

**THE ROLE OF EQUIVALENCE IN THE CREATION OF
TERMINOLOGY IN TSHIVENDA: A CASE OF THE NATIONAL
CURRICULUM STATEMENT IN GRADES R-9 (2002)**

By

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Submitted in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

in the

FACULTY OF HUMANITIES

in the

SCHOOL OF LANGUAGES AND COMMUNICATION STUDIES

at the

UNIVERSITY OF LIMPOPO

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MARCH 2009

(i)

DECLARATION

I, **SHUMANI JOYCE NEFALE**, hereby declare that **THE ROLE OF EQUIVALENCE IN THE CREATION OF TERMINOLOGY: A CASE IN THE *REVISED NATIONAL CURRICULUM STATEMENT GRADES R - 9 (2002)***, submitted to the University of Limpopo for the Degree of Master of Arts, has not been previously submitted for a degree at this or any other university, and that it is my own work in design and execution. All the reference materials contained therein have been duly acknowledged in this research.

SIGNATURE

DATE

(ii)

DEDICATION

This work is dedicated to the following:

- My husband : Matodzi Rodwell.
- My parents : The late Matodzi Alfred and Tshinakaho Mphaga.
- My sons : Lufuno, Tshisikhawe and Munei.

ACKNOWLEDGEMENTS

I wish to express words of gratitude towards the following people:

- My supervisor, Prof R.N. Madadzhe, for his time, support, guidance, motivation, and commitment. You gave me courage and strength throughout my studies. May you be richly blessed.
- My husband, who has been a pillar of strength and a shoulder to cry on. You believed in me and gave me all the support I needed. Thank you.
- My mother, who showed a great interest in my studies.
- My children, Lufuno, Tshisi and Munei, who at times it seemed I was neglecting by spending all the time in my studies at their expense. They nevertheless understood and supported me all the way. *No shuma Makwinda a ha-Tshirundu-Vhuya.*
- I also wish to place on record the Mudzielwana family for the ready assistance I got at my convenience. Particularly, Mrs Ndileleni Paully Mudzielwana, who offered her time and support at all times, above all, her prayers and wishes. This is the answer. Once more, thank you sis!
- I am also grateful to my two sisters and their families, Lufu and Jeany, for their love and support.
- My friend Tshililo Ligavha for her time and assistance during my studies. *Nwana wa mme ndo livhuwa.*
- I am also deeply grateful to my principal, Mrs Fulufhelo Olga Rapudi, for her encouragement and support when I was morally down. Thank you.
- I wish to thank my brother-in-law, Mr L.H.T. Nefale, post-humously, for the support he gave me in fulfilling my task.

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- Above all, my sincere gratitude goes to the Almighty God, who guided me and gave me wisdom to complete this work.
- My sincere gratitude/appreciation to you all.

ABSTRACT

A critical analysis of the *Revised National Curriculum Statement Grades R-9* (2002) and the *Tshitatamennde tsho Sedzuluswaho tsha Kharikhulamu Gireidi R-9* (2002) has revealed that the role of equivalence in translation cannot be taken for granted. In the study, various types of translation equivalence, such as connotative, textual, dynamic and formal, are examined. The examination reveals that formal equivalence is the type of equivalence in which the source text has a corresponding word in the target language, whereas the dynamic equivalence occasionally translates texts out of context because it does not take into account the context of the text.

The study also deals with translation methods such as word-for-word, idiomatic, semantic, and communicative. The role of equivalence in their use is examined. The study also reveals that some methods are not suitable because they distort the meaning, depending on the context of the text. The communicative method has been found to be the most suitable method in translation because it is the kind of method that fulfills the purpose of translation, which is communicative equivalence.

This study also highlights the issue of technical translation in aspects such as assessment, learning areas, learning outcomes, and assessment standards. The analysis reveals that the translation of a technical term by another technical term has flaws, some of them are, namely, ambiguity and the distortion of information. The study also reveals that a technical term should be translated by a descriptive term.

