

# *Wikipedia Translation as an Additive Pedagogy for Oshikwanyama Language Learning*

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## **Abstract**

*This paper reports on a study carried out in a northern Namibian urban school about the use of Wikipedia translation as an additional teaching and learning tool in Oshikwanyama First Language classroom. Higher-level learners (Secondary phase) were purposefully chosen for this study. The study followed a situated learning theoretical framework, of which its cognitive apprenticeship elements were used as the analytical tool. The research findings show that Wikipedia translation offers a simulating learning platform for learners to learn both languages Oshikwanyama and English reciprocally and this improves their performance. Furthermore, Wikipedia translation, which is done collaboratively, give learners confidence towards working with others to create knowledge. Lastly, Wikipedia translation motivates learners to learn Oshikwanyama and use it in their daily ICT interaction.*

## **Keywords**

Situated learning, Wikipedia translation, translation strategies, language motivation

## 1. Introduction

Information and communication technologies (ICTs) are becoming an integral part of education systems all over the world. Brought in through globalization, it has had a pervasive influence on education delivery in many regions and fields of study. As a result, the Namibian government introduced an ICT policy for education in 1995 and revised it in 2000 and adopted in 2003. This policy is designed to support its vision 2030, Namibia's framework to develop into a knowledge-based society, to build a society where knowledge is used for innovation and nation building. The implementation plan which followed in 2006 has set target measures for progress, which support the goals for ICT policy in helping teachers and learners integrate ICT across the curriculum (MOE, 2006). Yet, since the introduction of ICT as a cross-curricula subject, its integration in the Indigenous language classroom lags behind other subjects (Lieberman, 2009). In many ways, indigenous language teachers find it difficult and even to some extent impossible to integrate ICT into their classroom activities (ibid).

ICT has the potential to contribute to the promotion of African languages and cultures. It can be used to revive, support and create culturally responsive learning resources and environments for indigenous people and motivate them to contribute to and enhance the language standard (Shazia, 2000; Lieberman, 2009). One main approach to preserve African languages is the localisation of ICT (Lieberman, 2009; Dalvit, 2009; Osborn, 2010). Osborn (2010) asserts that localisation of ICT content includes "the translation and cultural adaptation of users' interface and software application, as well as the creation of internet content in diverse languages and the translation of content from other languages" (p. 1). Similarly, Dalvit (2009, p. 54) pointed out "the primary focus of localisation into indigenous languages is on terminology development, working collaboratively on-line, volunteer translators engage directly with the development and choice of new terms ... and its main contribution is to improve the status of African languages, rather than their instrumental value." Localisation in this study, involves the translation of Wikipedia content into Oshikwanyama, a classroom based activity for high school learners. The study is to describe and analyse a grass-root level approach to online content and explore how high school learners engage in a cooperative learning community to work collaboratively on the translation of web-based content between English second language and Oshikwanyama first or home language.

The tool for this study is Wikipedia. Wikipedia is a huge online encyclopaedia, which at the time of conducting this study has "more than four million combined articles of any length in English and a combined total of more than 19 million articles in approximately 270 languages" ([http://en.wikipedia.org/wiki/Wikipedia:Size\\_comparisons](http://en.wikipedia.org/wiki/Wikipedia:Size_comparisons)). There are almost "40 Wikipedia editions in African languages – with Arabic, Afrikaans, Swahili, and Yoruba best represented – but with very little content" (Osborn, 2010 p. 82). Wikipedia has

some content available in some of the South African indigenous languages i.e. isiXhosa, isiZulu and Sesotho (Maseko, Dalvit, Nosilela, Sam, Terzoli, & Bailey 2010). On Wikipedia the contents are created, verified and maintained collaboratively by the visitors to the site (Alier & Barcelo, 2009). As one of the tools for content localisation, Wikipedia contains a shared foundation of a knowledge base which is increasingly growing (Godwin-Jones, 2003), and can be used as a cooperative collaborative resource in the classroom, to enhance peer interaction and group work and facilitate sharing and distributing knowledge and expertise among the learners and the school community.

This paper attempts to answer some of the following questions:

- What did learners learn from the translation of the Wikipedia content into Oshikwanyama?
- What strategies did learners use to translate Wikipedia content into Oshikwanyama?
- What role does Wikipedia translation have on providing a motivation towards Oshikwanyama First Language learning?

## **2. Theoretical framework**

This study seeks to reflect on a classroom web-related activity (translation of Wikipedia content) executed by Oshikwanyama learners using their linguistic and ICT skills collaboratively. Since this is a socially mediated process, whereby learners are immersed in an environment full of meaning gained through different objects and tools, where they act and interact with other members of their community, situated learning (Lave, 1988; Brown, Collins & Duguid, 1989) is used as the ontological orientation. Situated learning is an empirical approach to learning, which emphasises the idea that much of what is learned is specific to the situation in which it is learned (Lave, 1988). The model of cognitive apprenticeship provides steps for applying situated learning (Brown, Collins & Duguid 1989). Cognitive apprenticeship provides an authentic problem solving task that requires learners to transfer knowledge and learning at the same time as they apply it in meaningful ways in an authentic contest using authentic content. Its elements guide learners as they participate in the process of knowledge construction to get multiple perspectives through apprenticeship, modelling, coaching and scaffolding, collaboration, articulation, reflection and integrated assessment of the learning situation, which in this case is the exploration of Wikipedia translation in the first language classroom. The use of situated learning in this study and how each element of cognitive apprenticeship is summarised in Appendix A.

