



**Exploring translation of University of KwaZulu-Natal ndaba online publications from
English into isiZulu**

Submitted by

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Thesis submitted in fulfilment of the requirements for the degree of

Master of Arts

In the

DISCIPLINE OF AFRICAN LANGUAGES

**School of Arts, College of Humanities, University of KwaZulu-Natal, Pietermaritzburg,
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June 2025

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DECLARATION – PLAGIARISM

I, **SNOTHANDO NGCOBO** declare that

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Date:

DEDICATION

I dedicate this entire degree to **uNGCOBO OMKHULU**. Ngiyabonga **Zind' izinsizwa kaManzi akavinjelwa!** Ngiyethemba uyaziqhenya ngami lapho ukhona.

ACKNOWLEDGEMENTS

I wish to convey my profound appreciation to:

God, for leading me through this challenging journey and bestowing the strength and wisdom necessary to achieve this qualification.

I express my gratitude to my supervisor, Dr. T. R. Ngcobo, and co-supervisor, Dr. P. D. Dlamini, for their exceptional guidance, patience, expertise, and support. Their constructive feedback and support were important in developing my thesis. Dr. T. R. Ngcobo, I appreciate your “Wathula kangaka maNgcobo, kusahamba kahle?” calls. They significantly motivated to work harder.

To my mother, Samafuze, I express my gratitude for your love, support, and encouragement. Your sacrifices and prayers have consistently provided me with strength and inspiration. Ngiyabonga, Mapholoba!

I extend my gratitude to my friends & for their unwavering support, encouraging words, and assistance throughout this journey.

ABSTRACT

This study delves into the translation of University of KwaZulu-Natal (UKZN) ndaba online publications from English into isiZulu. The primary objective is to identify the translation procedures employed and assess their impact on the translation process. Guided by South Africa's multilingual language policy and UKZN's commitment to promoting bilingualism, the study addresses the pressing need to advance indigenous languages, particularly isiZulu, within academic and institutional communication. Vinay and Darbelnet's (1995) linguistic model, supplemented by additional translation procedures, serves as the theoretical framework for this research.

The study adopted a qualitative research design within an interpretive paradigm and conducted textual analysis on eight ndaba online publications published between 2020 and 2023. The analysis revealed a variety of translation procedures used by translators, with transposition emerging as the most frequently employed strategy. This reflects the structural differences between English and isiZulu. While the selected procedures generally facilitated accurate meaning transfer, one instance of mistranslation underscored the necessity for strengthened editorial processes.

Overall, this study contributes to the limited body of research on institutional and technical translation in South Africa. It emphasizes the pivotal role of translation in supporting the development of isiZulu in academic settings and advancing UKZN's bilingual mandate. The study recommends that ndaba online consider employing additional translators and editors, expanding the number of translated publications, and conducting further research, including interviews with translators, to gain a deeper understanding of the challenges inherent in translating institutional texts.

LIST OF ACRONYMS

Acronym	Explanation
UKZN	University of KwaZulu-Natal
ST	Source Text
TT	Target Text
SL	Source Language
TL	Target language
BT	Back Translation
ULPDO	University Language Planning and Development Office

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Chapter 1: Introduction and Background

1.1 Introduction

The first chapter serves as an introduction to the examination of the translation of University of KwaZulu-Natal ndaba online publications from English into isiZulu, utilizing Vinay and Darbelnet (1995) Linguistic Model. The first chapter of the paper presents the context by emphasizing the historical development of translation, the background of University of KwaZulu-Natal ndaba online, and the University of KwaZulu-Natal (UKZN) language policy. The introductory chapter delineates the study's motivation, methods, theoretical framework, aims and objectives, research questions, and overall structure.

1.2 History of Translation in South Africa

The arrival of the first Europeans began around the end of the 14th century as they sought to extend their trade routes to the East (Dlamini, 2021). Thus, commenced interactions between people from Europe and people from Africa, neither of whom comprehended their languages (Olsen, 2008). This marks the inception of translation in South Africa (Dlamini, 2021). Jan van Riebeeck arrived in the Cape in 1652 with his Dutch entourage (Dlamini, 2021). Throughout this period, multiple interpreters enabled communication between the Khoi language and Dutch (Dlamini, 2021). Olsen (2008) in Dlamini (2021) state that the Khoikhoi were the primary indigenous translators, enabling communication between Europeans and Africans while swiftly mastering the Dutch language.

Dlamini (2021) contends that during the early 1800s, translation was intricately linked to missionary activities and the propagation of Christianity. The dominant languages of the period were English and Dutch (Dlamini, 2021). Nevertheless, Khoi and Dutch pidgin also existed, which later developed into Afrikaans (Dlamini, 2021). Upon taking office in 1948, the National Party instituted a bilingual policy that established Afrikaans as well as English as official languages (Dlamini, 2021). This signified that Afrikaans would be accorded a comparable status with English, including the translation of governmental documents (Dlamini, 2021).

In the 1990s, South Africa underwent a transition to democracy (Dlamini, 2021). The laws of South Africa (Department of Justice 1995a, 1996b) asserts: 'Everyone has the freedom to use their chosen language and participate in the cultural life of their preference, as long as such actions do not violate any provision of the Bill of Rights (Dlamini, 2021). This indicates that individuals are allowed to use their chosen language, as long as it does not violate the rights of

others. The new democratic constitution granted constitutional equality to the nine formerly marginalized South African indigenous languages, in addition to Afrikaans and English, at the national level (Dlamini, 2021). This initiated a multilingual language policy, conferring official and equal status to all eleven languages of South Africa. The implementation of this plan necessitated the translation of all official documents from the source language, often English and/or Afrikaans, into the other official languages (Dlamini, 2021). This considerably broadened the scope of translation. As a result, the demand for translations led to a significant increase in the number of translators and interpreters (Dlamini, 2021).

IsiZulu is one of the nine indigenous languages of South Africa that received formal recognition following the nation's transition to democracy (Dlamini, 2021). Before the 1990s, while isiZulu was taught in educational institutions, its application beyond these environments was limited. Dlamini (2021) contends that the historical context of South Africa has led to the minimum application of indigenous South African languages in technical fields, national governance, and economic management, culminating in their underdevelopment (Dlamini, 2021). Consequently, isiZulu, as with other indigenous languages of South Africa, has been associated with societal challenges such as illiteracy, unemployment, and poverty. These indigenous languages persist in their pursuit of recognition as official languages, transcending their pre-199 status (Dlamini, 2021). Significantly, the same bureaucrats and politicians who devised policies promoting indigenous languages do not employ these languages themselves to exhibit their support (Dlamini, 2021).

1.3 University of KwaZulu-Natal Ndaba Online

The University of KwaZulu-Natal ndaba online publication serves as an essential communication platform for the University of KwaZulu-Natal (UKZN), distributing news, academic insights, and cultural content primarily in English (<https://ukzn.ac.za/ndabaonline/>). Translating these resources into isiZulu requires a nuanced understanding of both linguistic and cultural aspects. University of KwaZulu-Natal ndaba online publications are utilized to analyze the effects of translation methodologies on the English-to-isiZulu translation process.

1.4 Motivation of the study

The University of KwaZulu-Natal aligns with the objectives of South Africa's multilingual language policy and aims to be a significant contributor to its effective execution. The Policy acknowledges the necessity of cultivating and enhancing competency in the languages that are official, especially IsiZulu and English (Vithal, 2014). The advantages for students achieving proficiency in English, the predominant medium of academic discourse and international trade

and industry, as well as the lingua franca in governmental and institutional contexts in South Africa, are evident. Mastery of isiZulu will facilitate nation-building and enhance the student's ability to communicate effectively with the predominant population of KwaZulu-Natal. This Policy aims to outline the benefits of being fully bilingual in English and isiZulu in South Africa and to inform an associated Language Plan (Vithal, 2014).

Section 6 of the 1996 Constitution South Africa mandates the promotion of multilingualism. The University of KwaZulu-Natal endorses the aims of South Africa's multilingual language policy and seeks to make a substantial contribution to its successful implementation. The Policy acknowledges the necessity of enhancing competency in the languages that are official, specifically IsiZulu and English. In the realm of academic discourse, English is a highly developed language. IsiZulu is still evolving within academic discourse (Vithal, 2014).

Although extensive research on translation in South Africa exists, much of it focuses on literary texts, children's literature, and subtitling. This research often overlooks the translation of technical or specialized institutional texts. University institutional publications, like ndaba online, represent a specialized domain. These publications contain academic, administrative, scientific, and policy-related terminology that demands precision, consistency, and subject-specific knowledge. Therefore, translating such texts is a form of technical translation, as it involves translating specialized information within a professional, academic setting.

Within the South African context, this type of translation holds particular significance. The Constitution (1996) and national language policies emphasize the development and equitable use of indigenous languages. However, research consistently reveals that African languages, including isiZulu, remain underdeveloped in technical, academic, and institutional domains, limiting their use in high-level communication. Institutions like the University of KwaZulu-Natal have implemented bilingual language policies to address this gap. Nevertheless, there is currently no empirical research examining how technical institutional texts, such as UKZN ndaba online publications, are translated from English into isiZulu, nor how translation procedures impact the accuracy and technical advancement of isiZulu in academic communication.

1.5 Methodology

Methodology is the overarching approach used to conduct the research (Dlamini, 2016). Research methodology refers to the systematic processes and strategies employed to conduct

research and collect information in a structured and organized manner. It encompasses the principles, techniques, and regulations that govern the entire research process, from formulating research questions or hypotheses to collecting and analyzing data, culminating in the derivation of valid findings (Kothari, 2004). The research will utilize a qualitative design and an interpretive perspective.

1.5.1 Qualitative Design

This study utilizes qualitative methods for data collection and analysis. A qualitative research design employs a naturalistic method aimed at comprehending phenomena within context-specific environments, such as real-world situations, where the researcher refrains from manipulating the phenomenon of interest (Patton, 2002).

1.5.2 Textual analysis

Text analysis is a study methodology employed by researchers to examine texts across several mediums. Textual analysis data can be obtained from a wide range of sources, including documents, films, newspapers, paintings, web pages, and other media. These data types serve as the “texts” under examination, used to evaluate the meanings, values, and messages conveyed through them (Smith, 2017). The standard methodological technique for textual analysis involves formulating a testable research question, selecting a relevant text related to the research question, and conducting the textual analysis (Smith, 2017). This study will employ textual analysis to examine University of KwaZulu-Natal ndaba online publications.

1.5.3 Random Sampling

Random sampling is a research tool employed to pick a subset of individuals or things from a wider population, guaranteeing that each member of the population has an equal probability of selection (Sharma, 2017). The principal attribute of random sampling is its inherent randomness and absence of bias, which ensures that the sample accurately reflects the entire population, allowing for the generalization of study results to the population as a whole (Sharma, 2017). This study will utilize random selection to select eight papers (published between 2020 and 2023) from the University of KwaZulu-Natal ndaba online site.

1.5.4 Data Collection

Data collection is the systematic process of acquiring and recording information from diverse sources, individuals, or events for research, analysis, or decision-making purposes. The research process requires the collection of pertinent and precise data to address specific research questions, evaluate hypotheses, or inform corporate decisions (Morgan and Harmon,

2001). Data will be collected from the original University of KwaZulu-Natal ndaba online publication and its translated versions.

1.5.5 Data Analysis

Data analysis in research refers to the examination and interpretation of data collected during a project. It entails converting raw data into significant information, recognizing patterns, correlations, and trends, and deriving conclusions or making inferences based on the data (Wickham and Wickham, 2016). The findings are presented through textual information, tables, and graphs derived from University of KwaZulu-Natal ndaba online publications. The study uses textual analysis to examine the data.

1.6 Theoretical Framework

This study aims to examine the various translation procedures employed in the translation of ndaba online publications. A theoretical framework for translation needed to be established in order to conduct the study. This study will utilize Vinay and Darbelnet's (1995) linguistic model.

1.6.1 Vinay and Darbelnet Linguistic Model

Vinay and Darbelnet's linguistic model, presented in their article "Comparative Stylistics of French and English: A Methodology for Translation," provides a framework for analyzing and translating other languages. Published in 1995, their approach emphasizes the contrastive comparison of French and English. However, its ideas are also applicable to other language pairs (Vinay and Darbelnet, 1995). Vinay and Darbelnet's methodology primarily aim to uncover translation procedures that preserve the sense and style of the source text (ST) while effectively communicating the message in the TL (Alqunaibet, 2019).

The Vinay and Darbelnet approach comprises several essential methods and procedures. This procedure entails the direct translation of a phrase from the SL to the TL without alteration. It is appropriate when a precise equivalent exists in the TL. Borrowing entails the direct translation of a phrase from the SL into the TL. This procedure is frequently employed for terms without equivalents or for concepts intimately linked to the source culture (Vinay and Darbelnet, 1995).

Literal translation is a strategy that entails translating a phrase while preserving the identical grammatical structure in the TL. It is appropriate when the structure and meaning can be maintained without inducing confusion or ambiguity (Vinay and Darbelnet, 1995). Transposition entails altering the grammatical category of a phrase in the process of translation

and, for instance, transforming an adjective into a noun or a verb into an adjective. This method facilitates a more authentic expression in the TL while preserving the original meaning (Alqunaibet, 2019).

Modulation entails altering the viewpoint or perspective throughout the translation process. It facilitates the articulation of the same concept through varied linguistic frameworks or cultural allusions in the target language. Equivalence: This method seeks to identify a corresponding expression in the TL that communicates the similar meaning or impact as the source material. It entails modifying the translation to align with the cultural and linguistic norms of the target language (Vinay and Darbelnet, 1995).

Adaptation entails altering the source material to align with the cultural and linguistic norms of the TL. This procedure is advantageous when direct translation fails to convey the intended meaning or style accurately. Vinay and Darbelnet's model provides translators with a methodical framework for analyzing and selecting suitable translation procedures according to the specific circumstances and demands of the text. It highlights the importance of preserving both the substance and structure of the source text while facilitating effective communication in the TL (Vinay and Darbelnet, 1995).

Vinay and Darbelnet (1995) linguistic model, together with Munday's et al. (2022) supplementary procedures, is suitable for this study as it delineates translation procedures as techniques for analyzing translation and methods applicable for converting a ST into a TT. The researcher will utilize this theory as a tool for doing the investigation.

1.7 Aims and Objectives

English is a more advanced language than isiZulu in the academic discourse at the University of KwaZulu-Natal (UKZN). Consequently, isiZulu translators collaborating with English are likely to encounter difficulties. The aim of the study is:

- To explore the impact of translation procedures in the translation of University of KwaZulu-Natal ndaba online publications.

1.8 Research Questions

The study posits that translators face difficulties while rendering ndaba online publications into another language. Consequently, the study seeks to address the subsequent question:

- How do translation procedures impact the translation of University of KwaZulu-Natal ndaba online publications?

1.9 Outline of the Study

This study is divided into five chapters:

Chapter One: Introduction and Rationale of the Study. This chapter presents the introduction, problem statement, research questions, aims, and objectives of the study.

Chapter Two: This chapter examines academic articles and publications related to the present subject. This chapter examines research and literature in three domains: a global perspective, the African context, and the South African context.

Chapter Three: This chapter outlines the research approaches that will be employed to conduct this study. This study draws on the language model of Vinay and Darbelnet, supplemented by Munday's (2022) additional processes, as its theoretical foundation.

Chapter Four: This chapter will explore the various translation procedures employed by translators when translating UKZN ndaba online publications. The researcher will use a set of publications that will be selected randomly to find the different translation procedures used during the translation of the UKZN ndaba online publications.

Chapter Five: This chapter will summarize the research problem, findings, and conclusions. It will additionally incorporate research recommendations.

1.10 Conclusion

This chapter has established a fundamental comprehension of the subject matter. The first chapter outlines the study's context and presents the problem statement. This chapter elucidated the methodological and theoretical background of the investigation. This research endeavor aims to identify the obstacles faced by translators and to examine the influence regarding translation methodologies in translating UKZN ndaba online from English to isiZulu. Finally, the introduction chapter has succinctly outlined the topic of each chapter to facilitate a comprehensive knowledge of the complete research.

Chapter 2: Literature Review

2.1 Introduction

Translation practice extends beyond South Africa. It is located in several regions of Africa and beyond the continent. This chapter emphasizes and recognizes the contributions of various researchers to the field of translation. The literature concerning translation practice is examined and categorized into three areas: a global overview, translation practice within the African context, and the South African context.

2.2 Global Overview of Translation

According to Khazaenezhad and Taheri (2023), when different cultural systems of languages are not in agreement, it becomes more difficult for translators to preserve the cultural dynamics of translation. In their study, the objective was to analyze the impact of translation on cultural, historical, and religious elements, specifically those related to culture-specific items (CSIs). To achieve this, the study focused on identifying culture-specific elements in three Persian translations of the novel “Huckleberry Finn”. These elements were then systematically categorized into cultural, historical, and religious subcategories. In a related study, Mohammadi and Keshavarzi (2016) examined cultural untranslatability in Firdowsi’s *Shahnameh*, focusing specifically on the story of “Rustam and Sohrab” and its translation by Helen Zimmern. Similarly to the previous study, their aim was to identify culturally challenging or untranslatable components. Thus, they compared the original text with Zimmern’s English translation to determine which cultural elements could not be effectively translated or posed significant translation challenges.

The study conducted by Mohamed (2020) examined the translation of metaphors and similes from Tayeb Salih’s novel “*Mawsim al-Hiġra ilā ash-Shamāl*” into English (Mohamed, 2020). Specifically, this study focused on *Season of Migration to the North*, the English translation by Denys Johnson-Davies, a Canadian-born orientalist (Mohamed, 2020). In terms of theoretical orientation, this study utilized Descriptive Translation Studies (DTS) as the primary framework, complemented by additional insights derived from relevant literature (Mohamed, 2020). Methodologically, the research employed a textual approach to analyze the Arabic source text, the English target text, pertinent translation notions, and secondary literature concerning metaphors and similes as sources of information and data (Mohamed, 2020). Furthermore, the text explores translation theories, definitions, components, and varieties of metaphors and similes in both Arabic and English (Mohamed, 2020).

Similarly, Orangi (2020) employed Descriptive Translation Studies (DTS) to analyze healthcare materials in English and Swahili. Grounded in the principle that any text may be examined as a translation if it is recognized as such, the study aimed to examine and analyze linguistic and cultural elements in the texts, identify the translation procedures used, and evaluate how images function within the material. Moreover, the study adopted Kruger and Wallmach's (1997) analytical framework. In terms of findings, the study revealed that English texts employ more descriptive terms compared to Swahili texts.

In addition, Mohamed's (2020) study found that 20 out of the 28 selected similes were accurately translated into English, while 7 were only partially conveyed and one was inaccurately translated. This suggests that when a translator encounters a simile in a text, the initial critical step is to ascertain the nature of the comparison being conveyed (Mohamed, 2020). Furthermore, the analysis of the 28 similes revealed the translator's strong inclination towards literal translation, adhering closely to the precise vehicle, which aligns with Pierini's primary technique (Mohamed, 2020). Notably, this method was used in 22 out of the 28 instances, which may be attributed to the fact that a literally translated simile is often comprehensible and acceptable in English. Consequently, this finding supports the argument made by Sudanese translator El-Said, who observed that the translator relied excessively on literal translation (Mohamed, 2020).

Orangi (2020) concluded that Swahili texts have a higher frequency of references due to the presence of derivational and inflectional morphemes. Consequently, these findings led to the conclusion that a norm of euphemism prevails in Swahili writings. Furthermore, it has also been shown that the methods employed to address the absence of lexical terms include the utilization of loan words without alteration, utilization of loan words with an explanation preceding them, utilization of loan words adapted to the local language, removal of the term altogether, and substitution with a more generic phrase.

Similarly, Khazaenezhad and Taheri (2023) indicated that the initial translation conducted by Mohebbi resulted in the most significant reduction (17.16%). In contrast, the third translation, performed by Daryabandari, exhibited the most significant increase (41.58%). Overall, the findings suggest that the policies and normative variations among cultures during different periods had a significant influence on the transfer of ideas, which in turn affected the extent of loss and gain in translation. Additionally, the results of this study may have considerable ramifications for psychoanalytical research about the decision-making process of translators

(Khazaenezhad and Taheri, 2023). On the contrary, Mohammadi and Keshavarzi (2016) demonstrated that 89.8% of the culturally untranslatable elements were nouns, including common nouns, place names, and personal names.

In addition, adjectives constituted a mere 10.3% of these untranslatable elements. Moreover, the type of cultural untranslatable features that appeared most frequently was personal proper names, followed by common nouns and names of locations. Furthermore, the predominant techniques employed to convey cultural components were transference and retention via translation, with replacement being the second most utilized option.

In another study, Fesharaki and Rezaee (No Year) conducted extensive research to examine the impact of utilizing translation procedures on enhancing the acquisition of grammatical collocations among Iranian EFL maritime students. Specifically, the researcher examined the Persian translation of grammatical collocations in the book “Shipmasters’ Business Companion”. Subsequently, a meticulous and comprehensive analysis was conducted to identify translation procedures for specific collocations in Persian.

Likewise, Alqunaibet (2019) sought to investigate the application of Vinay and Darbelnet’s translation theory in translating Ghassan Kanafani’s *Men in the Sun* from Arabic to English. The aims were to identify the prevailing procedures employed by the translator in investigating the fundamental challenges encountered in translating the book and to analyze the procedures utilized by the translator to resolve the translation difficulties (Alqunaibet, 2019). Notably, both studies by Fesharaki and Rezaee (No Year) and Alqunaibet (2019) utilized Vinay and Darbelnet’s translation model. However, Alqunaibet (2019) applied a descriptive-analytical methodology to the initial two chapters of the book.

Furthermore, Fesharaki and Rezaee’s (No Year) study demonstrated that the translator employed the following procedures in the given order: literal translation, equivalence translation, borrowing, and modulation. Overall, the results demonstrate that the utilization of translation procedures has a substantial impact on enhancing the acquisition of grammatical collocations among Iranian EFL maritime students. Similarly, Alqunaibet (2019) observed that the predominant procedures employed were literal translation, transposition, and modulation. In addition, the research uncovered two categories of translation difficulties: linguistic challenges encompassing lexical and syntactic issues, and cultural challenges involving culturally specific expressions and terminology. Nevertheless, certain translation

issues were resolved by procedures that were not explicitly outlined in the model (Alqunaibet, 2019).

Guo (2018) investigated the process of translating the culturally distinct portions of the novel “The House on Mango Street” into Mandarin Chinese, employing Relevance Theory as the theoretical framework. As a result, the study was grounded in Relevance Theory, which encompasses key concepts such as the notion of relevance and the inferential character of all forms of communication (Guo, 2018). In this regard, an analysis was conducted on the translator’s strategies and methodologies, with specific attention given to the elements influencing his choice of strategies (Guo, 2018). Thus, the aim of the study is to determine whether Relevance Theory in translation can effectively elucidate the decision-making process of translators when selecting translation processes while also considering cultural variables (Guo, 2018).

Furthermore, one of them was illustrated, accompanied by a discussion on the tactics employed to address culture-bound issues. Based on this analysis, Guo (2018) concluded that the translator demonstrated a significant level of faithfulness to the original text. Specifically, to safeguard the important elements of foreign cultures, he adhered closely to the original text and included footnotes in the appropriate places.

Ari (2018) asserts that the aim of the study was to examine the impact of contextual factors on the incidence of translation shifts. To achieve this, the case study focused on translating reports from the PAP into Arabic. The primary aim of the research was to investigate the contextual factors that influence the occurrence of translation shifts and how these shifts are demonstrated in the translation strategies employed to address word-level and higher-level translation challenges (Ari, 2018). Accordingly, the data for this case study only examined the reports (ST and TT) of the Permanent Committees of the PAP that were generated from 2010 to 2016 (Ari, 2018).

Similarly, Tohouenou (2013) previously examined the professional practices inside the African Union, specifically at the AUC and PAP. It outlined the profiles of translators inside both institutions, assessed the quality of translations, and determined whether the translations were source-oriented or target-oriented (Tohouenou, 2013). In doing so, this study utilized a blend of statistical and documentary research, gathering both quantitative and qualitative data via personal interviews with translators and a supervisor. Additionally, it performed a rigorous

analysis of four original texts and their translations utilizing House's (1997) approach of translation quality assessment. Moreover, apart from the Solemn Declaration of Oath of Allegiance, the study evaluated texts that have ideational features specifically designed to inform the audience (Tohouenou, 2013).

Ari (2018) revealed that both style and contextual factors exerted an impact on the incidence of translation shifts at the word level. However, the influence of stylistic elements was found to be greater than that of contextual factors. Conversely, the research determined that the contextual element is the primary determinant that influences the same event at a level beyond individual words. Overall, the research's primary findings indicated that due to the inherent structural disparities between English and Arabic, the presence of translation shifts is unavoidable. On the other hand, Tohouenou (2013) found that translators employed a concealed translation technique and utilized a cultural filter to achieve functional equivalence. Furthermore, a comprehensive analysis of surveys along with interviews with translators and a supervisor, executed via purposive sampling, indicated that translation was crucial to the effective functioning of the two institutions. Indeed, translators primarily adhered to source texts while ensuring that the translation remained coherent and fluid (Tohouenou, 2013).

Kouassi (2017) sought to conduct a comprehensive and comparative analysis of Aimé Césaire's play "La tragédie du roi Christophe", alongside its translation by Breslin and Ney. In particular, the research specifically examines the comprehensive translators' notes that accompany the English edition. Through this, the analysis clarifies the intended objective of the translation and the stylistic method employed by the translators to convey Césaire's heteroglossic style (Kouassi, 2017). Additionally, the study analyzes the translation of postcolonial literature, emphasizing its peculiarity and singularity. It also examines the translation of Caribbean literature and Négritude literature, emphasizing their diffusion. In terms of methodology, the paratextual elements are analyzed through Gérard Genette's (1997) framework, while the translation of the play from French to English is assessed using Vinay and Darbelnet's (1995) methodology (Kouassi, 2017).

Kappe (2012) examined the translation of adverts, focusing on persuasion, semiotics, and symbolism. Through this focus, it demonstrated the significance of symbolism and semiotics in influencing consumers across many cultures. The study employed Coca-Cola as a case study to examine the procedures employed by translators in rendering persuasive texts in print

advertisements across cultures while also addressing critical issues in advertisement translation and relevant theories beneficial to advertising material translators. Moreover, the literature review discussed semiotics, symbolism, and the techniques employed by advertisers and translators for persuasion alongside theories pertinent to advertisement translation, including skopos theory, relevance theory, and functional equivalence, which are evaluated in the corpus analysis (Kappe, 2012). Overall, the study highlighted the significance of sociology, culture, and ideology and provided a concise examination of advertisement discourse to elucidate the mechanisms of advertising. Therefore, translators must understand the mechanics of advertising before executing translations.

Kappe's (2012) study report conducted a comparative examination of 30 Coca-Cola advertisements in English and their French versions from 1905 to 2011. In this comparison, the study analyzed and compared Coca-Cola's English advertising and its translations, demonstrating how semiotics and symbolism may be employed to examine the persuasive strategies utilized in various French contexts. Furthermore, the analysis was additionally grounded in Relevance Theory, Equivalence Theory, and Skopos Theory alongside the context of DTS. Accordingly, observations indicated the translators' comprehension and effective handling of visual and linguistic components, as well as their adeptness in rendering an advertisement genuinely global by emphasizing universal and neutral ideals (Kappe, 2012).

Yinhua (2011) states that the main objective of communication is to establish a state of equivalency among the translated version and the original text. Thus, translation necessitates a certain level of correspondence between the ST and the TT. In the absence of such correspondence, the translated text cannot be regarded as a faithful rendition of the original text (Yinhua, 2011). Historically, translation has functioned as a means of facilitating comprehension of the original material for individuals who do not possess proficiency in foreign languages. Consequently, it is widely recognized that the main requirement of any form of communication is to ensure the effective transmission of the message from the sender to the receiver (Yinhua, 2011).

Nzabonimpa (2009) examined the concept of lexical simplification as a translation principle that applies universally, specifically focusing on its application in the translation of Latin terms from English to French in legal contexts. In this thesis, it was demonstrated that Latinisms are replicated in translation when they are not incorporated into the vocabulary of the target language or replaced by functionally and semantically equivalent terms (Nzabonimpa,

2009). Moreover, the simplification of Latin words in legal translations from English to French is influenced by specific aspects related to the system, conventions, and function rather than features inherent to translation. Among all the texts in the corpus, the English source text contains the highest number of Latinisms. However, the French translators, in contrast to the non-translated French producers, tend to employ Latinisms to a greater degree. Therefore, lexical simplification is proposed as a possible approach when languages with similar sociolinguistic and lexical influence and equal status express the lexical elements of the original text differently in a simplified translated text (Nzabonimpa, 2009).

2.3 African Overview of Translation

Endres (2020) examined the translation process of the acclaimed Andreas Eschbach novel “Das Jesus Video” into English. Initially, the novel was first written in German and then translated into many languages, omitting English. Therefore, the aim of the research was to create a partial translation of the novel to ascertain effective translation methods for commercial viability, to evaluate the translation process, and to obtain insights from the author concerning the lack of a translation for this novel, despite the availability of English translations for other works by the same author (Endres, 2020). In terms of theory, the theoretical framework was based on polysystem theory and a longitudinal analysis of German science fiction, together with its relationship to English science fiction. Ultimately, the research revealed that the factors contributing to the absence of an English translation of the novel are external, not inherent to the text; the original German edition is written in an accessible manner that includes features of English-language bestsellers, posing few difficulties for the translator. Consequently, the English-language literature market had relatively low receptivity to works originally written in other languages, mostly owing to the commercial and cultural preeminence of English (Endres, 2020).

Koumtoudji’s (2018) dissertation was designed as a creative endeavor to produce a publishable French translation of Francis Nyamnjoh’s novel “A Nose for Money” (2006), and to include a reflexive essay that critiques both the translation and the translation process itself. Theoretically, the foundation was rooted in domestication and foreignization. The novel is predominantly composed in English; however, it also includes excerpts in French, Cameroon Pidgin English, and many Cameroonian vernaculars. Accordingly, the study indicated that foreignization is more suitable for preserving the “couleur locale” of the original text and is also significant for glosses and footnotes. In contrast, domestication is evident in cases where

standard French grammar and orthography are adhered to (Koumtoudji, 2018). Furthermore, the research emphasized the critical nature of the relationship between author and translator for the project's successful execution, as well as the importance of the translator's cultural background, particularly if they possess familiarity with the source text's languages and culture, given their role as a mediator between the author and the text. Finally, the study concluded by examining literary translators' propensity to elucidate ambiguity and recommends that they reevaluate this inclination (Koumtoudji, 2018).

Khoza (2016) sought to investigate the translation of diverse types of comedy in Neil Gaiman and Terry Pratchett's "Good Omens" into French and German, culminating in the publications *De Bons Présages* and *Ein Gutes Omen*, respectively. To achieve this, the study employed frame semantics to examine how the translators successfully translated the humor of the source text in instances where they were able to do so (Khoza, 2016). This theory analyzes the process of context building and the expectations arising from an individual's grasp of context, including their comprehension and the associations made by the reader or listener (Khoza, 2016). Consequently, this study aimed to analyze how translators handled the consistent use of humor elements, such as puns, parodies, and a fabricated ancient form of English, that emerge throughout the novel's several subplots. It then analyzed and assessed the two translations to determine whether and how each translator successfully replicated the comedic elements present in the source text (Khoza, 2016).

Adebawo (2016) investigated the aesthetics and ethics of translating African literature, focusing on two books by Fagunwa: *Igbo Olodumare*, which Soyinka translated as "In the Adiiu Olodumare", and "Forest of Olodumare", which Obafemi translated as "The Mysteries of God". Specifically, finding these TTs' position on the domestication and foreignization continuum was the study's goal (Adebawo, 2016). The analysis of these texts was carried out with the assistance of a descriptive and systemic theoretical framework that was founded on DTS, polysystem theory, and the idea of translational behaviour norms (Adebawo, 2016). Additionally, ideological and ethical frameworks for translating marginalized and postcolonial literature improved the descriptive technique. Moreover, Lambert and Van Gorp's methodology for categorizing translation products was utilized to assess the position of Fagunwa's translated works within the target literary system (Adebawo, 2016).

According to Tsai (2011), the objective of this study was to examine the transmission of cultural significance in translations of Konrad Lorenz's "Er redete mit dem Vieh, den Vögeln

und den Fischen” (1949). Notably, there have been numerous translations of this animal behavior study into different languages, including English. Thus, this study investigates the process of conveying meaning from German to English and the various strategies utilized by translators in their translations. In addition, the study examines the Chinese translation of the English version and investigates the tactics utilized by the Chinese translators to navigate cultural and linguistic differences (Tsai, 2011). Overall, this research examined the strategies used in both TTs to investigate the effective transfer of meaning and cultural context during the translation process. Importantly, the study focuses on specific excerpts rather than the entire book. These chosen texts, therefore, exemplify the diverse challenges that arise throughout the translation process, particularly concerning the transfer of cultural elements (Tsai, 2011).

Minga’s (2005) study used Norman Fairclough’s (1989, 1992) Critical Discourse Analysis (CDA) to analyze translations of Ngugi wa Thiong’o’s children’s books. In this study, the objective was to facilitate the access of francophone children to Gĩkũyũ culture by investigating the appropriateness of a strategy that incorporates ideological considerations in the process of translating Ngugi’s children’s literature for a francophone audience (Minga, 2005). To achieve this, the researcher compared the English and French versions of two ideologically charged passages from two of Ngugi’s children’s books, “Jamba Nene’s Pistol and Njamba Nene and the Flying Bus” (Minga, 2005). Translators from a variety of backgrounds (including France and Cameroon) carried out the translations in a range of sociocultural circumstances. As a result, the research findings demonstrate that the translated texts varied among various translators. This implies that different socioeconomic and ideological factors have an impact on translators, leading to a range of translation results (Minga, 2005).

Rurangwa (2005) previously analyzed Rwandan folktales from a cultural perspective, exploring their translation into English and the cultural elements characteristic of Rwandan culture. The aim, therefore, was to highlight ways that translators can use to address culture-related challenges when translating Rwandan folktales into English for a global audience, particularly young readers. To do this, the study provided a theoretical framework through an overview of folklore, culture, and the interplay between language, culture, and translation. Although the study was intended to analyze Rwandan folktales broadly, it concentrated on four specific tales. Within this focus, the study analyzed the culture-specific issues that a translator may face during the translation process (Rurangwa, 2005).

