commitment to be involved in this study will be a total of 5 days - 4 days, 2 hours per day for the Wikipedia translation and 1 to 2 hour of day 5 for the blog discussion and reflection. Please note that the research will be scheduled to be conducted outside your lecture hours and thus it will not interfere with your lesson attendance (this will be arranged with your Campus timetable committee).

4. POTENTIAL RISKS OR DISCOMFORTS

- There are no reasonable foreseeable risks or discomfort to this study apart from the fact that it requires a little background knowledge in ICT (typing and browsing the web). As stated above, training on how to explore and edit through the Wikipedia portal will be given, therefore, as a researcher, I am of an opinion that this training will ease some possible discomforts that may arise.

5. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

- It is significant that through this exploration the student teachers will develop necessary communication skills to use in Wikipedia translation as one of the tasks in the implementation of TBLT pedagogy. It is also envisaged that this study could contribute to the body of knowledge by highlighting the impact that Wikipedia translation as a TBLT task has on student communicative skills in the language classroom and consequently on language learning.
- A direct benefit from participating in the research is an outcome of the study that is advantageous to you as language teachers, more especially on the use/integration of Information and Communication Technologies in teaching and learning.
- Being a part of this study may contribute in informing the BEd program on some of the possible pedagogical strategies that can be developed in BEd language education pre-service teachers' concerning translation and TBLT pedagogy.
- Ultimately, this research may result in a publication of a book or conference paper of which your involvement will be acknowledged.

6. PAYMENTS

- Participants will not receive any payment for their participation as it is entirely voluntary.

7. CONFIDENTIALITY

- The records of this study will be kept strictly confidential. Research records will be kept in a locked file, and all electronic information will be coded and secured using a password protected file.
- Your identity will be disclosed in the material that is published. Anonymity will be ensured through the use of a pseudonym (false name). However, you will be given the opportunity to review and approve any material that is published about you.



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8. RIGHT OF PARTICIPATION AND WITHDRAWAL

- Although it is very important to participate in this study, as you will play a critical and significant role in the collection of the evidence hereof, your participation in this study is voluntary. You may choose not to participate or, if you agree to participate, you can withdraw your participation at any time without penalty or loss of benefits to which you are otherwise entitled. If you have any question regarding your rights as a research subject, contact Ms. Maléne Fouché (mfouche@sun.ac.za) at Division for Research Development.

9. IDENTIFICATION OF INVESTIGATORS

If you have questions, comments or concerns about this research project, you can talk to me (Aletta Mweneni Hautemo at 0812338389 or at alettanghelo@gmail.com or Dr. Michele van der Merwe at michelevdm@sun.ac.za)

SIGNATURE OF RESEARCH PARTICIPANT (STUDENT)

The information above was described to me by **Aletta Mweneni Hautemo** in English. I am in command of this language or it was satisfactorily translated. I was given the opportunity to ask questions and these questions were answered to my satisfaction. I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of Participant

Signature of Participant

Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to

_____ was encouraged

and given ample time to ask me any questions. This conversation was conducted in English.

Signature of Investigator

Date

ADDENDUM D: OBSERVATION SHEET FOR THE RESEARCH FACILITATORS



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RESEARCH PARTICIPANT INFORMATION SHEET AND CONSENT FORM

Title: *English Wikipedia translation as a communicative task in Task-Based Language Teaching pedagogy: A case of Namibian language student teachers*

Research Leader: Dr. Michele van der Merwe

Researcher's name: Mrs. Aletta Mweneni Hautemo

You are requested to volunteer to participate in my Ph.D. study. I am a Ph.D. Student at the Department of Curriculum Studies in the Education Faculty at Stellenbosch University. The research findings will be used for the Ph.D. dissertation. You were found eligible to help as a research facilitator/co-observer for this study since you are a Lecturer in Language Education of English/Oshikwanyama/Oshindonga (Please underline as appropriate).