### 3. Translation of internet content as a device for language training

Translation is the term widely discussed and defined by translation scholars' worldwide. Hatim and Munday (2004, p. 6) define it as,

- a) The process of transferring a written text from the source language (SL) to target language (TL), conducted by a translator, or translators, in a specific socio-cultural context.
- b) The written product or target text (TT), which results from that process and which functions in the socio-cultural context of the TL.
- c) The cognitive, linguistic, visual, cultural and ideological phenomena, which are an integral part of a and b.

Research conducted in Africa indicates that localisation and translation of the Internet content into African languages is already a living and moving phenomenon in some African countries (Lieberman, 2009; Dalvit, 2009; Maseko et al., 2010; Osborn, 2010). In recent years, many online organizations are on the web, working on online dictionaries and education resources in African languages. Considerable efforts have been made towards localizing the Windows in Kiswahili, Setswana and isiZulu and many other South African languages (Maseko et al., 2010). The form of translation has shifted from paper to screen, through the use of computer and the internet. ICT is then used as a tool for the development of orthography in minor languages and thus provides people with the capabilities to create, localize and update their own language status, (Kelly, DePalma & Hedge, 2012).

#### 3.1 Translation pedagogy

Translation as a learning pedagogy has often been classified as a cognitive learning strategy, which is the phenomenon of transferring one language to another language. Ellis, (1992) notes that translation is a legitimate pedagogical tool which deserves to be rehabilitated. It is an area that connects theory and practice in order to improve reflective approaches and methods in the language classroom, (Károly, 2011). Translation is a natural thing to do in language learning and "code switching between languages is regarded as a natural developmental" (Kavaliauskiene, 2009, p. 3). It is a real life communicative activity, which is used at school, home, and community in a multilingual society. In addition learners often use translation as a learning strategy to comprehend, remember and produce the first or second language.

Translation has been very significant in language learning for a long time and a key element of the earlier Grammar Translation Method (Duff, 1989; Kavaliauskiene, 2009). It emphasised the role of rote-learning and drill and practice and was seen as a difficult

skill which requires specialised knowledge (Posen, 2006). Furthermore, Kavaliauskiene, (2009, p.2) indicates that “it had been used as a frequent object of ridicule by those eager to demonstrate their uncompromising allegiance to modern ways of teaching. However, the growth of the Communicative Language Teaching approach (Duff, 1989; Posen, 2006) presents translation as a real life communicative activity, which learners practice daily in their social lives, and is linked to a communicative purpose. (Ross, 2000) refers to translation as the “fifth language skill” which promotes “communication and understanding between strangers” (p. 63). Therefore, as a pedagogical tool, translation can be used in the class to compare grammar, vocabulary, word order and other lexical items between the source language and the target language. This may help to eliminate or reduce language interference between the mother tongue and the second language (Ross, 2000) and help to create linguistic awareness in learners (Duff, 1989).

### **3.2 The relevance of translation in the First Language classroom**

Kelly et al. (2012) indicate that online translation in the classroom promotes language learning, raises awareness and develops students’ autonomy. Translation provides learners with the practice and skills needed to communicate with a broad audience accurately, meaningfully and appropriately (Kelly et al., 2012). According to Duff, (1989) translation is an activity that leads to discussions and reflections, since there is not a single correct answer, the promotion of accuracy, clarity and flexibility. The use of translation helps learners learn vocabulary in context. It develops the ability in learners to decode and express meaning using the exact term or by paraphrasing. This enhances learners’ communication confidence which enables them to communicate without fear and anxiety with any audience.

The use of the mother tongue translation on an English language platform is found to be a relevant tool for improving language skills, and helps learners to activate language usage. Thus, it serves as a tool for improving both first and second language (Kavaliauskiene, 2009). Translation assists learners to reflect on the language usage and exchange views on using and developing the language thus raising language awareness. Translation allows learners to provide definitions and diverse meaning to words, while at the same time increasing their vocabulary (Posen, 2006). In this way, the ability to choose the right words (diction) and working on language register is assured. Translation help learners understand the influence of one language (source language) on another (target language), and to eliminate habitual errors that creep in unnoticed such as the misuse of particular words or structure (Duff, 1989). Through translation of culturally bound proverbs, learners can learn about the nuances of the target language, while comparing and contrasting language distinctions in both source and target language.

Translation raises language awareness since learners are given the opportunity to realise that there are various words in their mother tongue that can be adapted to the foreign language and vice versa. In translating, learners are encouraged to contribute to terminology development (Dalvit, 2009) by inventing new words in the target languages that contributes to language growth. Károly (2011) maintains that translation is an appropriate resource for advanced learners as “it serves as a problem-based resource as well as a cognitive exercise in the classroom” (p. 59). Advanced learners in many cases want to know the underlying rules behind language formation (Bernardini, 2004). These learners ask questions on how certain expressions are translated and what rules are involved. Therefore, using them for Wikipedia translation activities may serve as a rewarding activity for the learners to be able to challenge themselves linguistically and offers them opportunities to get answers about the language development that they have been looking for.

### **3.3 Development of language learning strategies through translation**

Krings (1986) defines translation strategy as “translator’s potentially conscious plan for solving concrete translation problems in the framework of a concrete translation task” (p.18). In addition, Venuti (1998) posits that translation strategies “involve the basic tasks of choosing the foreign text to be translated and developing a method to translate it” (p. 240). Therefore, different scholars (Newmark, 1998; Hatim & Munday, 2004) have discussed translation strategies. Among those strategies are some which are closely related to the use in the language classroom, such as:

*Formal equivalence* (or linguistic equivalence) is the process of translating word-to-word (Newmark, 1998; Hatim & Munday, 2004). Formal equivalence is used when the translator simply translates the source language text into the target language. This is word-to-word translation which occurs both as a single procedure as well as in couplets or triplets (in little chunks of information. Formal equivalence also involves the use of literal translation (Newmark, 1988) in which the grammatical structures of the source language are converted or changed to their nearest translation equivalent, but the lexical form of the languages is translated as it is.