2.4 Translation in the South African Context

The study by Gumede (2024) examined the application of transposition and modulation as translation strategies for subtitles between isiZulu and English, with an emphasis on the South African linguistic context. Furthermore, the research filled a significant need in the current literature on translation processes, specifically regarding modulation and transposition, and provided vital insights into the understanding and implementation of translation practices between English and isiZulu (Gumede, 2024). Moreover, the study sought to accomplish two objectives: first, to clarify the use of transposition and modulation as effective translation methods for translating isiZulu content into English; second, to analyze the proficient application of transposition and modulation in the subtitling process between isiZulu and English. Consequently, an interpretive paradigm was employed to formulate sensitising concepts and identify prospective ideas that could enhance comprehension of the translation process. Additionally, the data was randomly obtained from English subtitles and isiZulu audio of the drama series “Umkhokha”, available on Showmax (Gumede, 2024).

The study concentrated on the transposition and modulation strategies utilized in the translation of “Umkhokha” episodes. In addition, Vinay and Darbelnet’s linguistic model (1995) and Molina and Albir’s Dynamic approach to translation (2002) were employed to analyze and evaluate the collected data (Gumede, 2024). Ultimately, the study’s conclusions were presented in text form, in which the researcher examined the transposition and modulation translation procedures identified in the gathered data. Overall, this study aimed to offer significant insights into the intricate translation process between isiZulu and English, so enhancing the field of translation studies within South Africa’s multilingual context (Gumede, 2024).

Despite its official status, Mixo (2023) claims that Xitsonga is considered one of the underappreciated languages in South Africa. Therefore, this study aimed to examine the issues involved in translating children’s literature, particularly the difficulties encountered by “Nal’ibali” translators when rendering the selected children’s stories for this research. Specifically, this study intended to investigate and analyze the translation methods employed in children’s literature, particularly those utilized by “Nal’ibali” translators. Moreover, this study recognized Mona Baker’s categorization of translation obstacles and techniques at the lexical level, along with other issues and methodologies

identified by scholars such as Judith Inggs. The study also examined power dynamics in translation and their impact on children's literary translation (Mixo, 2023).

Mixo (2023) found that translators maintained fidelity to the authors' scheme in translating characters' names. However, the translator modified the name "Dog" to align with the Xitsonga cultural tradition of anthropomorphizing animal figures in literature. Additionally, personification constituted one of the translation tactics employed by Xitsonga translators in rendering the names of animal characters into Xitsonga. Furthermore, the translators faced numerous translation challenges. This included engagement with culture-specific notions, variances in expressive meaning, and discrepancies in meaning between the source and target languages, and potential difficulties in comprehending the context of the narrative, phrases, and clauses in the source text. Nevertheless, the translation issues were alleviated by employing several translation procedures.

Zondi (2022) examined issues about the translation of young adult literature from English into isiZulu. Likewise, the study also provided a tiered classification of issues in translating young adult literature from English into isiZulu, as identified. The researcher examined the difficulties associated with translating young adult literature by translating Sello Mahapeletsa's "When Lions Smile". Accordingly, this research involved categories: supra, major, sub, and sub-sub-categories. The above part included difficulties related to comprehending the ST, generating the TT, and the transfer process. Meanwhile, the primary portion encompassed issues related to method, strategy, micro-language, and macro-language. The sub-section presented obstacles related to culture, background knowledge, style and register, orthography, vocabulary, and rhetorical and stylistic strategies. Finally, the sub-sub-sections addressed diverse areas, including omissions, additions, spelling errors, fixed expressions, and word order. A ranking of problems was experimentally derived based on error severity, error frequency, and identified pitfalls. Thus, this research distinguishes itself from existing studies by its comprehensive examination of source text comprehension in young adult literature, target text production, transfer process challenges, linguistic issues, and extra-textual factors (Zondi, 2022).

According to Vorster et al. (2022), the study's goal was to translate and culturally adapt the M-CHAT-R/FTM into Northern Sotho, a South African language. To achieve this, the English source translation was evaluated by bilingual speech-language therapists proficient in both Northern Sotho and English, who provided suggestions for cultural adaptation. The methodology involved a two-step translation process, followed by a panel of experts from

several disciplines engaging in debate and participants completing a questionnaire independently (Vorster et al., 2022). Crucially, the primary focus was on ensuring that the intended translation was accurate and equivalent. As a result, a culturally adapted version of the M-CHAT-R/FTM is now available in South Africa. The two versions can now be verified through the collection of empirical evidence regarding their reliability and validity (Vorster et al., 2022).

Mbata (2022) analyzed the translation process, certification, and approval of legislation by the parliamentary legislative process, as required by the Joint Rules of Parliament and the South African Republic's Constitution. In particular, the study emphasized the essential role that second-language translation plays in the legislative process. Although the status of indigenous languages in Parliament remains unequal, significant efforts have been made to ensure that most new Bills and Acts are translated into the indigenous languages of South Africa (Mbata, 2022). Consequently, to generate accurately translated legislation, legal language translators must undergo comprehensive training in the intricacies of legal language. The study determined that to promote equity, Parliament should systematically translate legislation and acts into each indigenous language sequentially and utilize these translations for all internal daily publications (Mbata, 2022).

Appelbaum (2020) investigated the translation of a novel via an exhibition and the implications of that translation. Specifically, the curators of this study translated Ivan Vladislavić's "Taking Portrait with Keys" (2006) into an exhibition format and then examined the effects of the change. The dissertation implemented interactive curation to execute a curatorial translation of "Portrait with Keys", utilizing postcolonial translation theory (Appelbaum, 2020). Moreover, the effectiveness of this translation is demonstrated by an examination of audience translations and their implications for both the book and curation, which elucidates the translation methods used and demonstrates how curation can facilitate a text's afterlife. This study improved the investigation of curating and participatory exhibitions as a research methodology and contributed to the scholarly conversation on exhibitions and exhibition practices in South Africa. Additionally, among the many fields covered by this dissertation were urban studies, literary studies, translation studies, and curatorial studies (Appelbaum, 2020).

Shabani (2019) conducted a study that involved comparing and translating selected poems of Forough Farrokhzad, a very influential poet from Iran, from Persian to English. To do this, two

English translations were examined: one by Sholeh Wolpé, a native Persian speaker and Iranian poet and translator, and the other by Jascha Kessler, an American poet, writer, and translator who is not a native Persian speaker. The translations were evaluated based on Vinay and Darbelnet (1995), which categorizes translation strategies into two main types: direct and oblique. On the other hand, Baloyi (2015) employed a framework of Descriptive Translation Studies to conduct a comparative examination of stylistic elements in Shakespeare's two plays, "Julius Caesar and Macbeth", and their translations into Xitsonga. The work outlines the development of theory in the field of translation and then establishes its research aim and objectives. It next identifies the appropriate techniques for data collecting and analysis.

Shabani (2019) found that both translators predominantly employed the oblique method rather than the direct one. Interestingly, the non-native translator, on the other hand, employed the oblique method significantly more often than the native translator. The researchers have recommended the addition of complementary procedures to Vinay and Darbelnet's (1995) model. These techniques aimed to address the inadequacies in applying strategies and procedures to the poetry of Forough Farrokhzad and possibly other poems. Similarly, based on Baloyi's (2015) careful analysis of written texts and extensive reading, this study argues that academics and scholars in the field concur on the urgent need for translation strategies. However, they differ in their categorization and specific implementation of these strategies to facilitate the process of translating and translation. The study showed that explication and normalization translation procedures are more effective in addressing translation limitations at a micro-textual level. Additionally, the study also asserts that translation involves more than just converting words; instead, it requires the translator to use their imagination to recognize and analyze the challenges they face and determine the appropriate tactics for translation.

Makamu (2017) analyzed the process of translating and interpreting cultural notions from Xitsonga to English. Accordingly, the aim of the study was to develop strategies, methods, and techniques for translating cultural notions from Xitsonga into English, thereby fostering cultural understanding and connection between the two cultures. Out of the 30 questionnaires that were distributed to respondents, 24 were returned to the researcher for presentation, analysis, and interpretation. The study revealed that translating cultural conceptions poses significant challenges. Specifically, the issues arise from the absence of equivalency and the failure to acknowledge the cultural concepts in the source text. However, the study discovered

that using the right techniques, methods, and procedures can aid in bridging the linguistic and cultural gap. Thus, the translator must possess a profound understanding of both Xitsonga and English cultures (Makamu, 2017).

Nzimande (2017) asserts that translating culturally dense literature might be a challenging task for translators. For this reason, the objective of this investigation was to evaluate the effectiveness of the translation processes and techniques implemented by Cope and Mzolo in the translation of culture-specific elements in the isiZulu book “UMamazane” by Mthembu (Nzimande, 2017). For the purpose of translating elements that are specific to a culture, the research was carried out using the pragmatic methodologies developed by Venuti and Baker. The cultural components under investigation in this study include proper names, cultural artifacts and terms, cultural practices, ideophones, idioms, and proverbs. The results showed that, domestication is the primary focus of the translation strategy for “UMamazane”. In addition, they illustrated that the process of domestication has been quite successful in adjusting to this new environment (Nzimande, 2017).

Nzimande (2017) identified that, in terms of translation procedures, Cope and Mzolo utilized a range of methods. These included substituting a more general term for the original, replacing it with a culturally appropriate term, employing loan words or loan words accompanied by explanations, compensating for linguistic discrepancies, paraphrasing with related or unrelated terms, using idioms with similar meanings and forms, borrowing idioms from the source language, and paraphrasing the original text (Nzimande, 2017). Furthermore, data indicated that the majority of these processes were successful in translating the novel, although a few were not. Maluleke (2016) identified obstacles in translating, including differentiating between many dialects in the dialogue, which may be presented in either standard or non-standard language, as well as stage instructions, which are composed in standard English. Consequently, strategies for translating complex terminology, idiomatic expressions, and non-standard language, along with suitable alternatives for diverse language varieties, were identified while preserving the original text's style.

Besong (2017) used Vinay and Darbelnet's translation procedures to analyze the different methods used by translators of Albert Camus' “L'Etranger” (1942). Specifically, this study examines the impact of these procedures on style retention and aims to identify instances of shifts in the three reviewed English TT. The study focused on identifying unique stylistic characteristics, analyzing the translation methods used, and assessing the degree to which these

methods have led to stylistic distortion, in accordance with Berman's (1985) framework of deforming tendencies in his critical examination of translation. In addition, an effort was made to locate instances of foreignization and domestication within the three texts that were the focus of the investigation (Besong, 2017). The main focus of Mmaboko's (2005) work was the translation of the SABC's news bulletins from English into Sepedi and other Sotho languages. Similarly, the translators' procedures and methodologies were the primary focus of this investigation. The study also looked at Stephen Maphike's 1992 theory that news translators do not use a conceptual approach but rather a literal one, meaning they translate word for word (Mmaboko, 2005). They recorded both the English and Sotho versions of the news over the course of almost two weeks, from September 22, 2003, to October 5, 2003.

The research followed Baker, Newmark, Nord, and Toury's Descriptive Translation Studies paradigm (Mmaboko, 2005). Findings from the paratextual and micro-textual analyses indicate that Besong (2017) identified significant alterations in the stylistic characteristics of the initial translator's work published in 1946, particularly at the syntactic level, including punctuation, word order, and sentence structure. Therefore, based on the results of the paratextual and micro-textual research, the study draws conclusions. According to Mmaboko (2005), the results on the suitability of the processes used were meant to help people understand the problems translators face and the ways they can solve them.

Dlamini (2016) examined the translation process using linguistic, functional, and ideological frameworks. Specifically, this study examined the complete process of graded readers, beginning with the decision to translate English-graded readers into isiZulu and concluding with the use of these translated isiZulu-graded readers by instructors in their classrooms. The pursuit of conceptual integrity in translated graded readers necessitated the application of literal analysis. The research employed Vinay and Darbelnet's linguistic model, Even-Zohar's polysystems theory, and Lefevere's cultural and ideological framework (Dlamini, 2016).

Kruger (2011) said that translation is an important part of crafting children's books in South Africa. However, the extent of translation's utilization remains unclear, and evidence regarding its contribution to the production of children's literature in South Africa is lacking (Kruger, 2011). A survey of publishers and an analysis of publishing data indicated significant variations in the use of translation in the production of children's books across various languages in South Africa. The use of translation is markedly higher in African languages than in Afrikaans and English, leading to a reduced frequency of original content in the African languages. Thus, the

educational discourse significantly influences the application of translation in the development of children's literature in South Africa. The production of children's books in African languages is more significantly influenced by educational discourse than that in Afrikaans and English (Kruger, 2011).

Kruger (2011) says that the South African situation makes the theoretical discussion about domestication and foreignization very controversial. A survey of translators indicated differing viewpoints among language groups concerning the suitability of domesticating versus foreignizing strategies in translating children's literature. The findings discussed are primarily related to the contextual component. Specifically, their focus is on the influence of social, ideological, and material variables and discourses on the use of translation in the development of children's literature in South Africa. Dlamini (2016) concluded that various factors, such as ideological and ontological considerations, impacted the translation of graded readers from English to isiZulu. Overall, the factors exerted both positive and negative influences on the conceptual integrity of the graded readers. The fundamental components encompass linguistic challenges, translation techniques, and ideological and cultural concerns.

This study, as noted by Maluleke (2016), aims to analyze the cultural specificity in the dialogue of C.T.D. Marivate's play "Jim Xilovekelo" (1965), comparing the original Xitsonga text with its English translation. Accordingly, the research project examined the concepts of two fundamental translation techniques domestication and foreignization in relation to linguistic and culture-specific factors. The study relied on an English translation of the play, supplemented by comprehensive remarks and annotations. Importantly, the translation of the play sought to maintain the uniqueness and style of the original text while considering the diverse languages and variations present, including isiZulu, Sesotho, Xitsonga, English, Fanakalo, and Tsotsitaal (Maluleke, 2016).

Kolev (2016) looked at the different options fantasy fiction translators have when they must translate proper nouns and new words. To this end, this study examines Terry Pratchett's "Small Gods" proper nouns and neologisms' translation theories, methods, and procedures. The study finds translation strategies that, when translated into the Afrikaans target language, maintain the semantic value of newly created words and proper nouns in the source text (Kolev, 2016). Furthermore, it investigates the methodologies implemented by Venugopalan Ittekot, a Dutch translator, during the translation of the novel "Kleingoderij" into Dutch. The goal of this research is to find the best ways to translate neologisms and proper

nouns from “Small Gods” into Afrikaans while keeping their original meaning. Accordingly, the translation techniques that have been identified include addition, cultural adaptation, internationalization, literal translation, neutralization, substitution, transference, transliteration, and transposition (Kolev, 2016).

It was Ngwendu’s (2016) goal to fill in the gaps in our knowledge about how to teach and learn African languages as a second language. For this purpose, the present study observed two sessions at the University of Cape Town, where isiXhosa literature is instructed as a secondary language. In literature, where terminology is not specifically chosen to cater to second-language learners, students heavily depend on translation. This study examined the function and procedure of translation as an instructional technique. The dearth of research in this domain posed significant challenges in adhering to a specific theoretical framework, necessitating the adoption of a hybrid methodology that encompasses both qualitative and quantitative approaches. As part of the study, students were assigned tasks that necessitated translation for successful completion. This is an integral component of their typical learning process. The activities were examined. The second component entailed a questionnaire that assessed the student's perspectives on the utilization of translation. Overall, the study of qualitative data suggested a significant dependence on translation as a learning approach. Students also reported that possessing prior knowledge of vocabulary and comprehension of morphology was highly advantageous (Ngwendu, 2016).

“The Rich Man of Pietermaritzburg”, a translation of Nyembezi’s Zulu novel “Inkinsela YaseMgungundlovu” into English by Ngidi, was the subject of Ntuli’s (2015) investigation. The idea of translation norms was what the study was based on. A descriptive comparative analysis of the source and target texts was the second main focus of the study. Additionally, the first, which was prompted by the translation’s publication by a British publisher, examined how the English translation was received within the framework of postcolonial book history, specifically with regard to the marketing of cultural products from the Global South to metropolitan audiences. While beginning norms were the main focus, operational and textual norms were the secondary focus (Ntuli, 2015). The research was based on the theoretical framework of Polysystem theory, which posits that the translation of literatures from less dominant languages into more dominant languages typically adheres to the accepted norms of those hegemonic literary systems (Ntuli, 2015).

In contrast to a domesticated translation, which adhered to the translations of the target language, a foreignized translation deliberately emphasized the text's foreign origins by resisting the inclination to conform to local norms in translation. Importantly, foreignization must not be equated with exoticization. Foreignization refers to an ethical stance that resists the imposition of prevailing norms of the target culture, while exoticization indicates the ethnocentric aestheticization of otherness (Ntuli, 2015). Therefore, the objective of the metropolitan critics' assessment of the book's presentation and reception was to ascertain the standards associated with its recent translation and integration into the existing literary framework, as well as the norms that influence its reading practices (Ntuli, 2015). This study conducts a textual analysis of the translation of "Inkinsela YaseMgungundlovu", situating the translator's approach within the spectrum of domestication and foreignization. Ultimately, the two focuses were integrated to provide a thorough analysis of "The Rich Man of Pietermaritzburg's" position within the receiving system (Ntuli, 2015).

According to Lotz and Van Rensburg's (2014) study, individuals in multilingual situations who are attempting to understand and overcome language difficulties may view the introduction of online machine translation (MT) applications as a helpful intervention. The source texts were translated using Google Translate in both 2011 and 2012, and the evaluations of those translations have remained consistent. Notably, the findings indicate that the proficiency of Google Translate's output has improved over the past three years. Afterward, an error analysis was conducted on the translation set of a specific text category using a secondary evaluation tool. Although there was a general enhancement in quality, we discovered unforeseen faults in the 2012 translation. Furthermore, the error study revealed that the most significant hazard associated with the utilization of this machine translation (MT) application was mistranslation. Therefore, users of machine translation (MT) need to be aware of the potential risks associated with their decisions. Equipped with this understanding, translators and multilingual communities can make well-informed choices regarding machine translation (MT) and translation technology in general (Lotz and Van Rensburg, 2014).

For Grades 10 to 12, Tshesane (2014) focused on evaluating the Curriculum and Assessment Policy Statement (CAPS) translation from English into Sepedi for Home Language. Specifically, the main aim was to evaluate the accuracy of the CAPS translation from English to Sepedi and to assess instructors' understanding of the translation and its application in lesson planning and preparation. The study analyzed the functionalist theory as

articulated by Nord (1992, 1997, and 2005) alongside the translation methodologies proposed by Mona Baker (1992) and Peter Newmark (1991). The findings suggest that translations should be performed for a particular purpose. Additionally, the target audience should be able to effectively use the translated material. The translation should provoke a response from its audience that is comparable to that of the original material. Consequently, translators will develop an understanding of suitable translation strategies to address various translation challenges (Tshesane, 2014).

According to Hlongwani (2012), translation has played an important part in the development of many languages around the world, allowing them to gain influence and authority. This study aimed to identify and analyze the translation challenges faced by translators in the English to Xitsonga translation process. Because of this, translating a text from an unexplored domain is challenging because the translator must navigate unfamiliar vocabulary that does not exist in the indigenous language. The study identified faults committed by translators translating from English to Xitsonga. It also demonstrated how speakers of Xitsonga interpret the translated text, encompassing both regular community members and health specialists. Ultimately, it has demonstrated whether consumers of the text genuinely engage with the material or merely accumulate the booklets, leaflets, and pamphlets (Hlongwani, 2012).

By looking at a set of English chemistry terms and their translations into Sepedi, Maleka (2007) wanted to make a contribution to the field of translation. This study examined the application of descriptive translation studies to assess the effectiveness of selected translation strategies in advancing Sepedi as a language for special purposes (LSP). Accordingly, the project employs Baker's (1992) model of translation procedures derived from Descriptive Translation Studies (DTS) as its theoretical framework. Additionally, the study also considered theories of translation, particularly Lawrence Venuti's (2000) conceptions of domesticating and foreignizing translation. The aim was to determine whether the translators have made the text more familiar or more foreign and to what degree. Both techniques are present in the corpus. According to the study, the hostility against mother tongue education stems from economic and political factors. African languages are often perceived as "lesser languages" with an inferior standing compared to English and Afrikaans (Maleka, 2007).

The study by Marus (2005) exemplified a case study of translation within popular media, focusing on two South African periodicals, "You and Huisgenoot". The study aimed to examine the translation procedures and policies within the expanding domain of popular media

translation in South Africa. Consequently, it seeks to investigate: What is being translated? What is the reason for the translation? What is the translation? Who translates it, and do the two readerships share common interests? (Marus, 2005). The research was contextualized within the historical framework of “You and Huisgenoot”, and it analyzed translation practices in relation to the theoretical difficulties encountered in popular media and translation. The conclusion reached was that, only culturally pertinent material is translated for the readerships of both magazines, ensuring the subject matter remains engaging for their respective audiences. Moreover, translation is guided by intuition rather than formal training or theoretical frameworks. Presently, the majority of translation is conducted by Huisgenoot, as most source material is produced in English, with South Africa accounting for the majority of the translated content (Marus, 2005).

Breuer (2005) analyzed various methodologies for translating the culturally specific South African book “Never Been At Home” by Khuzwayo. The goal of this study was to integrate theoretical principles with actual translation in order to contribute significantly to existing research on the translation of South African postcolonial novels into German. To contextualize the study, the current state of the translation industry is examined by analyzing the status of translators as defined by copyright law and the increasing trend toward the commodification of translation (Breuer, 2005).

The concept of the translator’s invisibility or visibility is essential to this investigation. Various methods for understanding culture are presented, including domesticating and foreignizing translation strategies, emphasizing the translator’s role as a cultural mediator. The notion of postcolonial texts, often termed ‘hybrids’ or ‘métisses’, is clarified, and the ‘in-between’ space occupied by postcolonial authors is analyzed. The principles of Nord’s Skopostheorie, Hewson and Martin’s Variational Approach, Chesterman’s Memetics, and Baker’s perspectives on equivalence in translation form the foundational framework for this study (Breuer, 2005). Ultimately, the results encompassed difficulties in translating this postcolonial book, along with an exposition of the translation strategies employed. Finally, the conclusion examined the entire methodology employed in the text’s translation and ultimately addresses facets of this specific domain within Translation Studies that merit consideration in future endeavors (Breuer, 2005).

2.5 Conclusion

The literature review delved into a wide array of scholarly articles, papers, and dissertations on translation practice, drawing from global, African, and South African perspectives. These studies collectively reveal that translation continues to captivate significant scholarly interest, with researchers exploring it from linguistic, cultural, ideological, educational, and technological angles. The review also underscores the crucial role of translation in knowledge production and cultural continuity worldwide, while simultaneously highlighting the persistent gaps in current scholarship.

Within the South African context, existing studies have predominantly focused on literary translation, subtitles, legal texts, and children's literature. While these contributions are valuable, they reveal a notable absence of research on technical or institutional translation, particularly within university environments. Ndaba Online, a specialized communication platform that disseminates academic, administrative, and scientific information, serves as a key site of technical translation. However, no previous study has explored how such institutional texts are translated into isiZulu within the framework of South Africa's multilingual language policy.

This gap is significant because the translation of institutional texts into indigenous languages directly contributes to their development for academic and administrative functions. The lack of research in this domain limits our understanding of how languages like isiZulu are being expanded, standardized, and positioned within formal knowledge systems. Consequently, this study addresses this gap by analyzing the translation procedures employed in UKZN ndaba online publications and evaluating the extent to which these procedures support the advancement of isiZulu in technical discourse.

Chapter 3: Methodology and Theoretical Framework

3.1 Introduction

This chapter presents a comprehensive review of the research paradigm pertinent to the study, facilitating readers' comprehension of the researcher's perspective. The study's methodological approach is a qualitative design. The research employs methodologies such as data collection methods, sampling strategies (including random sampling), and data analysis procedures, including textual analysis. Researchers' biases and ethical considerations will be discussed. Furthermore, the chapter presents the theoretical foundation of the study: Vinay and Darbelnet's Linguistic Model.

3.2 Research Methodology

Research methodology refers to the methodical procedures employed for conducting research and acquiring knowledge in a structured and orderly manner (Kothari, 2004). The term "research methodology" refers to the set of principles, processes, and regulations that govern the entire research process (Kothari, 2004).

3.2.1 Research Paradigm

According to Fraser and Robinson (2004), a paradigm is a collection of beliefs about the nature of specific problems and a consensus on how to study and address these problems. A paradigm is a collection of assumptions that shape and direct the actions taken in educational research (Brooke, 2013). Hughes (2010) argues that research is supported by a paradigm, which is a particular perspective on the world and its understanding of reality. Each researcher possesses distinct perspectives regarding the nature of knowledge and the concept of truth. These understandings have a significant influence on researchers' perceptions of themselves, others, and the world (Kamal, 2019).

Paradigms encapsulate the researcher's beliefs and principles regarding the world, their approach to defining the world, and their methods of operating within it. Concerning the study, the researcher's opinions and beliefs about the issues being investigated would, in turn, influence their behavior. The chosen paradigm guides the researchers in their research, encompassing the data collection and analysis methods. The paradigm has significant ramifications for every decision made during the study process (Kivunja and Kuyini, 2017).

Researchers use a research paradigm to understand their findings, according to the literature (Kamal, 2019). The meaning or interpretation of research data is influenced by the researcher's worldview, perspective, school of thought, or collection of common

beliefs. The researcher must be cognizant of their perspective on the world and its phenomena during the research process (Kamal, 2019). The researcher must possess well-defined philosophical viewpoints regarding the perception of reality or truth, the acquisition of knowledge through specific procedures and methodologies, and the consideration of values in research conducted within a particular research paradigm. Therefore, the various viewpoints and beliefs that shape how we understand reality, acquire knowledge, use research methods, and uphold values within each paradigm are referred to as the constituents of a research paradigm (Kamal, 2019).

3.2.1.1 Interpretive Research Paradigm

The interpretivist paradigm's primary goal is to understand the subjective domain of human experience. This study emphasizes the comprehension of individuals and their perceptions of their surrounding environment (Khatri, 2020). Therefore, the fundamental principle of the interpretive paradigm is that social factors shape the perception of reality. In this paradigm, research takes precedence over theory, as theory is developed based on the evidence generated by the research process (Khatri, 2020). Therefore, when adhering to this framework, information is collected and examined in a manner that aligns with the principles of grounded theory. According to Khatri (2020), this paradigm is predicated on the notion that knowledge is subjective, reality is relative, the preferred method is to study nature, and a balanced approach to values is crucial.

Subjectivist epistemology posits that researchers analyze data using their cognitive processes and subjective interpretation of data. The researcher is anticipated to socially construct knowledge based on personal experiences within the natural contexts being examined (Kivunja and Kuyini, 2017). Researchers and subjects engage in several forms of communication, including dialogue, inquiry, active listening, reading, writing, and documenting study findings. The relativist ontology posits that the situation under investigation encompasses various realities, which can be examined and imbued with significance through the interactions between the researcher and the subjects (Kivunja and Kuyini, 2017). Balanced axiology posits that study findings will reflect the researcher's ideals and produce an impartial report (Kivunja and Kuyini, 2017).

In the context of Interpretivist research, credibility pertains to the degree of trustworthiness, believability, and authenticity of the facts and analysis. Interpretivist research should utilize this criterion rather than relying on Positivist internal validity.

Merriam (1998), as cited in Kivunja and Kuyini (2017), elucidates that this criterion pertains to the researcher's capacity to examine the alignment between the research findings and the constructed reality. Guba (1981), as cited in Kivunja and Kuyini (2017), suggests that interpretive research should utilize dependability rather than relying on Positivist reliability.

This study employs the interpretivist paradigm, which is suitable because it aims to comprehend how meaning is formed through translators' choices when translating UKZN ndaba online publications from English into isiZulu. In line with this paradigm, the study adopts a relativist ontology, acknowledging that multiple valid interpretations of a text can exist based on linguistic, cultural, and contextual factors. The subjectivist epistemology that underpins interpretivism further emphasizes the researcher's active role in interpreting translation procedures, as knowledge is constructed through engagement with the texts rather than discovered objectively.

In line with interpretivist axiology, the study recognizes that the researcher's linguistic background and values shape the analytical process, necessitating transparency and reflexivity. To ensure trustworthiness within this qualitative framework, the study addresses credibility through meticulous, systematic textual analysis; transferability through comprehensive contextual descriptions; dependability through a transparent and traceable analytical process; and confirmability through documentation of analytic decisions. These philosophical assumptions collectively establish a coherent foundation for the qualitative approach, guiding the interpretation of translation procedures within this study. Table 3.1 below presents the foundational concepts of several research paradigms.

Table 3.1: Research Paradigms Kivunja and Kuyini, (2017)

	Interpretivism	Positivism	Post-positivism	Pragmatism
Epistemology	Subjectivist	The importance of visible phenomena as trustworthy	Altered dualist	Transactional: the knowledge constructed through interactions

		information sources is stressed.		with the human environment.
Ontology	Relativism	Realities that are independent of people in a society and are objective and external.	Critical realism: the truth is only imperfectly perceivable.	Realities are renegotiated and interpreted according to their applicability in various situations.
Axiology	Balanced/Contextualized value	Contextualized value	Every value is autonomous from research.	Value-laden practical

3.2.2 Qualitative Design

According to Kamal (2019), qualitative design is a method that is utilized to investigate and comprehend the significance that individuals or groups assign to a social or human situation. When conducting a qualitative study, researchers focus on finding how individuals articulate their own experiences, how they shape their perceptions of reality and the significance they assign to their experiences (Kamal, 2019). This study employs a qualitative design; however, in certain instances, the data analysis results will be quantified.

Textual analysis is a research tool used to scrutinize messages across different mediums. The data utilized for textual analysis can be sourced from various mediums such as documents, films, newspapers, paintings, web pages, and similar sources (Smith, 2017). The data forms being analyzed are considered the primary subjects of study and are used

to evaluate the significance, principles, and communications sent by them. Qualitative textual analysis employs diverse theoretical frameworks within the interpretive paradigm. This approach acknowledges the diverse range of interpretations and applications that a text might have for its readers (Smith, 2017). By employing interpretive research, the primary objective is to explore the process of uncovering and perceiving meaning, with a particular emphasis on sense-making, description, and attention to specific details. Qualitative textual analysis examines how individuals and communities interpret texts and connects these interpretations to the broader social dynamics that shape society (Smith, 2017).

3.2.2.1 Data Collection

Data collection is intricately linked to sampling and can be seen as a valuable addition to it. Hence, data is gathered directly from the designated and chosen sample population. The data collected from the sample can be categorized as either ‘direct data’ or ‘indirect data’. Direct data include both verbal and non-verbal forms of communication, such as spoken or written words, as well as body language, actions, and interactions that can be observed (Lopez and Whitehead, 2013). Potential or actual data encompasses anything that can be viewed or communicated. This phenomenon arises while examining the cognition, affect, phenomenology, semantics, reactions, behaviours, social exchanges, discourse, and dynamics of individuals and collectives within their sociocultural milieu. This type of material establishes the “context” of qualitative studies. Indirect data are produced first by an external source, such as documents or images that depict an event or an artistic representation of an event or experience (Lopez and Whitehead, 2013).

However, direct data is the prevailing type in qualitative research. Depending on the specific data needed for a particular task or analysis. In a qualitative study, a variety of methodologies can be utilized alone or in combination to gather direct data. For obtaining primary data, these techniques may involve conducting interviews, making observations, using open-ended questionnaires, keeping journal entries, or doing ‘think aloud’ sessions (Lopez and Whitehead, 2013). Typically, qualitative methodologies gather data through direct interaction with subjects, usually via interviews. Alternatively, data can be collected by the researcher being present during relevant events, typically through observation. (Lopez and Whitehead, 2013).

The researcher directly collected data from the UKZN ndaba online site (<https://ukzn.ac.za/ndabaonline/>). The study utilizes UKZN ndaba online publications from 2020 to 2023. This cumulative total of papers published over the four years is 228. Due to the inability to utilize all 228 publications for this analysis, the researcher will employ random sampling to select a subset of publications for analysis. A total of 8 publications will be utilized for data collection purposes.

3.2.2.2 Sampling

The process of sampling refers to the process of extracting a sample from a population. During an investigation, it is not feasible to evaluate every individual component of a population (Alvi, 2016). Therefore, a subset of individuals is chosen for the assessment. Inferences for the population are made based on the information gathered from the sample. The greater the representativeness of the sample with respect to the population, the higher the accuracy of the inferences and the greater the generalizability of the results (Alvi, 2016). A sample is considered representative when the selected elements possess traits that are similar to those of the total target population. The results are considered generalizable when the conclusions acquired from a sample are equally applicable to the entire target population (Alvi, 2016).

Random sampling is the primary and crucial form of sampling. A random sample ensures that each elementary unit has an equal and predetermined probability of being selected. Due to this rationale, it is occasionally referred to as a probability sample (Mugo, 2002). This is the sampling method employed in lotteries and raffles. For instance, to randomly choose 10 individuals from a population of 100, write their names, fold them, thoroughly mix them, and then select 10. In this scenario, each name had an equal probability of being selected. Random numbers can also be utilized (Mugo, 2002). The researcher randomly selected UKZN ndaba online publications from 2020 to 2023.

To ensure that the publications chosen for analysis accurately represented the broader UKZN Ndaba Online archive, the researcher employed a straightforward random sampling technique. This involved selecting 8 publications from the total population of 228 translated and untranslated articles published between 2020 and 2023. Initially, a numerical list of all 228 publications was compiled, and each publication was assigned a unique number. Then, the researcher used an online random number generator to generate eight distinct numbers, corresponding to the publications on the list. This method ensured

that each publication in the population had an equal and unbiased chance of being selected. By using random sampling, the researcher enhanced the reliability of the study, preventing potential biases and ensuring that the final dataset accurately reflected a fair cross-section of the various types of articles published on Ndaba Online during this period.

3.2.2.3 Data Analysis

Data analysis is the systematic examination and interpretation of data to describe, categorize, and establish relationships between occurrences based on the researcher's conceptual framework (Graue, 2015). Firstly, it is necessary to provide a precise description of the phenomenon being investigated. To effectively analyze and communicate the data, the researcher must possess the ability to comprehend and present it clearly and concisely. Consequently, it is imperative to construct a conceptual framework and categorize the data accordingly. Subsequently, concepts can be constructed and interconnected (Graue, 2015).