1. THE PURPOSE OF THE STUDY

- The main aim of this study is to explore the use of Wikipedia translation as a communicative task in the TBLT pedagogy. A special focus will be paid on investigating how the task allows language student teachers to use language in situations that resemble real-life. In this study, I will look at Wikipedia translation as a task that may encourage communication between students (student to student communication) as they work and interact in small groups on a live (synchronous) online platform.

2. PROCEDURES

- 24 participants from the BEd Senior Primary Phase Language Student teachers) from English into Oshikwanyama or Oshindonga are requested to participate in this study in order to carry out a synchronous (live) Wikipedia translation.
- The participants will undergo a training (1 hour) with the research facilitators. I will introduce them to the Wikipedia website, the languages, and contents of Wikipedia, how the pages are created, edited and manipulated, and saved. In this training seminar, participants (student teachers) will be divided into 8 groups (3 members per group) in which each group will be registered for a password protected login credentials into the website. These are the groups in which the participants will execute Wikipedia translation tasks. After the training, participants are expected to complete a reflection tool, assessing the outcomes of the training.
- The actual Wikipedia translation will take place in the Computer Laboratory - in the Hifikepunye Pohamba Campus Library, whereby the participants will work in groups to translate the Wikipedia pages.
- This is a non-experimental research procedure which requires the participants to work in a collaborative community of practice while translating a range of articles that are also suitable to use in a real classroom situation (educational, cultural and social mediated articles).
- Your role will be of the research co-observer and facilitator of the translation task, helping the students with language needs when necessary. You will only be required to complete an observation tool, on some pre-determined observed variables.



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3. DURATION

- The total time commitment to be involved in this study will be a total of 5 days - 4 days, 2 hours per day for the Wikipedia translation and 1 to 2 hour of day 5 for the blog discussion and reflection (for student participants only). Please note that the research will be scheduled to be conducted outside your lecture hours and thus it will not interfere with your lesson attendance (this will be arranged with your Campus timetable committee).

4. POTENTIAL RISKS OR DISCOMFORTS

- There are no reasonable foreseeable risks or discomfort to this study apart from the fact that it requires a little background knowledge in ICT (typing and browsing the web). As stated above, training on how to explore and edit through the Wikipedia portal will be given, therefore, as a researcher, I am of an opinion that this training will ease some possible discomforts that may arise.

5. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

- It is significant that through this exploration the student teachers will develop necessary communication skills to use in Wikipedia translation as one of the tasks in the implementation of TBLT pedagogy. It is also envisaged that this study could contribute to the body of knowledge by highlighting the impact that Wikipedia translation as a TBLT task has on student communicative skills in the language classroom and consequently on language learning.
- A direct benefit from participating in the research is an outcome of the study that is advantageous to you as language lecturers, more especially on the use/integration of Information and Communication Technologies in teaching and learning.
- Being a part of this study may contribute in informing the BEd program on some of the possible pedagogical strategies that can be developed in BEd language education pre-service teachers' concerning translation and TBLT pedagogy.
- Ultimately, this research may result in a publication of a book or conference paper of which your involvement will be acknowledged.

6. PAYMENTS

- Participants will not receive any payment for their participation as it is entirely voluntary.

7. CONFIDENTIALITY

- The records of this study will be kept strictly confidential. Research records will be kept in a locked file, and all electronic information will be coded and secured using a password protected file.
- Your identity will be disclosed in the material that is published. Anonymity will be ensured through the use of a pseudonym (false name). However, you will be given the opportunity to review and approve any material that is published about you.



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8. RIGHT OF PARTICIPATION AND WITHDRAWAL

- Although it is very important to participate in this study, as you will play a critical and significant role in the collection of the evidence hereof, your participation in this study is voluntary. You may choose not to participate or, if you agree to participate, you can withdraw your participation at any time without penalty or loss of benefits to which you are otherwise entitled. If you have any question regarding your rights as a research subject, contact Ms. Maléne Fouché (mfouche@sun.ac.za) at Division for Research Development.