*Adaptation* involves the changing of cultural references when a situation in the source culture does not exist in the target culture. This means that the translator tries to adapt some word in the source language into the target language (Newmark 1988). Adaptation is a free form of translation, which was described by Newmark (2001) as “the equivalent of paraphrasing on the text level with the purpose to make the source language text easily comprehensible to the target group” (p. 62). In adaptation, the language is simplified for the reader, and sometimes transferred, more specially in case of idioms and cultural terms. Suh (2005) observes that African cultural-specific elements do not really blend into the European language and end up still carrying a foreign aspect. This case is common in

Namibia where many Oshiwambo words such as those of animals and place were adopted either by English or Afrikaans. In this way, transliteration, which is the conversion for phonic/graphic shapes of a source text to be in line with the patterns of pronunciation and spelling of the target text happens, an example of 'cup – ekopi' or 'donkey – ondongi'.

*Borrowing* refers to the kind of direct translation of source language to target language that happens when the translator tries to use the exact source language word in the translated text (Newmark, 1988; 2001). In his research, Suh (2005) uses the term borrowing as “a cover-term for the various degree of preservation of culture-specific items that one may resort to in the process of transferring the contents of a source text into the context of a target culture” (p. 123). Omission happens when the source text segment cannot be traced in the target text, meaning that it had been omitted or deleted. According to Baker (1997) omission is allowed only in cases where there is no close equivalent in the target language and when it is difficult to translate. With regards to this study, omission might be contributed by some factors. Although omission is accepted by some, it still remains debatable if it is an acceptable translation strategy for all. Himood (2009) points out that the notion of deleting text must not be used as an excuse to hide an ability to translate the text, it could lead to a distortion of the message and this may lead to discouraging the reader from reading the text.

### **3.4 Language motivation through translation of online content**

Garrison (1997) defines language motivation as the “perceived value and anticipated success of learning goals at the time learning is initiated and mediated between context (control) and cognition (responsibility) during the learning process” (p. 26). In language learning, motivation is defined by Gardner (1985) as referring to “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity, (p. 10). Motivation in the language classroom is characterized by four dimensions: intrinsic, extrinsic, integrative and instrumental.

According to Ryan and Deci (2000, pp. 55-56) intrinsic motivation refers to “doing an activity because doing so is enjoyable and satisfying and not primarily to achieve a reward”. Schunk, (1990), pointed out that students who are intrinsically motivated are inclined to take part in activities and complicated problems and gain knowledge from their slips and mistakes. Thus, they do it to satisfy their internal sense of self-worth (Isen & Reeve 2005). Ryan and Deci (2000, p. 59) refers extrinsic motivation to those “actions implemented to achieve pursuit of personal benefits (high scores) or social benefit (peer acceptance)”. It is compliance for an individual to act in a certain manner based on the assurance of an incentive (Isen & Reeve 2005). Kohn (1994) notes that extrinsic motivation exposes learners to an educational journey which is shaped by cultural factors that contribute to their success rate in the exam and an improvement in performance.

*Integrative motivation* involves “the desire to learn a language in order to communicate with people from another culture that speak the language, or to identify closely with the target language group.” (Gardener and Lambert 1972, p. 37). Gardner (2006) notes that learners are motivated to learn the language because they would like to join its culture and become related to its speakers. According to Gardener and Lambert (1972, p. 36), *instrumental motivation* involves “the desire to learn a language because it would fulfill certain utilitarian goals, such as getting a job, passing an examination etc.” Instrumental motivation involves the perceived pragmatic benefits of language proficiency as stimuli for generating those utilitarian objectives, (Gardner, 2006).

#### **4. Research methodology**

The study adopts a qualitative empirical research paradigm. The qualitative paradigm provides the chance to conduct the research in an open-ended unconstructive way. It deals with different aspects of social sciences with the intent to understand the world of human experience (Cohen, Manion & Morrision, 2007), where human beings can interpret the environment and their own practices by bringing their own unique construction of the world or the research situation. This qualitative research uses case study data collection methods that look in depth at the programs (Wikipedia translation), the class (Oshikwanyama group of learners), an event (learning Oshikwanyama in an ICT domain), within its authentic context.

The data was collected in a school situated in the Oshana region, a formally marginalized region of Namibia. A purposeful sampling of 34 participants took place of which 32 were learners and 2 were Oshikwanyama and Oshindonga teachers respectively. Oshindonga teacher was brought in for cross checking as there was only one Oshikwanyama teacher at the school at that time. The research was conducted after the normal school hours, where the translation of Wikipedia content took place in the computer laboratory. Participant observation, which was, coupled with daily reflection questionnaires and follow-up focus group interviews, was conducted. The findings were validated using methodological and co-observers triangulation.

Ethical issues were considered by ensuring that correct ethical guidelines such as seeking permission to conduct research in a public school. Informed consent and voluntary participation and optional withdrawal from the research were explained to learners, teachers and parents.

## **5. Learning through Wikipedia content translation**

In this section, we discuss the pedagogical findings about the process of learning Oshikwanyama through Wikipedia translation. The findings about learning were analyzed according to the characteristics of situated learning, which is the theoretical framework for this study. We incorporated these findings under the umbrella of four interrelated themes.

### **5.1 Interactive learning through the use of authentic materials in an authentic context**

Genc Ilter (2009) points out that web-learning offer well selected activities and interactive learning. This interactive learning takes place when learners are challenged with authentic texts which are presented in an authentic context. The finding indicates that Wikipedia translation is more complex than replacing source language text with target language text; it presented an excellent authentic platform for learning language and involved learners in language learning debates. This translation exercise was similar to like a puzzle solving exercise. Learners came to this exercise with both language tools (the use of language in speaking, reading, listening and writing) and the ICT tools such as the Internet.