As indicated, this study will employ textual analysis as one of its approaches. The textual analysis will entail a comprehensive examination of the eight UKZN ndaba online publications randomly selected from 2020 to 2023. Vinay and Darbelnet's Linguistic Model will be employed to examine various translation procedures utilized in translating UKZN ndaba online publications from English into isiZulu.

3.3 Researchers' Biasness and Ethical Issues

According to Wadams and Park (2018), researcher bias pertains to the influence of the perspective of a researcher, preferences, and prejudices on the study process and its results. In qualitative research, the researcher is frequently intricately engaged in data collecting and interpretation, necessitating the management of bias. In this study, the researcher applied their interpretations during the data analysis and discussion. This phenomenon is referred to as interpretive bias.

The researcher will utilize eight UKZN ndaba online publications from 2020 to 2023. The papers are publicly accessible; hence, the researcher did not require the gatekeeper's authorization to obtain them. Additionally, the researcher went through the process of obtaining ethical clearance from the Humanities and Social Sciences Research Ethics Committee, which ultimately gave their approval to the application.

3.4 Theoretical Framework

A theoretical framework consists of the theories articulated by specialists in the relevant subject of study, which a researcher utilizes to furnish a theoretical foundation for data analysis and interpretation of findings (Kivunja, 2018). In order to provide a solid foundation for data analysis and interpretation of the meanings inherent in research data, the theoretical framework synthesizes concepts and theories from previously validated and published knowledge (Kivunja, 2018).

Varpio et al. (2020) state that a theoretical framework is a systematically constructed and interrelated collection of concepts and premises derived from one or more theories that a researcher formulates to support a study. To establish a theoretical framework, the researcher must delineate relevant concepts and theories that underpin the research, integrate them through logical associations, and correlate these notions with the ongoing investigation. A theoretical framework encapsulates the researcher's application of a theory inside a particular study.

This investigation investigates the influence of a variety of translation procedures implemented in translating UKZN ndaba online publications. A theoretical framework for translation must be established to conduct the investigation. This research employs the linguistic model proposed by Vinay and Darbelnet (1995).

3.4.1 Vinay and Darbelnet's (1995) Linguistic Model

Jean-Paul and Jean Darbelnet's taxonomy of translation procedures, created in 1995, had a considerable impact on contrastive linguistics research. The analysis concentrated on translations between French and English during the 1950s (Dlamini, 2021). Vinay and Darbelnet achieved prominence as notable scholars in translation studies with the publication of their seminal work, "Stylistique compare du francais et de l'anglais," in 1958. The road signs observed during the journey from New York to Montreal served as inspiration. The road signs were formulated in English employing an authoritative style (Dlamini, 2021). Their observation indicated a misalignment between the official styles in English and French. In South Africa, English and Afrikaans signage are used simultaneously (Dlamini, 2021).

Vinay and Darbelnet's linguistic model, initially derived from a comparative stylistic analysis of French and English literature, has exerted a wider influence (Dlamini, 2021). Munday (2016) identifies this linguistic paradigm as well-established and esteemed for its capacity to analyze translation as a linguistic product. More than 30 years after its initial development, this model was reintroduced in an updated format with an English translation in 1995,

resulting in increased recognition. This approach is centered on two translation strategies, each consisting of seven procedures. The two strategies are classified as direct translation, which includes three procedures, and oblique translation, which encompasses the remaining four procedures (Dlamini, 2021). Figure 3.1 presents Vinay and Darbelnet's translation procedures, while Figure 3.2 depicts supplementary translation procedures employed in this study.

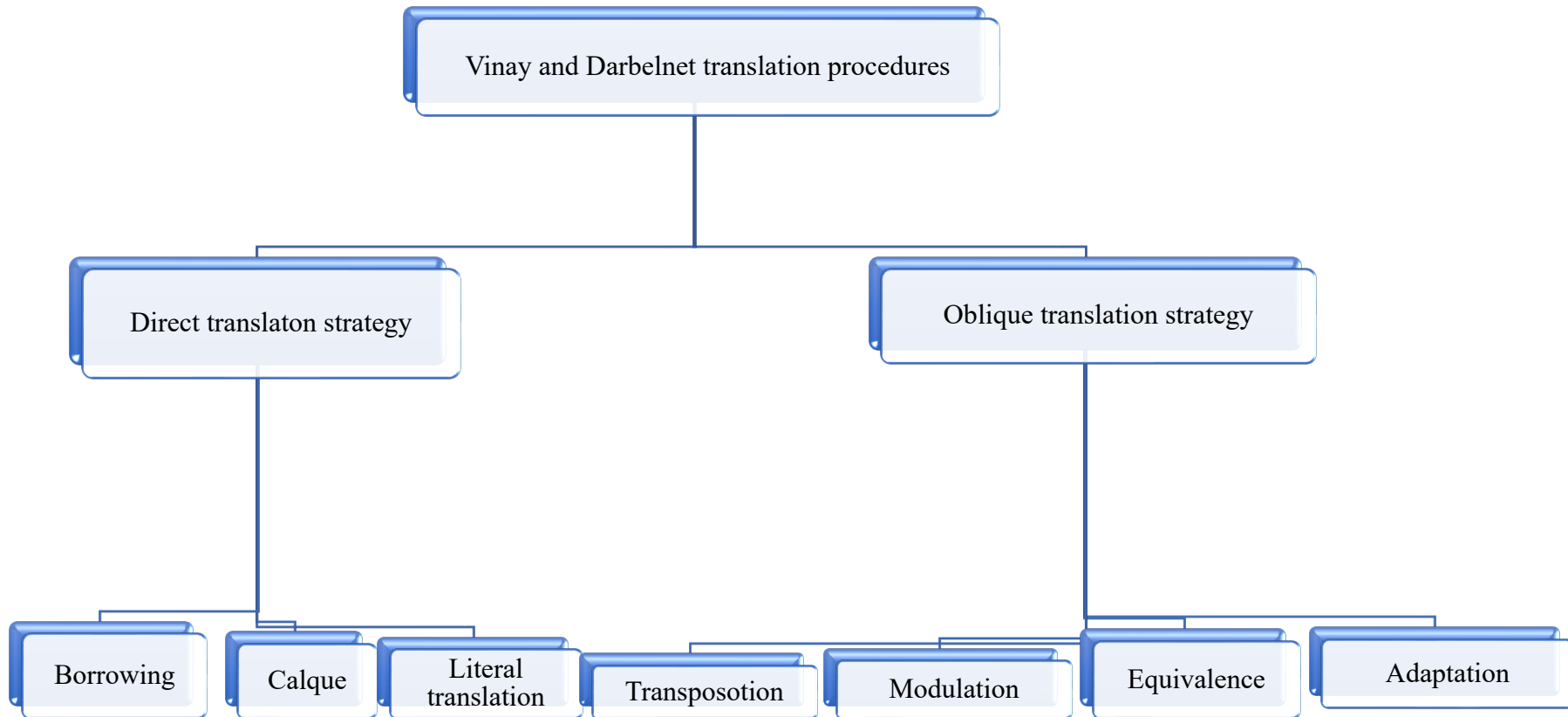


Figure 3.1: Vinay and Darbelnet's translation procedure

3.4.1.1 Direct Translation Strategy

In the course of the translation process, these methods are uncomplicated and do not cause any changes to the syntactic order of the target text (TT). The source text (ST) message is transposed into the target text unit by unit (Dlamini, 2021). Vinay and Darbelnet (1995) indicate that these procedures are often utilized when translating between languages of the same family (Dlamini, 2021). The strategy includes the following components:

a) Borrowing

There is a lot of agreement that this procedure is common and necessary when translating writings from the same language family. Nonetheless, compelling data show that this translation procedure is equally popular in translations across language families (Dlamini, 2021). When there are not any equivalent ideas in the target language (TL), translators simply translate the word from the source language (SL) to the target language. Darbelnet proposed the concept of lacunae in 1995, which refers to linguistic gaps in which the target language (TL) lacks a specific concept from the source language (Dlamini, 2021).

Two types of borrowing can be identified in the context of isiZulu and English lexical exchange (Dlamini, 2021). Type 1 borrowing involves maintaining the spelling of the source language (SL). This type of borrowing is known as loaning or borrowing (Dlamini, 2021). Type 2 borrowing involves the modification of the phonetic features of the borrowed term to align with those of the target language. This borrowing method is known as adoption or transliteration (Dlamini, 2021).

b) Calque

According to Vinay and Darbelnet (1995), a calque represents a particular form of borrowing where a language incorporates a term or collocation from another language, translating each component precisely (Dlamini, 2021). Calques can be classified into two categories: lexical calques, which maintain the syntactic structure of the target language while introducing a new expression, and structural calques, which incorporate a new construction into the target language. Lexical calque is utilized in translations from English to isiZulu (Dlamini, 2021).

c) Literal Translation

Vinay and Darbelnet (1995) assert that literal translation is the primary translation procedure, especially when translating between languages of the same family that share cultural

similarities (Dlamini, 2021). However, if the languages do not possess shared linguistic structures, a literal translation may present risks and lead to the loss of intended meaning. Initially, many researchers did not view a direct translation positively. This procedure was typically viewed as a direct translation of the source text (ST) into the target language (TL), disregarding grammatical or linguistic rules. As a result, it was classified as unnatural, uncomfortable, cluttered, and lacking in meaning. Subsequent research, however, indicated a more optimistic connotation (Dlamini, 2021).

3.4.1.2 Oblique Translation Strategies

Oblique translation strategies are employed when the SL and TL are derived from distinct language families. As anticipated, these languages have distinct structures and metalinguistic characteristics, thereby requiring the application of more intricate procedures. The structural and metalinguistic differences between IsiZulu and English lead to the expectation of employing various translation strategies (Dlamini, 2021). The strategy encompasses the following:

a) Transposition

From the perspective of translation studies, transposition is defined by Dlamini (2021) as the intentional and, often, unavoidable change in grammar that takes place when moving from the source language (SL) to the target language (TL). Transposition is predominantly observed in languages from different language families, distinguished by significant variations in morphology and syntax. Transposition is closely associated with the grammatical structures of the languages employed during the translation process (Dlamini, 2021). Transposition entails modifying a word's grammatical category and, occasionally, its placement within a sentence, while maintaining the text's overall meaning. It also includes the transformation of a word from singular to plural form. Transposition is categorized into two types: obligatory and optional (Dlamini, 2021).

b) Modulation

The process of modulation entails modifying the structure of the TL in such a way that it is impossible to attribute it directly to the SL. The process entails delivering the intended version of the message. The extent of its achievement depends on the translator's linguistic proficiency. The translator evaluates the style, mood, tone, and context of the source text and seeks to effectively convey these elements in the target text. Modulation is most frequently observed in these instances. Modulation is employed when an alternative translation method is

considered inappropriate or awkward in the target text, despite achieving grammatical accuracy (Dlamini, 2021). Instances exist where literal translation may be accurate; however, a translator can improve the translation's appropriateness through modulation. Modulation is typically used when a different method of translation is deemed unsuitable or clumsy in the TT, even though it may produce grammatical correctness. Nevertheless, there are instances where the literal translation may be accurate, but a translator can enhance the appropriateness of the translation by modulating it (Dlamini, 2021).

c) Equivalence

According to Vinay and Darbelnet (1995) in Dlamini (2021), equivalence occurs when two texts, the ST and the TT, use different stylistic or structural methods to express the same meaning. Vinay and Darbelnet (1995) assert that most equivalences are formed within a collection of frequently utilized phrases, idioms, clichés, proverbs, and noun or adjective phrases (Dlamini, 2021).

d) Adaptation

This process, which creates a cultural barrier since the situation the source text (ST) refers to is completely unknown in the target text (TT) culture, was considered the most severe type of translation by Vinay and Darbelnet (1995) in (Dlamini, 2021). Vinay and Darbelnet (1995) assert that adaptation is utilized when the target culture is unfamiliar with the situations referenced in the source language (SL) communication. Adaptation plays a crucial role in translation, especially when engaging with languages from distinct families, as a lack of adaptation may adversely affect the syntax and meaning of the text (Dlamini, 2021).

3.5 Additional Procedures

Several other procedures are still relevant in translation theory, in addition to the seven translation procedures proposed by Vinay and Darbelnet (1995) in (Dlamini, 2021).

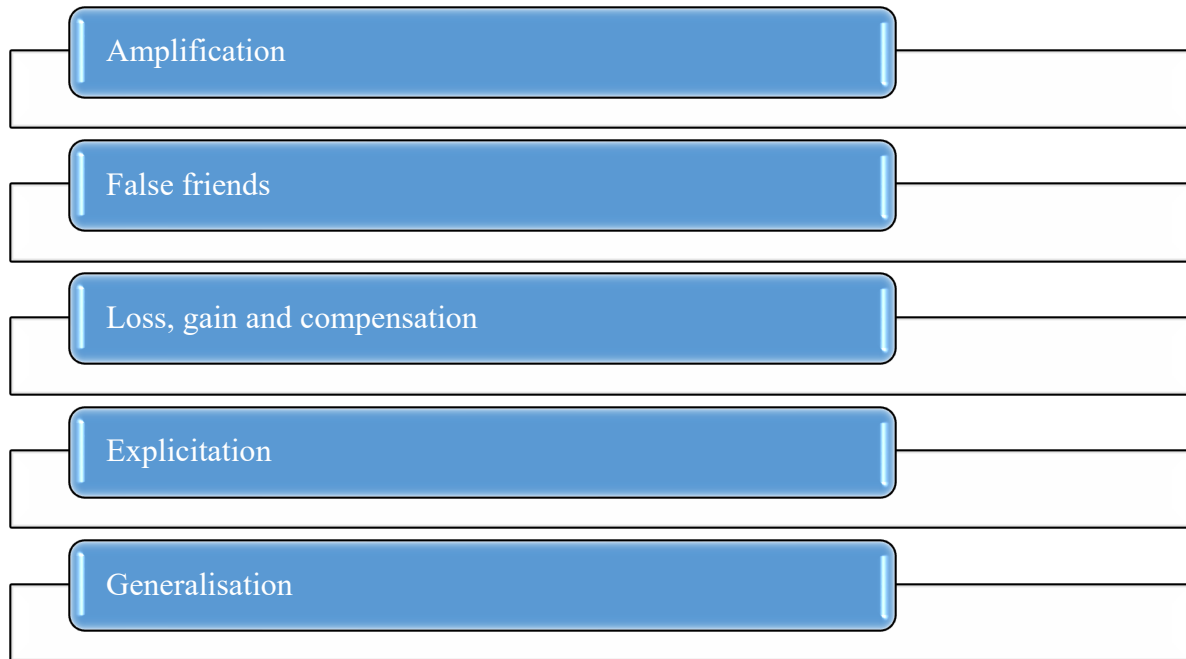


Figure 3.2 Additional Translation Procedures

3.5.1 Amplification

Amplification is the process of incorporating additional syllables into the TT that were not present in the ST (Dlamini, 2021). Supplementary words are generally included in the target text either to meet syntactic requirements or to enhance clarity. In certain cases, they are included exclusively for textual improvement or to make the language appear more natural (Dlamini, 2021).

3.5.2 False Friends

False friends are lexical elements that appear similar in two languages yet possess distinct meanings (Bujak, 2020).

3.5.3 Loss, Gain, and Compensation

Dlamini (2021) asserts that loss transpires when the nuances of meaning and structure in the source text are not preserved. This may be mitigated by integrating a gain in another section of the text. The strategy characterized by exclusive loss without any gain or compensation is termed an omission (Dlamini, 2021).

3.5.4 Explication

Explication is a translation procedure that involves rendering (Mesa-Lao, 2011). Vinay and Darbelnet (1995) assert that this stylistic translation procedure does not inherently arise from structural or semantic factors, particularly when the implicit elements of the source language are rendered obvious in the translation due to contextual or situational clarity.

3.5.5 Generalisation

According to Dlamini (2021), generalization is a procedure used when a specific phrase in the ST is replaced with a more general term in the TT, primarily due to a lack of corresponding vocabulary in the TT and the inability to borrow as a preferable alternative in such circumstances.

3.6 Conclusion

This chapter outlined the methodological considerations of the study. The chapter presented the study's paradigm, which was the interpretive paradigm. Qualitative research was reviewed, and qualitative textual analysis was presented. The chapter also presented data gathering methods, sampling strategies, including random sampling, and data analysis techniques such as textual analysis. The researcher's biases and ethical considerations were examined. Furthermore, the chapter presented the theoretical foundation of the study: Vinay and Darbelnet's Linguistic Model.

Chapter 4: Exploring the Impacts of Translation Procedures

4.1 Introduction

This chapter aims to explore the impact of translation procedures used in translating UKZN ndaba online publications from English into isiZulu. The researcher will determine the procedures predominantly employed by the translators. The original UKZN ndaba online (ST) is matched with the translated (TT) UKZN ndaba online publications. This is not a comparative study; instead, the researcher aims to identify the procedures that translators predominantly use. Vinay and Darbelnet (1995) proposed various translation procedures that translators may utilize during the translation process. The researcher will utilize Vinay and Darbelnet's translation procedures to analyze the UKZN ndaba online translations.

4.2 Outline of Grammar Used

Steynberg (2018) defines grammar as the collection of rules or standards governing English usage that facilitates efficient communication in both spoken and written forms. Furthermore, these regulations govern vocabulary, syntax, and punctuation to improve clarity in a writer's or speaker's communication. Dlamini (2021) asserts that grammar denotes the collection of rules that produces structured speech. This grammatical structure is acquired instinctively by native speakers of the language. Dlamini (2021) asserts that the application of grammar, as necessitated by the languages in question (English and isiZulu), is indispensable in translation procedures. For this study, the researcher will utilize the word classes listed below.

4.2.1 IsiZulu Word Classes

Doke (1930) and Taljaard and Bosch (1991) authored books on isiZulu grammar, detailing word class classification and their functions. This study utilized the word classes established by Taljaard and Bosch (1991):

Table 4.1: Codes of isiZulu Word Classes

Word Class	Code	Examples
Noun/ Noun group	N/ NG	umfana (boy)
Pronoun	PRON	yena (he/she)
Copula	COP	ngumuntu (it is a person)
Verb	V	dlala (play)
Verbal Noun	VN	ukudlala (to play)
Possessive	POSS	likamkhulu (grandfather's)
Adjective	ADJ	omude (the long one)

Relative	REL	elimhlophe (the white one)
Enumerative	ENUM	mumbe
Quantifier	QUANT	yedwa (only), bonke (all)
Adverb	ADV	manje (now)
Locative	LOC	emfuleni (in the river)
Adverbial Form	ADVL	ngebhasi (by bus)
Conjunction	CONJ	ngoba (because)

4.2.2 English Word Classes

The researcher utilized the British Council's online resource for English grammar (<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference>). The subsequent word classes were employed:

Table 4.2: Codes of English Word Classes

Word Class	Code	Examples
Noun/ Noun group	N/ NG	Delisile
Pronoun	PRON	it
Verb	V	eat
Infinitive Verb	INF V	to eat
Possessive/ Possessive group	POSS/ POSSG	of the girl
Adjective/ Adjectival phrase	ADJ/ADJP	white
Adverbial/ Adverbial phrase	ADVL/ ADVP	of time
Conjunction/ Conjunction group	CONJ/ CONJG	and

4.3 Purpose of Translation Procedures

Dlamini (2021) states that translation procedures are essential for executing the translation process and addressing translation challenges. In this study, the purpose of utilizing translation procedures is to explore the impact of these procedures on the translation of UKZN ndaba online publications. Dlamini (2021) claims that the translation procedures serve several purposes, which may encompass:

- Methods employed by translators to produce a TT that corresponds to the ST.

- Addressing translation issues, specifically the impact of translation procedures.
- Conveying meaning from the ST to the TT.
- Analyzing sentences and smaller linguistic components, that is, remaining within the confines of sentence level.

4.4 Analysing Text

Text analysis, according to Dlamini (2021), is the study of a group of words that are meaningful, coherent, and cohesively connected. Prior to commencing a translation, it is essential for a translator to assess the material to determine its translatability. Text analysis involves more than merely assessing its coherence. The primary objective of text analysis is multifarious, with each aspect being crucial in its own right. Translators are engaged to render various texts in diverse styles and vocabularies, intended to fulfill distinct roles and cater to varied audiences (Nord, 2011).

To achieve a high-quality translation, a translator must thoroughly read the material, comprehend its substance, discern the intended message, analyze the style, and employ nuances to determine the most effective method for optimal outcomes (Dlamini, 2021). This study involved a comprehensive examination of both the ST and TT to ascertain the intended message and to examine the stylistic choices made by the translators in translating UKZN ndaba online publications from English to isiZulu.

The translator must carefully read the text before translating it. The translator initially discerns the meanings of words and their interrelations inside sentences, subsequently within paragraphs and specific sections, and ultimately across the entire text (Seresová and Breveníková, 2019). The second phase of the translation process involves examining extra-textual elements (Seresová and Breveníková, 2019). Nord (2005) formulated a summary of the principal external textual aspects that define the communication context of a text, as well as the internal textual factors that influence the characteristics of the ST. These elements articulate the questions: Whom? Inquiries about the identity of the author or translator, seeking to understand their intentions and the purpose of the text. The inquiry commencing with “for whom?” denotes the recipient of the TT (Seresová and Breveníková, 2019). The intended audience of the text substantially affects the translator’s approach to the flawed material. The text aimed at adults will markedly differ from that intended for children; similarly, the language for a professional audience will contrast with that for laypersons or the non-expert public. The translator must

consider the cultural nuances of the receivers and their expertise in the relevant sector while crafting the TT (Seresová and Breveníková, 2019).

Prior to beginning the process of translation, both the initiator and the translator are required to conduct an analysis of the ST. ST analysis is a part of the pre-translation process. The ST examination seeks to determine several factors, such as translation viability, relevant considerations for effective translation, and suitable translation techniques (Dlamini, 2021). This study analyzes both the source text (ST) and the target text (TT). The aim of this analysis is to determine the primary translation procedures employed by translators in the translation of UKZN ndaba online publications, focusing on both the source text (ST) and the target text (TT).

4.5 Data Collection

As mentioned in chapter three, this study utilizes UKZN ndaba online publications from 2020 to 2023. The cumulative total of papers published over the four years is 228. Due to the inability to utilize data from all 228 publications in this analysis, random sampling is employed. The researcher randomly selected two publications from each year. A total of 8 publications are utilized for data collection purposes.

4.6 Data Analysis

This analysis utilizes the seven translation procedures outlined by Vinay and Darbelnet (1995), in addition to five supplementary procedures suggested by Munday et al. (2022), which are also illustrated by Vinay and Darbelnet (1995). The following procedure will be utilized to analyze a text, which includes segmenting the text into smaller units, aligning the source text unit with its target text counterpart, conducting back translation, coding translation procedures, and supplying examples (refer to appendices for a sample of the analysis). Table 4.3 presents the translation procedures along with the corresponding codes designated for analysis.

Table 4.3: Codes of Translation Procedures

Translation Strategy	Translation Procedure		Codes
Direct	Borrowing		BO
	Calque		CA
	Literal Translation		LT
Oblique	Transposition	obligatory sentence position	T-OB-SP

	optional sentence position	T-OP-SP
	number transposition	T-OB-N
	obligatory word class	T-OB-WC
	optional	T-OB-OPT
	Modulation	MOD
	Equivalence	EQU
	Adaptation	ADA
Supplementary	Amplification	AMP
	False Friends	FF
	Loss, gain, and compensation	LGC
	Explication	EXP
	Generalisation	GEN

4.6.1 Identifying Translation Procedures

1. Segmentation of source text into smaller units

Vinay and Darbelnet (1995) assert that the ST should be deconstructed into its minimal components. Translation units may consist not only of individual words but also clusters of words (phrases) that express a singular meaning. More extensive units, such as clauses and sentences, should be regarded as translation units. Deconstructing intricate statements into smaller components or incorporating disjointed sentences to guarantee that the meaning transitions smoothly in the TT (Vinay and Darbelnet, 1995).

In Table 4.4 below, Column 1 breaks down the ST into segments, allowing it to be easily matched with the corresponding TT. Breaking the ST to match the corresponding TT into smaller units was a challenge due to the syntactic differences between English and isiZulu, for instance, changes in sentence position. Segmentation was conducted based on phrases or the presence of punctuation marks. In certain instances, the researcher entered a complete sentence. The subsequent table is replicated verbatim, as each column is analyzed from 1 to 5.

Table 4.4: Column 1 - Example of segmentation of texts into smaller units

1	2	3	4	5
English	IsiZulu	Back Translation	Code	Example
satellites	amasethelathi	satellites	BO	satellites → amasethelathi

2. TT matching with ST

In column 2, the TT segment corresponds with the ST.

Table 4.5: Column 2 - Examples of corresponding TT units

1	2	3	4	5
English	IsiZulu	Back Translation	Code	Example
satellites	amasethelathi	satellites	BO	satellites → amasethelathi

3. Back Translation

Back translation serves as a quality assessment tool to identify discrepancies and mistranslations; its goal in translating literature is to illustrate the unavoidable disparities between the ST and a “well-translated” TT (Son, 2018). Back translation serves as a method to detect translation procedures (Son, 2018). Column 3 presents the BT to ascertain the employed translation method.

Table 4.6: Column 3 - Examples of back translation of the TT units

1	2	3	4	5
English	IsiZulu	Back Translation	Code	Example
satellites	amasethelathi	satellites	BO	satellites → amasethelathi

4. Identifying the translation procedures used

The primary objective of this study was to examine the impact of translation procedures utilized in the translation of UKZN ndaba online publications. Column 4 is the most significant, as it identifies the translation procedures utilized during the translation process. Abbreviations are assigned to translation techniques for convenience during the study (refer to Table 4.3).

Table 4.7: Column 4 - Examples of the codes allocated to each segment

1	2	3	4	5
English	IsiZulu	Back Translation	Code	Example
satellites	amasethelathi	satellites	BO	satellites → amasethelathi

5. Examples

Column 5 provides examples that justify assigning translation procedures to specific phrases. These examples were provided for convenience and elucidation.

Table 4.8: Column 5 - Examples of procedures identified in each segment

1	2	3	4	5
English	IsiZulu	Back Translation	Code	Example
satellites	amasethelathi	satellites	BO	satellites → amasethelathi

4.6.2 The frequency of translation procedures

Table 4.9 following shows the steps taken to translate the English to isiZulu content of UKZN ndaba's online publications. This illustrates a continuum from the most preferred to the least preferred translation procedure. The table below demonstrates that transposition was the most favored procedure, succeeded by literal translation, with borrowing ranking third.

Transposition is anticipated to be the most favored procedure, particularly in languages from distinct language families, characterized by notable morphological and syntactic differences (Dlamini, 2021).

Table 4.9: Showing Frequency of Translation Procedures and Additional Translation Procedures

Translation Procedures	Frequency	Percentage
Transposition	102	61%
Literal Transposition	29	17%
Borrowing	19	11%
Loss, gain, and compensation	10	6%
Amplification	3	2%
Modulation	2	1%
Explication	1	1%
Equivalence	0	0%
Adaptation	0	0%
False Friends	0	0%
Calque	0	0%
Generalisation	0	0%
Total	166	100%

Figure 4.1 below illustrates the similar results of the translation procedures that were presented in Table 4.9 above.

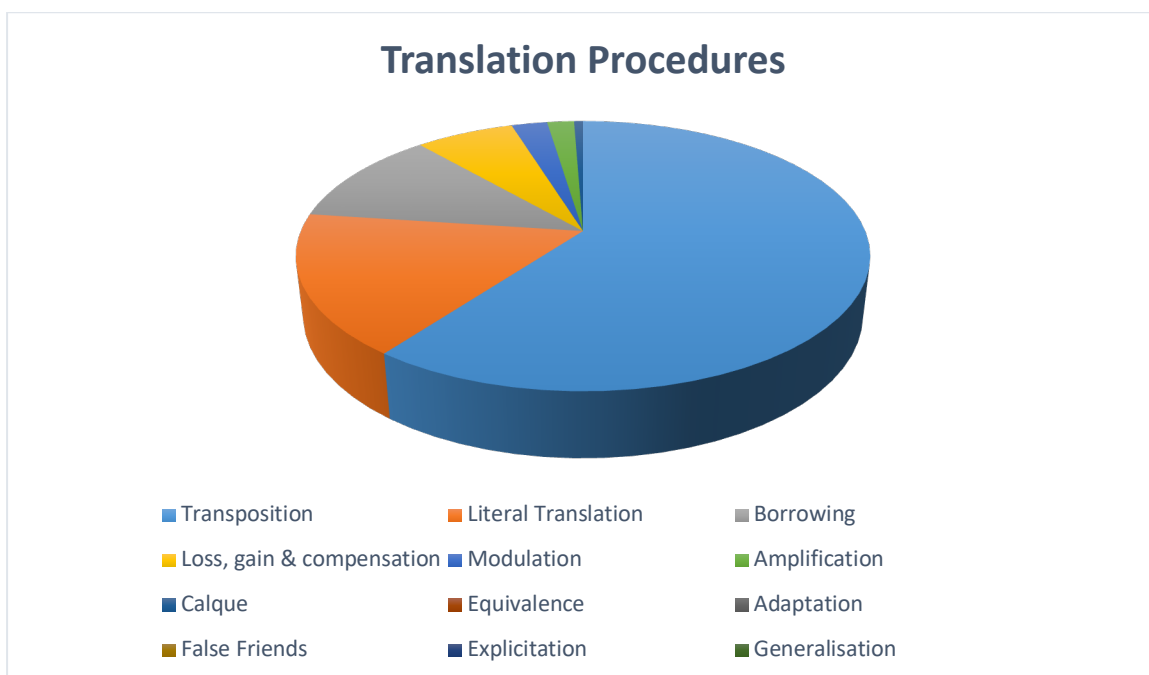


Figure 4.1: Showing Frequency of Translation Procedures

4.7 Impact of Translation Procedures

For translating from English into isiZulu, Vinay and Darbelnet's (1995) translation model is important since it provides a methodical framework to handle the notable differences between the two languages. The model delineates seven translation procedures, with several demonstrating significant impact in this context. The procedures classified as direct strategies are generally utilized by translators when there exists a morphological, syntactic, and lexical correspondence between the source language and the target language (Dlamini, 2021). When languages originate from distinct language families, oblique strategies become necessary due to significant structural and cultural disparities between them (Dlamini, 2021). In this section, the researcher examines the impact of all employed translation procedures, including direct translation strategies, oblique translation strategies, and additional translation procedures, and discusses the impact of mistranslation.

4.7.1 Direct Translation Strategies

4.7.1.1 Borrowing

Borrowing can have both positive and negative impacts. For instance, when translating technical, academic, and scientific terms that may not have isiZulu equivalents, borrowing terms from the ST allows translators to introduce new terms without the risk of errors. Figure 4.2 below illustrates the different types of borrowing. The results (see the Appendices for a sample analysis) show that adoption of terms is more frequent than loaning.

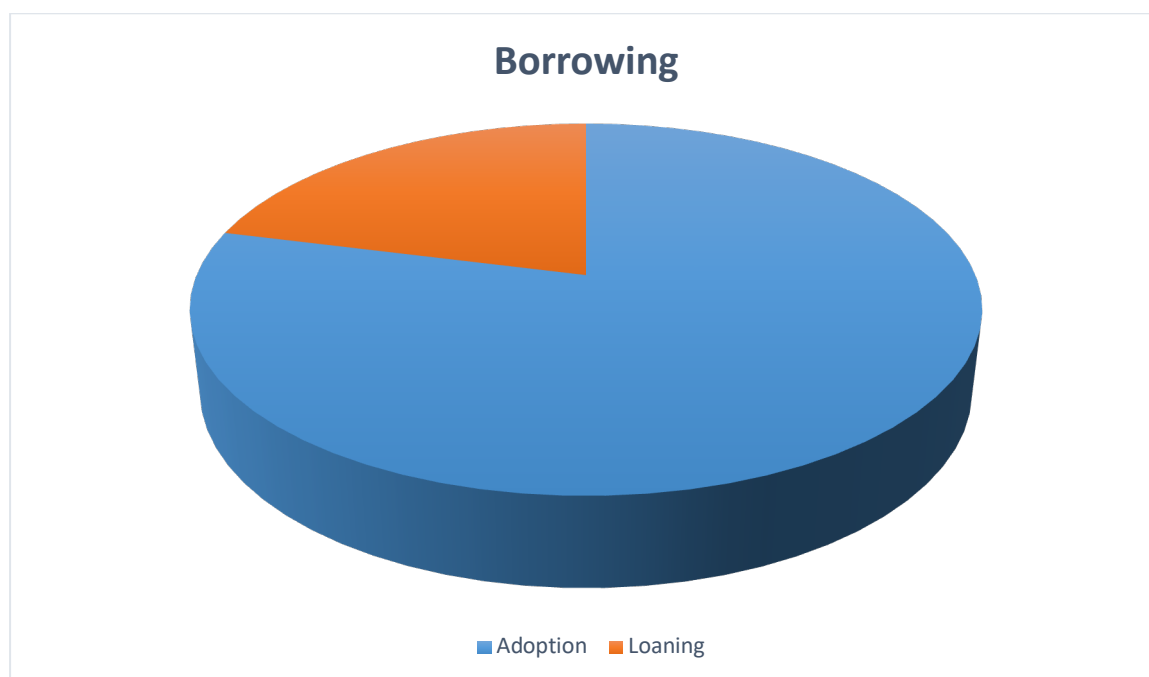


Figure 4.2: Showing the split of Borrowing

The majority of borrowed terminology used in the translation of UKZN ndaba online publications was adopted from other languages rather than being loaned from them. This adoption has a positive impact on the translation of UKZN ndaba online, as it allows terms to adapt to their new environment and context during the translation process. Consequently, the translation appears genuine because it incorporates terms that initially originated in other languages. Below are some examples of borrowing:

Example 1:

ST: was designed by Mechanical Engineering students in the *masters* and doctoral programmes at UKZN

TT: yenziwe ngabafundi abenza izifundo *zeMasitazi* neZobuDokotela ezifundweni ZobuNjiniyela BeziNjini e-UKZN

BT: was developed by Masters and Doctoral programme students in Mechanical Engineering at UKZN

Illiterate individuals might mistake the noun *masitazi* for an isiZulu term because most of the terms used in the translation of UKZN ndaba online publications have been in use for the longest time in isiZulu. Some speakers might be surprised to learn that such words are borrowed from other languages. This will positively impact the translation of UKZN ndaba online, making it easier for illiterate individuals to understand academic and technical publications without any confusion.