9. IDENTIFICATION OF INVESTIGATORS

If you have questions, comments or concerns about this research project, you can talk to me (Aletta Mweneni Hautemo at 0812338389 or at alettanghelo@gmail.com or Dr. Michele van der Merwe at michelevdm@sun.ac.za)

SIGNATURE OF RESEARCH PARTICIPANT (co-observer)

The information above was described to me by **Aletta Mweneni Hautemo** in English. I am in command of this language or it was satisfactorily translated. I was given the opportunity to ask questions and these questions were answered to my satisfaction. I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of Participant

Signature of Participant

Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to

_____ was encouraged
and given ample time to ask
me any questions. This conversation was conducted in English.

Signature of Investigator

Date

ADDENDUM E: OBSERVATION SHEET FOR THE RESEARCH PARTICIPANTS



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WIKIPEDIA TRANSLATION WORKSHOP REFLECTION TOOL

Dear research participants

The purpose of this reflection tool is to assess the quality of the training provided during the Wikipedia Translation Workshop. The Wikipedia training workshop intended to provide the research participants with a basic introduction to the Wikipedia portal/website and on its language translation and content editing features. The main objective is for the research participants to come out with:

- relevant knowledge on how to use and navigate through the Wikipedia website
- use the editing features in order to translate from the source language to the target language
- save the translated content and store it on a password-protected page
- retrieve the translated content for further use

The self-reflecting tool contains structured questions, which will enable you to reflect on the experience gained throughout the workshop, and give insight into the expectations of the research project. Please note that some questions are closed and they require you to give a rate of how you feel about the scenario, whereas others are open and ask you to elaborate more in your answer. The questions guidelines are typed in italics and their categories in bold.

Please note that some questions refer to you as an individual and others as a member of the group.

Confidentiality and Anonymity

The information in this questionnaire is treated with utmost confidentiality. At no time, the name of the participant will be revealed in the study. You are not required to enter your personal details in this questionnaire and thus anonymity will be maintained.

Information

For further information, do not hesitate to contact me (Aletta Hautemo) on 0812338389.

Thank you very much for your cooperation!



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WIKIPEDIA TRANSLATION WORKSHOP REFLECTION TOOL

PART I. CONTENT AND ORGANIZATION

Indicate by ticking in the relevant box by reflecting to the extent to which the following aspects were accomplished during the training.

4- Completely 3- To greater extend 2- Partially 1- Not at all (tick the appropriate box)

CRITERIA	4	3	2	1
1. This task excited my curiosity.				
2. This task was interesting in itself.				
3. I felt that I had no control over what was happening during this task.				
4. The pre-task activities supported the workshop objectives.				
5. The training content was relevant to your study programme.				
6. The Wikipedia translation knowledge and skills learned during the training has equipped me well to be able to be involved in the research.				
7. The training has helped me to be able to monitor my application of communication and translation strategies.				
8. The training has prepared me to perform the roles expected of me at different stages of Wikipedia translation.				
9. The training has introduced me to enough resources or materials (linguistic and ICT tool) that I can use during the translation.				
10. The pre-task workshop objectives were met.				

Overall reflection on the content and organisation of the task:

PART II. FACILITATOR

Using the scale below, rate how often the instructors fulfil the descriptions in the chart.

4- Completely 3- To Greater extend 2- Partially 1- Not at all (tick the appropriate box)

The instructors...	4	3	2	1
1. created a respectful environment or community for learning.				
2. provided attention/assistance to students in their groups taking notice of their individual difference.				
3. gave clear explanation and instructions on how to use the Wikipedia portal.				
4. provided clear feedback and clarifications to the participants questions.				
5. treated students impartially.				
6. demonstrated a thorough knowledge and expertise in using the Wikipedia portal for translation purposes.				
7. willing to receive feedback from students.				

Overall reflection on the facilitation of the task:



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PART III. GROUP PARTICIPATION AND INVOLVEMENT

Tick the option that best illustrates your point of view and explain why when needed.