The findings indicate that as an educational platform Wikipedia presents a wide range of current and up-to-date information or learning content. Some of the content is offered as simulations, which learners are familiar with or information that they have wanted to read or stories of people in their country, e.g. King Mandume Ndemufayo, the first king of Ovakwanyama tribe. Wikipedia, although an English dominated platform, also serves as an online book. This means that learners can access information about people and environments they know, and can easily relate to in their own culture and language. Wikipedia translation helps the learner to become a mediating agent between monolingual communication participants in two different language communities, (Katan, 2004). The authentic content translated in this project gave learners as translators a chance to become intercultural mediators of languages. Learners who are both bilingual and bicultural beings were placed in a unique position to understand various language and cultural and national development issues through the translation of Wikipedia pages. Therefore, the findings indicate that the use of Wikipedia translation articles, which reflect the students' cultures and backgrounds, is useful to incorporate into the curriculum. These will assist learners to gain a deep understanding of the relevant and educational issues which they can relate to in their daily classroom practices.

### **5.2 Learning through apprenticeships**

Rogoff (1990), when she proposes her idea of instruction-oriented apprenticeship, points out that apprenticeship depends on communication and negotiations between the teacher and learners about what new knowledge or skill is needed and how it can be made

compatible with existing understanding and capability. This notion talks to the situated learning's role of the teacher in helping a novice apprentice (learner) to understand new learning.

This Wikipedia translation was new to all the learners and teachers involved in the project. The training given to the learners was necessary so that learners got a chance to be guided and coached on their roles as language translators and Wikipedia translation implementers. This discussion should acknowledge the fact that translation is an old practice in the Oshikwanyama classroom. Learners on a daily basis are involved in newspaper translation, text translation in their verbal communication or written activities in the language classroom. Thus, the connection had to be made first, as a modeling activity, since learners were carrying out the translation on a platform that had never been used in an Oshikwanyama classroom. Therefore, it was important that learners were introduced to the tools to be used through a two day-training on online translation procedures, concentrating on the Wikipedia portal.

### **5.3 Learning in the Zone of Proximal Development through scaffolding**

According to Hodson and Hodson (1998a) scaffolding involves “the teacher (or other more expert adult or peer) controlling the learning task so the students is able to solve a problem, perform a task, or achieve a goal that would be beyond their unassisted efforts” (p. 18). The findings show that in this research the nature of scaffolding depended on the nature of the task (Wikipedia translation), the learners (Oshikwanyama learners) and the situation (learning/pedagogical situation). Therefore learners were in a ‘Zone’, which required appropriate cognitive demands, which would help them to carry out the translations effectively. In this zone, expert performance is modeled and learners are instructed and supported in their effort to replicate expert practice (Hodson & Hodson, 1998b).

Through scaffolding, a sense of self-responsibility and responsibility towards the group achievement was developed in learners concerning ICT use in this Wikipedia translation project. Although some learners indicated that they did not have internet access at home or at school, we came to realize that many learners had good knowledge of how to browse the internet. For many, it was just a matter of getting the instructions. After the first exercise, those with advanced skills could model ICT procedures such as searching for STs or typing to the less knowledgeable ones. This made learners to become interdependent on each other either in terms of ICT skills or of language proficiency. This enables the facilitator to withdraw assistance and let learners work by themselves. This enculturation of self-sufficiency beliefs and improved self- esteem widens the zone of proximal developments (ZPD), (Hodson & Hodson, 1998a) maintain that learners need to carry out an activity and maintain effort and persistence to achieve better. we have noted that in this Wikipedia translation, higher level learners like learning in challenging situations instead

of accepting guidance, especially with regard to the words to use in the translation, they first negotiated meaning with the teacher or facilitator. Thus, the learning atmosphere during the translation project was that of knowledge co-construction. This knowledge co-construction was necessary in an ICT context where learners need both aided and unaided assistance for them to develop the confidence to complete the task successfully on their own.

## **6. Development of translation strategies**

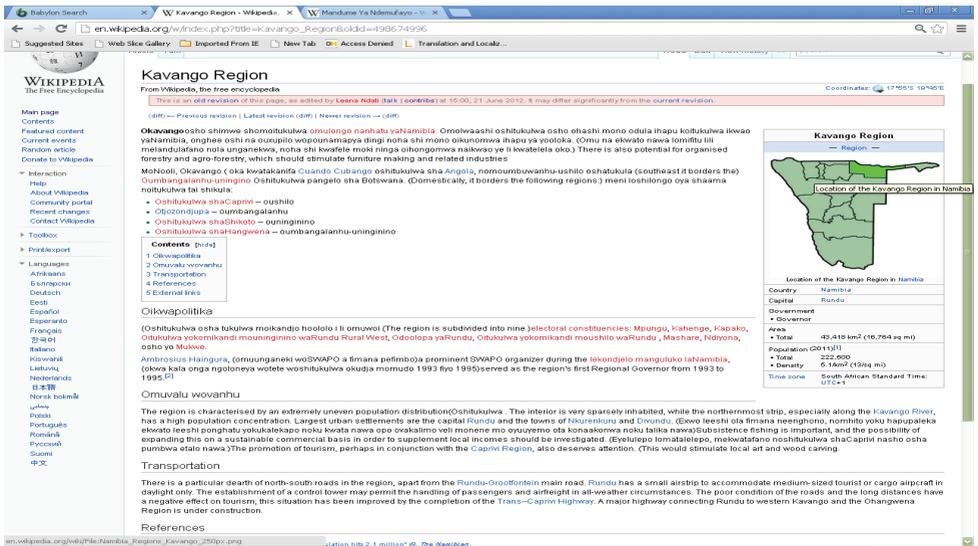
In this section, we discuss the findings on the translation process and strategies used.