Example 2:

ST: was designed by Mechanical *Engineering* students in the masters and doctoral programmes at UKZN

TT: yenziwe ngabafundi abenza izifundo zeMasitazi neZobuDokotela ezifundweni *ZobuNjiniyela* BeziNjini e-UKZN

BT: was developed by Masters and Doctoral programme students in Mechanical Engineering at UKZN

The possessive *ZobuNjiniyela* is derived from *ubunjiniyela*. The noun *ubunjiniyela* is adopted from the English noun *engineer*. The possessive *zobunjiniyela* has taken the prefix ‘zo’, which is used with some possessives.

Example 3:

ST: This is reflected in our transformation agenda - 70% of our students are African and recruited from *Quintile* 1 and 2 schools

ST: Lokhu kuyavela kwinqubomgomo yethu yoguquko – ama-70% abafundi bethu ngabantu abamnyama abavela ezikoleni *eziku-quintile* 1 no-2

BT: This is reflected in our transformation agenda – 70% of our students are Africans from schools in quintile 1 and 2

The term *eziku-quintile* is derived from the English noun *quintile*. The English noun has loaned the isiZulu prefix *eziku-*, as all isiZulu nouns commence with a prefix, excluding commands.

The data presented in Figure 4.2 reveal that adoption was the borrowing most preferred by translators. This demonstrates that UKZN is making efforts to promote isiZulu as a language for academic purposes worthy of recognition. This has a positive impact on the translation of online publications on the UKZN ndaba website since the translation becomes more fluid and reduces the number of borrowed terms. For example, terms such as *injini* were incorporated into the isiZulu vocabulary.

Conversely, Figure 4.2 reveals that the type of borrowing that was utilized the least was loaning. Since the publications are available to a considerably larger audience that is not comprised of the literate population, the translators of UKZN ndaba acknowledged the necessity of limiting the inclusion of loaned terms from the ST. For example, the translators avoided using terms like *'i-engine'*. Additionally, this suggests that University language Development Office (ULPDO) contributes to the production of new isiZulu equivalents.

While borrowing makes it easier for the translator to communicate complex ideas that do not have equivalents in isiZulu, excessive reliance on loaned terms could harm UKZN ndaba online publications, putting the integrity of isiZulu as a language that is constantly evolving within the context of academic discourse at risk rather than increasing its use.

The overuse of loaned terms has the potential to contribute to the decline of isiZulu as a constantly evolving language, particularly in academic settings. There is a wide range of people

who read UKZN ndaba online publications, and some of them may not be familiar with loaning as a translation procedure. As a result, they might have trouble understanding some publications. This may have a negative impact on the intractability of UKZN ndaba's online publications.

The borrowing procedure is an indispensable tool for translating online publications from English to isiZulu that UKZN ndaba publishes. The fact that it can maintain a professional tone, improve communication across cultural boundaries, and preserve meaning is evidence of its positive impact. The translators successfully translated the publications without introducing any difference in meaning.

4.7.1.2 Literal Translation

When translating the UKZN ndaba online publication from English to isiZulu, the impact of using literal translation can be complex, leading to both positive and negative impacts. Literal translation is particularly advantageous for UKZN ndaba online publications that present technical, factual, or academic information, where precision is paramount. It ensures consistency in the use of essential terminology and can be time efficient as it eliminates the need for creative reinterpretation or significant sentence restructuring. This is especially beneficial for translating large volumes of text quickly, especially during graduation season when the campus newsletter produces a surge in publications.

Furthermore, for isiZulu-speaking audiences learning English, literal translation can serve as a linguistic bridge, helping them understand the structure and terminology of the ST. This aligns with UKZN's educational mission within the university community. Bilingual readers may appreciate the alignment between the English and isiZulu texts, while monolingual isiZulu speakers may find literal translations challenging to comprehend. These translations often maintain an English tone that may seem disjointed from the natural rhythm of isiZulu.

However, due to the cultural and linguistic differences between isiZulu and English, relying solely on literal translation may not consistently achieve the desired outcomes, potentially negatively impacting the translation. An integrated approach that incorporates complementary methods, such as adaptation and modulation, can enhance the quality of literal translations for UKZN ndaba online publications. Additionally, literal translation often fails to capture the cultural nuances inherent in the SL, resulting in statements that may appear alien or inappropriate in the TL. Below are examples of literal translation:

Example 1:

ST: During testing, ABLE produced 18 kilonewtons (about 1.8 tons) of thrust in a series of short and long-duration burns

TT: Ngesikhathi sokuhlolwa i-ABLE ikhipha amandla ali-18 kilonewtons (cishe ali-1.8 ton) ashe ngokushesha nangokudonsa.

BT: During the test, the ABLE emits 18 kilonewtons (about 1.8 tons) of energy, which burns quickly and has a long duration.

Example 2:

ST: and being only the second Black South African PhD graduate in Agricultural Economics at the University

TT: waba ngudokotela wesibili oMnyama waseNingizimu Afrika wezifundo zobudokotela KwezoMnotho Wezolino eNyuvesi

BT: and being the second Black South African PhD graduate in Agricultural Economics at the University

Example 3:

ST: At a recent function at the Nelson R Mandela School of Medicine

TT: Emcimbini obuse Nelson R Mandela School of Medicine

BT: At a function at the Nelson R Mandela School of Medicine

The three examples mentioned above consist of sentences that are literally translated from English into isiZulu. In these translations, there is no indication of literal translation, which implies that the translators were able to use a literal translation approach. The grammatical and lexical rules were followed.

Despite the potential adverse effects of literal translation, the translators of UKZN ndaba online publications successfully employed this procedure without compromising the sense of the TT. For example, *during testing, ABLE produced 18 kilonewtons (about 1.8 tons) of thrust in a series of short and long-duration burns* which was literally translated to *ngesikhathi sokuhlolwa i-ABLE ikhipha amandla ali-18 kilonewtons (cishe ali-1.8 ton) ashe ngokushesha nangokudonsa* with compromising the meaning of the ST.

In all instances of literal translation, there was no ambiguity or uncertainty. The translators of the UKZN ndaba online publications employed literal translation as a procedure to ensure that

the meaning is preserved in the TL. In the examples mentioned above, literal translation was successfully used without any ambiguity or uncertainty.

Literal translation serves as an invaluable tool for translating UKZN ndaba online publications from English to isiZulu. It offers several benefits, including faithfulness to the SL, uniformity, and efficiency. By using literal translation, the translators of UKZN ndaba online publications can guarantee that their translations are effective, relatable, and linguistically precise. To achieve this, the translators successfully integrated literal translation with various procedures to ensure that their translations are linguistically accurate while preserving the integrity of the ST.

4.7.2 Oblique Translation Strategies

4.7.2.1 Transposition

Table 4.8 and Figure 4.2 above reveal that transposition is the most frequently used translation procedure. Due to the differences in linguistic structures, grammatical changes, and cultural nuances between isiZulu and English, translating UKZN ndaba online publications from English into isiZulu can significantly impact transposition. This substantial impact arises from both obligatory and optional changes in sentence position, which are unavoidable since isiZulu and English belong to different language families. Regardless of whether the change is obligatory or optional, it holds significant importance as it conveys meaning to the TL.

Figure 4.3 below illustrates the categorization of various types of transposition, including obligatory sentence position, obligatory word class, number transposition, and optional sentence position. Figure 4.3 (refer to the appendices for a sample of analysis) indicates that obligatory change of sentence position significantly surpassed the other forms of transposition.

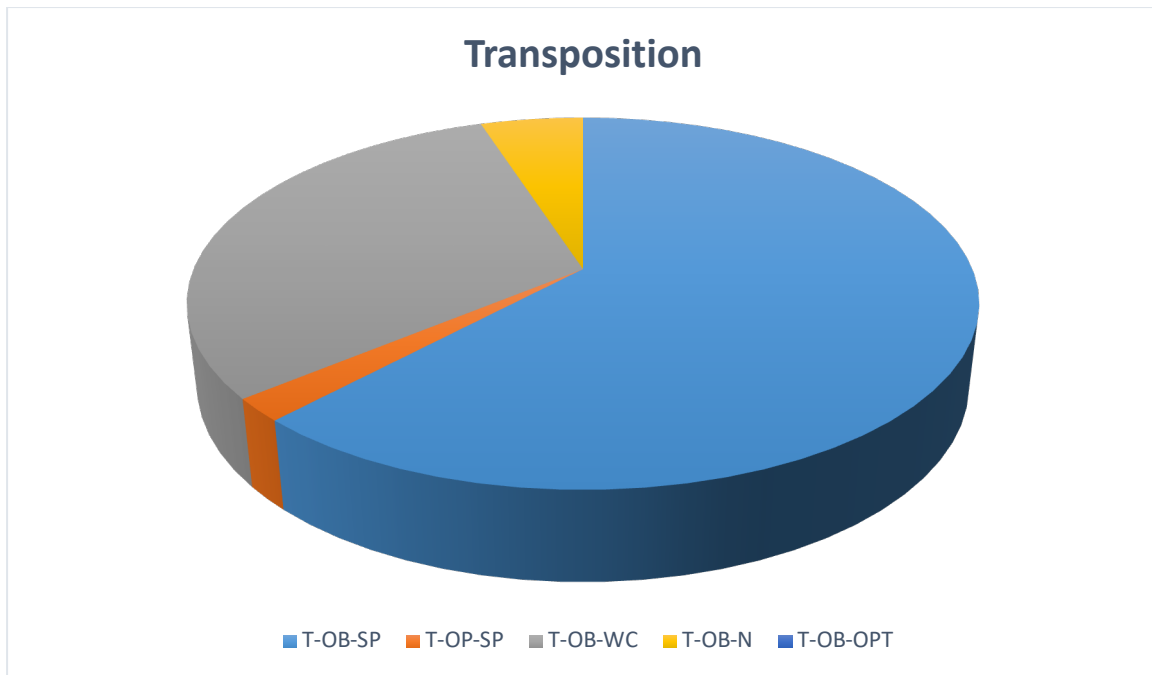


Figure 4.3 Showing split of transposition

Given that UKZN ndaba caters to a diverse audience, effective communication is crucial. Consequently, changing the sentence structure leads to a positive outcome by enabling the creation of well-constructed sentences in the TT. The TT sounds more natural when there's a change in sentence position.

Example 1:

ST: *UKZN's* Aerospace Systems Research Group (ASReG) has successfully tested a powerful liquid propellant rocket engine as the first step towards developing a launch vehicle for placing satellites into Earth-orbit

TT: I-Aerospace Systems Research Group (i-ASReG) *yase-UKZN* ihlole ngempumelelo injini yesiphuphutheki okuyisinyathelo sokuqala sokwethula indizamshini yasemkhathini

BT: UKZN's Aerospace Systems Research Group has successfully tested a liquid propellant rocket engine as the first step towards launching satellites into Earch-orbit

In the ST, the possessive *UKZN's* is positioned at the beginning of the sentence, followed by the noun group *Aerospace Systems Research Group*. In the TT, the compound noun *yase-UKZN* is positioned after the noun group *Aerospace Systems Research Group (ASReG)*, which is grammatically accurate in isiZulu. The meaning of the ST in the TT did not change, even though the sentence positions were rearrangement.

Example 2:

ST: The successful operation of ABLE will enable the group to begin work on a *flight-weight engine* to power the proposed rocket

TT: Lomsebenzi oyimpumelelo we-ABLE uzokwenza ithimba liqale umsebenzi *enjinini encane* yesiphuphutheki esakhiwayo

BT: The successful ABLE mission will enable the group to begin work on a flight-weight engine to power the proposed rocket

In the ST, the compound adjective *flight-weight* is before the noun *engine*. In the TT, the adjective *encane* follows the noun *engine*. Despite the change in sentence position, the translator successfully preserved the meaning of the ST.

Example 3:

ST: This *national award* is made annually to an individual or research entity for an extraordinary impact on *educational research* in the country

TT: Lo *mklomelo kazwelonke* ukhishwa minyaka yonke unikwe noma isikhungo socwaningo esenza umsebenzi omuhle onomthelela *ocwaningweni lwezemfundo* ezweni

BT: This national award is given every year to a research institute that does good work that has an impact on educational research in the country

In the ST, the adjective *national* precedes the term *award*. In the TT, the noun *umklomelo* precedes the possessive *kazwelonke*. Furthermore, in the ST, the adjective *educational* precedes the noun *research*. In the TT, the n. *ocwaningweni* precedes the possessive *lwezemfundo*.

Optional sentence position (T-OP-SP)

This form of transposition neither positively nor negatively affects the TT, as it is a decision made by the translator.

Example 1:

ST: Focusing on where issues lie in implementation, from policy level to on the ground challenges, *Phali*

TT: *UPhali*, ubegxile ekutheni ikuphi indaba ekwenzeni izinto, kusukela ezingeni lenqubo ezinselelweni zomsebenzi

BT: Focusing on where the issue lies in doing things, from the policy level to the ground challenges, *Phali*

In the TT, the translator had the option to render it as follows: *Ubegxile ekutheni ikuphi indaba ekwenzeni izinto, kusukela ezingeni lenqubo ezinselelweni zomsebenzi, uPhali*. The translator can rearrange the words in a sentence without altering its meaning.

Example 2:

ST: Said Mayosi's brother Mr Siphon Mayosi: 'Though he has passed on, his legacy remains with us and we still hear his words of encouragement all around us

TT: Umfowabo kaMayosi, uMnuz Siphon Mayosi uthi: 'Yize esadlula emhlabeni, umlando wakhe usahleli nathi futhi sisalokhu siwezwa amagama akhe akhuthazayo esizungezile

BT: Mr. Siphon Mayosi, Mayosi's brother said: 'Though he has passed on, his legacy remains with us and we still hear his encouraging words around us

The TT may be directly translated to *Mr. Siphon Mayosi, Mayosi's brother, said: 'Though he has passed on, his legacy remains with us, and we still hear his encouraging words around us*. The phrase *Mayosi's brother* has shifted from a position preceding the noun in the ST to a position following the possessive in the TT.

Example 3:

ST: In 2017, a research team he led

TT: Ngowezi-2017, ithimba labacwaningi ayelihola

BT: In 2017, the research team he led

In 2017, a research team he led can be translated to *Ngowezi-2017, ithimba labacwaningi ayelihola, or Ithimba labacwaningi ayelihola ngowezi-2017*. The meaning remains unchanged, despite the shift in sentence position.

Obligatory word class (T-OB-WC)

IsiZulu frequently employs agglutinative morphology to convey nuances that may not be readily achievable through literal translation.

Example 1:

ST: During *her studies*, Phali was selected as a Young Agricultural Professionals Program Fellow

TT: Ngenkathi *esafunda*, uPhali wakhethwa kwi-Young Agricultural Professionals Program Fellow

BT: During her studies, Phali was selected as a Young Agricultural Professionals Program Fellow

During *her studies* (possessive pronoun + noun) becomes ngenkathi *esafunda* (verb). The possessive pronoun *her studies* changes to a verb. This verb includes the English possessive pronoun.

Example 2:

ST: She also presented her research at *international* conferences

TT: Useke wethula ucwaningo lwakhe ezingqungqutheleni *zomhlaba* jikelele

BT: She has presented her research at international conferences

International (adjective) becomes *zomhlaba* (possessive). The adjective *international* in the ST changes into a different word class in the TT.

Example 3:

ST: The *rapid evolution* of society's

TT: *Ukuthuthuka* kwalomkhakha

BT: The development of this field

Rapid evolution (adjective + noun) becomes *ukuthuthuka* (verbal noun). Two words are condensed into a single word in isiZulu.

Number transposition (T-OB-N)

The use of this transposition method enhances the clarity of the TT.

ST: and is similar in design to engines powering the newest small *satellite* launch vehicles

TT: kanti ngokwesakhiwo ufana nezinjini ezintsha zezinqola ezihlala *amasathelathi*

BT: And structurally, it is similar to the new satellite launch vehicles

Satellite becomes *amasathelathi*. In IsiZulu, the singular of *amasathelathi* is *isathelathi*; nonetheless, the plural form was employed in this instance to ensure the sentence's coherence

Examples 2:

ST: The *ultimate goals* are to create an African *satellite* launch capability, support South Africa's indigenous satellite and space data industries, and boost the country's 4IR readiness

TT: *Inhloso enkulu* wukuphucula imboni *yeziphuphutheki* yaseNingizimu Afrika ukulungela ubuchwepheshe bangomuso

BT: The ultimate goal is to improve South Africa's satellite industry to be ready for future technologies

Ultimate goals become *inhloso enkulu*. IsiZulu possesses a plural form for *goals*; nevertheless, in this instance, the plural form is inapplicable. *Satellite* becomes *yeziphuphutheki*. IsiZulu possesses a plural word, *yeziphuphutheki*.

Example 3:

ST: how much *lives* can be improved

TT: *impilo* ingaphuculwa kanjani

BT: how life can be improved

Lives become *impilo*. In isiZulu, plurals are usually not used in sentences as they may lack coherence.

Figure 4.3 presents data indicating that translators predominantly preferred the obligatory change of sentence position (T-OB-SP) as the most effective transposition procedure. This preference was evident among translators of UKZN ndaba online publications, who recognized the significance of translating languages belonging to different language families. For instance, the translation of the ST *national award* from English to isiZulu resulted in *umklomelo kazwelonke* instead of simply translating the ST without altering sentence structure.

Translators had the flexibility to position sentences in various forms, utilizing the obligatory change of sentence position (T-OB-SP) as a tool. In example 1, the translator had the option to render the TT as *Ubegxile ekutheni ikuphi indaba ekwenzeni izinto, kusukela ezingeni lenqubo ezinselelweni zomsebenzi, uPhali*. Additionally, translators employed the change of

word class (T-OB-WC) in the TT. For instance, the possessive pronoun *her studies* (possessive pronoun + noun) was translated into *esafunda* (verb) in the TT. Furthermore, translators utilized number transposition (T-OB-N) when translating words in one language that have plural forms, but their equivalents do not. For example, *lives* became *impilo*.

Corina (2021) emphasizes the role of transposition across all types in refining the TL's style and structure, ensuring clear and unambiguous communication. This principle is evident in the translation of UKZN ndaba online publications. Regardless of the transposition procedure employed, there was no ambiguity or uncertainty in the translations, as they accurately reflected the ST. Vinay and Darbelnet's (1995) transposition offers valuable tools for translating UKZN ndaba online publications from English into isiZulu, promoting linguistic fluidity, cultural resonance, and semantic clarity. Ultimately, the effective use of transposition enhances the accessibility and inclusivity of UKZN for isiZulu-speaking audiences, contributing to the broader objective of bilingual education and communication within the university community.

4.7.2.2 Modulation

Modulation enhances readability by ensuring that the translation sounds natural in the TT. This is particularly important when translating UKZN ndaba online publications. Literal translations alone can sometimes result in awkward phrasing or unnatural expressions. Modulation transforms these into more idiomatic and grammatically correct sentences in the TT.

Modulation improves readability by ensuring that the translation appears natural in the TT. This is crucial when translating UKZN ndaba online publications. Literal translations alone yield poor wording or unnatural statements. Modulation translates these into more colloquial and grammatically accurate sentences in the TT.

Additionally, modulation positively influences the translation of UKZN ndaba online publications by producing translations that resonate naturally in isiZulu. It matches expressions with the language's syntactic and stylistic conventions, ensuring that readers can readily comprehend and connect with the text. Modulation is also beneficial for conveying abstract concepts that lack direct equivalents in isiZulu.

Example 1:

ST: The funds will be used to allow students to study without having a *financial burden hanging over them*

TT: Imali izosetshenziswa ukuze bakwazi ukufunda ngale *komthwalo wesikweletu emahlombe*

BT: The money will be used so that they can study without the burden of debt on their shoulders *Finacial burden hanging over them* can be literally translated as *umthwalo wezezimali ulenga phezu kwabo*. The translator opted for a modified expression, *komthwalo wesikweletu emahlombe* (weight of debt on their shoulders).

Example 2:

ST: She described the University as an inclusive, supportive environment that offers *a sense of belonging*

TT: Uchaze iNyuvesi njengendawo eyenza uzizwe uyingxenywe yayo futhi eyesekanayo *ekwenza uzizwe usekhaya*

BT: She described the University as an inclusive and supportive environment that makes you feel at home

A sense of belonging was modulated to *ekwenza uzizwe usekhaya*. In this instance, the phrase *a sense of belonging* is rendered into a conventional expression in the TT.

Modulation, a flexible and significant translation procedure, can sometimes lead to the loss of the original meaning. This is particularly problematic in academic publications like UKZN ndaba, where accuracy is crucial. Although this was not evident during the text analysis, it must be avoided in translation. Modulation facilitates the natural and culturally relevant conversion of English texts into isiZulu. For UKZN ndaba, modulation enhances clarity, accessibility, and engagement, enabling the newsletter to effectively translate its message to the isiZulu-speaking readership. However, the process presents challenges such as the potential for misinterpretation, excessive modulation, and inconsistency.

The translators of UKZN ndaba online publications successfully utilized modulation without any misinterpretation or excessive modulation. For instance, *I cannot wait* (Angisakwazi ukulinda) becomes *ngimagange*.

4.7.3 Additional Translation Procedures

4.7.3.1 Amplification

Amplification is beneficial when the SL uses concise expressions or culturally specific references that need further explanation to be understood in the TL. For instance, in translating

UKZN ndaba from English to isiZulu, amplification is crucial for ensuring clarity for those unfamiliar with a specific topic (Vinay and Darbelnet, 1995).

In the context of translating UKZN ndaba online publications, amplification is advantageous because it clarifies concepts that may be ambiguous or overly concise for the intended audience. IsiZulu often requires additional terms to convey concepts that are expressed concisely in English, which enhances the comprehensibility of isiZulu translations. Moreover, amplification positively impacts the translation of UKZN ndaba online publications by explaining unfamiliar technical and scientific terminology.

Example 1:

ST: His research interests included genetics of cardiovascular traits, treatment of tuberculous pericarditis, and prevention of *rheumatic fever*

TT: Intshisekelo yocwaningo lwakhe kubalwa kuyo izifo zenhliziy ezihambisana nofuzo, ukwelashwa kwesifo sofuba lokuvuvukala kolwelwesi oluzungeze inhliziy, kanye nokuvikela *izifo ezithikameza inhliziy, isikhumba, nengqondo.*

BT: His research interests included genetics of cardiovascular diseases, the treatment of tuberculosis, inflammation of the lining of the heart, and the prevention of rheumatic fever

Rheumatic fever - *izifo ezithikameza inhliziy, isikhumba, nengqondo.* This example illustrates the inclusion of a phrase absent from the ST. The translator chose to elucidate the nature of *rheumatic fever* in the TT.

Example 2:

ST: *He had an A-rating* from the National Research Foundation (NRF)

TT: *Wakleliswa ngokwesigaba A, i-A rating,* kwinhlangano yabacwaningi kuleli i-National Research Foundation (NRF)

BT: He was ranked according to category A, A rating, by the National Research Foundation (NRF)

He had an A-rating - *Wakleliswa ngokwesigaba A, i-A rating.* This example illustrates an addition of *A* that is absent in the ST. However, the translator deemed it appropriate to incorporate it into the TT.

Example 3:

ST: She thanked Mudhara and Ferrer for their guidance

TT: Ubonge *oSolwazi* Mudhara no-Ferrer ngokumcathulisa

BT: She thanked Professors Mudhara and Ferrer for their guidance

She thanked Mudhara and Ferrer for their guidance - *Ubonge oSolwazi Mudhara no-Ferrer ngokumcathulisa*. In the TT, the translator decided to add the noun *oSolwazi*, which was not in the ST.

The application of amplification as a translation procedure in the UKZN ndaba online publication positively influences clarity for readers with limited comprehension of the subject matter. For instance, in the above example, *rheumatic fever* (izifo ezithikameza inhliziyu, isikhumba, nengqondo) was elucidated with additional words in the TT.

Although amplification has a positive impact on the translation of online publications published by UKZN ndaba, it also has a negative impact on the translation process. Excessive amplification can cause readers to become overwhelmed with unnecessary information, which in turn undermines the ST. It may produce translations that fail to capture the concise and forceful attitude of the original text. Since UKZN ndaba often communicates academic or institutional statements that require clarity and conciseness, this presents a substantial problem for the organization.

In the process of translating UKZN ndaba online publications from English to isiZulu, amplification is an essential procedure, as outlined by Vinay and Darbelnet. It can clarify complex ideas, adapt information to different cultural contexts, and enhance the descriptive capacity of isiZulu, all of which are strengths that it possesses. Amplification is necessary to make content from academic institutions and institutions of higher learning accessible to isiZulu speakers while simultaneously encouraging involvement and cultural relevance.

Nonetheless, its constraints, including the risk of excessive translation, brevity reduction, and potential discrepancies, underscore the need for a judicious approach. By deliberately employing amplification and harmonizing it with other translation methodologies, translators can ensure that UKZN ndaba achieves its objective of effectively engaging a diverse and bilingual audience. This not only amplifies the publication's influence but also aids in the continuous evolution and maintenance of isiZulu as a vibrant language for education and communication.

4.7.3.2 Loss, gain, and compensation

During the process of translating the UKZN ndaba online publications from English into isiZulu, the translators omitted specific segments of the ST without providing any compensation for the content that was intended to be translated. As a result, the translation was negatively impacted because specific segments of the ST were omitted, leading to the TT containing an incomplete representation of the meaning or information expressed in the ST. The translated text fails to convey the author's original voice, negatively impacting the translation.

Example 1:

ST: Ten Mechanical Engineering students put the South African First Integrated Rocket Engine (SAFFIRE) *ABLE rocket engine through its paces on a test stand to measure its performance*

TT: Abafundi abayishumi beZobunjiniyela beziNjini bahlole injini yesiphuphutheki

BT: Ten Mechanical Engineering students tested a rocket engine.

Ten Mechanical Engineering students put the South African First Integrated Rocket Engine (SAFFIRE) ABLE rocket engine through its paces on a test stand to measure its performance - *Abafundi abayishumi beZobunjiniyela beziNjini bahlole injini yesiphuphutheki (loss)*. In the TT, the translator decided to eliminate *the (SAFFIRE) ABLE rocket engine through its paces on a test stand to measure its performance*.

Example 2:

ST: will go a long way in helping to create leaders in healthcare for the near future and beyond

TT: izohamba ibanga elide ekubumbeni abaholi kwezempilo bakusasa

BT: will go a long way in in helping to create leaders in healthcare for the near future

Will go a long way in helping to create leaders in healthcare for the near future *and beyond* - izohamba ibanga elide ekubumbeni abaholi kwezempilo bakusasa. In the TT the translator decided to eliminate *and beyond*.

Example 3:

ST: Dlova said: 'At UKZN, the majority of our *medical* students come from previously disadvantaged communities

TT: UDlova uthe: ‘Iningi labafundi bethu e-UKZN liqhamuka emiphakathini entulayo

BT: Dlova said: ‘Most of our students at UKZN come from disadvantaged communities

Dlova said: ‘At UKZN, the majority of our medical students come from previously disadvantaged communities - *UDlova uthe: ‘Iningi labafundi bethu e-UKZN liqhamuka emiphakathini entulayo* (**loss**). In the TT, the translator decided to eliminate *the medical* term.

Loss, gain, and compensation framework provides invaluable tools for translating UKZN ndaba online publications from English into isiZulu. This procedure enables translators to navigate linguistic and cultural differences while striving to retain the ST's meaning, tone, and purpose. Gains enrich the isiZulu vocabulary and cultural relatability, while compensation helps recover nuances lost in translation. However, challenges such as over-translation, loss of precision, and alienation of confident readers highlight the need for a balanced and thoughtful approach.

Vinay and Darbelnet’s framework of loss, gain, and compensation offers essential resources for translating UKZN ndaba online publications from English to isiZulu. This procedure enables translators to navigate linguistic and cultural disparities while striving to preserve the ST's meaning, tone, and intent. The translators of UKZN ndaba online publications did not employ this method in a manner that preserves the original meaning. The translators omitted numerous segments without compensation, which did not affect the translations. For example, *the ABLE rocket engine, through its paces on a test stand to measure its performance*, was lost in the TT, but the meaning was not distorted.

4.7.3.3 Explication

Incorporating more words in the TT is crucial for enhancing intelligibility in UKZN ndaba online publications.

Example 1:

ST: and Chairman of the *Rheumatic Fever* Council of the World Heart Federation

TT: kanye noSihlalo womkhandlu *wezifo ezithikameza ihliziyo, umzimba namalungu omzimba* emhlabeni eyingxenywe yenhlangano yenhliziyo emhlabeni, i-Rheumatic Fever Council of the World Heart Federation

BT: and the Chairman of the council for diseases affecting the heart, body, and organs in the world, which is part of the world's heart organization, the Rheumatic Fever Council of the World Heart Federation

Rheumatic Fever - *wezifo ezithikameza ihliziyo, umzimba namalungu omzimba*. There is no word in isiZulu that specifically refers to rheumatic fever.

In this instance, the translator opted to explain *rheumatic fever*. Nevertheless, the translator exhibited a lack of consistency in the explanation. In some instances, the translation provided an alternative explanation of rheumatic fever, whereas in other instances, the translator offered a different explanation.

4.8 Mistranslation

During the process of identifying the employed translation procedures, the researcher noticed that the translators used an incorrect term. This incorrect terminology altered the meaning of the translation. Moreover, the researcher was unable to determine the translation procedure used. As a result, this mistranslation negatively impacts the translation of the publication, obscuring the intended meaning in the ST.

Example 1:

ST: Following her PhD, Mugehu plans to chart a career in research and industry, applying her academic and *professional experience* to identify market and industry needs and ultimately ensure product adoption

TT: Emuva kokuphuthula iziqu zePhD, uMagehu uhlele ukuqala umsebenzi wocwaningo nakulo mkhakha, ukusebenzisa akuzuze ezifundweni kanye *nolwazi lwakhe njengoSolwazi* ukuhlonza izimakethe kanye nezidingo zale mboni, ekugcineni aqinisekise ukuthi uyasetshenziswa umkhiqizo

BT: After completing her PhD, Magehu plans to start research in this field, applying her academic experience as a Professor to identify market and industry needs and ultimately ensure that the product is utilized

In the TT, *professional experience* is translated to *nolwazi lwakhe njengoSolwazi*, which is a mistranslation. *Professional experience* in isiZulu is *isipiliyoni somsebenzi* not *Solwazi*. Additionally, *the noun Professor* in isiZulu is *Solwazi*.

Example 2:

ST: ‘I have collaborated with many other academics to support and guide communities of university educators and *postgraduate* students interested in enacting self-reflexive methodologies, using creative and participatory approaches.’

TT: ‘Ngisebenzisane nezinye izifundiswa eziningi zaseNingizimu Afrika ukweseka othisha basenyuvesi nabafundi abenza *iziqu ezinkulu* ezinothando lokusebenzisa izindlela ezisabalalayo.’

BT: ‘I have worked with many other academics in South Africa to support university teachers and graduate students who have a passion for using widespread methods.’

In the TT, *postgraduate* is translated as *iziqu ezinkulu*, which is a mistranslation. In isiZulu, *postgraduate* is *iziqu ze-postgraduate*.

Mistranslation can adversely affect the translation by resulting in a loss of meaning in the TT. For example, *postgraduate* is translated into *iziqu ezinkulu*, which distorts the meaning in the TT. The loss of meaning may result in confusion or misinterpretation for the readers of the translation. The mistranslation demonstrates the inadequacy of both the translator and the editor involved in the translation process. Furthermore, mistranslation can have a detrimental impact on the institution’s reputation. To prevent mistranslation, UKZN ndaba online translators need to employ competent editors.

4.9 Conclusion

In conclusion, Vinay and Darbelnet’s (1995) translation procedures are crucial for translating UKZN ndaba online publications from English to isiZulu. Each procedure offered unique approaches to bridge linguistic and cultural gaps, guaranteeing that the message was clear and accessible to the readers of UKZN ndaba online publications. These procedures also had a positive impact on the translation of UKZN ndaba online publications. Although a variety of translation procedures were employed, not all were applied during the translation process. These procedures ensured that UKZN ndaba publications preserved their academic integrity, cultural uniqueness, and clarity. The translators must diligently apply each procedure to maintain the content's integrity and appeal to local audiences, ensuring the publication remains relevant across languages and cultures.

Chapter 5: Conclusion and Recommendations

5.1 Introduction

This section details the findings and recommendations of the research based on its investigation on the effect of translation processes on the translated versions of UKZN ndaba online publications. The aim, as detailed in earlier chapters, was to analyze UKZN ndaba online publications to identify the translation procedures primarily utilized by the translators. This chapter begins with a summary of the study, outlining the content of each chapter. This chapter provides recommendations for UKZN ndaba online. This chapter presents the research findings and their limitations.

5.2 An Overview of the Study

This section provides an overview of the chapters that make up this study. The research utilized Vinay and Darbelnet's (1995) translation procedures, along with additional procedures, to identify the most used translation procedures for translating UKZN ndaba online publications from English into isiZulu. The primary objective of the research was to examine the impact of these translation procedures on the quality and effectiveness of the translations.

Chapter One: The study was introduced by providing an overview of the background, context, and rationale behind the research. It presented the problem statement, research objectives, and primary research question. This chapter also explained the motivation for choosing UKZN ndaba online as the focus of the investigation and positioned the study within the broader field of translation practice in South Africa.

Chapter Two: The review delved into relevant literature and positioned itself within the existing scholarly debates. It was organized into three thematic areas: an international overview of translation studies, an African perspective, and a South African context. This chapter underscored the global significance of translation, highlighted existing scholarly contributions, and identified research gaps, particularly in the translation of online institutional publications into African languages.

Chapter Three: The chapter provided a comprehensive overview of the research methodology and theoretical framework that guided the study. It justified the choice of a qualitative research design and textual analysis as the primary data collection methods. The chapter explained the selection process for the publications, the inclusion criteria, and the analytical tools employed. Furthermore, it delved into Vinay and Darbelnet's (1995) model, detailing its application to examine translation procedures within the corpus.