1. In your opinion, how much progress did you make in the following areas?

1. Translating a Wikipedia page as part of the group	None	Little	Some	Great
2. Communicating with group members	None	Little	Some	Great
3. Negotiating the meaning with other group members	None	Little	Some	Great
4. Paraphrasing a sentence into another language	None	Little	Some	Great
5. Explaining unfamiliar vocabulary to other group members	None	Little	Some	Great
6. Avoiding conflict in a group	None	Little	Some	Great
6. How much knowledge did you gain from this training as a group?	None	Little	Some	Great

Overall reflection on the group participation and involvement in the task:

PART IV. WIKIPEDIA WEBSITE FOR TRANSLATION

Using the scale below, rate how often the materials fulfill the descriptions in the chart.

4- Completely 3- To Greater extend 2- Partially 1- Not at all (tick the appropriate box)

The Wikipedia translation platform used so far...	4	3	2	1
1. resembled what I want to use in your language classroom				
2. is based on authentic texts (real text as in my own social and educational context)				
3. is appealing (attractive to me and maybe to learners)				
4. is easy to use				
5. has clear instructions				
6. facilitated my language learning process				
7. enhanced my communication abilities in a Communicative Language Teaching atmosphere				
8. provides examples of real language use in a real life situation				
9. addresses real language teaching needs as a language teacher				
10. facilitated 21 st century skills in the language classroom (ICT skills, Project-based skills, group-based LCE skills, collaborative skills etc.)				

Overall comments on the use Wikipedia translation task for language learning

ADDENDUM F: OBSERVATION SHEET FOR THE PARTICIPATING LECTURERS



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WIKIPEDIA TRANSLATION ON-TASK OBSERVATION TOOL

Group Name: _____

Wikipedia Article Title/Topic: _____

Legends: 3 - Strong 2 – Apparent 1 -Not displayed (Tick in the appropriate box)

	CRITERIA			3	2	1
Mediation of one on one communication	Students pay attention to meaning while communication to each other.					
	There is a direct and obvious relationship between the activity that arises from the task and natural communicative activity.					
	Communication is limited from inadequate & inappropriate vocabulary.					
	Frequent misuse of words.					
	The meaning is communicated in an understandable language.					
Negotiation of meaning	There are noticeable confirmation check from all group member.					
	There are noticeable clarification requests from all group members.					
	Students agree on the word choice easily.					
	Participants are primarily focusing on meaning and not grammar.					
Quality of spoken and written language	Group cohesion and communication fluency is developed while not neglecting accuracy.					
	Some constraints on students' language (word) choices which obscure meaning.					
	Appropriate terms used, but students must rephrase ideas to make meaning understandable.					
	Summarized solution (sentences) necessitated the relevancy of sentence building.					
	There is a provision of opportunities for natural language use.					
Working in Groups	Students are scaffolding others throughout the activities.					
	Students are engaged in constructive engagement.					
	Students work purposefully towards completion of the task.					
	There is a rich input of knowledge emerging from group interactions.					
Translation outcomes (Written product)	There is an evidence of peer → reflection happening.					
	Translation has helped the participants to communicate the right information.					
	Translation caters for all audiences in the learning environment and also external users of the website.					
	Activities allow enculturation into the real world communications (have real world relevance and utility).					
	Assessment is seemingly integrated into the activity.					
	The translation is of a well written quality that does not deviates from the source text idea.					

Observable communicative variables within the activity (please tick the appropriate box)

1	One way (speech)		Two way (debate)	
2	Convergent (close interaction)		Divergent (open interaction)	
3	Collaborative		Competitive	
4	Meaning focussed		Form focussed	
5	Concrete language		Abstract language	
6	Simple processing		Abstract processing	
7	Simple language		Complex language	
8	Planned		Incidental	

NB: Please use the Field notes sheet to record relevant and additional observed information or comments.

ADDENDUM G: FEEDBACK FORM FOR PARTICIPATING STUDENTS**FEEDBACK FOR TRANSLATION STRATEGIES AND PROCEDURES AND THE ACTIVITY SYSTEM****GROUP NUMBER:** _____**1. THE USE OF TRANSLATION PROCEDURE**

Give examples of the translation procedures and strategies used in your Wikipedia text

Procedure of translation	Definition	Example
Word-for-word translation	The SL word order is preserved and the words translated singly by their most common meanings, out of context	
Faithful translation	Produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.	
Semantic translation	Only, in as far as it must take more account of the aesthetic value of the SL text.	
Idiomatic translation	Reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.	
Communicative translation	The exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (1988b: 45-47)	
Omission	- omitting the name, but transferring the sense by other means, for instance by a common noun.	
Borrowing	reproducing or, where necessary, transliterating the original text	
Adaptation	the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.	