### **6.1 Translation process and procedures**

Translation requires the translator to develop a conscious plan that solves the concrete translation problem. This requires the translator to develop a method of transitions. The research findings indicate that the process of choosing the foreign text to be translated and the method to translate it is very critical. This translation was a process which involved negotiation and articulation of articles in terms of their language use and development, length, context and individual group member's interest. Furthermore, learners' computer competency levels were different, more especially typing, which made some of them to prefer shorter texts and some to omit or delete the content. The translation procedures used by the participants included the analysis of the source language Wikipedia text, where learners were given time to browse through the Wikipedia website, and search for the most suitable article/text to translate. This analysis included a thorough study of several articles before attempting to translate them. In addition, the participants had to make judgments of both semantic and syntactic approximation between SL and TL. Thus, the participants indicated that they had to contribute three (3) or more words in Oshikwanyama to translate one English word.

In translating Wikipedia pages into Oshikwanyama, learners used formal equivalence. The findings indicate that on the very first day of the project, learners who used word-to-word translation realized it was unsuitable at a later stage. Some learners pointed out that when they tried to translate directly from Oshikwanyama to English, the text lost its meaning. Although literal translation happens, the findings show that if learners are given a chance to translate in a group, they can counter-translate and become more conscious of the similarities and differences between the source language and the target language. This type of translation happened when learners started to use the adaptation strategy.

Below is the print screen of the Wikipedia page translated by the participants, in which we highlighted some of the direct translation used. Also available at [http://en.wikipedia.org/w/index.php?title=Kavango\\_Region&oldid=498675163](http://en.wikipedia.org/w/index.php?title=Kavango_Region&oldid=498675163)



**Figure 1: The use of formal equivalence during the Wikipedia translation**

The findings indicate that adaptation was the preferred translation strategy. The learners worked on changing the content and the form of the SL to make it conform to the rules of the TL and culture, for example words like *'program' = 'eepologarama'*, or *'politics' = 'opolitika'* among others. Some learners adapted English terms by finding their synonyms and translated them into Oshikwanyama. Others decided on each group member thinking of his/her own individual meaning for the word and then selecting the most suitable meaning.

In this translation, most groups used cultural borrowing, which according to Suh (2005) is “the process of taking over a source language expression verbatim from the source text into the target text” (p. 123). The findings revealed that learners borrowed English words, which they either wrote exactly as it is in English or tried to alter it a little in Oshikwanyama without changing its original form. The findings indicate that borrowing is also caused by the range of English words comparing to that of the Oshikwanyama language. Himood (2009) explained that borrowing is easier from a language where a lot of borrowing has already been done than from one from which borrowing is rare. It is noted that some Oshikwanyama words are borrowed from English, and learners are used to using those words in their verbal conversations. In some cases, learners explained the term in the context, in other cases where no knowledge of the word is presumed by the reader, in-text transcription was done.

The Wikipedia page below show how adaptation of the language was used and also some omissions of text (which will be discussed in the following section) are indicated. Page also available at: [http://en.wikipedia.org/w/index.php?title=Richard\\_Kamwi&oldid=499291785](http://en.wikipedia.org/w/index.php?title=Richard_Kamwi&oldid=499291785)

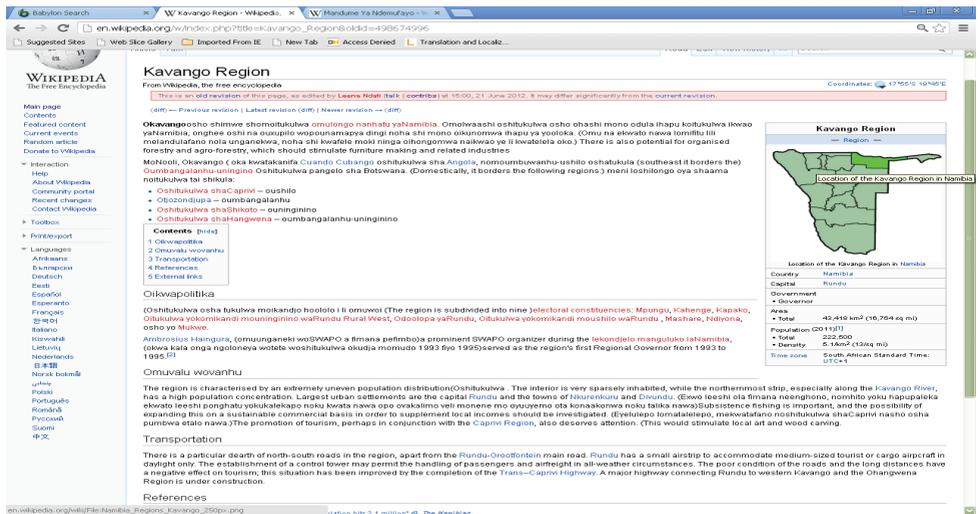
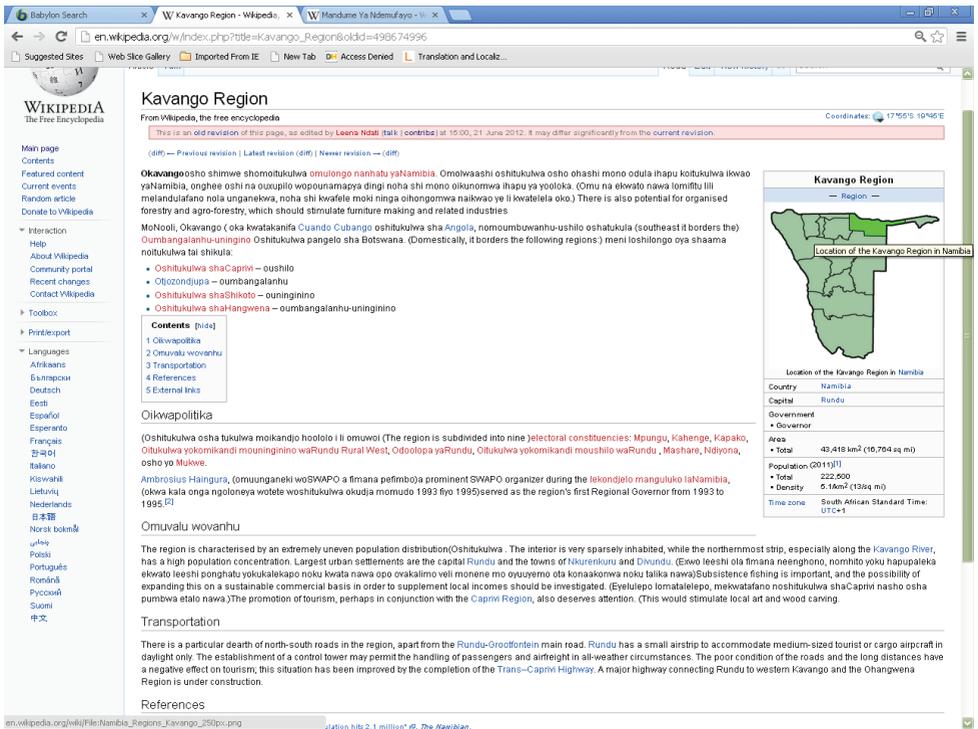