Chapter Four: Eight online publications from the University of KwaZulu-Natal (UKZN) were analyzed and interpreted. These publications were translated from English into isiZulu and the translation procedures used in each text were identified, coded, and interpreted. A tabular format was included to systematically identify the translation procedures. Each procedure was analyzed in relation to its impact on meaning transfer, stylistic features, accuracy, and adherence to isiZulu linguistic norms. The chapter demonstrated the most frequently used translation procedures and how these choices influenced the quality of the translations.

Chapter Five: The findings were synthesized and discussed in relation to the study's objectives. Recommendations for improving translation practice at UKZN's ndaba online and highlighted areas for future research were provided. The conclusion emphasized the importance of adopting systematic translation procedures to enhance bilingual communication within the university.

5.3 Research Findings

This study examined the translation of UKZN ndaba online publications from English to isiZulu. The primary objective of the study was to investigate the impact of translation procedures on the translation of UKZN ndaba online publications from English into isiZulu. The findings indicate that the translators employed several translation procedures throughout the translation process. The translation procedures were discerned throughout the text analysis process. The researcher analyzed the impacts of several translation procedures, encompassing direct translation strategies, oblique translation strategies, and supplementary translation procedures, and it addressed the impact of mistranslation.

The research revealed that adoption was the most preferred form of borrowing, whereas loaning was the least preferred among translators. This demonstrates that UKZN is endeavoring to promote isiZulu as a language worthy of academic recognition. This enhances the translation of online content on the UKZN ndaba website by improving flow and reducing the reliance on borrowed language. This signifies that the University Language Planning and Development Office (ULPDO) facilitates the establishment of new isiZulu equivalents.

The findings indicate that literal translation was effectively employed, resulting in no ambiguity or doubt. The translators of the UKZN ndaba online publications assessed literal translation as a method, guaranteeing that the meaning is retained in the target language. In the aforementioned examples, literal translation was effectively utilized without ambiguity or uncertainty. Vinay and Darbelnet's literal translation procedure is an essential instrument for

translating UKZN ndaba online publications from English to isiZulu, offering advantages such as fidelity to the source language, consistency, and efficiency.

Transposition was identified as the favored approach among translators, particularly for languages from distinct language families. The disparities in language structures, grammatical variations, and cultural subtleties between isiZulu and English significantly impact the translation of UKZN ndaba online publications from English into isiZulu. The results indicated that the obligatory change of sentence position (T-OB-SP) was the most favored method of transposition among translators. The translators of UKZN ndaba online publications favored the obligatory change of sentence position due to the differing language families of English and isiZulu.

Modulation, as defined by Vinay and Darbelnet (1995), is a versatile and essential translation strategy that enables the natural and culturally relevant translation of English texts into isiZulu. For UKZN ndaba, modulation enhances clarity, accessibility, and engagement, enabling the publication to communicate its content effectively to the isiZulu-speaking audience. The findings indicated that the translators of UKZN ndaba online publications effectively employed modulation without risk of misinterpretation or excessive alteration.

The results indicated that amplification, as a translation procedure in the UKZN ndaba online publication, enhances intelligibility for readers with a limited understanding of the topic. While amplification positively influences the translation of online publications by UKZN ndaba, it concurrently negatively impacts the translation process. Excessive amplification can overwhelm readers with superfluous information, thus undermining the source text. Moreover, it was demonstrated that loss, gain, and compensation provide essential tools for translating UKZN ndaba online publications from English into isiZulu. This approach enables translators to address language and cultural disparities while preserving the source text's content, tone, and intent.

During the analysis, it was observed that specific segments of the TT were inaccurately translated. Mistranslation can negatively impact the translation by causing a loss of meaning in the target text. The absence of meaning may lead to misunderstanding or misinterpretation among the readers of the translation. The mistranslation highlights the shortcomings of both the translator and the editor involved in the translation process. Moreover, mistranslation can have a detrimental impact on the institution's reputation.

5.4 Limitations of the Study

The study on translating the UKZN ndaba online publication from English into isiZulu encountered certain limitations during the research and writing phases. The limitations encompass:

The study faced certain limitations that affected its scope and depth. One significant limitation was the issue of time. Conducting qualitative research through detailed textual analysis is inherently time consuming, which restricted the number of publications that could be examined within the available research period. Consequently, the analysis was limited to eight publications, which, while representative, did not cover the entire range of possible texts produced by UKZN ndaba online.

Another limitation arose from the scarcity of translated material. While the UKZN ndaba online campus newsletter publishes a considerable number of articles, only a small fraction of them are translated into isiZulu. This restricted the dataset's scope and hindered a more comprehensive comparative analysis. The limited number of translated publications hints at potential institutional or operational challenges within the translation process, which the study could not delve into due to the lack of time.

5.5 Recommendations

This study investigated the translation procedures favored by translators at the UKZN in their online publications. Based on the study's findings, several recommendations can be made to improve translation practices at UKZN ndaba online.

The research revealed that only 87 out of 228 analyzed publications were translated into isiZulu, suggesting that translators may face challenges that hinder their ability to translate all content. Therefore, future research should include interviews with translators to gain deeper insights into the obstacles they encounter, such as workload, time constraints, or a lack of institutional support.

Considering that the UKZN language policy prioritizes the development and promotion of isiZulu as part of the institution's commitment to bilingualism, it is crucial that the university's internal publications reflect this mandate. Translating all ndaba online publications into isiZulu would demonstrate alignment with the policy and contribute significantly to the development of the isiZulu national corpus.

Furthermore, increasing the number of translators employed by the campus newsletter would ensure that translation work is manageable and that all publications can be rendered in isiZulu. Enhancing editorial capacity is equally important. Employing more editors to review translated texts before publication would help maintain high standards of accuracy and linguistic quality, minimizing the risk of mistranslations and errors.

5.6 Conclusion

This study aimed to investigate the impact of translation procedures employed in translating UKZN ndaba online publications from English to isiZulu. Utilizing Vinay and Darbelnet's (1995) linguistic model, supplemented by additional translation procedures, the research revealed that translators employ a combination of direct and oblique strategies to navigate the linguistic, cultural, and structural differences between the two languages. The analysis demonstrated that transposition emerged as the most frequently used procedure, reflecting the structural differences between English and isiZulu. Overall, the findings confirm that the translation procedures employed by translators positively contribute to meaning transfer and text accuracy, although occasional mistranslations emphasize the need for more rigorous editorial oversight.

Beyond identifying translation procedures, this study also sheds light on broader issues related to institutional bilingualism and the promotion of isiZulu in academic communication. The limited number of translated publications suggests that despite UKZN's bilingual language policy, operational challenges persist in fully realizing bilingual goals. The recommendations presented such as expanding translator and editor capacity, conducting further research through interviews with translators, and ensuring that all publications are translated highlight practical steps that can enhance translation quality and promote the equitable use of isiZulu. Overall, this study contributes to the growing body of translation scholarship within South Africa and underscores the crucial role of translation in advancing linguistic development, institutional communication, and multilingualism in higher education.

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APPENDICES

Appendix 1: Ethical Clearance



02 September 2024

Snothando Ngcobo (217048075)
School of Arts
Pietermaritzburg Campus

Dear S Ngcobo,

Protocol reference number: HSSREC/00007258/2024

Project title: Exploring translation of University of KwaZulu-Natal Ndaba Online publications from English into IsiZulu

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 21 June 2024 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

Incidents of adverse events and serious adverse events (AEs and SAEs) should be reported in writing to HSSREC, the study sponsors, and any regulatory authority (where appropriate), within 7 working days of the occurrence for local sites and 14 days for all other South African sites.

This approval is valid until 02 September 2025.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours sincerely,

Professor Dipane Hlalele (Chair)
/nng

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

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INSPIRING GREATNESS

Appendix 2: Turnitin Report

Exploring Translation of University of KwaZulu-Natal
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Appendix 4: Source Text

UKZN's Aerospace Systems Research Group (ASReG) has successfully tested a powerful liquid propellant rocket engine as the first step towards developing a launch vehicle for placing satellites into Earth-orbit.

The Ablative Blow-Down Liquid Engine (ABLE) was designed by Mechanical Engineering students in the masters and doctoral programmes at UKZN.

ASReG is developing designs for a commercial launch vehicle able to place satellites of up to 200kg in orbit for communications, environmental monitoring, agriculture and Earth observation purposes. The successful operation of ABLE will enable the group to begin work on a flight-weight engine to power the proposed rocket.

ASReG's Space Propulsion Programme is supported by the Department of Science and Innovation (DSI).

The highly successful ABLE engine test campaign took place at the Denel Overberg Test Range in the Western Cape over a three-week period. Ten Mechanical Engineering students put the South African First Integrated Rocket Engine (SAFFIRE) ABLE rocket engine through its paces on a test stand to measure its performance.

The ABLE engine combusts liquid oxygen (LOX) and Jet A-1 fuel to produce just under two tons of thrust, and is similar in design to engines powering the newest small satellite launch vehicles.

For the test campaign, students not only built the engine itself but also designed and qualified a state-of-the-art test facility with propellant storage tanks, an automated engine control system and a thrust stand to restrain the engine throughout its operation.

During testing, ABLE produced 18 kilonewtons (about 1.8 tons) of thrust in a series of short and long-duration burns. Although there are bigger commercial engines in operation, ABLE is one of the most powerful student-built liquid rocket engines ever produced.

With this development, UKZN has further strengthened its position as a South African centre of excellence in aerospace propulsion engineering. In March this year, ASReG broke the African hybrid rocket altitude record when it successfully launched a Phoenix rocket to 18km. ABLE is a different kind of engine, running on liquid propellants rather than the solid and liquid combination of the Phoenix rocket.

Mastering liquid rocket engine technology places UKZN and ASReG in a strong position to accelerate the development of a commercial launch vehicle. The ultimate goals are to create an African satellite launch capability, support South Africa's indigenous satellite and space data industries and boost the country's 4IR readiness.

SAFFIRE Engine Programme manager at UKZN Dr Jean Pitot said: 'The overwhelming success of our recent ABLE rocket engine test campaign is testament to the profound ability of young South African engineers to find globally-competitive solutions to today's grand engineering challenges. The rapid evolution of society's interaction with space over the past decade has been astonishing and is set to accelerate, as the services offered by burgeoning space-based enterprises become integral to our daily lives. The ASReG team is proud of the leading role that the University of KwaZulu-Natal is playing in laying the technical foundations for a sovereign space launch capability that will provide Africa with direct access to the space economy.'

Appendix 5: Target Text

I-Aerospace Systems Research Group (i-ASReG) yase-UKZN ihlole ngempumelelo injini yesiphuphutheki okuyisinyathelo sokuqala sokwethula indizamshini yasemkhathini.

I-Ablative Blow-Down Liquid Engine (i-ABLE) yenziwe ngabafundi abenza izifundo zeMasitazi neZobuDokotela ezifundweni ZobuNjiniyela BeziNjini e-UKZN.

I-ASReG yenza izinhlelo zokubeka amasathelathi angama-200kg okundiza emkhathini ezokuxhumana, ezokubheka imvelo, ezolimo nezomhlaba. Lomsebenzi oyimpumelelo we-ABLE uzokwenza ithimba liqale umsebenzi enjinini encane yesiphuphutheki esakhiwayo.

Uhlelo i-Space Propulsion Programme lwe-ASReG luxhaswe nguMnyango WezeSayensi (i-DSI).

Lomsebenzi wokuhlola injini we-ABLE obe yimpumelelo enkulu wenziwe e-Denel Overberg Test Range eNtshonalanga Kapa isikhathi esingamasonto amathathu. Abafundi abayishumi beZobunjiniyela beziNjini bahlola injini yesiphuphutheki.

Injini ye-ABLE ivutha nge-liquid oxygen (i-LOX) nophethiloli we-Jet A-1 kanti ngokwesakhiwo ufana nezinjini ezintsha zezinqola ezihlala amasathelathi.

Kulomkhankaso abafundi abagcinanga nje ngokwakha injini kepha benza nendawo esezingeni eliphezulu yokuhlola enezindawo ezinophephela, uhlelo lokulawula injini oluzishintshayo nendawo ehlala injini.

Ngesikhathi sokuhlolwa i-ABLE ikhipha Amandla ali-18 kilonewtons (cishe ali-1.8 ton) ashe ngokushesha nangokudonsa. Nakuba zikhona izinjini ezinkulu zaloluhlobo, i-ABLE ingenye yezinjini zeziphuphutheki ezinamandla ezakhiwe yizitshudeni.

Ngalempumelelo i-UKZN iqhubekile nokuzenzela igama ekubeni ngesinye sezikhungo ezihlonishwayo eNingizimu Afrika kwezobunjiniyela bomkhathi. NgoNdasa kulonyaka, i-ASReG iphule irekhodi lase-Africa ngekhati indizisa isiqhumane ibanga eli-18km. I-ABLE yinjini ehluke, ehamba ngophephela boketshezi.

Ukubamba ubuchwepheshe benjini yoketshezi kubeka i-UKZN ne-ASReG endaweni enhle yokuqala umsebenzi wokuthuthukisa inqola ehlala iziphuphutheki. Inhloso enkulu wukuphucula imboni yeziphuphutheki yaseNingizimu Afrika ukulungela ubuchwepheshe bangomuso.

Imenenja ye-SAFFIRE Engine Programme e-UKZN uDkt u-Jean Pitot uthe: ‘Impumelelo enkulu yokuhlola injini ye-ABLE iwubufakazi bomsebenzi omuhle wonjiniyela abancane baseNingizimu Afrika lapho kunezinsalelo khona emhlabeni. Ukuthuthuka kwalomkhakha eminyakeni eyishumi edlule kuyamangalisa kanti kuzoqhubeka njengoba indaba yeziphuphutheki izoba yingxenye yempilo yethu yemihla ngemihla. Ithimba le-ASReG liyaziqhenya ngeqhaza elikhulu iNyuvesi yaKwaZulu-Natali elibambile ekubekeni isisekelo esizokwenza i-Afrika ikwazi ukungena ngqo emnothweni wezomkhathi.’

Appendix 6: Sample of Analysis

1	2	3	4	5
English	IsiZulu	Back Translation	Type of Procedure	Example/Definition
1. UKZN's Aerospace Systems Research Group (ASReG)	I-Aerospace Systems Research Group (i-ASReG) yase-UKZN	UKZN's Aerospace Systems Research Group	T-OB-SP	<i>UKZN's</i> Aerospace Systems Research Group (ASReG) → I-Aerospace Systems Research Group (i-ASReG) <i>yase-UKZN</i>
2. has successfully tested a powerful liquid propellant rocket engine	ihlole ngempumelelo injini yesiphuphutheki	has successfully tested a liquid propellant rocket engine	T-OB-SP	has <i>successfully</i> tested → ihlole <i>ngempumelelo</i>
3. as the first step towards developing a launch vehicle for placing satellites into Earth-orbit.	okuyisinyathelo sokuqala sokwethula indizamshini yasemkhathini.	as the first step towards launching satellites into Earth-orbit.	T-OB-SP	<i>first</i> step → okuyisinyathelo <i>sokuqala</i>
4. was designed by Mechanical Engineering	yenziwe ngabafundi abenza izifundo zeMasitazi	was developed by Masters and Doctoral programme students in	BO	<i>Masters</i> → <i>Masitazi</i>
			BO	<i>Engineering</i> → <i>Njiniyela</i>

students in the masters and doctoral programmes at UKZN.	neZobuDokotela ezifundweni ZobuNjiniyela BeziNjini e-UKZN.	Mechanical Engineering at UKZN.	T-OB-SP	designed by <i>Mechanical Engineering</i> students in the masters and doctoral programmes → yenziwe ngabafundi abenza izifundo zeMasitazi neZobuDokotela ezifundweni <i>ZobuNjiniyela BeziNjini</i>
5. satellites	amasethelathi	satellites	BO	<i>satellites</i> → <i>amasethelathi</i>
6. The successful operation of ABLE will enable the group to begin work on a flight-weight engine to power the proposed rocket.	Lomsebenzi oyimpumelelo we-ABLE uzokwenza ithimba liqale umsebenzi enjinini encane yesiphuphutheki esakhiwayo.	The successful ABLE mission will enable the group to begin work on a flight-weight engine to power the proposed rocket.	BO	<i>engine</i> → <i>injini</i>
			T-OB-SP	<i>successful</i> operation → Lomsebenzi <i>oyimpumelelo</i>
7. ASReG's Space Propulsion Programme is	Uhlelo i-Space Propulsion Programme lwe-ASReG luxhaswe	The ASREG Space Propulsion Programme is funded by the	T-OB-SP	<i>ASReG's</i> Space Propulsion Programme → Uhlelo i-Space

supported by the Department of Science and Innovation (DSI).	nguMnyango WezeSayensi (i-DSI).	Department of Science (DSI).		Propulsion Programme <i>Iwe-ASReG</i>
8. The highly successful ABLE engine test campaign	Lomsebenzi wokuhlola injini we-ABLE obe yimpumelelo enkulu	The highly successful ABLE engine test	T-OB-SP	<i>highly</i> successful → yimpumelelo <i>enkulu</i>
9. Ten Mechanical Engineering students put the South African First Integrated Rocket Engine (SAFFIRE) ABLE rocket engine through its paces on a test stand to measure its performance.	Abafundi abayishumi beZobunjiniyela beziNjini bahlole injini yesiphuphutheki.	Ten Mechanical Engineering students tested a rock engine.	LGC	Loss → ABLE rocket engine through its paces on a test stand to measure its performance.

<p>10. The ABLE engine combusts liquid oxygen (LOX) and Jet A-1 fuel to produce just under two tons of thrust,</p>	<p>Injini ye-ABLE ivutha nge-liquid oxygen (i-LOX) nophethiloli we-Jet A-1</p>	<p>The ABLE engine burns with liquid oxygen (LOX) and Jet A-1 fuel</p>	<p>T-OB-SP</p>	<p><i>The ABLE engine → Injini ye-ABLE</i></p>
<p>11. and is similar in design to engines powering the newest small satellite launch vehicles.</p>	<p>kanti ngokwesakhiwo ufana nezinjini ezintsha zezinqola ezihlala amasathelathi.</p>	<p>And structurally it is similar to the new satellite launch vehicles.</p>	<p>T-OB-N</p>	<p><i>satellite → amasathelathi (satellites)</i></p>
<p>12. For the test campaign, students not only built the engine itself but also designed and qualified a state-of-the-art test facility with</p>	<p>Kulomkhankaso abafundi abagcinanga nje ngokwakha injini kepha benza nendawo esezingeni eliphezulu yokuhlola enezindawo ezinophephela,</p>	<p>In this campaign, the students not only built an engine but also designed a high-quality test facility with propellant,</p>	<p>LT</p>	

propellant storage tanks,				
13. an automated engine control system and a thrust stand to restrain the engine throughout its operation.	uhlelo lokulawula injini oluzishintshayo nendawo ehlala injini.	automated engine control system and engine compartment.	LGC	Loss → to restrain the engine throughout its operation
14. During testing, ABLE produced 18 kilonewtons (about 1.8 tons) of thrust in a series of short and long-duration burns	Ngesikhathi sokuhlolwa i-ABLE ikhipha Amandla ali-18 kilonewtons (cishe ali-1.8 ton) ashe ngokushesha nangokudonsa.	During the test the ABLE emits 18 kilonewtons (about 1.8 ton) of energy that burns quickly and long-duration.	LT	
15. Although there are bigger commercial	Nakuba zikhona izinjini ezinkulu zaloluhlobo, i-ABLE ingenye yezinjini	Although there are large engines of this type, ABLE is one of the	BO	<i>Engines</i> → <i>yezinjini</i>

engines in operation, ABLE is one of the most powerful student-built liquid rocket engines ever produced.	zeziphuphutheki ezinamandla ezakhiwe yizitshudeni.	most powerful liquid rocket engines built by students.	T-OB-SP	most powerful <i>student-built</i> liquid rocket engines → yezinjini zeziphuphutheki ezinamandla <i>ezakhiwe yizitshudeni</i> .
16. With this development, UKZN has further strengthened its position as a South African centre of excellence in aerospace propulsion engineering.	Ngalempumelelo i-UKZN iqhubekile nokuzenzela igama ekubeni ngesinye sezikhungo ezihlonishwayo eNingizimu Afrika kwezobunjiniyela bomkhathi.	With this development, UKZN has continued to make a name for itself as one of the most respected institutions in South Africa in aerospace engineering.	T-OB-SP	its position as a <i>South African</i> centre of excellence → ekubeni ngesinye sezikhungo ezihlonishwayo <i>eNingizimu Afrika</i>
17. In March this year, ASReG broke the African hybrid rocket	NgoNdasa kulonyaka, i-ASReG iphule irekhodi lase-Africa ngekhati	In March this year, ASReG broke the African record by	LGC	broke the African <i>hybrid rocket altitude</i> record → iphule irekhodi lase-Africa

altitude record when it successfully launched a Phoenix rocket to 18km.	indizisa isiqhumane ibanga eli-18km.	launching a rocket for 18km.		
18. ABLE is a different kind of engine, running on liquid propellants rather than the solid and liquid combination of the Phoenix rocket.	I-ABLE yinjini ehlukile, ehamba ngophephela boketshezi.	ABLE is a different kind of engine, which runs on liquid propellants.	T-OB-WC	<i>different kind</i> of engine → yinjini <i>ehlukile</i> ADJ + N → ADJ
			LGC	Loss → rather than the solid and liquid combination of the Phoenix rocket.
19. Mastering liquid rocket engine technology places UKZN and ASReG in a strong position to	Ukubamba ubuchwepheshe benjini yoketshezi kubeka i-UKZN ne-ASReG endaweni enhle yokuqala umsebenzi	Mastering liquid rocket engine technology places UKZN and ASReG in a strong position to accelerate	T-OB-SP	<i>engine</i> technology → ubuchwepheshe <i>benjini</i>

accelerate the development of a commercial launch vehicle.	wokuthuthukisa inqola ehlala iziphuphutheki.	the development of a commercial vehicle.		
20. The ultimate goals are to create an African satellite launch capability, support South Africa's indigenous satellite and space data industries and boost the country's 4IR readiness.	Inhloso enkulu wukuphucula imboni yeziphuphutheki yaseNingizimu Afrika ukulungela ubuchwepheshe bangomuso.	The ultimate goal is to improve South Africa's satellite industry to be ready for future technologies.	T-OB-N	<i>ultimate goals</i> → <i>inhloso enkulu</i>
			LGC	
21. SAFFIRE Engine Programme manager at UKZN Dr Jean Pitot said:	Imenenja ye-SAFFIRE Engine Programme e-UKZN uDkt u-Jean Pitot uthe:	SAFFIRE Engine Program Manager at UKZN Dr Jean Pitot said:	T-OB-SP	SAFFIRE Engine Programme <i>manager</i> → <i>Imenenja</i> ye-SAFFIRE Engine Programme

<p>22. ‘The overwhelming success of our recent ABLERocket engine test campaign is testament to the profound ability of young South African engineers to find globally-competitive solutions to today’s grand engineering challenges.</p>	<p>‘Impumelelo enkulu yokuhlola injini ye-ABLE iwubufakazi bomsebenzi omuhle wonjiniyela abancane baseNingizimu Afrika lapho kunezinsalelo khona emhlabeni.</p>	<p>The overwhelming success of the ABLERocket engine test is a testament to the profound work of young South African engineers in a challenging world.</p>	<p>T-OB-SP</p>	<p><i>globally</i> competitive solutions to today’s grand engineering challenges → lapho kunezinsalelo khona <i>emhlabeni</i>.</p>
<p>23. The rapid evolution of society’s interaction with space over the past decade has</p>	<p>Ukuthuthuka kwalomkhakha eminyakeni eyishumi edlule kuyamangalisa kanti kuzoqhubeka njengoba indaba</p>	<p>The development of this field over the past decade is amazing and will continue as the service of satellites will</p>	<p>T-OB-WC</p>	<p><i>rapid evolution</i> → <i>ukuthuthuka</i> ADJ + N → VN</p>

<p>been astonishing and is set to accelerate, as the services offered by burgeoning space-based enterprises become integral to our daily lives.</p>	<p>yeziphuphutheki izoba yingxenyeyempilo yethu yemihla ngemihla.</p>	<p>become integral to our daily lives.</p>		
<p>24. The ASReG team is proud of the leading role that the University of KwaZulu-Natal is playing in laying the technical foundations for a</p>	<p>Ithimba le-ASReG liyaziqhenya ngeqhazaelikhulu iNyuvesi yaKwaZulu-Natali elibambile ekubekeni isisekelo esizokwenza i-Afrika ikwazi ukungena</p>	<p>The ASReG team is proud of the leading role that the University of KwaZulu-Natal has played in laying the foundation that will enable Africa to directly</p>	T-OB-SP	ASREG <i>team</i> → <i>ithimba</i> le-ASREG
			T-OB-WC	<i>technical foundation</i> → <i>isisekelo</i> ADJ + N → N

<p>sovereign space launch capability that will provide Africa with direct access to the space economy.’</p>	<p>ngqo emnothweni wezomkhathi.’</p>	<p>access the space economy.</p>	<p>T-OB-SP</p>	<p><i>space</i> economy → emnothweni <i>wezomkhathi</i></p>
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Appendix 7: Source Text

Dr Lerato Phali is celebrating completing her PhD in Agricultural Economics as the youngest doctoral graduate in the subject at UKZN and being only the second Black South African PhD graduate in Agricultural Economics at the University.

‘I am so proud that I am the youngest and only the second Black South African Agricultural Economics PhD graduate at the University,’ said Phali. ‘It really does show that we need more of our local talent in academia and I am willing to work hard to ensure that happens.’

Focusing on water economics and governance, Phali’s study was funded by the [Water Research Commission](#) (WRC) and involved an evaluation of institutional integration, water user participation and performance in irrigation schemes in KwaZulu-Natal.

Supervised by Professor Maxwell Mudhara and Professor Stuart Ferrer, her work aimed to expand knowledge on efficient management and sustainable and equitable use of water resources in the context of climate change and water scarcity.

‘This research used a multi-disciplinary approach in addressing issues that rural communities face and took a deeper look at how policy can be reformed to address them,’ said Phali. ‘This is important because South African legislature and policies are considered to be very good compared to other developing countries but the implementation is not efficient.’

Focusing on where issues lie in implementation, from policy level to on the ground challenges, Phali sought to contribute to solutions to improve the effectiveness of policies and the improvement of rural farmers’ access to water resources for irrigation of their produce.

Now a lecturer and researcher in agricultural economics at the University of Pretoria, Phali was drawn to the subject because of its status as a management science, with concepts applicable to most spheres of key sectors in the developing world.

‘It is not just “agriculture”, but knowing how we can see value from our “agriculture” to improve livelihoods,’ she said.

During her studies, Phali was selected as a Young Agricultural Professionals Program Fellow, one of only two South Africans selected for the programme which incorporated a study tour in the United States where she visited Cornell University, the World Bank, the International Food Policy

Research Institute and the United States Department of Agriculture's Economic Research Services.

She also presented her research at international conferences, and participated in a [one-year research fellowship at the University of Foggia](#) in Italy.

'The most important highlight of my studies was working with rural communities and witnessing how much lives can be improved with the right match of development policy and implementation,' said Phali. 'There is still so much to be done and I can't wait to be part of it.'

Phali wants to continue making contributions to academia and contribute towards policy advisory by undertaking more development research.

She thanked Mudhara and Ferrer for their guidance throughout her studies, the WRC for funding her research, and the University of Foggia Agricultural and Food Economics Group for the opportunity to learn from them.

Appendix 8: Target Text

UDkt Lerato Phali uthakasela ukuqeda iziqu zobudokotela KwezoMnotho Wezolimo abe ngudokotela omncane kunabo bonke kulesi sifundo e-UKZN, waba ngudokotela wesibili oMnyama waseNingizimu Afrika wezifundo zobudokotela KwezoMnotho Wezolimo eNyuvesi.

‘Ngiziqhenya kakhulu ngokuba ngumfundi wezobudokotela omncane kunabo bonke nokuphela komfundi oMnyama waseNingizimu Afrika ongudokotela wezifundo ZezoMnotho WezoLimo eNyuvesi,’ kusho uPhali. ‘Kufakazela ukuthi sidinga ukuthi kwande isibalo sabantu bakithi kwezemfundo kanti ngizimisele ukusebenza kanzima ukuqinisekisa ukuthi kuyenzeka lokho.’

Ucwaningo lukaPhali, obelugxile kwezomnotho nezokuphatha, beluxhaswe yi-[Water Research Commission](#) (i-WRC) kanti beluthinta ukubheka ukudidiyela kwezinto esikhungweni, ukusetshenziswa kwamanzi nendlela okwenzeka ngayo ezinhlelweni zokunisela KwaZulu-Natali.

Ucwaningo lwakhe, abelulekwa kulona nguSolwazi Maxwell Mudhara noSolwazi Stuart Ferrer, beluhlose ukwandisa ulwazi ngendlela esebenzayo, enekusasa nelingene yokusebenzisa ingqalasizinda yamanzi lapho kunokuguguququka kwesimo sezulu nokushoda kwamanzi.

‘Lolucwaningo luyindlela edidiyele imikhakha ehlukeneyo yokubhekana nezinselelo zemiphakathi yasezindaweni zasemakhaya, yabhekisisa ukuthi inqubo ingashintshwa kanjani ukubhekana nazo,’ kusho uPhali. ‘Lokhu kubalulekile ngoba umthetho nenqubo kwaseNingizimu Afrika kuthathwa njengokuhle uma kuqathaniswa nokwamanye amazwe asathuthuka kodwa akuhambi kahle endleleni yokwenza izinto.’

UPhali, obegxile ekutheni ikuphi indaba ekwenzeni izinto, kusukela ezingeni lenqubo ezinselelweni zomsebenzi, ubehlose ukuphosa esivivaneni sokuxazulula izinkinga ekusebenzeni kwenqubo nokwenza ukuthi abalimi basemakhaya bafinyelele kangcono kwingqalasizinda yamanzi okunisela isivuno sabo.

UPhali, osengumfundisi nomcwaningi kwezomnotho wezolimo e-University of Pretoria, uthi kulesisifundo wathathwa yizinga laso lokuba ngezesayensi yezokuphatha, lapho kunezinto ezisebenza emikhakheni ehlukeneyo emazweni asathuthuka.

‘Akuzona “ezolimo” nje kodwa wukwazi ukuthi singazuzani kwezo“limo” zethu ukuphucula isinkwa sethu,’ kusho yena.

Ngenkathi esafunda, uPhali wakhethwa kwi-Young Agricultural Professionals Program Fellow, waba ngomunye wababili baseNingizimu Afrika abaqokwa kuloluhlelo oluhlanganise uhambo locwaningo oluya eMelika, lapho avakashela e-Cornell University, i-World Bank, i-International Food Policy Research Institute ne-Economic Research Services yoMnyango Wezolimo waseMelika.

Useke wethula ucwaningo lwakhe ezingqungqutheleni zomhlaba jikelele, wabamba iqhaza kwi-[research fellowship at the University of Foggia](#) yonyaka eNtaliyane.

‘Into emqoka kakhulu ngezifundo zami kwaba wukusebenza nemiphakathi yasezindaweni zasemakhaya nokubona izinto ukuthi impilo ingaphuculwa kanjani ngokuqondaniswa kahle nenqubo nendlela yokwenza izinto,’ kusho uPhali. ‘Usemningi umsebenzi osihlalele kanti ngimagange ukuba iqhaza kuwona.’

UPhali ufisa ukuqhubeka nokubamba iqhaza kwezemfundo nokuphosa esivivaneni ekwelulekeni ngokwenza olunye ucwaningo.

Ubonge oSolwazi Mudhara no-Ferrer ngokumcathulisa ezifundweni, i-WRC ngokuxhasa ucwaningo lwakhe ne-University of Foggia Agricultural and Food Economics Group ngethuba lokufunda khona.