Transference	The process of transferring an SL word to a TL text The following are normally transferred: – Names of people; – Geographical and topographical; – Names of periodicals and newspapers; – Titles of as yet untranslated literary works, plays, films; – Names of private companies and institutions;	
Cultural equivalent	Replacing a cultural word in the SL with a TL one. however, “they are not accurate” (Newmark, 1988b:83)	

2. COMMENT ON THE INVOLVEMENT OF THE ACTIVITY SYSTEM IN THE WHOLE TBLT WIKIPEDIA TRANSLATION TASK

Describe how the following components played a role during the TBLT translation and how they assisted/prohibited you to translate work well together.

Culture	
Mediating tools	
Histories of languages on the internet and Wikipedia	
Histories of people with technology	
Rules of translating on Wikipedia	
Translating in groups (in a community of learning)	
Object or the outcome	

ADDENDUM H: AN EXAMPLE OF A COMPLETED FEEDBACK FORM ON TRANSLATED PAGES BY THE PARTICIPANTS

Procedure of translation	meaning	Example
Word-for-word translation	The SL word order is preserved and the words translated singly by their most common meanings, out of context	Omaladifile apo ndje yoshilongo Omutwe wonganga hangano yalongo yenniyo nino wa africa. *cudu welando lokondo Omapapa - oshike, omurwe, oshike?
Literal translation	The SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.	
Faithful translation	Produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.	Oshikunino shige Mepingelo. Ehale/elalakano laye oleli kutya wanhu va lange, nokulongo, nokulongo, noshakala eadiliko tovahang' rasha ngwa.
Semantic translation	Only, in as far as it must take more account of the aesthetic value of the SL text.	Kommi yefyo laye osekundobikola yaShikunde mushitukulwa shatlangweha bya lukululwa rotumngwa & Abraham Jyambo. *Ovona fikola vopoti Abraham Jyambo sss vanyatukulula ontwa vopangila ipi va pwa kapingelo.

Omission	- omitting the name, but transferring the sense by other means, for instance by a common noun. - omitting the name and the allusion together.	festival
Borrowing	reproducing or, where necessary, transliterating the original ter	woHiv/Aids
Adaptation	the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.	Oulekifiti, Oulyenge
Transference	The process of transferring an SL word to a TL text The following are normally transferred: - Names of all living and most dead people; - Geographical and topographical; - Names of periodicals and newspapers; - Titles of as yet untranslated literary works, plays, films; - Names of private companies and institutions; - Names of public	shamusatji, laUtapi kaumbwanhu waNamibia
Cultural equivalent	Replacing a cultural word in the SL with a TL one. however, "they are not accurate" (Newmark, 1988b:83)	Namunganga, Omakunde nokambandjina Ekoho; Ojukufo festival

Comment on :

Culture	In some culture people are lazy to change words in their language and end up borrowing words. Our text was a Namibian text basically everything said is part of our Namibian culture and most of the words used are familiar.
Mediating tools	We did not use make make use of dictionaries neither any JCT tools in translating our text but we make use of group discussions, asking our peers to help where we do not understand.
Histories of languages	Our language is not an internet because we do not really have people who are capable of translating it to English. In the history our language was overlooked because of colonialism. We have scarcity of words thus making it difficult to translate.
Histories of people with technology	Long time people reluctant to use JCT tools because they fear that they do not know how to use it, and the language they use was not understandable to them (English).
History of rules of translating on Wikipedia	Paulo vanhu kavulu hawa deula okutranslate something from English to their Veneculor due to the fact that they were not informed.
Translating in groups	This was helpful in such a way that we were learning from each other, learning the meaning of words and how to use them in our writing.
Object or the outcome	Ope na ekwatarano pakati kaashi sha shanguwa mashingi sha nashi sha nyolwa moshikwanyama. Oshiwa shaashi mopaife avanasilede, Oshu otulu okulesha onjokanona ya Abraham moshiwambo okucitila koWikipedia. Elaka loshiwambo otali hangka to komalungula.