Figure 2: The use of Adaptation and Omission during the Wikipedia translation

The findings indicated some cases when learners omitted some of the words that are obvious and used in daily conversation in Oshikwanyama and phrases which are available in Oshikwanyama orthography and which learners use on daily basis in the language classroom. We have also noticed that on numerous occasions learners have to omit some of the special words such as those in the 'links' sections, or in the 'reference' parts and the 'content' boxes due to a specialized skills or knowledge. Some characters such as ellipsis, apostrophe, colon and semi-colon were among those that were left out. Examples of words which were omitted were:

- Onayena village = Omukunda waNayena
- Mechanical Engineer = Omupangeli womashina
- Science degree = Odjapo yondondo yopombada mounongononi
- Windhoek City = Odoolopa yaVenduka

The figure below illustrates how learners used borrowing omission and deletion in their translation. Page also available at: [http://en.wikipedia.org/w/index.php?title=Mandume\\_Ya\\_Ndemufayo&oldid=499294598](http://en.wikipedia.org/w/index.php?title=Mandume_Ya_Ndemufayo&oldid=499294598)



**Figure 3:** The use of borrowing, omission and deletion during the Wikipedia translation

Lack of standardization in orthographies and pronunciation between the target language and the source language led to omission of words. For example the word controversy, was just not translated at all because the learners could not find an equivalent term in Oshikwanyama (Appendix B, i). Another limiting factor observed in standardization is the use of special characters, which in most cases requires specialized fonts. In this way the translator omits those characters or fonts in order to avoid confusion in the target text. Some learners said that they deleted some information since Wikipedia is an open platform where anybody can edit. In addition, learners indicated that since some of their passages were long, they decided to cut some sentences so that they could finish the translation. This could result in failure because if these activities were marked it would mean learners would be judged as inept.

## 7. Wikipedia translation as a motivation tool

In this section, we discuss the motivational variables that rose out of the process of Wikipedia translations into Oshikwanyama such as social and cultural environment;

collaborative learning and the teacher's role in Oshikwanyama language classroom. Invariant motivational variables such as anxiety and attitudes are incorporated in the discussion as they serve as cross-motivational factors which were experienced within other variables.

### **7.1 Social and cultural environment as a motivator**

It is important to discuss the instrumental value of Wikipedia translation as a motivator to Oshikwanyama language learning. Learners reflected that they were excited to work with ICT tools, computers and Wikipedia for the first time in Oshikwanyama. Many remarked that the level of Oshikwanyama would be raised through the translation process and even more if it could be done frequently in terms of language developments and in promoting the language standard in the world of technology. In addition, learners were inspired to do the activity because they felt challenged by it.

*I would feel very happy as this will help me to improve in Oshikwanyama and this will better my understanding and bring about excellent results in the examination.*

They also felt that people are currently losing their languages and they need to regain them and thus using Oshikwanyama on ICT platforms would “promote African indigenous languages and raise these languages to greater heights and popular and raise interest in it.” In their daily reflection, learners would state their challenges such as translating difficult and political terms, experiences with word-to-word translation, etc.

*To me it was a bit challenging because I had to come across some new terms both in English and in Oshikwanyama. So, a new term in English that means that it will be difficult for me to translate it into Oshikwanyama because it is very new, I have never heard it before. This is mostly on political terms because the page that we were translating was based on politics, so connecting myself to the world of politics was very challenging. (Ndanyanyukwa/L8)*

This made learners persistent to succeed and prove to themselves that they know languages well (both source and target languages). If a learner felt challenged by the word, then she/he developed new strategies to solve the translation. They negotiated with other group members, consulted a dictionary, or considered word-to-word translation.