Appendix 9: Sample of Analysis

1	2	3	4	5
English	IsiZulu	Back Translation	Translation Technique	Examples/Definition
1. Dr Lerato Phali is celebrating completing her PhD in Agricultural Economics as the youngest doctoral graduate in the subject at UKZN	UDkt Lerato Phali uthakasela ukuqeda iziqu zobudokotela KwezoMnotho Wezolimo abe ngudokotela omncane kunabo bonke kulesi sifundo e-UKZN,	Dr Lerato Phali is celebrating completing her doctorate in Agricultural Economics and being the youngest doctor in this course in UKZN,	T-OB-SP	<i>Youngest</i> doctoral graduate → ngudokotela <i>omncane</i>
2. and being only the second Black South African PhD graduate in Agricultural Economics at the University.	waba ngudokotela wesibili oMnyama waseNingizimu Afrika wezifundo zobudokotela KwezoMnotho Wezolimo eNyuvesi.	and being the second Black South African PhD graduate in Agricultural Economics at the University.	LT	
3. 'I am so proud that I am the youngest	'Ngiziqhenya kakhulu ngokuba ngumfundi	'I am so proud to be the youngest PhD student	T-OB-SP	<i>youngest</i> and only the second Black South

and only the second Black South African Agricultural Economics PhD graduate at the University,' said Phali.	wezobudokotela omncane kunabo bonke nokuphela komfundi oMnyama waseNingizimu Afrika ongudokotela wezifundo ZezoMnotho WezoLimo eNyuvesi,' kusho uPhali.	and the only Black South African Agricultural Economics PhD graduate at the University,' said Phali.		African Agricultural Economics PhD graduate → ngumfundi wezobudokotela <i>omncane</i> kunabo bonke nokuphela komfundi oMnyama
4. 'It really does show that we need more of our local talent in academia and I am willing to work hard to ensure that happens.'	'Kufakazela ukuthi sidinga ukuthi kwande isibalo sabantu bakithi kwezemfundo kanti ngizimisele ukusebenza kanzima ukuqinisekisa ukuthi kuyenzeka lokho.'	'It proves that we need more local people in academia and I am willing to work hard to ensure that happens.'	T-OB-WC	<i>more</i> → <i>kwande isibalo</i> PRON → V + N
5. Focusing on water economics and governance, Phali's study was funded by the Water Research	Ucwaningo lukaPhali, obelugxile kwezomnotho nezokuphatha, beluxhaswe yi-Water Research Commission	Phali's study, focused on economics and management, was funded by the Water Research Commission (WRC) and involved an	T-OP-SP	Focusing on water economics and governance, <i>Phali's study</i> → <i>Ucwaningo lukaPhali</i>

Commission (WRC) and involved an evaluation of institutional integration,	(i-WRC) kanti beluthinta ukubheka ukudidiyela kwezinto esikhungweni,	evaluation of institutional intergration,		
6. water user participation and performance in irrigation schemes in KwaZulu-Natal.	ukusetshenziswa kwamanzi nendlela okwenzeka ngayo ezinhlelweni zokunisela KwaZulu-Natali.	the use of water and perfomance in irrigation systems in KwaZulu-Natal.	T-OB-SP	<i>irrigation</i> schemes → ezinhlelweni <i>zokunisela</i>
7. Supervised by Professor Maxwell Mudhara and Professor Stuart Ferrer, her work aimed to expand knowledge on efficient management and	Ucwaningo lwakhe, abelulekwa kulona nguSolwazi Maxwell Mudhara noSolwazi Stuart Ferrer, beluhlose ukwandisa ulwazi ngendlela esebenzayo, enekusasa nelingene yokusebenzisa ingqalasizinda yamanzi	Supervised by Professor Maxwell Mudhara and Professor Stuart Ferrer, her work aimed to expand knowledge on an effective and sustainable way to use water infrastructure in the context of climate	T-OB-SP	<i>water</i> scarcity → nokushoda <i>kwamanzi</i>

sustainable and equitable use of water resources in the context of climate change and water scarcity.	lapho kunokuguququka kwesimo sezulu nokushoda kwamanzi.	change and water scarcity.		
8. 'This research used a multi-disciplinary approach in addressing issues that rural communities face and took a deeper look at how policy can be reformed to address them,' said Phali.	'Lolucwaningo luyindlela edidiyele imikhakha ehlukene yokubhekana nezinselelo zemiphakathi yasezindaweni zasemakhaya, yabhekisisa ukuthi inqubo ingashintshwa kanjani ukubhekana nazo,' kusho uPhali.	"This study used a multi-disciplinary approach in addressing issues that rural communities face, looking closely at how the policy can be changed to address them,"said Phali.	T-OB-WC	<i>This research</i> → <i>lolucwaningo</i> PRON + N → N
9. 'This is important because South African legislature and policies are	'Lokhu kubalulekile ngoba umthetho nenqubo kwaseNingizimu Afrika	'This is important because the South African legislature and policies is considered	T-OB-SP	<i>South African</i> legislature and policies → umthetho nenqubo <i>kwaseNingizimu Afrika</i>

<p>considered to be very good compared to other developing countries but the implementation is not efficient.’</p>	<p>kuthathwa njengokuhle uma kuqathaniswa nokwamanye amazwe asathuthuka kodwa akuhambi kahle endleleni yokwenza izinto.’</p>	<p>good compared to other developing countries but the implementation is not good.’</p>	<p>T-OB-WC</p>	<p><i>implementation</i> → <i>endleleni yokwenza izinto</i> N → LOC + POSS + N</p>
<p>10. Focusing on where issues lie in implementation, from policy level to on the ground challenges, Phali sought to contribute to solutions to improve the effectiveness of policies and the improvement of rural farmers’ access to water</p>	<p>UPhali, obegxile ekutheni ikuphi indaba ekwenzeni izinto, kusukela ezingeni lenqubo ezinselelweni zomsebenzi, ubehlose ukuphosa esivivaneni sokuxazulula izinkinga ekusebenzeni kwenqubo nokwenza ukuthi abalimi basemakhaya bafinyelele kangcono kwingqalasizinda yamanzi okunisela isivuno sabo.</p>	<p>Focusing on where the issue lies in doing things, from the policy level to the ground challenges, Phali intended to contribute to solutions to improve the effectiveness of policies and make rural farmers have better access to the water infrastructure to irrigate their crops.</p>	<p>T-OP-SP</p>	<p>Focusing on where issues lie in implementation, from policy level to on the ground challenges, <i>Phali</i> → <i>UPhali</i>, obegxile ekutheni ikuphi indaba ekwenzeni izinto</p>

resources for irrigation of their produce.				
11. Now a lecturer and researcher in agricultural economics at the University of Pretoria, Phali was drawn to the subject because of its status as a management science, with concepts applicable to most spheres of key sectors in the developing world.	UPhali, osengumfundisi nomcwaningi kwezomnotho wezolimo e-University of Pretoria, uthi kulesisifundo wathathwa yizinga laso lokuba ngezesayensi yezokuphatha, lapho kunezinto ezisebenza emikhakheni ehlukeni emazweni asathuthuka.	Phali, who is now a lecturer and researcher in agricultural economics at the University of Pretoria, says she was drawn to the course because of its status as a management science, where there concepts that work in different fields in developing countries.	T-OB-SP	Now a lecturer and researcher in agricultural economics at the University of Pretoria, <i>Phali</i> → <i>UPhali</i> , osengumfundisi nomcwaningi kwezomnotho wezolimo e-University of Pretoria
12. ‘It is not just “agriculture”, but knowing how we	‘Akuzona “ezolimo” nje kodwa wukwazi ukuthi singazuzani	‘It’s not just “agriculture” but knowing how we can	T-OB-WC	<i>livelihoods</i> → <i>isinkwa sethu</i> N → N + POSS

can see value from our “agriculture” to improve livelihoods,’ she said.	kwezo“limo” zethu ukuphucula isinkwa sethu,’ kusho yena.	benefit from our “agriculture” to improve livelihood,’ she said.		
13. During her studies, Phali was selected as a Young Agricultural Professionals Program Fellow,	Ngenkathi esafunda, uPhali wakhethwa kwi-Young Agricultural Professionals Program Fellow,	During her studies, Phali was selected as a Young Agricultural Professionals Program Fellow,	T-OB-WC	<i>her studies</i> → <i>esafunda (still studying)</i> POSS PRON + V → V
14. the United States Department of Agriculture’s Economic Research Services.	ne-Economic Research Services yoMnyango Wezolimo waseMelika.	and the United States Department of Agriculture’s Economic Research Services.	T-OB-SP	the <i>United States</i> Department of Agriculture’s Economic Research Services → ne-Economic Research Services yoMnyango Wezolimo <i>waseMelika</i> .
15. She also presented her research at	Useke wethula ucwaningo lwakhe	She has presented her research at international conferences	T-OB-WC	<i>international</i> → <i>zomhlaba jikelele</i> ADJ → POSS + ADJ

international conferences,	ezingqungqutheleni zomhlaba jikelele,			
16. how much lives can be improved	impilo ingaphuculwa kanjani	how life can be improved	T-OB-N	<i>lives</i> → <i>impilo</i>
17. I can't wait to be part of it.	ngimagange ukuba iqhaza kuwona.	I can't wait to be part of it.	T-OB-WC	<i>I can't wait</i> → <i>ngimagange</i> PRON + V → ADJ
18. Phali wants to continue making contributions	UPhali ufisa ukuqhubeka nokubamba iqhaza	Phali wants to continue making contributions	T-OB-WC	<i>wants to</i> → <i>ufisa</i> INF V → V
			T-OB-N	<i>contributions</i> → <i>iqhaza</i>
19. She thanked Mudhara and Ferrer for their guidance	Ubonge oSolwazi Mudhara no-Ferrer ngokumcathulisa	She thanked Professors Mudhara and Ferrer for their guidance	LGC	Gain → professor

Appendix 10: Source Text

Dean and Head of UKZN's School of Clinical Medicine, Professor Ncoza Dlova has launched a fund to support Medical students with historic debt.

The fund will ensure that education is a reality for those who are struggling financially with the investment in future medical doctors injecting much needed human resources in an already overburdened healthcare system.

Dlova said: 'At UKZN, the majority of our Medical students come from previously disadvantaged communities. This is reflected in our transformation agenda - 70% of our students are African and recruited from Quintile 1 and 2 schools. In order to assist them to focus on their studies without having financial worries, we are appealing to donors, non-governmental organisations, the corporate sector, alumni of UKZN's Nelson R Mandela School of Medicine as well as alumni of the former Alan Taylor residence to assist with donations.'

At a recent function at the Nelson R Mandela School of Medicine, alumnus and founder of the Gift of the Givers Dr Imtiaz Sooliman pledged R3 million towards the fund allowing a number of Medical students with historical debt to register for their studies this year.

Current Medical students at the School pledged their support for the fund with a number committing to donate R100 a month. Said fifth-year Medical student Mr Tyrell Pillay: 'The Professor Ncoza Dlova Medical Student Fund will go a long way in helping to create leaders in healthcare for the near future and beyond. The funds will be used to ensure that underprivileged students are not denied access to education and have a good chance of realising their goals and aspirations.'

Fourth-year Medical student Ms Zinhle Mzobe commented: 'The Professor Ncoza Dlova Medical Student Fund will ensure that that disadvantaged students are not left behind. The funds will be used to allow students to study without having a financial burden hanging over them.'

Donor contributions will be received by the UKZN Foundation qualifying donors for a tax benefit for their pledge. For more information on the fund visit: <https://youtu.be/Y8ePQVACgmo>.

- Support Doctors in the Making (*uMuntu nguMuntu ngaBantu*). Fund the future - Fund a Student and Be part of the Solution!

Appendix 11: Target Text

IDini neNhloko eSikoleni Sezokwelapha e-UKZN, uSolwazi Ncoza Dlova yethule isikhwama sokuxhasa abafundi bobudokotela abakweletayo.

Lesi sikhwama sizoqinisekisa ukuthi labo abathwele kanzima ngakwezezimali bayakwazi ukufunda njengoba lokhu kutshala imali kodokotela bangomuso kuzokwandisa izibalo endimeni yezempilo ethwele kanzima.

UDlova uthe: ‘Iningi labafundi bethu e-UKZN liqhamuka emiphakathini entulayo. Lokhu kuyavela kwinqubomgomo yethu yoguquko – ama-70% abafundi bethu ngabantu abamnyama abavela ezikoleni eziku-quintile 1 no-2. Ukuze sibasize bagxile ezifundweni zabo ngaphandle kwezinkinga zezimali, sinxusa bonke abanganikela, izinhlango ezizimele, osomabhizinisi, ababefunda eNelson R Mandela School of Medicine e-UKZN nabake bahlala e-Alan Taylor residence ukuthi basisize ngokunikela.’

Emcimbini obuse Nelson R Mandela School of Medicine, uDokotela Imtiaz Sooliman, owayengumfundi nomsunguli weGift of the Givers, uzibophezele ukunikela ngo-R3 million ukusiza abafundi bezobudokotela abakweletayo ukubhalisela ukufunda kulo nyaka.

Abafundi bakulesi siSikole bazibophezele ukuxhasa lesi sikhwama, abanye bathi bazonikela nge-R100 njalo ngenyanga. UMnuz Tyrell Pillay, owenza unyaka wesihlanu kwezobudokotela, uthe: ‘I-Professor Dlova Medical Student Fund izohamba ibanga elide ekubumbeni abaholi kwezempilo bakusasa. Imali izosetshenziselwa ukuqinisekisa ukuthi abafundi abantulayo abancishwa ithuba lemfundo futhi banethuba elihle ukufeza iphupho labo.’

UNksz Zinhle Mzobe, owenza unyaka wesine, uphawule wathi: ‘I-Professor Ncoza Dlova Medical Fund izoqinisekisa ukuthi abafundi abantulayo abasali ezifundweni. Imali izosetshenziswa ukuze bakwazi ukufunda ngale komthwalo wesikweletu emahlombe.’

Iminikelo yalesi sikhwama izokwemukelwa yi-UKZN Foundation kanti abanikelayo bazothola isaphulelo sentela. Ngeminye imininingwane ngalesi sikhwama, vakashela ku: <https://youtu.be/Y8ePQVACgmo>.

- Xhasa odokotela bangomuso (Umuntu ngumuntu ngabantu). Xhasa ikusasa – Xhasa umfundi ngemali ube yingxenyeye yesisombululo!

Appendix 12: Sample of Analysis

1	2	3	4	5
English	IsiZulu	Back Translation	Translation Techniques	Examples/Definition
1. Dean and Head of UKZN's School of Clinical Medicine	IDini neNhloko eSikoleni Sezokwelapha e-UKZN,	The Dean and Head of UKZN's School of Clinical Medicine	BO	<i>Dean</i> → <i>Idini</i>
2. The fund will ensure that education is a reality for those who are struggling financially with the investment in future medical doctors injecting much needed human resources in an already overburdened healthcare system.	Lesi sikhwama sizoqinisekisa ukuthi labo abathwele kanzima ngakwezezimali bayakwazi ukufunda njengoba lokhu kutshala imali kodokotela bangomuso kuzokwandisa izibalo endimeni yezempilo ethwele kanzima.	The fund will ensure that education is a reality for those who are struggling financially with the investment in future medical doctors injecting much needed human resources in an already overburdened healthcare system	T-OB-WC	<i>will ensure</i> → <i>sizoqinisekisa</i> V PHRASE → V
			T-OB-SP	education is a reality for those who are <i>struggling financially</i> → labo <i>abathwele kanzima ngakwezezimali bayakwazi ukufunda</i>

3. Dlova said: ‘At UKZN, the majority of our Medical students come from previously disadvantaged communities.	UDlova uthe: ‘Iningi labafundi bethu e-UKZN liqhamuka emiphakathini entulayo.	Dlova said: 'Most of our students at UKZN come from disadvantaged communities.	LGC	At UKZN, the majority of our <i>Medical</i> students → ‘Iningi labafundi bethu e-UKZN
			T-OB-SP	<i>At UKZN</i> , the majority → Iningi labafundi bethu e- <i>UKZN</i>
4. This is reflected in our transformation agenda - 70% of our students are African and recruited from Quintile 1 and 2 schools.	Lokhu kuyavela kwinqubomgomo yethu yoguquko – ama-70% abafundi bethu ngabantu abamnyama abavela ezikoleni eziku-quintile 1 no-2.	This is reflected in our transformation agenda – 70% of our students are Africans from schools in quintile 1 and 2.	BO	<i>quintile</i> → <i>eziku-quintile</i>
5. In order to assist them to focus on their studies	Ukuze sibasize bagxile ezifundweni zabo	Inorder to assist them to focus on their studies	T-OB-WC	<i>assist them</i> → <i>sibasize</i> V + PRON → V

6. At a recent function at the Nelson R Mandela School of Medicine,	Emcimbini obuse Nelson R Mandela School of Medicine,	At a recent function at the Nelson R Mandela School of Medicine,	LT	
7. alumnus and founder of the Gift of the Givers Dr Imtiaz Sooliman pledged R3 million towards the fund allowing a number of Medical students with historical debt to register for their studies this year.	uDokotela Imtiaz Sooliman, owayengumfundi nomsunguli weGift of the Givers, uzibophezele ukunikela ngo-R3 million ukusiza abafundi bezobudokotela abakweletayo ukubhalisela ukufunda kulo nyaka.	Dr. Imtiaz Sooliman, alumnus and founder of Gift of the Givers, has pledged to donate R3 million to assist medical students with historical debts to register for their studies this year.	T-OB-SP	alumnus and founder of the Gift of the Givers <i>Dr Imtiaz Sooliman</i> → <i>uDokotela Imtiaz Sooliman</i> , owayengumfundi nomsunguli weGift of the Givers
8. Current Medical students at the School pledged their support for the fund with a number committing to donate R100 a month.	Abafundi bakulesi siSikole bazibophezele ukuxhasa lesi sikhwama, abanye bathi bazonikela nge-R100 njalo ngenyanga.	Current Medical students at the School pledged their support for the fund with a number committing to donate R100 per month.	T-OB-WC	<i>Pledge their support</i> → <i>ukuxhasa</i> V + POSS + N → VN
9. Said fifth-year Medical student Mr Tyrell Pillay: 'The Professor Ncoza Dlova Medical Student Fund will go a long way in helping to	UMnuz Tyrell Pillay, owenza unyaka wesihlanu kwezobudokotela, uthe: 'I-Professor Dlova Medical Student Fund izohamba	Mr Tyrell Pillay, a fifth-year medical student, said: 'The Professor Dlova Medical Student Fund will go a long way in in helping	LGC	go a long way in helping to create leaders in healthcare for the near future <i>and beyond</i> - izohamba ibanga elide

create leaders in healthcare for the near future and beyond.	ibanga elide ekubumbeni abaholi kwezempilo bakusasa.	to create leaders in healthcare for the near future		ekubumbeni abaholi kwezempilo bakusasa.
10. The funds will be used to ensure that underprivileged students are not denied access to education and have a good chance of realising their goals and aspirations.’	Imali izosetshenziselwa ukuqinisekisa ukuthi abafundi abantulayo abancishwa ithuba lemfundo futhi banethuba elihle ukufeza iphupho labo.’	The money will be used to ensure that disadvantaged students are not deprived of the opportunity for education and have a good chance to achieve their dream.’	LGC	goals and aspirations - amaphupho
11. Fourth-year Medical student Ms Zinhle Mzobe commented: ‘The Professor Ncoza Dlova Medical Student Fund will ensure that that disadvantaged students are not left behind.	UNksz Zinhle Mzobe, owenza unyaka wesine, uphawule wathi: ‘I-Professor Ncoza Dlova Medical Fund izoqinisekisa ukuthi abafundi abantulayo abasali ezifundweni.	Fourth-year student Ms Zinhle Mzobe commented: ‘Professor Ncoza Dlova Medical Fund will ensure that disadvantaged students are not left behind in their studies.	T-OB-SP	Fourth-year Medical student Ms Zinhle Mzobe → UNksz Zinhle Mzobe, owenza unyaka wesine
12. The funds will be used to allow students to study without having a financial burden hanging over them.’	Imali izosetshenziswa ukuze bakwazi ukufunda ngale komthwalo wesikweletu emahlombe.’	The money will be used so that they can study without the burden of debt on their shoulders.’	MOD	financial burden hanging over them - komthwalo wesikweletu emahlombe

				<i>BT</i> : burden of debt on their shoulders
13. Donor contributions will be received by the UKZN Foundation qualifying donors for a tax benefit for their pledge.	Iminikelo yalesi sikhwama izokwemukelwa yi-UKZN Foundation kanti abanikelayo bazothola isaphulelo sentela.	Donations to this fund will be accepted by the UKZN Foundation qualifying donors for a tax benefit for their pledge.	T-OB-SP	Donor <i>contributions</i> → <i>Iminikelo</i> yalesi sikhwama
14. For more information on the fund visit: https://youtu.be/Y8ePQVA Cgmo.	Ngeminye imininingwane ngalesi sikhwama, vakashela ku: https://youtu.be/Y8ePQVA Cgmo.	For more information on the fund, visit: https://youtu.be/Y8ePQVA Cgmo.	LT	
15. Support Doctors in the Making (uMuntu nguMuntu ngaBantu). Fund the future - Fund a Student and Be part of the Solution!	Xhasa odokotela bangomuso (Umuntu ngumuntu ngabantu). Xhasa ikusasa – Xhasa umfundi ngemali ube yingxenye yesisombululo!	Support doctors of the future (Umuntu ngumuntu ngabantu). Fund the future - Fund a student and be part of the solution!	LT	

Appendix 13: Source Text

The College of Health Sciences has renamed its L7 lecture venue on the Nelson R. Mandela School of Medicine campus in Durban in honour of Professor Bongani Mawethu Mayosi.

Mayosi was Professor of Medicine and Head of the Department of Medicine at Groote Schuur Hospital and the University of Cape Town at the time of his death in 2018. A UKZN Medical alumnus, he trained in internal medicine and cardiology in Cape Town and worked as a Nuffield Oxford Medical Fellow in cardiovascular medicine at the University of Oxford in England from 1998 to 2001.

In her welcome remarks at the renaming function, Professor Ncoza Dlova, Dean of the School of Clinical Medicine and a close friend of Mayosi, mentioned to the audience of family, friends, former classmates of Mayosi as well as UKZN staff and students that the renaming was in honour of the memory of a man of outstanding intellect who was an exceptional cardiologist, scholar and a tireless champion for health in Africa.

His research interests included genetics of cardiovascular traits, treatment of tuberculous pericarditis, and prevention of rheumatic fever. He had an A-rating from the National Research Foundation (NRF) which considered him to be among the ranks of leading international researchers.

In 2017, a research team he led made international headlines for identifying a new gene that is a major cause of sudden death due to heart failure among young people and athletes. Mayosi's involvement in the research included spending 20 years monitoring a South African Durban-based African family affected by this disorder. 'This is a testimony to his tenacious pursuit of pioneering research that helps save lives,' said Vice-Chancellor of UCT, Professor Mamokgethi Phakeng.

Professor Mike Sathekge, head of the Nuclear Medicine Department at the University of Pretoria and Steve Biko Academic Hospital and close personal friend and mentee of Mayosi, unveiled the new name of the lecture venue. In his presentation, Sathekge said: 'Bongs was a selfless mentor with a sense of responsibility for others. He always aimed to transform the lives of others, planting in our students these principles and values to ensure they succeeded. His motto in life was: Lift as You Rise.'

Said Mayosi's brother Mr Siphon Mayosi: 'Though he has passed on, his legacy remains with us and we still hear his words of encouragement all around us.'

In 2017, Mayosi was elected to the US National Academy of Medicine, one of the highest honours in the fields of health and medicine, awarded to individuals who have demonstrated outstanding professional achievement and commitment to service. His numerous accolades include election to the Fellowship of the World Academy of Arts and Science (2013); South African Medical Association/Bonitas Medical Fund Merit Award for Health Research (2013); National Science and Technology Foundation - BHP Billiton Award (2012), and the National Research Foundation Award for Transforming the Science Cohort in South Africa (2011).

In November 2009, former President Jacob Zuma awarded him with South Africa's highest honour, the Order of Mapungubwe in Silver, for excellent achievements in medical science.

He was the President of the College of Physicians of South Africa; Chairman of the National Health Research Committee; Vice-President of the Pan African Society of Cardiology (PASCAR), and Chairman of the Rheumatic Fever Council of the World Heart Federation.

In closing, Sathekge said: 'Mayosi left a remarkable legacy through his contributions to medical research, academic medicine and the development of others. He will always be remembered for these words: "It is not enough to take the consultant post and continue where your predecessor left off. Each one of us was created to make a special contribution to the world. The next hill to climb is how this can be realised in your own life so that you can transform the lives of others".'

Appendix 14: Target Text

IKolishi lezeSayensi yezeMpilo liqambe kabusha indawo yokufundela i-L7 esikhungweni i-Nelson R Mandela School of Medicine eThekwini ukhlonipha uSolwazi Bongani Mawethu Mayosi.

UMayosi ubenguSolwazi woKwelapha kanye neNhloko yoMnyango woKwelapha esibhedlela e-Groote Schuur kanye naseNyuvesi yase-Cape Town ngesikhathi eshona ngowezi-2018. Njengowayefunda ophikweni lokwelapha e-UKZN, waqeqeshwa emkhakheni wezokwelashwa kwabantu abadala nezifo zenhliziyo eCape Town kanti wasebenza nabanye abenza ucwaningo esikhungweni iNuffield Oxford Medical kwezokwelashwa kwezifo zenhliziyo eNyuvesi yase-Oxford eNgilandi kusuka kowezi-1998 kuya kowezi-2001.

Ebeka amazwi okwamukela emcimbini wokuqamba kabusha, uSolwazi Ncoza Dlova, oyiNhloko yesiKole seMithi yoKwelapha kanye nomngani oseduze kaMayosi, ubalule ezihambelini ezingumndeni, abangani kanye nababefunda noMayosi kanye nabasebenzi base-UKZN kanye nabafundi ukuthi ukuqanjwa kabusha kungukhlonipha indoda ayayinobuhlakani obumangalisayo, eyayengudokotela wezifo zenhliziyo ongajwayelekile, isifundiswa kanye nengqwele engakhathali yezempilo e-Afrika.

Intshisekelo yocwaningo lwakhe kubalwa kuyo izifo zenhliziyo ezihambisana nofuzo, ukwelashwa kwesifo sofuba lokuvuvukala kolwelwesi oluzungeze inhliziyi, kanye nokuvikela izifo ezithikameza inhliziyi, isikhumba, nengqondo. Wakleliswa ngokwesigaba A, i-A rating, kwinhlangano yabacwaningi kuleli i-National Research Foundation (NRF) eyayimthatha njengomunye owayesezingeni labahamba phambili kubacwaningi bomhlaba.

Ngiwezi-2017, ithimba labacwaningi ayelihola laba ngundabuzekwayo emazweni omhlaba ngokuhlonza isakhi sofuzo esasiyimbangela enkulu yokufa ujuqu ngenxa yokuma kokushaya kwenhliziyo kubantu abasha kanye nakubasubathi. Ukuzibandakanya kukaMayosi kulolu cwaningo kufaka phakathi ukuchitha iminyaka engu-20 ehlola umndeni waseNingizimu Afrika ozinze eThekwini ethikanyezwa yilolu hlobo lokungasebenzi kahle komzimba. ‘Lona ngubufakazi bokungalilahli kwakhe ithawula ekusunguleni ucwaningo olulekelela ukuhlenga izimpilo,’ kusho iSekela likaShansela wase-UCT, uSolwazi Mamokgethi Phakeng.

USolwazi Mike Sathekge, oyinhloko yomnyango we-Nuclear Medicine eNyuvesi yasePitoli kanye nasasibhedlela eSteve Biko Academic nongumngani omkhulu futhi owaqeqeshwa kaMayosi wembule igama elisha lendawo yokufundela. Enza izethulo zakhe, uSethekge uthi: ‘UBongs wayengumeluleki ocabangela futhi ezibophezela kwabanye. Ubehlale ephokophele ukushintsha izimpilo zabanye, etshala kubafundi izimiso eziqinisekisa ukuthi bayaphumelela. Isiqubulo sakhe empilweni sasithi: ‘Phakamisa ngesikhathi uphakama (*lift as you rise*).’

Umfowabo kaMayosi, uMnuz Siphon Mayosi uthi: ‘Yize esadlula emhlabeni, umlando wakhe usahleli nathi futhi sisalokhu siwezwa amagama akhe akhuthazayo esizungezile.’

Ngowezi-2017, uMayosi waqokelwa kwese-US National Academy of Medicine, okungukuhlonishwa okuphezulu emkhakheni wezempilo kanye nokwelashwa okuklonyeliswa abantu abasuke bezuze lukhulu emkhakheni womsebenzi wabo kanye nokuzinikela kwabakwenzayo. Okunye ukutswa okwehlukene kubalwa ukuqokelwa ukuyohlanganyela kwiSikole soMhlaba sezobu-Ciko kanye neSayensi, i-Fellowship of the World Academy of Arts and Science (2013); umklomelo wokucwaninga ngezempilo kasoseshini wezempilo e-Afrika nesikhwama sezempilo sakwa-Bonitas, i-South African Medical Association/Bonitas Medical Fund Merit Award for Health Research (2013); umklomelo wenhlangano yososayenye kanye bobuchwepheshe kuleli, i-National Science and Technology Foundation - BHP Billiton Award (2012); kanye nomklomelo wenhlangano yokucwaninga kuleli wokuguqula ngokubambisana isayensi eNingizimu Afrika, i-National Research Foundation Award for Transforming the Science Cohort in South Africa (2011).

NgoLwezi ngowezi-2009, uMengameli Jacob Zuma wamklomelisa ngendondo yokumhlonipha eNingizimu Afrika, i-Order of Mapungubwe in Silver, ngempumelelo yakhe enhle kakhulu emkhakheni wesayensi yokwelapha.

Wayengumengameli weKolishi loDokotela eNingizimu Afrika, uSihlalo wekomiti labacwaningi bezempilo kuleli, i-National Health Research Committee; iSekela likaMengameli weNhlango yeZifo zeNhliziyo Emazweni ase-Afrika, i-Pan African Society of Cardiology (PASCAR); kanye noSihlalo womkhandlu wezifo ezithikameza ihliziyo, umzimba namalungu omzimba emhlabeni eyingxenywe yenhlangano yenhliziyi emhlabeni, i-Rheumatic Fever Council of the World Heart Federation.

Esevala, uSethekge uthe: ‘UMayosi ushiye umlando obonakalayo ngomnikelo wakhe ekucwaningweni kwezokwelapha, kwezemfundo zokwelapha kanye nokuthuthukisa abanye. Uyohlale ekhunjulwa ngalawa mazwi: “Akwenele ukuthatha umsebenzi wokweluleka oshiywe omunye umuntu bese uqhubeka lapho egcine khona. Omunye nomunye wethu wadalelwa ukuthi enze umnikelo okhethekile emhlabeni. Okulandelayo ukuthi lokhu ungakwenza kanjani empilweni yakho ukuze ukwazi ukushitsha izimpilo zabanye abantu”.’

Appendix 15: Sample of Analysis

1	2	3	4	5
English	IsiZulu	Back Translation	Translation Technique	Examples/Definition
1. The College of Health Sciences has renamed its L7 lecture venue on the Nelson R. Mandela School of Medicine campus in Durban in honour of Professor Bongani Mawethu Mayosi.	IKolishi lezeSayensi yezeMpilo liqambe kabusha indawo yokufundela i-L7 esesikhungweni i-Nelson R Mandela School of Medicine eThekwini ukuhlonipha uSolwazi Bongani Mawethu Mayosi.	The College of Health Sciences has renamed the L7 lecture venue on the Nelson R. Mandela School of Medicine in Durban in honor of Professor Bongani Mawethu Mayosi.	BO	<i>Science</i> → <i>Sayensi</i>
			T-OB-SP	<i>Health Sciences</i> → <i>lezeSayensi yezeMpilo</i>
2. Mayosi was Professor of Medicine and Head of the Department of Medicine at Groote Schuur Hospital and the University of Cape Town at the	UMayosi ubenguSolwazi woKwelapha kanye neNhloko yoMnyango woKwelapha esibhedlela e-Groote Schuur kanye naseNyuvesi yase-Cape Town ngesikhathi eshona ngowezi-2018.	Mayosi was Professor of Medicine and Head of the Department of Medicine at Groote Schuur Hospital and the University of Cape Town at the time of his death in 2018.	T-OB-SP	<i>Groote Schuur Hospital</i> → <i>esibhedlela e-Groote Schuur</i>

time of his death in 2018.				
3. A UKZN Medical alumnus	Njengowayefunda ophikweni lokwelapha e-UKZN	A UKZN Medical alumnus	T-OB-SP	A UKZN Medical <i>alumnus</i> → <i>Njengowayefunda</i> ophikweni lokwelapha e-UKZN
4. In her welcome remarks at the renaming function, Professor Ncoza Dlova, Dean of the School of Clinical Medicine and a close friend of Mayosi,	Ebeka amazwi okwamukela emcimbini wokuqamba kabusha, uSolwazi Ncoza Dlova, oyiNhloko yesiKole seMithi yoKwelapha kanye nomngani oseduze kaMayosi,	Delivering welcoming remarks at the renaming ceremony, Professor Ncoza Dlova, Head of the School of Medicine and close friend to Mayosi,	T-OB-SP	<i>welcome</i> remarks → amazwi <i>okwamukela</i> <i>renaming</i> function → emcimbini <i>wokuqamba</i>
5. mentioned to the audience of family, friends, former classmates of Mayosi	ubalule ezihambelini ezingumndeni, abangani kanye nababefunda noMayosi	mentioned to the family, friends and former classmates of Mayosi	T-OB-WC	<i>former classmates</i> → <i>nababefunda</i> N → V

<p>6. His research interests included genetics of cardiovascular traits, treatment of tuberculous pericarditis, and prevention of rheumatic fever.</p>	<p>Intshisekelo yocwaningo lwakhe kubalwa kuyo izifo zehliziyo ezihambisana nofuzo, ukwelashwa kwesifo sofuba lokuvuvukala kolwelwesi oluzungeze inhliziyi, kanye nokuvikela izifo ezithikameza inhliziyi, isikhumba, nengqondo.</p>	<p>His research interests included genetics of cardiovascular diseases, the treatment of tuberculosis, inflammation of the lining of the heart, and the prevention of rheumatic fever.</p>	<p>AMP</p>	<p><i>rheumatic fever → izifo ezithikameza inhliziyi, isikhumba, nengqondo</i></p>
<p>7. He had an A-rating from the National Research Foundation (NRF) which considered him to be among the ranks of leading international researchers.</p>	<p>Wakleliswa ngokwesigaba A, i-A rating, kwinhlangano yabacwaningi kuleli i-National Research Foundation (NRF) eyayimthatha njengomunye owayesezingeni labahamba phambili kubacwaningi bomhlaba.</p>	<p>He was ranked according to category A, A rating, by the National Research Foundation (NRF), which considered him one of leading international researchers.</p>	<p>AMP</p>	<p><i>He had an A-rating → Wakleliswa ngokwesigaba A, i-A rating</i></p>
<p>8. In 2017, a research team he led</p>	<p>Ngowezi-2017, ithimba labacwaningi ayelihola</p>	<p>In 2017, the research team he led</p>	<p>T-OP-SP</p>	<p><i>research team → ithimba labacwaningi</i></p>

<p>9. Mayosi's involvement in the research included spending 20 years monitoring a South African Durban-based African family affected by this disorder.</p>	<p>Ukuzibandakanya kukaMayosi kulolu cwaningo kufaka phakathi ukuchitha iminyaka engu-20 ehlola umndeni waseNingizimu Afrika ozinze eThekwini ethikanyezwa yilolu hlobo lokungasebenzi kahle komzimba.</p>	<p>Mayosi's involvement in this research included spending 20 years examining a South African family based in Durban who were affected by this type of disorder.</p>	<p>T-OB-SP</p>	<p><i>Mayosi's involvement → ukuzibandakanya kukaMayosi</i></p>
<p>10. 'This is a testimony to his tenacious pursuit of pioneering research that helps save lives,' said Vice-Chancellor of UCT, Professor Mamokgethi Phakeng.</p>	<p>'Lona ngubufakazi bokungalilahli kwakhe ithawula ekusunguleni ucwaningo olulekelela ukuhlenga izimpilo,' kusho iSekela likaShansela wase-UCT, uSolwazi Mamokgethi Phakeng.</p>	<p>'This is a testimony to his tenacious pursuit of pioneering research that helps save lives,' said Vice-Chancellor of UCT, Professor Mamokgethi Phakeng.</p>	<p>BO</p>	<p><i>Chancellor → Shansela</i></p>
<p>11. Professor Mike Sathekge, head of the Nuclear Medicine</p>	<p>USolwazi Mike Sathekge, oyinhloko yomnyango we-Nuclear Medicine eNyuvesi</p>	<p>Professor Mike Sathekge, the head of the Department of Nuclear Medicine at the</p>	<p>T-OB-SP</p>	<p>Head of Nuclear Medicine <i>Department</i> at the University of Pretoria</p>