Culture	The text incorporated alot of cultural words that could not be translated into ashikwanyama due to its already cultural meaning.
Mediating tools	We used a dictionary, to search for meanings of words that we could not comprehend in English to make it simple to translate it better in ashiwambo language
Histories of languages	The English language and the ashikwanyama language differ in context in the sense that if one uses direct translation from English to ashikwanyama the meaning will be lost.
Histories of people with technology	
History of rules of translating on Wikipedia	As we never used wikipedia before, it was a little bit hard to translate the text as we are not familiar with the technology
Translating in groups	This provided a good opportunity for sharing ideas, and experiences and knowledge to translate the text to a readable standard.
Object or the outcome	This text is not very reliable as some words may not have been translated correctly but on the other hand, the text is readable and comprehensive.

ADDENDUM I: AN EXAMPLE OF A HANDMARKED TRANSLATED PAGE WITH COMMENTS

9/14/2018 Hidipo Hamutenya - Wikipedia

WIKIPEDIA

Hidipo Hamutenya

This is an old revision of this page, as edited by Johntuli96 (talk | contribs) at 11:25, 26 July 2018 (this is a vernacular of this article.). The present address (URL) is a permanent link to this revision, which may differ significantly from the current revision.

Hidipo Livius Hamutenya (17 June 1939 – 6 October 2016) okwa kala omunapolika omuNamibia. Monale okwa kala omuwiliki mongunda yoSouth West Africa People's Organization (SWAPO). Hamutenya okwa li oshilyo shokabinete kaNamibia kudja pefimbo lemanguluko mo 1990 fiyo 2004. Okwa li a dengwa mo momahoololo ova ulikwa hoololwa vopresidente wongudu yoSWAPO mo2004, nokufi yapo ongudu yoSWAPO atote ongudu yomilameno, yoRally for Democracy and Progress (RDP), mo2007. Okwa hoololwa momutumba wopashiwana nongudu RDP 2009 general election. Okwa fininikwa opo a fiye po oshipundi shu mu presidente wongudu RDP mo28 Feburuali 2015 nokwa shuna moSWAPO mo 28 Aguste 2015.

Contents — *Emission*

- Eputuko nouhongelwe
- Oilonga yopapolita
 - Okuwamo mongudu yoSWAPO
 - 2009 exwaxwameko louptresidente
 - Efyo nondjokonona
- Eedjo

Eputuko nouhongelwe

Hidipo Livius Hamutenya okwa dalelwa momukunda Odibo moshitukulwa Ohangwena Region monopoli yoshilongo [1], Tate waye, Aaron Hamutenya okwa li umwe wova totipo wongudu yoSWAPO.[2] Hamutenya okwa enda ofikola yopedu pOdobonEngela nokwa katwikila koAugustineum koshiputudilo shokudeula ovahongi moOkahandja okudja mo 1959 fiyo 1961. Okwa shakeneka ovanapolitika ovapekaapekaapeki vakwao nokwa kufa ombinga mo // momudo 1959 eshi yatembuka okudja koVenduka olanya koOkahandja. Kexulilo lomudo 1961, peedula 22, okwa ya ko Tanzania pefimbo loupongekwa.[3] *At the end of 1961, aged 22, he went to Tanzania into exile.* → *Opinion*

Okwa hongoela outoolinghundana koshiputudilo shaSofia University moBulgaria nokwa kala koUnited States, oko amona odjapo yaye mounapolitika woudindoli nondjokonona, okudja moshiputudilo shaLincoln University, Pennsylvania nodjapo moshongelwe wexumo komesho okudilila koSyracuse University, adishe momudo 1969. Momudo 1971 Hamutenya okwa pita okudilila koshiputudilo McGill University mo Montreal, Quebec, MA.[5]