The participants indicated that Wikipedia provided a fast and reliable way to write the language, because they do not have to draft and redraft work. All they needed to do was to move the cursor to the word that they want to change or delete and then you move on. Therefore, although time was a constraint for some, translating using Wikipedia articles

was time saving for many of the learners, more especially those that were good at typing and/or browsing the internet. Some challenges were observed. Anxiety, which stemmed from the fact that some of the participants did not know how to type or browse the internet and other factors such as the level of the activities were some of the psychological aspects that hindered motivation. One solution to anxiety, fear of computers and other psychological factors that hinder motivation was the grouping of learners according to their level of proficiency in both ICT and languages. In addition, mixed grouping helped learners collaborate and work together as a team. In this way learners developed a positive attitude towards the use of ICTs and toward others in the group.

## **7.2 Learning through collaboration as a motivational factor**

Group dynamics used in this Wikipedia translation served as a motivational factor towards Oshikwanyama language learning. Dornyei (2001) identified the basic types of inter-member relations within a group. Those are 'attraction' and 'acceptance'. Attraction involves instinctive appeal that attracts members to join one another. In this translation, learners had a chance to choose their own group members. This led to a situation where learners who grew up together, (geographical), previous schools joined one another. Some learners looked at their ICT proficiency level, those who were good at ICT, for example those who attended KWP classes, were found in one group. Therefore, for learners it was a matter of perceived competence and similarities in attitudes that attracted them to the group. This also has some integrative effect on learners, identifying themselves well with their peers, or by the Wikipedia articles that they translated such as, King Mandume Ndemufayo, one of their historical chiefs, or the one of The Dogg, an artist they love in Namibia (Appendix B, ii). Acceptance, which focuses more on interpersonal relationship, was also considered. Learners felt that closeness to one another, as they depended on others to complete their translation successfully. This group cohesiveness as Dornyei (2001) puts it, contributes to individual member commitment to the task and to the success of the group as a whole. Since learners accepted other group members regardless of their individual differences they were scaffolding each other through the activities and complementing each other's knowledge. This helps create a dynamic group of learners who are good in both ICT and languages. This brought a change in learners' attitudes towards one another, and values all individual contributions.

## **7.3 Teacher as a motivator**

According to the situated learning principles (Lave, 1988; Brown et al. 1989; Lave & Wenger, 1991) the teacher is referred to as a facilitator of learning whose role is to introduce learning which is tuned to the level of learners and also to carry the children through apprentice-like teaching. The findings in this research show the vital role that the teacher played in introducing the tasks to learners, and motivating them to work through the task

with confidence. The findings indicate that the Wikipedia translation which was at the learners' level enabled the learners to find fulfilment within the task. One constraint in this study is that it was impossible to train learners in typing because the goal of the activity was not determined by the typing proficiency or to assess typing. It was determined by the effect that Wikipedia translation had on Oshikwanyama language learning and motivation towards language learning. Therefore, the findings indicate a lot of motivational variables that the teacher brought into learning such as collaborative learning, ICT tools, the basic literacy course that inducted learners to a new learning situation and the co-observers who assisted learners to translate the texts effectively. Learners see the teacher as an authority member, a person who could make them either pass or fail. In such a way, their presence extrinsically motivated them to take the activities seriously, as if they were in a lesson. This encouraged students to do the translation well in order to impress their teachers. The teacher's positive attitude towards translation using online text into Oshikwanyama encouraged learners to develop intrinsic motivation to study the language so they welcome opportunities for further language development.

## **8. Conclusion**

This study enabled us to investigate the use of Wikipedia translation as an additive pedagogy in Oshikwanyama classroom. The use of situated learning theory had allowed us to explicitly see how learning revolves around different elements of the community of practice and how each element is needed to make a contribution towards learning Oshikwanyama first language. It is evident that Wikipedia content translation helps learners to learn Oshikwanyama first language. This is visible in the result of the Wikipedia pages, in which learners tried by all means to change the word, phrases and sentences from English into Oshikwanyama using different translation strategies. Following the situated learning principles, learners were also able to work in apprentice-ship like situations and collaborate with one another to develop good Wikipedia translated pages. This translation offers motivational components such as engaging and maintaining student's interests, providing sources close to student's interests, enhancing confidence in understanding the content and satisfying learners inquisitiveness related to information. This helped learners to develop the efficacy needed to carry out this translation. It helped the learner to have confidence in others and become goal oriented. In the end it encourages learners to develop a positive attitude towards learning the Oshikwanyama language.

## **9. Acknowledgement**

We would like to extend our appreciation to the research participants who availed their precious study time to this commitment.

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## APPENDICES

### Appendix A: Elements of situated learning supporting Wikipedia Translation Activities

Learning Elements	Features
Authentic contexts	<ul style="list-style-type: none"> <li>Wikipedia texts directly browsed from Wikipedia website.</li> </ul>
	<ul style="list-style-type: none"> <li>Translation carried out online in a real time. This allows the natural complexity of the real world.</li> </ul>
	<ul style="list-style-type: none"> <li>Activities set up in an e-learning classroom atmosphere, which contain a large number of resources to provide rich situational affordances (Brown et al. 1989).</li> </ul>
Authentic activities	<ul style="list-style-type: none"> <li>Activities are ill-defined - Real text presented to the learners (they were given a range of Wikipedia activities themes to choose from and solve or translate) thus promote exploration.</li> </ul>
	<ul style="list-style-type: none"> <li>Provide opportunity to detect relevant and irrelevant articles.</li> </ul>
	<ul style="list-style-type: none"> <li>Non-structured activities, which can be integrated in Oshikwanyama classroom.</li> </ul>
	<ul style="list-style-type: none"> <li>Activities allow enculturation into the real world (have real world relevance and utility).</li> </ul>
Expert performances	<ul style="list-style-type: none"> <li>Pre-study basic computer training given 2 days prior to the translation activity to prepare learners and bring them at the same pace.</li> </ul>
	<ul style="list-style-type: none"> <li>Access to learners various level of expertise in both ICT and languages.</li> </ul>
	<ul style="list-style-type: none"> <li>Access to Wikipedia articles before the translation process started and provides access to expert thinking and modelling before and during the Wikipedia translation activity.</li> </ul>
	<ul style="list-style-type: none"> <li>Access to the observation of real-life, real-time episodes as they occur (Brown, et al. 1989; Lave &amp; Wenger, 1991).</li> </ul>
Multiple perspectives	<ul style="list-style-type: none"> <li>Access to a range of Wikipedia texts that give learners different perspectives on topics.</li> </ul>
	<ul style="list-style-type: none"> <li>Access to computers, dictionaries, encyclopedia and other media sources.</li> </ul>