Department at the University of Pretoria and Steve Biko Academic Hospital and close personal friend and mentee of Mayosi, unveiled the new name of the lecture venue.	yasePitoli kanye nasasibhedlela eSteve Biko Academic nongumngani omkhulu futhi owaqeqeshwa kaMayosi wembule igama elisha lendawo yokufundela.	University of Pretoria and at the Steve Biko Academic Hospital and a close friend and mentee of Mayosi revealed the new name of the lecture venue.		→ oyinhloko <i>yomnyango</i> we-Nuclear Medicine eNyuvesi yasePitoli
12. In his presentation, Sathekge said: ‘Bongs was a selfless mentor with a sense of responsibility for others.	Enza izethulo zakhe, uSethekge uthi: ‘UBongs wayengumeluleki ocabangela futhi ezibophezela kwabanye.	In his presentation, Sethekge said: ‘Bongs was a selfless mentor with a sense of responsibility for others’.	T-OB-N	<i>presentation</i> → <i>izethulo</i>
13. He always aimed to transform the lives of others, planting in our students these principles and values	Ubehlale ephokophele ukushintsha izimpilo zabanye, etshala kubafundi izimiso eziqinisekisa ukuthi bayaphumelela.	He always strived to change the lives of others, planting in our students these principles and values to ensure they succeeded.	T-OB-WC	<i>our students</i> → <i>kubafundi</i> POSS + N → N

to ensure they succeeded.				
14. His motto in life was: 'Lift as You Rise.'	Isiqubulo sakhe empilweni sasithi: 'Phakamisa ngesikhathi uphakama (lift as you rise).'	His motto in life was: 'Lift as you rise.'	LT	<i>Lift as you rise → Phakamisa ngesikhathi uphakama</i>
15. Said Mayosi's brother Mr Siphon Mayosi: 'Though he has passed on, his legacy remains with us and we still hear his words of encouragement all around us.'	Umfowabo kaMayosi, uMnuz Siphon Mayosi uthi: 'Yize esadlula emhlabeni, umlando wakhe usahleli nathi futhi sisalokhu siwezwa amagama akhe akhuthazayo esizungezile.'	Mr. Siphon Mayosi, Mayosi's brother said: 'Though he has passed on, his legacy remains with us and we still hear his encouraging words around us.'	T-OP-SP	<i>Said Mayosi's brother Mr Siphon Mayosi → Umfowabo kaMayosi, uMnuz Siphon Mayosi uthi</i>
16. In 2017, Mayosi was elected to the US National Academy of Medicine, one of the highest honours in the fields of health and medicine	Ngowezi-2017, uMayosi waqokelwa kwese-US National Academy of Medicine, okungukuhlonishwa okuphezulu emkhakheni	In 2017, Mayosi was elected to the US National Academy of Medicine, one of the highest honours in the fields of health and medicine	T-OB-N	<i>health → wezempilo</i>

	wezempilo kanye nokwelashwa			
17. His numerous accolades include election to the Fellowship of the World Academy of Arts and Science	Okunye ukutuswa okwehlukene kubalwa ukuqokelwa ukuyohlanganyela kwiSikole soMhlaba sezobuCiko kanye neSayensi	His accolades include election to the Fellowship of the World Academy of Arts and Science, Fellowship of the World Academy of Arts and Science	T-OB-SP	<i>numerous accolades → ukutuswa okwehlukene</i>
18. BHP Billiton Award (2012), and the National Research Foundation Award for Transforming the Science Cohort in South Africa (2011).	BHP Billiton Award (2012); kanye nomklomelo wenhlangano yokucwaninga kuleli wokuguqula ngokubambisana isayensi eNingizimu Afrika, i-National Research Foundation Award for Transforming the Science Cohort in South Africa (2011).	BHP Billiton Award (2012); and the National Research Foundation Award for Transforming the Science Cohort in South Africa (2011).	T-OB-SP	<i>the National Research Foundation Award → nomklomelo wenhlangano yokucwaninga</i>

19. In November 2009, former President Jacob Zuma awarded him with South Africa's highest honour	NgoLwezi ngowezi-2009, uMengameli Jacob Zuma wamklomelisa ngendondo yokumhlonipha eNingizimu Afrika	In November 2009, President Jacob Zuma awarded with South Africa's highest honour	T-OP-WC	<i>awarded him → wamklomelisa</i> V + PRON → V
20. He was the President of the College of Physicians of South Africa; Chairman of the National Health Research Committee; Vice-President of the Pan African Society of Cardiology (PASCAR), and Chairman of the Rheumatic Fever Council of the World Heart Federation.	Wayengumengameli weKolishi loDokotela eNingizimu Afrika, uSihlalo wekomiti labacwaningi bezempilo kuleli, i-National Health Reserch Committee; iSekela likaMengameli weNhlngano yeZifo zeNhliziyo Emazweni ase-Afrika, i-Pan African Society of Cardiology (PASCAR); kanye noSihlalo womkhandlu wezifo ezithikameza ihliziyo, umzimba namalungu omzimba emhlabeni	He was the president of the College of Physicians of South Africa, the Chairman of the National Health Research Committee, the Vice-President of the Pan African Society of Cardiology (PASCAR); and the Chairman of the council for diseases affecting the heart, body and organs in the world which is part of the world's heart organization, the Rheumatic Fever Council	AMP	<i>rheumatic fever → izifo ezithikameza inhliziy, isikhumba, nengqondo</i>
			T-OB-WC	<i>He was the President → wayengumongameli</i> PRON + V + N → N

	eyingxeny e yehlangano yehliziy o emhlabeni, i-Rheumatic Fever Council of the World Heart Federation.	of the World Heart Federation.		
21. In closing, Sathekge said: ‘Mayosi left a remarkable legacy through his contributions to medical research, academic medicine and the development of others.	Esevala, uSethekge uth e: ‘UMayosi ushiye umlando obonakalayo ngomnikelo wakhe ekucwaningweni kwezokwelapha, kwezemfundo zokwelapha kanye nokuthuthukisa abanye.	In closing, Sethekge said: ‘Mayosi has left a remarkable legacy through his contributions to medical research, academic medicine and the development of others.	T-OB-WC	<i>In closing</i> → <i>esevala</i> ADVP → V
22. He will always be remembered for these words: “It is not enough to take the consultant post and continue where	Uyohlale ekhunjulwa ngalawa mazwi: “Akwenele ukuthatha umsebenzi wokweluleka oshiywe omunye umuntu bese uqhubeka lapho egcine khona.	He will always be remembered for these words: "It is not enough to take over the consultant post and continue where he left off."	T-OB-WC	<i>He will always</i> → <i>uyohlale</i> PRON + V + ADVL → V

your predecessor left off.				
23. Each one of us was created to make a special contribution to the world.	Omunye nomunye wethu wadalelwa ukuthi enze umnikelo okhethekile emhlabeni.	Each one of us was created to make a special contribution to the world.	T-OB-SP	<i>special contribution</i> → <i>umnikelo okhethekile</i>
24. The next hill to climb is how this can be realised in your own life so that you can transform the lives of others”.’	Okulandelayo ukuthi lokhu ungakwenza kanjani empilweni yakho ukuze ukwazi ukushitsha izimpilo zabanye abantu”.’	The next hill to climb is how this can be realised in your own life so that you can transform the lives of others”.’	T-OB-WC	<i>The next hill to climb</i> → <i>okulandelayo</i> ADV + ADJ + N + INF V → REL

Appendix 16: Source Text

UKZN PhD candidate, Mr Isaac Nketsiah has been appointed as the Technology Transfer Officer (TTO) of the University of Cape Coast (UCC), Ghana, for the next six years.

Nketsiah is a Ghanaian international student currently reading for a PhD in Management titled: Developing Entrepreneurial Intent through Applied Social Cognitive Career Theory Approaches: A Case of Kumasi Metropolis, Ghana under the supervision of UKZN management and entrepreneurship experts Professors Thea van der Westhuizen and Rosemond Boohene.

Nketsiah's PhD work seeks to develop entrepreneurial intent through applied social cognitive career theory approaches and create a model for understanding the management and leadership processes of entrepreneurship activities such as systems thinking, entrepreneurship education and entrepreneurial mindset among micro, small and medium manufacturing firms in a developing country context.

As the TTO, Nketsiah is expected to bring his rich experience and extensive networks to position UCC as a regional emblem in terms of providing technology transfer services. He will also serve as the first point-of-contact and source of information on the UCC's Intellectual Property portfolio, technology transfer and related matters for all external and internal stakeholders and partners. He will also work with the University Business Incubator, the Design Thinking and Innovation Hub, and other related sections/units to facilitate spin-off activities from various departments of the University.

He is confident that the knowledge gained from his PhD in Management at UKZN will afford him the management skills needed to manage a technical office such as the TTO.

Congratulating Nketsiah on his appointment, van der Westhuizen said: 'This is a wonderful opportunity for Isaac to work with the full spectrum of the Entrepreneurial Triple H - Heart, Head and Hand. Through his doctoral research at UKZN focusing on developing entrepreneurial intentions, a predictor for entrepreneurial action, his new position is an important enabling role.'

Nketsiah is a research administrator with 12 years of experience. He holds a research Master of Commerce (Finance) and Bachelor of Commerce (Accounting) degrees from the UCC; a certificate in Result-based Project Management: Monitoring and Evaluation from the University

of the Witwatersrand, Johannesburg; and a certificate in Innovation and Information Technology Management from the Indian Institute of Management, Bangalore. He has completed numerous specialised and advanced intellectual property courses from the World Intellectual Property Organization.

In May 2021, he was one of the recipients of awards from leading law firm Adams & Adams, Pretoria, for Registered Design Application at the South African Summer School on Intellectual Property and Technology Transfer hosted by UKZN.

At UCC, Nketsiah has contributed to policy instruments developed to guide its internal processes, notable among which include the Business and Enterprise Development Policy, Grants, Fundraising and Consultancy Policy as well as the Research Fund Policy for the UNESCO Category II Centre of Excellence, Institute of Educational Planning and Administration. He was also a member of the committee that developed the first-ever UCC Research and Innovation Reports, which have since received extensive critical acclaim.

Appendix 17: Target Text

Lowo owenza iziqu ze-PhD e-UKZN, uMnu Isaac Nketsiah uqokwe njengesikhulu Sokudluliselwa Kwezobuchwepheshe (nesaziwa ngele-TTO) eNyuvesi yase-Cape Coast (UCC), ezweni lase-Ghana, iminyaka eyisithupha ezayo.

UNketsiah ungumfundi obuya ezweni lase-Ghana owenza iziqu zePhD kweZokuphatha enesihloko esithi: *Developing Entrepreneurial Intent through Applied Social Cognitive Career Theory Approaches: A Case of Kumasi Metropolis, Ghana* ngaphansi kwesandla sochwepheshe bezokuphatha kanye nosomabhizinisi base-UKZN o-Professor Thea van der Westhuizen no-Rosemond Boohene.

Umsebenzi kaNketsiah we-PhD uhlose ukuthuthukisa inhloso yezamabhizinisi ngokusebenzisa izindlela ezifana ne-applied social cognitive career theory approaches kanye nokwenza imodeli yokuqonda izinqubo zokuphatha kanye nobuholi bezemisebenzi yamabhizinisi efana nokucabanga kwezinhlelo zebhizinisi, imfundo yezamabhizinisi kanye nomqondo wezamabhizinisi phakathi kwamafemu asafufusa naziwa ngele-micro, small and medium manufacturing firms kumongo wezwe elisathuthuka.

Njenge-TTO, uNketsiah kulindeleke ukuthi alethe ulwazi lwakhe olucebile namanethiwekhi abanzi ukuze abeke i-UCC ibe yisizinda esinqala lwesifunda mayelana nokuhlinzeka ngezinsizakalo zokudlulisa ubuchwepheshe. Uzophinde asebenze njengelunga lokuqala okuzoxhunywana nalo kanye nomthombo wolwazi kuphothifoliyo ye-Intellectual Property ye-UCC, ukudluliswa kobuchwepheshe kanye nezindaba ezihambisanayo zabo bonke ababambiqhaza bangaphandle nabangaphakathi kanye nabo bonke abambisene nabo kwibhizinisi. Uzophinde asebenze ne-University Business Incubator, kuhlangothi lwe-Design Thinking and Innovation Hub, nezinye izigaba/amayunithi ahlobene ukuze kube lula ukwenza imisebenzi eqhubekayo evela eminyangweni eyahlukene yeNyuvesi.

Unethemba lokuthi ulwazi aluthole kwi-PhD yakhe kwezokuphatha e-UKZN luzomnika amakhono okuphatha adingekayo ukuze aphaathe ihhovisi lezobuchwepheshe njenge-TTO.

Ehalalisela uNketsiah ngokuqokwa kwakhe, u-van der Westhuizen uthi: ‘Leli yithuba elihle lokuthi u-Isaac asebenze nochungechunge olugcwele lwe-Entrepreneurial Triple H olubizwa nge - Heart, Head and Hand. Ngocwaningo lwakhe lwezobuDokotela e-UKZN olugxile

ekuthuthukiseni izinhloso zebhizinisi, nokuqagula kwezamabhizinisi, isikhundla sakhe esisha siyingxenye ebalulekile yokumsiza aveze lonke ikhono lakhe.’

UNketsiah ungumqondisi wocwaningo onesipiliyoni seminyaka eyi-12. Uneziqu ze-Master of Commerce (Finance) kanye ne-Bachelor of Commerce (Accounting) azithola e-UCC; isitifiketi se-Result-based Project Management: Monitoring and Evaluation esivela eNyuvesi yaseWitwatersrand, eGoli; kanye nesitifiketi se-Innovation and Information Technology Management esivela e-Indian Institute of Management, e-Bangalore. Uqede izifundo eziningi ezikhethekile nezithuthukisiwe intellectual property evela ku-World Intellectual Property Organization.

NgoNhlaba wezi-2021, ube ngomunye wabahlomuli bemiklomelo enkampanini yabameli ehamba phambili i-Adams & Adams, ePitoli, ye-Registered Design Application eSouth African Summer School on Intellectual Property and Technology Transfer ephethwe yi-UKZN.

E-UCC, uNketsiah ufake isandla ekwakheni inqubomgomo ethuthukiswe ukuqondisa izinqubo zayo zangaphakathi, okuphawulekayo phakathi kwazo okuhlanganisa Inqubomgomo Yokuthuthukiswa Kwebhizinisi, Izibonelelo, Inqubomgomo Yokuqoqwa Kwemali kanye Neyokubonisana kuphinde kube Nenqubomgomo Yesikhwama Sokucwaninga YeSikhungo Sobuhle Sesigaba II se-UNESCO, Isikhungo sokuHlela kanye Nokuphatha Kwezemfundo. Uphinde waba yilungu lekomidi elakha i-UCC Research and Innovation Reports yokuqala ngqa, ngenxa yawo wonke lamagalelo usethole ukutswa okukhulu.

Appendix 18: Sample of Analysis

1	2	3	4	5
English	IsiZulu	Back Translation	Translation Technique	Examples/Definition
1. UKZN PhD candidate, Mr Isaac Nketsiah has been appointed as the Technology Transfer Officer (TTO) of the University of Cape Coast (UCC), Ghana, for the next six years.	Lowo owenza iziqu ze-PhD e-UKZN, uMnu Isaac Nketsiah uqokwe njengesikhulu Sokudluliselwa Kwezobuchwepheshe (nesaziwa ngele-TTO) eNyuvesi yase-Cape Coast (UCC), ezweni lase-Ghana, iminyaka eyisithupha ezayo.	UKZN PhD graduate, Mr Isaac Nketsiah has been appointed as the Technology Transfer Officer (TTO) of the University of Cape Coast (UCC), Ghana, for the next six years.	T-OB-SP	<i>UKZN PhD candidate</i> → Lowo owenza iziqu <i>ze-PhD e-UKZN</i>
2. Nketsiah is a Ghanaian international student currently reading for a PhD in Management titled:	UNketsiah ungumfundi obuya ezweni lase-Ghana owenza iziqu zePhD kweZokuphatha enesihloko esithi: Developing Entrepreneurial Intent	Nketsiah is a Ghanaian international student currently registered for a PhD in Management titled: Developing Entrepreneurial Intent	T-OB-SP	Nketsiah is a Ghanaian <i>international student</i> → UNketsiah <i>ungumfundi obuya ezweni lase-Ghana</i>

Developing Entrepreneurial Intent through Applied Social Cognitive Career Theory Approaches:	through Applied Social Cognitive Career Theory Approaches: -Rosemond Boohene.	through Applied Social Cognitive Career Theory Approaches: -Rosemond Boohene.		
3. A Case of Kumasi Metropolis, Ghana under the supervision of UKZN management and entrepreneurship experts Professors Thea van der Westhuizen and Rosemond Boohene.	A Case of Kumasi Metropolis, Ghana ngaphansi kwesandla sochwepheshe bezokuphatha kanye nosomabhizinisi base-UKZN o-Professor Thea van der Westhuizen no Rosemond Boohene.	A Case of Kumasi Metropolis, Ghana under the supervision of UKZN management and entrepreneurs Professor Thea van der Westhuizen and Rosemond Boohene	T-OB-SP	<i>UKZN</i> management and entrepreneurship experts → bezokuphatha kanye nosomabhizinisi base- <i>UKZN</i>
4. Nketsiah's PhD work seeks to develop entrepreneurial intent through applied social cognitive career	Umsebenzi kaNketsiah we-PhD uhlose ukuthuthukisa inhloso yezamabhizinisi ngokusebenzisa izindlela ezifana ne-applied social cognitive career theory	Nketsiah's PhD work aims to develop the entrepreneurial intent through applied social cognitive career theory approaches and creating a	T-OB-SP	<i>Nketsiah's PhD work</i> → <i>Umsebenzi kaNketsiah we-PhD</i>

theory approaches and create a model for understanding the management	approaches kanye nokwenza imodeli yokuqonda izinqubo zokuphatha	model to understand the management		
5. and leadership processes of entrepreneurship activities such as systems thinking, entrepreneurship education and entrepreneurial mindset among micro, small and medium manufacturing firms in a developing country context.	kanye nobuholi bezemisebenzi yamabhizinisi efana nokucabanga kwezinhlelo zebhizinisi, imfundo yezamabhizinisi kanye nomqondo wezamabhizinisi phakathi kwamafemu asafufusa naziwa ngele-micro, small and medium manufacturing firms kumongo wezwe elisathuthuka.	and leadership processes of entrepreneurship activities such as systems thinking, entrepreneurship education and entrepreneurship among emerging firms known as micro, small and medium manufacturing firms in the context of developing countries.	BO	<i>small and medium manufacturing firms → ngele-micro, small and medium manufacturing firms</i>
6. As the TTO, Nketsiah is expected to bring his rich experience and	Njenge-TTO, uNketsiah kulindeleke ukuthi alethe ulwazi lwakhe olucebile namanethiwekhi abanzi	As the TTO, Nketsiah is expected to bring his rich experience and extensive networks to position UCC	BO	<i>networks → namanethiwekhi</i>

<p>extensive networks to position UCC as a regional emblem in terms of providing technology transfer services.</p>	<p>ukuze abeke i-UCC ibe yisizinda esinqala lwesifunda mayelana nokuhlinzeka ngezinsizakalo zokudlulisa ubuchwepheshe.</p>	<p>as a regional emblem in terms of providing technology transfer services.</p>		
<p>7. He will also serve as the first point-of-contact and source of information on the UCC's Intellectual Property portfolio, technology transfer and related matters for all external and internal stakeholders and partners.</p>	<p>Uzophinde asebenze njengelunga lokuqala okuzoxhunywana nalo kanye nomthombo wolwazi kuphothifoliyo ye-Intellectual Property ye-UCC, ukudluliswa kobuchwepheshe kanye nezindaba ezihambisanayo zabo bonke ababambiqhaza bangaphandle nabangaphakathi kanye nabo bonke abambisene nabo kwibhizinisi.</p>	<p>He will also serve as the first point-of- contact and source of information on the UCC's Intellectual Property portfolio, technology transfer and related matters for all external and internal stakeholders and partners.</p>	<p>BO</p>	<p><i>portfolio</i> → <i>phothifoliyo</i></p>

8. He will also work with the University Business Incubator, the Design Thinking and Innovation Hub,	Uzophinde asebenze ne-University Business Incubator, kuhlangothi lwe-Design Thinking and Innovation Hub,	He will also work with the University Business Incubator, the Design Thinking and Innovation Hub,	BO	<i>the Design Thinking and Innovation Hub → lwe-Design Thinking and Innovation Hub</i>
9. and other related sections/units to facilitate spin-off activities from various departments of the University.	nezinye izigaba/amayunithi ahlobene ukuze kube lula ukwenza imisebenzi eqhubekayo evela eminyangweni eyahlukene yeNyuvesi.	and other related sections/units to facilitate spin-off activities from various departments of the University.	BO	<i>units → amayunithi</i>
10. He is confident that the knowledge gained from his PhD in Management at UKZN will afford him the management skills needed to manage a technical office such as the TTO.	Unethemba lokuthi ulwazi aluthole kwi-PhD yakhe kwezokuphatha e-UKZN luzomnika amakhono okuphatha adingekayo ukuze aphaathe ihhovisi lezobuchwepheshe njenge-TTO.	He confident that the knowledge gained from his PhD in management at UKZN will give him the management skills needed to manage a technical office such as a TTO.	T-OB-WC	<i>He is confident → unethemba</i> PRON + V + ADJ → V

<p>11. Congratulating Nketsiah on his appointment, van der Westhuizen said: ‘This is a wonderful opportunity for Isaac to work with the full spectrum of the Entrepreneurial Triple H - Heart, Head and Hand.</p>	<p>Ehalalisela uNketsiah ngokuqokwa kwakhe, u-van der Westhuizen uthi: ‘Leli yithuba elihle lokuthi u-Isaac asebenze nochungechunge olugcwele lwe-Entrepreneurial Triple H olubizwa nge - Heart, Head and Hand.</p>	<p>Congratulating Nketsiah on his appointment, van der Westhuizen said: ‘This is a wonderful opportunity for Isaac to work with the full spectrum of the Entrepreneurial Triple H - Heart, Head and Hand.</p>	<p>T-OB-SP</p>	<p>This is a <i>wonderful opportunity</i> → Leli <i>yithuba elihle</i></p>
<p>12. Through his doctoral research at UKZN focusing on developing entrepreneurial intentions, a predictor for entrepreneurial action, his new position is an</p>	<p>Ngocwaningo lwakhe lwezobuDokotela e-UKZN olugxile ekuthuthukiseni izinhloso zebhizinisi, nokuqagula kwezamabhizinisi, isikhundla sakhe esisha siyingxeny ebalulekile yokumsiza aveze lonke ikhono lakhe.’</p>	<p>Through his doctoral research at UKZN focusing on developing entrepreneurial intentions, a predictor, his new position is an important enabling role”</p>	<p>T-OB-SP</p>	<p><i>Through his doctoral research</i> → <i>Ngocwaningo lwakhe lwezobuDokotela</i></p>

important enabling role.’				
13. Nketsiah is a research administrator with 12 years of experience.	UNketsiah ungumqondisi wocwaningo onesipiliyoni seminyaka eyi-12.	Nketsiah is a research administrator with 12 years of experience.	T-OB-SP	<i>Nketsiah is a research→ UNketsiah ungumqondisi wocwaningo</i>
14. He holds a research Master of Commerce (Finance) and Bachelor of Commerce (Accounting) degrees from the UCC;	Uneziqu ze-Master of Commerce (Finance) kanye ne-Bachelor of Commerce (Accounting) azithola e-UCC;	He holds Master of Commerce (Finance) and Bachelor of Commerce (Accounting) degrees from UCC;	LT	
15. a certificate in Result-based Project Management: Monitoring and Evaluation from the University of the	isitifiketi se-Result-based Project Management: Monitoring and Evaluation esivela eNyuvesi yaseWitwatersrand, eseGoli;	a certificate in Result-based Project Management: Monitoring and Evaluation from the University of the Witwatersrand, Johannesburg;	LT	

Witwatersrand, Johannesburg;				
16. and a certificate in Innovation and Information Technology Management from the Indian Institute of Management, Bangalore.	kanye nesitifiketi se-Innovation and Information Technology Management esivela e-Indian Institute of Management, e-Bangalore.	and a certificate in Innovation and Information Technology Management from the Indian Institute of Management, Bangalore.	LT	
17. He has completed numerous specialised and advanced intellectual property courses from the World Intellectual Property Organization.	Uqede izifundo eziningi ezikhethekile nezithuthukisiwe intellectual property evela ku-World Intellectual Property Organization.	He has completed many specialised and advanced intellectual property courses from the World Intellectual Property Organization.	T-OB-WC	<i>He has completed</i> → <i>Uqede</i> PRON + V + ADJ → V
18. In May 2021, he was one of the recipients of awards from leading law firm	NgoNhlaba wezi-2021, ubengomunye wabahlomuli bemiklomelo enkampanini yabameli ehamba phambili i-	In May 2021, he was one of the awardees of the leading law firm Adams & Adams, in Pretoria, for the	T-OB-SP	<i>leading law firm</i> → <i>enkampanini yabameli ehamba phambili</i>

<p>Adams & Adams, Pretoria, for Registered Design Application at the South African Summer School on Intellectual Property and Technology Transfer hosted by UKZN.</p>	<p>Adams & Adams, ePitoli, ye-Registered Design Application eSouth African Summer School on Intellectual Property and Technology Transfer ephethwe yi-UKZN.</p>	<p>Registered Design Application at the South African Summer School on Intellectual Property and Technology Transfer hosted UKZN.</p>		
<p>19. At UCC, Nketsiah has contributed to policy instruments developed to guide its internal processes, notable among which include the Business and Enterprise Development Policy, Grants, Fundraising and Consultancy</p>	<p>E-UCC, uNketsiah ufake isandla ekwakheni inqubomgomo ethuthukiswe ukuqondisa izinqubo zayo zangaphakathi, okuphawulekayo phakathi kwazo okuhlanganisa Inqubomgomo Yokuthuthukiswa Kwebhizinisi, Izibonelelo, Inqubomgomo Yokuqoqwa Kwemali kanye</p>	<p>At UCC, Nketsiah has contributed to policy development to guide its internal processes, notable among which include Business and Enterprise Development Policy, Grants, Fundraising and Consultancy Policy as well as Research Fund Policy for UNESCO Category II Center of Excellence,</p>	<p>T-OB-SP</p>	<p><i>internal processes → izinqubo zayo zangaphakathi</i></p>

<p>Policy as well as the Research Fund Policy for the UNESCO Category II Centre of Excellence, Institute of Educational Planning and Administration.</p>	<p>Neyokubonisana kuphinde kube Nenqubomgomo Yesikhwama Sokucwaninga YeSikhungo Sobuhle Sesigaba II se-UNESCO, Isikhungo sokuHlela kanye Nokuphatha Kwezemfundo.</p>	<p>Institute of Educational Planning and Administration.</p>		
<p>20. He was also a member of the committee that developed the first-ever UCC Research and Innovation Reports, which have since received extensive critical acclaim.</p>	<p>Uphinde waba yilungu lekomidi elakha i-UCC Research and Innovation Reports yokuqala ngqa, ngenxa yawo wonke lamagalelo usethole ukutuswa okukhulu.</p>	<p>He was also a member of the committee that developed the first ever UCC Research and Innovation Reports, for all of these contributions he has received great acclaim.</p>	<p>T-OB-SP</p>	<p>He was also a member of the committee that developed the <i>first-ever</i> UCC → Uphinde waba yilungu lekomidi elakha i-UCC Research and Innovation Reports <i>yokuqala ngqa</i></p>

Appendix 19: Source Text

PhD candidate Ms Edith Mugehu who is based at UKZN's [African Centre for Crop Improvement](#) received first prize for her oral presentation during the [South African Sugar Technologists' Association](#) (SASTA) 95th annual congress.

Presented at the SASTA Annual General Meeting, the prize was awarded for Mugehu's paper titled Challenges and Opportunities in Sugarcane Production and Improvement: A Review that she presented at the congress in August. The paper described how breeding can guide optimal production, genetic improvement, and yield gains.

Her presentation included information about major sugarcane production constraints and conventional and genomic-assisted breeding methods, as well as their integration into accelerated breeding and cultivar development for enhanced sugarcane yield and quality traits.

Mugehu described presenting at the SASTA congress to delegates from more than 10 countries as a refreshing experience, saying the event was dynamic and well-organised and enabled her to network with professionals across the sugarcane value chain. The presence of her supervisor, Professor Hussein Shimelis provided encouragement and Mugehu received positive and constructive feedback from the reviewers during the paper editing process, as well as from the audience during the presentation.

Mugehu completed her undergraduate degree in agronomy and her master's in plant breeding at Midlands State University in Zimbabwe. She received a Fulbright Hubert Humphrey Fellowship that enabled her to pursue academic study and professional development at Cornell University in New York.

Mugehu chose to undertake her PhD at UKZN, supervised by Shimelis, to contribute a diverse and international perspective to her academic experience thanks to the University's staff complement of experienced plant science researchers.

She described the University as an inclusive, supportive environment that offers a sense of belonging.

Mugehu is driven to integrate classical breeding techniques with biotechnological innovation to improve small and large-scale crop production. She hopes her PhD research will contribute to the

profitability of sugarcane farmers in sub-Saharan Africa through pre-breeding for abiotic and biotic stresses hindering sugarcane production.

She said that the evaluation of agronomic potential, identification of positive genes using molecular marker-assisted selection, and the subsequent acceleration of cultivar production equips farmers with climate-resilient cultivars that can withstand prevailing environmental stresses.

Following her PhD, Mugehu plans to chart a career in research and industry, applying her academic and professional experience to identify market and industry needs, and ultimately ensure product adoption.

Appendix 20: Target Text

Owenza iziqu zePhD uNksz Edith Mugehu ozinze esikhungweni sase-UKZN i-[African Centre for Crop Improvement](#) uthole umklomelo wokuqala ngezethulo zakhe azenze ngomlomo ngesikhathi kunomhlangano waminyaka yonke wesi-95 we-[South African Sugar Technologists' Association](#) (SASTA).

Indondo aklonyeliswe ngayo emhlanganweni waminyaka yonke weSASTA, bekungeyephepha likaMagehu ngocwaningo lwakhe olusihloko esithi; Izingqinamba kanye Namathuba Ekukhiqizweni nasekuThuthukisweni Komoba (Challenges and Opportunities in Sugarcane Production and Improvement). Ukubuyekeza akwethule engqungqutheleni kuNcwaba. Ucwangingo luchaze ukuthi ukuzalanisa kungahlahla indlela yomkhiqizo ogculisayo, ukuthuthukisa kofuzo kanye nokuthola inzuzo.

Isethulo sakhe sibandakanya ulwazi ngezinqinamba ezinkulu zokukhiqizwa komoba kanye nezindlela eziwayelekile kanye nezilekelelwa ukuzalanisa, kanye nokuhlanganiswa kokusheshiswa kokuzalanisa nokuthuthukisa ukuze kube nomkhiqizo womoba owenele futhi osezingeni.

UMagehu uchaze ukwenza isethulo engqungqutheleni yeSASTA enezithameli eziqhamuka emazweni angaphezu kweshumi njengento ebivuselela, wathi umcimbi ubuhlukile futhi uhlelwe kahle kanti ukwaze ukuhlangana nongoti abaqhamuka emikhakheni eyehlukene yemboni yomoba. Ukuba khona komeluleki wakhe uSolwazi Hussein Shemelis kumnike isibindi kanti uMugehu uthole izimpendulo ezinhle futhi ezakhayo kubacubunguli ngesikhathi kuhlelwa iphepha, kanye nabebethamele ngesikhathi enza izethulo.

UMugehu uphothule iziqu zakhe zokuqala kwi-agronomy kanye nezemastazi kwi-plant breeding eMidlands State University eZimbabwe. Uthole umfundaze we-Fullbright Hubert Humphrey okuyiwo omsize ukuthi aqhube izifundo zakhe kanye nokuthuthukisa umsebenzi wakhe eCornell University eNew York.

UMugehu unqume ukwenza iziqu zePhD e-UKZN elulekwa ngu-Shimelis ukuphosa esivivaneni okwehlukile futhi kwasemazweni omhlaba ohambweni lwakhe lwezemfundo, ebonga abasebenzi baseNyuvesi abangogoti ocwanigweni lwesayensi yezitshalo.

Uchaze iNyuvesi njengendawo eyenza uzizwe uyingxenye yayo futhi eyesekanayo ekwenza uzizwe usekhaya.

UMugehu ukhuthazwa ukuhlanganisa izindlela zakudala zokwandisa nezindlela zesimanje ezisebenzisa ubuchwepheshe bokuphilayo ukwenza ngcono izivuno ezincane kanye nezinkulu. Uyethemba ukuthi ucwaningo lwakhe lwePhD luzolekelela ekwenzeni inzuzo kubalimi bomoba emazweni akwi-Sub Sahara ye-Afrika ngaphambi kokuzalanisa endaweni okuphila kuyo izinto eziphilayo kanye nezingaphili okwenza ukuthi kuphazamiseke ukukhiqizwa komoba.

Uthe ukuhlolwa kokungenzeka ngezitshalo, ukuhlonza ufuzo olufanele kusetshenzisa uhlelo olulekelela ukwenza ulibofuzo, kanye nokusheshiswa kokukhiqizwa kwezitshalo okuzohlomisa abalimi ngezindlela ezimelana nesimo sezulu sokutshala ezimelana nezimo ezinzima zemvelo.

Emuva kokuphothula iziqu zePhD, uMagehu uhlele ukuqala umsebenzi wocwaningo nakulo mkhakha, ukusebenzisa akuzuze ezifundweni kanye nolwazi lwakhe njengoSolwazi ukuhlonza izimakethe kanye nezidingo zale mboni, ekugcineni aqinisekise ukuthi uyasetshenziswa umkhiqizo.