Oilonga yopapolita

Hamutenya okwa longela SWAPO onga omukalelipo koAmerica okudja mo1965 fiyo 1972 nokwali hamushanga wehongo okudja 1974 fiyo 1976.[1] Hamutenya okwa waimina ongudu yoSWAPO yokuninga eemhango muAguste 1976, pefimbo olo tuu olo, okwa li umwe womovatotipo wongudu United Nations Institute for Namibia (UNIN) in Lusaka,[2] mo UNIN, Hamutenya okwa kala omupedu wiliki nomutwe woshitukulwa shoodjokonona, opolitika woudindoli okudja mo

shita vs enda
same word
repeat in English

https://en.wikipedia.org/w/index.php?title=Hidipo_Hamutenya&oldid=852062994 1/3

9/14/2018

Hidipo Hamutenya - Wikipedia

musawangemid

1976 fiyo 1981. Okudja mo 1978 fiyo 1989, Hamutenya okwa li mokangudu kaSWAPO ketwokumwe ko UN koplana yemangulkuko laNamibia. Hamutenya okwali yo omunashipundi wokwaadjakaneka omauyebele okudja mo 1981 fiyo 1991.^[1]

Manga emanguluko loshilongo inalifika, Hamutenya hamutenya okwa li oshilyo sho Constituent Assembly, oyo ya longa okudja muNovomba 1989 fiyo Marsa 1990.^{[2][6]} Eshi Namibia amona emanguluko laye mu Marsa 1990, Hamutenya okwa ninga oshilyo shomutumba wopashiwana National Assembly nominista womauyebele nomauliko.^{[1][2]} Hamutenya okwa kala ominista yomauyebele nomauliko fiyo omuApilili 15, 1993 opo aka ulikwa a ninge ominista woipindi nomayambulepo, Hamutenya okwa pingakanifa naBen Amathila.^[7] He remained in the latter position for nine years, until he became Minister of Foreign Affairs on 27 August 2002 in a cabinet reshuffle.^{[1][8]} Hamutenya received the 13th highest number of votes—352—in the election to the Central Committee of SWAPO at the party's August 2002 congress.^[9]

omunashipundi

Okuwamo mongudu yoSWAPO

Hamutenya mu Mei 2004 okwa li na ulikwa aye momahoololo wupresidende presidential election oo aningwa lwopexulilo 2004.^{[2][10]} Hamutenya okwa ulikwa kuMosé Penaani Tjitendero nolutivali kuHartmut Ruppel.^[4] Hamutenya ol kufwako koshipundi shominista wovatalelipo kuSam Nujoma mu24 Mei, shaashi okwa lundilwa kuNujoma eshi apiyaabeka oipundi yokulela mongudu yoSWAPO mOmaheke.^[10] Hifikepanye Pohamba okwa ninga omuulikwa hoololwa wupresidende wongudu konima yolweefo olutivali lokuhoolola.^[11]

omunashipundi
repitition in both TL & SL

muNovemba 2007, Hamutenya okwa fiya po ongudu yoSWAPO noshipundi shaye shomutumba wopashiwana, omo longwa eedula 17. momwedi oo tuu oo, okwa totapo ongudu yaye ipe, ongudu yopolitica yo Rally for Democracy and Progress (RDP), vo naJesaya Nyamu.^[12]

2009 exwaxwameko louptresidende

MuNovember 2009, Hamutenya okwali omuulikwa hoololwa wongudu yoRDP wupresidende waNamibia (President of Namibia). Okweya omutivali nomawi 88,640 (10.91%)konima yoSWAPO nokwa fiwafu kupresidende Hifikepanye Pohamba (75.25%). Hamutenya okwa li a tulwa pombada yomusholondodo womahoololo ongudu yoRDP. Hamutenya okwali umwe wo mo vaulikwa va8 ovo vaya momutumba wopashiwana.