	<ul style="list-style-type: none"> <li>• Group work for different perspectives and experiences.</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>• Group-based translation activities offer the opportunity to express different point of view through collaboration.</li> </ul>
	<ul style="list-style-type: none"> <li>• Group-based problem solving requires group effort.</li> </ul>
Reflection	<ul style="list-style-type: none"> <li>• Wikipedia translation activities require background knowledge and reflections. This allows association of new knowledge to the prior knowledge, integration of new knowledge into the learner's conceptual framework.</li> </ul>
	<ul style="list-style-type: none"> <li>• Daily reflection requires thinking back on the translated Wikipedia activity/text and group effort.</li> </ul>
	<ul style="list-style-type: none"> <li>• Open-ended interview questions requires overall critical reflection of salient features of the translation activity.</li> </ul>
Articulation	<ul style="list-style-type: none"> <li>• Group-based activities require articulation of translation strategies.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulation of correct grammar and vocabulary to be used.</li> </ul>
	<ul style="list-style-type: none"> <li>• Summarized solution (sentences) necessitated the relevancy of sentence building.</li> </ul>
Coaching and scaffolding	<ul style="list-style-type: none"> <li>• Support offered by the facilitator and the observing teacher (ICT skills and linguistic support).</li> </ul>
	<ul style="list-style-type: none"> <li>• Support offered by other group members (more knowledgeable other (Vygotsky, 1978)).</li> </ul>
	<ul style="list-style-type: none"> <li>• Support offered through the external use of materials such as dictionaries.</li> </ul>
Authentic assessment	<ul style="list-style-type: none"> <li>• Peer-assessment ensures students to review critically on their progress and take immediate actions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Attend to learners' translations and how they have justified them, assessment to be seemingly integrated within the activity</li> </ul>
	<ul style="list-style-type: none"> <li>• Required learners to be effective performers with acquired knowledge to write correct articles.</li> </ul>
	<ul style="list-style-type: none"> <li>• Group reports to give an overall assessment that the impact of Wikipedia translation activity has on Oshikwanyama first language learning</li> </ul>

# Appendix B: Wikipedia translated pages - Oshikwanyama

## I. KAZENAMBO KAZENAMBO

**Kavango Region**  
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**OmKavango** osho shimwe shomolukulwa omulongo nanhalu yaNamibia. Omolwaashi oshitukulwa osho ohashi mono odula ihapu kolukulwa ikwao yaNamibia, onghee oshi na ouzupilo wopounamappa dingi noha shi mono oikunomwa ihapu ya yooloka. (Omu na ekwato nawa lomifutu lili melandufano nola unganekwa, noha shi kwafele moki ninga oihongomwa naikwao ye li kwatelela oko.) There is also potential for organised forestry and agro-forestry, which should stimulate furniture making and related industries

MoNooli, Okavango (oka kwafakanifa Cuando Cubango oshitukulwa sha Angola, nomomubwanhu-ushilo oshitukula (southeast it borders the) Oumbangalantu-uningino Oshitukulwa pangelo sha Botswana. (Domestically, it borders the following regions.) meni lishilongo oya shaama nolukulwa tai shikula:

- Oshitukulwa shaCaprivi – oushilo
- Otjozondjupa – oumbangalantu
- Oshitukulwa shaShikoto – ouninginino
- Oshitukulwa shaHangwena – oumbangalantu-uninginino

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- 2 Omuvaku wovanhu
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**Oikwapolitika**

(Oshitukulwa osha lukulwa moikandjo hooloto li omuwol (The region is subdivided into nine )electoral constituencies: Mpungu, Kahenge, Kapako, Oitukulwa yokomikandi mouningino waRundu Rural West, Odozoola yaRundu, Oitukulwa yokomikandi moushilo waRundu , Masihane, Ndyona, osho yo Mukwe.

Ambrosius Haingura, (omuunganeki woSWAPO a fimana pefimbo)a prominent SWAPO organizer during the **lekondjelo manguluka laNamibia**, (okwa kala onga ngoloneya wolote woshitukulwa okudja momudo 1993 fyo 1995)served as the region's first Regional Governor from 1993 to 1995.<sup>[k]</sup>

**Omuvaku wovanhu**

The region is characterised by an extremely uneven population distribution(Oshitukulwa . The interior is very sparsely inhabited, while the northernmost strip, especially along the Kavango River,

**Kavango Region**  
Region

Location of the Kavango Region in Namibia

Country	Namibia
Capital	Rundu
Government <span> </span> • Governor	
Area <span> </span> • Total	43,418 km <sup>2</sup> (16,764 sq mi)
Population (2011) <sup>[j]</sup> <span> </span> • Total	222,900
<span> </span> • Density	5.1/m <sup>2</sup> (13/sq mi)
Time zone	South African Standard Time: UTC+1

[http://en.wikipedia.org/w/index.php?title=Kazenambo\\_Kazenambo&oldid=499300023](http://en.wikipedia.org/w/index.php?title=Kazenambo_Kazenambo&oldid=499300023)

## II. THE DOG

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Omuvalu wovanhu

## III. OSHIKUKU

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