repitition

MuSepetemba 2010, Hamutenya nava kwao 8 veli meengudu domhilamenho ova ana okuninga oilyo yomutumya wopashiwana, konima yeemwedi hamano dekangha omolwa oulingilingi womahoololo o2009.^[13] Ongudu yoRDP kayali yesheendifa nawa momahoololo opashiwana 20142014 general election, naHamutenya okwa li tufininikwa kongudi kongudu yoRDP opo efiyepo. Hamutenya muMarsa 2015 okwa fiyapo ongudu nokwa yandja omhito opo ongudu wuhoolole omukwatelikomesho umwe mupe, nande konima akatya okwakodjifwa opo afiyepo oshipundi.^[14]

repitition

Efyo nondjokonona

Hamutenya okwangabukila pohango yomukwapata muSepetemba 2016. Konima yoivike moshipangelo, okwaxulifa owrenda waye peevili dongula mu6 Okotoba.^[15]

Hidipo Hamutenya okwali umwe wova jeli vekodjelo manguluko. Hamutenya okwa li omukwateli omuwiliki mokweetapo eimbilo lopashiwana laNamibianational anthem, "Namibia, Land of the Brave".^[16] While Axali Doëseb is commonly credited with writing both its music and text, Hamutenya in 2006 claimed that he authored the lyrics himself. Doëseb denied the claim.^[17]

musawangemid

The translators made good attempts to have this long political article translated. It is evident on their translation that political terms are not easy to translate as they are not in the cultural helms of the language used to be read or written by the translators. There is a lot of omission of words and to an extent 6 or phrases and sentences not translated. This could be caused by due to two reasons: One could be lack of motivation in translating political enhanced articles due to difficulties in terminologies or it could be due to lack of communication with regards to negotiation of meaning that may lead to effective choice of words.

The participants indicated that time was also a big constraint due to the fact that the article was long and terminologies difficult and unfamiliar for them in their Target language. There is also a lot of omission of sentences from the original text which could indicate lack of commitment and lack of group organisation in producing a reliable translation that could be used by non-Oshikwanyama well readers and also by learners in the language classroom.

ADDENDUM J: BLOG REFLECTIONS GUIDE



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Blog guiding questions for the pre-service Language education student teacher on their participation on the Wikipedia Translation TBLT task.

Introduction

My name is Aletta Mweneni Hautemo, a PhD student at Stellenbosch University doing a study titled: *English Wikipedia Translation as a Communicative tools in Task-based Language teaching Pedagogy: A case of Namibian Languages Student teachers*. I am humbly requesting you to accept the invitation to join my blog on WordPress, that will be emailed to you and participate in the blog discussion by replying on the questions posted. Remember, there is no wrong or right answer to the question, what we need is to get your own personal reflection on your experience with the translation task, the Wikipedia site, what you have or have not learned and other related areas.

Kindly note that the blog page is pass word protected and it is only accessible to the approved or invited contributors. This further means that the information that you will post there will be treated with very strict confidentiality and will only used for the purpose of this study. Feel free to ask questions where you do not understand so that I can clarify. Please note that you have the right to withdraw from this discussion at any point in time should it be deemed necessary by you. You also have the right to answer the questions that you feel most comfortable with as responding to all the questions is not compulsory.

The following questions will form part of the online Blog discussion that the participants could use to give a comprehensive reflection on the Wikipedia translation task. They will then be used as a post-task reflection tool.

Questions

1. What were the successes of performing the Wikipedia translation task?
2. What are some of the communicative strategies have you used to negotiate meaning?
3. What were you mostly focused on, to produce a readable and understandable translation or to use the language accurately with no mistakes? Please elaborate the reason why.
4. What did you like/enjoy most about the translation activity?
5. What did you like/enjoy least about the translation activity?
6. In what way has participating in the Wikipedia translation activity increase your communicative abilities?
7. How was your experience in interacting in groups?
8. After this exercise, would you consider implementing this Wikipedia Translation activity in your own lessons? Please explain your answer.
9. What were some of the negative implications observed in translating Wikipedia contents from English to a Namibian indigenous language?
10. What additional information or knowledge would you need to help translate better and avoid those implications, if any?
11. Overall, how satisfied were you with the experiences in this task?

ADDENDUM K: SCREENSHOT OF THE BLOG POSTS