Appendix 21: Sample of Analysis

1	2	3	4	5
English	IsiZulu	Back Translation	Translation Technique	Examples/Definition
1. PhD candidate Ms Edith Mugehu who is based at UKZN's African Centre for Crop Improvement	Owenza iziqu zePhD uNksz Edith Mugehu ozinze esikhungweni sase-UKZN i-African Centre for Crop Improvement	PhD candidate Ms Edith Mugehu who is based at the UKZN African Center for Crop Improvement	T-OB-SP	<i>PhD candidate</i> → <i>Owenza iziqu zePhD</i>
2. Presented at the SASTA Annual General Meeting	Indondo aklonyeliswe ngayo emhlanganweni waminyaka yonke weSASTA,	The award that was presented during the SASTA annual meeting	T-OB-SP	<i>SASTA Annual General Meeting</i> → <i>emhlanganweni waminyaka yonke weSASTA</i>
3. The paper described how breeding can guide optimal production	Ucwaningo luchaze ukuthi ukuzalanisa kungahlahla indlela yomkhiqizo ogculisayo	The research paper described how breeding can pave the way for satisfactory production	T-OB-SP	<i>optimal production</i> → <i>yomkhiqizo ogculisayo</i>

<p>4. Her presentation included information about major sugarcane production constraints</p>	<p>Isethulo sakhe sibandakanya ulwazi ngezingqinamba ezinkulu zokukhiqizwa komoba</p>	<p>His presentation included information about major challenges of sugarcane production</p>	<p>T-OB-SP</p>	<p><i>Her presentation</i> → <i>isethulo sakhe</i></p>
<p>5. Mugehu described presenting at the SASTA congress to delegates from more than 10 countries as a refreshing experience, saying the event was dynamic and well-organised and enabled her to network with professionals across the</p>	<p>UMagehu uchaze ukwenza isethulo engqungqutheleni yeSASTA enezithameli eziqhamuka emazweni angaphezu kweshumi njengento ebivuselela, wathi umcimbi ubhlukile futhi uhlelwe kahle kanti ukwaze ukuhlangana nongoti abaqhamuka emikhakheni eyehlukene yemboni yomoba.</p>	<p>Magehu described presenting at the SASTA conference with an audience from more than ten countries as a refreshing experience, saying the event was dynamic and well organised and enabled her to network with professionals across the sugarcane value chain.</p>	<p>T-OB-SP</p>	<p><i>SASTA congress</i> → <i>engqungqutheleni yeSASTA</i></p>

sugarcane value chain.				
6. The presence of her supervisor, Professor Hussein Shimelis provided encouragement and Mugehu received positive and constructive feedback from the reviewers during the paper editing process, as well as from the audience during the presentation.	Ukuba khona komeluleki wakhe uSolwazi Hussein Shemelis kumnike isibindi kanti uMugehu uthole izimpendulo ezinhle futhi ezakhayo kubacubunguli ngesikhathi kuhlelwa iphepha, kanye nabebethamele ngesikhathi enza izethulo.	The presence of her supervisor, Professor Hussein Shemelis provided encouragement and Mugehu received constructive feedback from the reviewers during the paper editing process, as well as from the audience during the presentations.	T-OB-SP	<i>paper editing</i> → <i>kuhlelwa iphepha</i>
7. Mugehu completed her	UMugehu uphuthule iziqu zakhe zokuqala kwi-	Mugehu completed her first degree in agronomy and a	BO	<i>masters</i> → <i>mastazi</i>

undergraduate degree in agronomy and her master's in plant breeding at Midlands State University in Zimbabwe.	agronomy kanye nezemastazi kwi-plant breeding eMidlands State University eZimbabwe.	master's degree in plant breeding at Midlands State University in Zimbabwe.	BO	<i>agronomy</i> → <i>kwi-agronomy</i>
8. She received a Fulbright Hubert Humphrey Fellowship that enabled her to pursue academic study and professional development at Cornell University in New York.	Uthole umfundaze we-Fulbright Hubert Humphrey okuyiwo omsize ukuthi aqhube izifundo zakhe kanye nokuthuthukisa umsebenzi wakhe eCornell University eNew York.	She received a Fulbright Hubert Humphrey Fellowship which enabled her to pursue her studies and professional development at Cornell University in New York.	T-OB-WC	<i>She received</i> → <i>Uthole</i> PRON + V → V
9. Mugehu chose to undertake her	UMugehu unqume ukwenza iziqu zePhD e-	Mugehu chose to undertake her PhD at UKZN, supervised	T-OB-SP	<i>University's staff</i> → <i>abasebenzi baseNyuvesi</i>

<p>PhD at UKZN, supervised by Shimelis, to contribute a diverse and international perspective to her academic experience thanks to the University's staff complement of experienced plant science researchers.</p>	<p>UKZN elulekwa ngu-Shimelis ukuphosa esivivaneni okwehlukile futhi kwasemazweni omhlaba ohambweni lwakhe lwezemfundo, ebonga abasebenzi baseNyuvesi abangongoti ocwanigweni lwesayensi yezitshalo.</p>	<p>by Shimelis contribute a diverse and international perspective to her educational journey, thanks to the University's staff who are experts in plant science research.</p>		
<p>10. She described the University as an inclusive, supportive environment that offers a sense of belonging.</p>	<p>Uchaze iNyuvesi njengendawo eyenza uzizwe uyingxenye yayo futhi eyesekanayo ekwenza uzizwe usekhaya.</p>	<p>She described the University as an inclusive and a supportive environment that makes you feel at home.</p>	<p>MOD</p>	<p><i>sense of belonging</i> → <i>ekwenza uzizwe usekhaya</i> BT: makes you feel at home</p>

<p>11. Mugehu is driven to integrate classical breeding techniques with biotechnological innovation to improve small and large-scale crop production.</p>	<p>UMugehu ukhuthazwa ukuhlanganisa izindlela zakudala zokwandisa nezindlela zesimanje ezisebenzisa ubuchwepheshe bokuphilayo ukwenza ngcono izivuno ezincane kanye nezinkulu.</p>	<p>Mugehu is driven to intergrate traditional methods of breeding with modern methods to improve small and large-scale crop production.</p>	<p>LT</p>	
<p>12. She hopes her PhD research will contribute to the profitability of sugarcane farmers in sub-Saharan Africa through pre-breeding for abiotic and biotic stresses hindering sugarcane production.</p>	<p>Uyethemba ukuthi ucwaningo lwakhe lwePhD luzolekelela ekwenzeni inzuzo kubalimi bomoba emazweni akwi-Sub Sahara ye-Afrika ngaphambi kokuzalanisa endaweni okuphila kuyo izinto eziphilayo kanye nezingaphili okwenza ukuthi kuphazamiseke ukukhiqizwa komoba.</p>	<p>She hopes her PhD research will contribute to the profitability sugarcane farmers in Sub-Saharan Africa through pre-breeding for abiotic and biotic stress that can disrupt sugarcane production.</p>	<p>T-OB-WC</p>	<p><i>She hopes</i> → <i>Uyethemba</i> PRON + V → V</p>

<p>13. She said that the evaluation of agronomic potential, identification of positive genes using molecular marker-assisted selection, and the subsequent acceleration of cultivar production equips farmers with climate-resilient cultivars that can withstand prevailing environmental stresses.</p>	<p>Uthe ukuhlolwa kokungenzeka ngezitshalo, ukuhlonza ufuzo olufanele kusetshenzisa uhlelo olulekelela ukwenza ulibofuzo, kanye nokusheshiswa kokukhiqizwa kwezitshalo okuzohlomisa abalimi ngezindlela ezimelana nesimo sezulu sokutshala ezimelana nezimo ezinzima zemvelo.</p>	<p>She said that the evaluation study of plants, identification of suitable genes using molecular marker assisted selection, and the acceleration of plant production will equip farmers with climate-resistant methods of planting that are resistant to harsh environmental conditions.</p>	<p>T-OB-SP</p>	<p><i>agronomic potential</i> → <i>kokungenzeka ngezitshalo</i></p>
<p>14. Following her PhD, Mugehu</p>	<p>Emuva kokuphuthula iziqu zePhD, uMagehu uhlele</p>	<p>After completing her PhD, Magehu plans to start research</p>	<p>Mistranslation</p>	<p>her academic and <i>professional</i> experience</p>

<p>plans to chart a career in research and industry, applying her academic and professional experience to identify market and industry needs, and ultimately ensure product adoption.</p>	<p>ukuqala umsebenzi wocwaningo nakulo mkhakha, ukusebenzisa akuzuze ezifundweni kanye nolwazi lwakhe njengoSolwazi ukuhlonza izimakethe kanye nezidingo zale mboni, ekugcineni aqinisekise ukuthi uyasetshenziswa umkhiqizo.</p>	<p>in this field, applying her academic and her experience as a Professor to identify the market and industry needs, and finally ensure that the product is used.</p>	<p>→ akuzuze ezifundweni kanye nolwazi lwakhe <i>njengoSolwazi</i> BT- her academic and her experience as a Professor</p>
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Appendix 22: Source Text

All Rise: A Judicial Memoir - a new book penned by former Deputy Chief Justice Dikgang Moseneke - was the focus of discussion at a webinar hosted by UKZN's School of Law in collaboration with Pan Macmillan Publishers.

Facilitated by the Dean and Head of the Law School, Professor Managay Reddi, the debate involved panellists - including Law School academic Professor Warren Freedman and senior advocate at the Durban Bar, Ms Andrea Gabriel, SC - discussing Moseneke's 16-year term on the Constitutional Court Bench, the current judicial landscape, the future of South Africa's judiciary, constitutionalism and the role of civil society.

Speaking during the webinar, Moseneke described the work as not just a memoir but a history book that recalled the establishment of the Constitutional Court in 1994 and debates at the time, about whether Nelson Mandela had appointed an appropriate Bench. Highlighted in the book is the background to the establishment of the South African Truth and Reconciliation Commission (TRC) by the Government of National Unity in 1996 to help deal with the atrocities under apartheid. The book ends with a discourse about the Life Healthcare Esidimeni tragedy which involved the deaths of 143 people at psychiatric facilities in Gauteng from causes including starvation and neglect. Justice Moseneke was appointed by the State President to chair the Commission of Inquiry into the tragedy.

Also described is Moseneke's journey to being appointed Deputy Chief Justice, the contests for political power within the ruling elite, how judgments are written, and the vast range of responsibilities attached to judicial functions, among many other interesting issues.

'This "judicial memoir" details some of my experiences on the bench, which many judges, particularly South African judges, are reluctant to disclose as the culture is one of silence and non-disclosure. Hence, I saw this as an opportunity for me to break that culture,' said Moseneke.

In his remarks, Freedman spoke about criteria for the appointment of a new chief justice which takes place next year, and whether it was time to install South Africa's first female chief justice.

Gabriel asked that when Moseneke says 'All Rise,' how should civil society, Law students and legal counsel live up to this call to action?

Moseneke responded that South African citizens should call for civil accountability and should engage in active citizenry. 'People must realise that civil accountability is part of their duty. We need young people to occupy positions where they energise those institutions that we need to operate efficiently,' he said. 'I want bright young lawyers coming out of our universities to be inspired to be in the mould our current National Director of Public Prosecutions Shamila Batohi, and saying they also want to be prosecutors.'

'*All Rise* is meant to awaken our young people and society to the fact that there is a lot that can be done and a lot that we have to do,' said Moseneke.

Reddi advised everyone to read the book, which she describes as a candid account of Moseneke's experience as a jurist.

'The parting piece of advice that he has given us, which I hope will resonate with everyone, is that we have to try to be active citizens and all rise to the occasion. The book has been written in a style that makes it relatively easy for everyone to understand,' said Reddi.

'Justice Moseneke has generously donated 30 copies of the book to UKZN - they will also be available to students in disciplines other than Law, in the libraries on our various campuses,' she added.

Appendix 23: Source Text

I-All Rise: A Judicial Memoir incwadi entsha ebhalwe ngowayeyiPhini likaMengameli wamaJaji kuleli, u-Justice Dikgang Moseneke, ibiyisihloko ebesidingidwa kwingosi yokuxhumana ngobuchwepheshe ebihlelwe yiSikole sezoMthetho ngokubambisana ne-Pan Macmillan Publishers.

Le ngxoxo ebiphethwe yiDini neNhloko yeSikole sezoMthetho, uSolwazi Managay Reddi, ibinezikhulumi obekukhona kuzona uSolwazi Warren Freedman waseSikoleni sezoMthetho nomshushisi omkhulu wasamaJajini uNks Andrea Gabriel, ababedingida iminyaka eyi-16 uMoseneke ehleli esihlalweni eNkantolo yoMthethosisekelo, isimo sezomthetho manje, ikusasa lezomthetho leNingizimu Afrika neqhaza lomphakathi.

Ekhuluma kule ngosi, uMoseneke uthe le ncwadi akuyona incwadi engomlando wakhe kepha futhi iyincwadi yomlando elanda ngokusungulwa kweNkantolo yoMthethosisekelo ngonyaka we-1994 nezinkulumo-mpikiswano zangaleso sikhathi, nokuthi ingabe u-Nelson Mandela waqoka amajaji afanele yini. Okunye okubalulwe encwadini wumlando wokusungula iKhomishini yamaQiniso nokuBuyisana, isungulwa wuHulumeni woBumbano ngonyaka we-1996 ukubheka isihluku esenzeka ngesikhathi sobandlululo. Incwadi ivala ngesahluko ngesibhichongo e-Life Healthcare Esidimani, lapho kwafa khona abantu abayi-143 ezindaweni ezehlukene ezigcina abantu abagula ngengqondo e-Gauteng; bebulawa yindlala nokunganakekelwa. UMoseneke waqokwa wuMengameli ukuthi abe nguSihlalo weKhomishini yoPhenyo eyayiphenya ngalesi sibhichongo.

Okunye okuchazwayo yindlela kaMoseneke yokuba yiPhini likaMengameli wamaJaji kuleli, imibango yezombusazwe enhlanganweni ebusayo, ukuthi izahlulelo zibhalwa kanjani, noxhaxha lwemisebenzi ehambisana nokuba yijaji, phakathi kwezinye izindaba ezimnandi.

‘Le “ncwadi yomlando wezomthetho” ilanda ngezinye izigameko zami ekubeni yijaji, amanye amajaji, ikakhulukazi amajaji aseNingizimu Afrika angathandi ukuzidalula njengoba kunomkhuba wokungakhulumi ngazo nokufihla. Yingakho ngibone loku njengethuba lokuqeda lelo siko,’ kusho uMoseneke.

Ekuphawuleni kwakhe, u-Freedman ukhulume ngezinto ezibhekwayo ngaphambi kokuthi umuntu abe yinhloko yamajaji, okuzokwenzeka ngonyaka ozayo, nokuthi ingabe sesifikile yini isikhathi sokubeka ijaji lesifazane.

U-Gabriel ubuze ukuthi uma uMoseneke ethi ‘Phakamani Nonke,’ kufanele umphakathi, abafundi bezomthetho nabameli basabele kanjani kulelo khwelo?

UMoseneke uphendule ngokuthi izakhamuzi zaseNingizimu Afrika kufanele zifune abantu bomphakathi abakhuthele. ‘Abantu kufanele bazi ukuthi wumsebenzi wabo lona. Sidinga abantu abasha abazongena ezikhundleni abazofaka umfutho kulezo zikhungo okudingekayo ukuthi zisebenze kahle,’ kusho yena. ‘Ngifuna ukubona abameli abancane abaphuma enyuvesi benesifiso sokufana noMqondisi kaZwelonke weZokushushisa eMphakathini uShamila Batohi, nabo bathi bafuna ukuba ngabashushisi. I-*All Rise* ihlose ukuvusa intsha yethu nomphakathi ekutheni babone ukuthi kuningi okungenziwa futhi kuningi esidinga ukukwenza,’ kusho uMoseneke.

U-Reddi weluleke wonke umuntu ukuthi afunde incwadi, wayichaza ngokuthi iwumlando oveza konke ngempilo kaMoseneke yokuba ngummeli.

‘Iseluleko sokugcina asinike sona, engethemba ukuthi sisithinta sonke, sithi kufanele sibe yizakhamuzi ezisebenzayo, sizibambe ziqine. Le ncwadi ibhalwe ngendlela eyenza ukuthi kube lula kuwona wonke umuntu ukuthi ayiqonde,’ kusho u-Reddi.

‘U-Justice Moseneke unikele ngamakhophi angama-30 encwadi yakhe e-UKZN, okuzokwenza ukuthi itholwe nangabanye abafundi, hhayi abezomthetho kuphela, emitapweni yolwazi kwezinye izimpiko zenyuvesi,’ kuphetha yena.

Appendix 24: Sample of Analysis

1	2	3	4	5
English	IsiZulu	Back Translation	Translation Technique	Examples/Definition
1. All Rise: A Judicial Memoir - a new book penned by former Deputy Chief Justice Dikgang Moseneke	I-All Rise: A Judicial Memoir incwadi entsha ebhalwe ngowayeyiPhini likaMengameli wamaJaji kuleli, u-Justice Dikgang Moseneke	All Rise: A Judicial Memoir, a new book written by the former Deputy Chief Justice of the country	T-OB-SP	<i>new book</i> → <i>incwadi entsha</i>
2. Facilitated by the Dean and Head of the Law School,	Le ngxoxo ebiphethwe yiDini neNhloko yeSikole sezoMthetho	The webinar was facilitated by the Dean	BO	<i>dean</i> → <i>yidini</i>
			BO	<i>School</i> → <i>yeSikole</i>

Professor Managay Reddi		and Head of the School of Law	T-OB-SP	Dean and head of Law <i>School</i> → yiDini neNhloko <i>yeSikole</i> sezoMthetho
3. Speaking during the webinar, Moseneke described the work as not just a memoir but a history book that recalled the establishment of the Constitutional Court in 1994 and debates at the time, about	Ekhuluma kule ngosi, uMoseneke uthe le ncwadi akuyona incwadi engomlando wakhe kepha futhi iyincwadi yomlando elanda ngokusungulwa kweNkantolo yoMthethosisekelo ngonyaka we-1994 nezinkulumo-mpikiswano zangaleso sikhathi, nokuthi ingabe	Speaking on this webinar, Moseneke said that this book is not a book about his history but it is also a history book about the establishment of the Constitutional Court in 1994 and the debates at that time, and whether Nelson Mandela appointed the right judges.	LT	

whether Nelson Mandela had appointed an appropriate Bench.	u-Nelson Mandela waqoka amajaji afanele yini.			
4. Highlighted in the book is the background to the establishment of the South African Truth and Reconciliation Commission (TRC) by the Government of National Unity in 1996 to help deal with the atrocities under apartheid.	Okunye okubalulwe encwadini wumlando wokusungula iKhomishini yamaQiniso nokuBuyisana, isungulwa wuHulumeni woBumbano ngonyaka we-1996 ukubheka isihluku esenzeka ngesikhathi sobandlululo.	Also mentioned in the book is the history of establishment of the Truth and Reconciliation Commission, established by the Unity Government in 1996 to look into the brutality that occurred during apartheid.	LT	
5. The book ends with a discourse about the Life	Incwadi ivala ngesahluko ngesibhicongo e-Life	The book ends with a chapter on the massacre at Life Healthcare	T-OB-SP	book ends with a discourse about the Life Healthcare Esidimeni

<p>Healthcare Esidimeni tragedy which involved the deaths of 143 people at psychiatric facilities in Gauteng from causes including starvation and neglect.</p>	<p>Healthcare Esidimeni, lapho kwafa khona abantu abayi-143 ezindaweni ezehlukene ezigcina abantu abagula ngengqondo e-Gauteng; bebulawa yindlala nokunganakekelwa.</p>	<p>Esidimeni, where 143 people died in various psychiatric facilities in Gauteng; they were dying of hunger and lack of care.</p>		<p>tragedy → Incwadi ivala ngesahluko ngesibhicongo e-Life Healthcare Esidimeni</p>
<p>6. Justice Moseneke was appointed by the State President to chair the Commission of Inquiry into the tragedy.</p>	<p>UMoseneke waqokwa wuMengameli ukuthi abe nguSihlalo weKhomishini yoPhenyo eyayiphenya ngalesi sibhicongo.</p>	<p>Moseneke was appointed by the President to be the Chair of the Commission of Inquiry that investigated the massacre.</p>	<p>LT</p>	
<p>7. Also described is Moseneke's journey to being appointed Deputy</p>	<p>Okunye okuchazwayo yindlela kaMoseneke yokuba yiPhini likaMengameli wamaJaji</p>	<p>Also described is Moseneke's journey to being appointed Deputy Cheif Justice, political</p>	<p>LT</p>	

<p>Chief Justice, the contests for political power within the ruling elite, how judgments are written, and the vast range of responsibilities attached to judicial functions, among many other interesting issues.</p>	<p>kuleli, imibango yezombusazwe enhlanganweni ebusayo, ukuthi izahlulelo zibhalwa kanjani, noxhaxha lwemisebenzi ehambisana nokuba yijaji, phakathi kwezinye izindaba ezimnandi.</p>	<p>conflicts in the governing body, how judgments are written, and the range of duties associated with being a judge, among other interesting issues.</p>		
<p>8. ‘This “judicial memoir” details some of my experiences on the bench, which many judges, particularly South African judges,</p>	<p>‘Le “ncwadi yomlando wezomthetho” ilanda ngezinye izigameko zami ekubeni yijaji, amanye amajaji, ikakhulukazi amajaji aseNingizimu Afrika angathandi ukuzidalula</p>	<p>This “judicial memoir” recounts some of my experience as a judge, other judges, particularly judges in South Africa who are reluctant to disclose as the culture is one of</p>	<p>LT</p>	

are reluctant to disclose as the culture is one of silence and non-disclosure.	njengoba kunomkhuba wokungakhulumi ngazo nokufihla.	silence and non-disclosure.		
9. Hence, I saw this as an opportunity for me to break that culture,' said Moseneke.	Yingakho ngibone loku njengethuba lokuqeda lelo siko,' kusho uMoseneke.	That is why I saw this as an opportunity to end that culture,' said Moseneke.	LT	
10. In his remarks, Freedman spoke about criteria for the appointment of a new chief justice which takes place next year, and whether it was time to install South Africa's first	Ekuphawuleni kwakhe, u-Freedman ukhulume ngezinto ezibhekwayo ngaphambi kokuthi umuntu abe yinhloko yamajaji, okuzokwenzeka ngonyaka ozayo, nokuthi ingabe sesifikile yini isikhathi sokubeka ijaji lesifazane.	In his remarks, Freedman talked about the things that are considered before someone becomes the head of the jury, what will happen next year, and whether the time has come to appoint a female judge.	T-OB-WC	<i>In his</i> → <i>kwakhe</i> POSSG → POSS
			T-OB-SP	In his <i>remarks</i> → <i>ekuphawuleni</i> kwakhe

female chief justice.				
11. Gabriel asked that when Moseneke says ‘All Rise,’ how should civil society, Law students and legal counsel live up to this call to action?	U-Gabriel ubuze ukuthi uma uMoseneke ethi ‘Phakamani Nonke,’ kufanele umphakathi, abafundi bezomthetho nabameli basabele kanjani kulelo khwelo?	Gabriel asked that if Moseneke says “All rise”, how should the public, law students and lawyers respond to that call?	LT	
12. Moseneke responded that South African citizens should	UMoseneke uphendule ngokuthi izakhamuzi zaseNingizimu Afrika kufanele zifune abantu	Moseneke replied that the citizens of South Africa should look for active citizenry.	T-OB-SP	<i>Active citizenry → abantu bomphakathi abakhuthele</i>

call for civil accountability and should engage in active citizenry.	bomphakathi abakhuthele.			
13. 'People must realise that civil accountability is part of their duty.'	'Abantu kufanele bazi ukuthi wumsebenzi wabo lona.'	'People should know that this is their duty.'	LT	
14. We need young people to occupy positions where they energise those institutions that we need to operate efficiently,' he said.	Sidinga abantu abasha abazongena ezikhundleni abazofaka umfutho kulezo zikhungo okudingekayo ukuthi zisebenze kahle,' kusho yena.	We need young people who will occupy the positions where they energise those institutions that we need to operate efficiently,' he said.	T-OB-WC	<i>We need</i> → <i>Sidinga</i> PRON + V → V
15. 'I want bright young lawyers'	'Ngifuna ukubona abameli abancane'	'I want young lawyers'	T-OB-WC	<i>I want</i> → <i>Ngifuna</i> PRON + V → V
16. 'All Rise is meant to awaken our young people and'	I-All Rise ihlose ukuvusa intsha yethu nomphakathi ekutheni	All Rise meant to awaken our youth and society to see that there	LT	

<p>society to the fact that there is a lot that can be done and a lot that we have to do,' said Moseneke.</p>	<p>babone ukuthi kuningi okungenziwa futhi kuningi esidinga ukukwenza,' kusho uMoseneke.</p>	<p>is more that can be done and more that we need to do,' said Moseneke.</p>		
<p>17. Reddi advised everyone to read the book, which she describes as a candid account of Moseneke's experience as a jurist.</p>	<p>U-Reddi weluleke wonke umuntu ukuthi afunde incwadi, wayichaza ngokuthi iwumlando oveza konke ngempilo kaMoseneke yokuba ngummeli.</p>	<p>Reddi advised everyone to read the book, which she describes as a candid account of Moseneke's experience as a lawyer.</p>	<p>LT</p>	
<p>18. 'The parting piece of advice that he has given us, which I hope will resonate with everyone, is that we have to try to be active citizens</p>	<p>'Iseluleko sokugcina asinike sona, engethemba ukuthi sisithinta sonke, sithi kufanele sibe yizakhamuzi ezisebenzayo, sizibambe ziqine.</p>	<p>'The parting piece of advice that he has given us, which I hope will resonate with everyone, is that we have to try to be active citizens and all rise to the occasion.</p>	<p>LT</p>	

and all rise to the occasion.				
19. The book has been written in a style that makes it relatively easy for everyone to understand,' said Reddi.	Le ncwadi ibhalwe ngendlela eyenza ukuthi kube lula kuwona wonke umuntu ukuthi ayiqonde,' kusho u-Reddi.	Le ncwadi ibhalwe ngendlela eyenza ukuthi kube lula kuwona wonke umuntu ukuthi ayiqonde,' kusho u-Reddi.	LT	
20. 'Justice Moseneke has generously donated 30 copies of the book to UKZN - they will also be available to students in disciplines other than Law, in the libraries on our various	'U-Justice Moseneke unikele ngamakhophi angama-30 encwadi yakhe e-UKZN, okuzokwenza ukuthi itholwe nangabanye abafundi, hhayi abezomthetho kuphela, emitapweni yolwazi kwezinye izimpiko zenyuvesi,' kuphetha yena.	'Justice Moseneke donated 30 copies of his book to UKZN, they will also be available to students in disciplines other than Law, in the libraries on our various campuses'. he concluded.	BO	<i>Justice → u-Justice</i>
			T-OB-SP	<i>donated 30 copies → unikele ngamakhophi angama-30</i>

campuses,' she added.				
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Appendix 25: Source Text

Professor Kathleen Pithouse-Morgan of UKZN's School of Education has been awarded the prestigious South African Education Research Association (SAERA) Research Honours Award for outstanding contributions to educational research in South Africa over a sustained period.

This national award is made annually to an individual or research entity for an extraordinary impact on educational research in the country.

'The award recognises my work over the past decade in facilitating transdisciplinary self-reflexive research locally and internationally,' said Pithouse-Morgan. 'I have collaborated with many other academics to support and guide communities of university educators and postgraduate students interested in enacting self-reflexive methodologies, using creative and participatory approaches.'

Serving as Chair of the American Educational Research Association (AERA) Self-Study of Teacher Education Practices (S-STEP) Special Interest Group (SIG) and Convener of the SAERA Self-Reflexive Methodologies SIG, has allowed Pithouse-Morgan to witness the collective creativity of the global self-reflexive community of scholars. These collaborations have supported and extended her research in professional learning.

In turn, she has a passion for and strong commitment to mentoring newcomers to self-reflexive research.

'I trust that this award will offer encouragement to other self-reflexive scholars, whether beginners or more experienced, who wish to gain insight into their professional selves and practices using creative approaches,' she said. 'The award is a validation of how imaginative inquiry in the company of diverse others can produce new ways of knowing that have significant implications for educational and social change. I am inspired to move forward in opening new spaces for self-reflexive research that can change the status quo for professional knowledge and practice on a global level.'

[Pithouse-Morgan](#)'s scholarship is in the field of professional learning, with a specific focus on better understanding and supporting teachers as self-directed and self-developing learners. Through the self-reflexive methodologies of self-study research, narrative inquiry, and autoethnography, her work documents and theorises how teachers can gain vital insights into their

professional selves and practices - with critical implications for personal-professional growth and social transformation.

Using creative and transdisciplinary approaches, Pithouse-Morgan has collaborated across contexts and continents to study methodological inventiveness in professional learning research. Her academic work has given rise to a unique design of “poetic professional learning” as a literary arts-inspired research mode.

She was recently named as an executive editor of the international and multidisciplinary journal, [*Teaching and Teacher Education*](#) (TATE) – among the first academics from an African university to be appointed to the position on the publication, one of the most prestigious educational research journals globally.

In 2018, Pithouse-Morgan received UKZN’s Distinguished Teachers’ Award and in 2019, was awarded the coveted [National Excellence in Teaching and Learning Award by the Council on Higher Education \(CHE\)](#) and the [Higher Education Learning and Teaching Association of Southern Africa \(HELTASA\)](#).

Appendix 26: Target Text

USolwazi Kathleen Pithouse-Morgan waseSikoleni sezeMfundo e-UKZN uklonyeliswe nge-South African Education Research Association (i-SAERA) Research Honours Award ngamagalelo akhe amahle ocwaningweni lwezemfundo eNingizimu Afrika isikhathi eside.

Lo mklomelo kazwelonke ukhishwa minyaka yonke unikwe noma isikhungo socwaningo esenza umsebenzi omuhle onomthelela ocwaningweni lwezemfundo ezweni.

‘Le ndondo iklomelisa umsebenzi wami weminyaka eyishumi edlule wokuhola ucwaningo lwemikhakha ehlukeni esabalalayo ezweni naphesheya,’ kusho u-Pithouse-Morgan. ‘Ngisebenzisane nezinye izifundiswa eziningi zaseNingizimu Afrika ukweseka othisha basenyuvesi nabafundi abenza iziqu ezinkulu ezinothando lokusebenzisa izindlela ezisabalalayo.’

Ukuba wuSihlalo we-American Educational Research Association (i-AERA) Self-Study of Teacher Education Practices (iS-STEP) Special Interest Group (i-SIG) noMdidiyeli we-SAERA Self-Reflexive Methodologies SIG kwenze u-Pithouse-Morgan wabona amandla ezifundiswa zasemhlabeni jikelele ezindleleni ezisebenza ngazo. Loku kubambisana, kulekelele ucwaningo lwakhe ekufundiseni.

Unothando nentshisekelo yokucathulisa abantu abalulalayo lolu cwaningo olusabalalayo.

‘Ngikhulwa wukuthi le ndondo izokhuthaza ezinye izifundiswa, noma ngabe ziyaqala noma sezimnkantshubomvu, ezifisa ukuthola ulwazi ngomsebenzi wazo nezindlela ezintsha zokwenza izinto,’ kusho yena. ‘Le ndondo iwubufakazi bokuthi ucwaningo olwenza phakathi kwabanye abantu abehlukile lungaveza izindlela ezintsha ezithinta ezemfundo nezenhlalo. Ngikhuthazwa wukwedlulela phambili ekuvuleni izikhala ezintsha zocwaningo ezikwazi ukushintsha isimo esikhona manje zolwazi lomsebenzi ezingeni lomhlaba wonke.’

U-Pithouse-Morgan ugxile emkhakheni wokufundisa, ogxile ekuqondeni kangcono othisha njengabafundi abazilawulayo nabazifundisayo. Umsebenzi wakhe ugxile ekutheni othisha bangazithola kanjani bona uqobo okusho ukukhula kwabo nangokomsebenzi noguquko emphakathini.

Esebenzisa izindlela ezintsha nezithinta imikhakha eminingi, u-Pithouse-Morgan useke wabambisana nabanye e-Afrika nakwamanye amazwekazi ukucwaninga izindlela zokufunda. Umsebenzi wakhe uzale ukwenziwa ngendlela ehlukile ‘ukufunda ngobunkondlo’.

Usanda kwenziwa umhleli omkhulu webhuku lezocwaningo i-[*Teaching and Teacher Education*](#) (i-TATE), ezifundisweni zokuqala zasenyuvesi yase-Afrika ukubekwa esikhundleni esinjani kuleli bhuku locwaningo, elingamanye amabhuku ocwaningo ahlonishwayo emhlabeni.

Ngonyaka wezi-2018, u-Pithouse-Morgan wathola umklomelo i-Distinguished Teachers’ Award, kwathi ngowezi-2019 waklonyeliswa nge- National Excellence in Teaching and Learning Award ye-Council on Higher Education (i-CHE) ne-Higher Education Learning and Teaching Association of Southern Africa (i-HELTASA).

Appendix 27: Sample of Analysis

1	2	3	4	5
English	IsiZulu	Back Translation	Translation Technique	Examples/Definition
1. Professor Kathleen Pithouse-Morgan of UKZN's School of Education has been awarded the prestigious South African Education Research Association (SAERA) Research Honours Award for outstanding contributions to educational research in South Africa over a sustained period.	USolwazi Kathleen Pithouse-Morgan waseSikoleni sezeMfundo e-UKZN uklonyeliswe nge-South African Education Research Association (i-SAERA) Research Honours Award ngamagalelo akhe amahle ocwaningweni lwezemfundo eNingizimu Afrika isikhathi eside.	Professor Kathleen Pithouse-Morgan from the UKZN School of Education has been awarded the South African Education Research Association (SAERA) Research Honors Award for her outstanding contributions to education research in South Africa over a long period of time.	T-OB-SP	<i>UKZN's School of Education → waseSikoleni sezeMfundo e-UKZN</i>

<p>2. This national award is made annually to an individual or research entity for an extraordinary impact on educational research in the country.</p>	<p>Lo mklomelo kazwelonke ukhishwa minyaka yonke unikwe noma isikhungo socwaningo esenza umsebenzi omuhle onomthelela ocwaningweni lwezemfundo ezweni.</p>	<p>This national award is given every year to a research institute that does good work that has an impact on educational research in the country.</p>	<p>T-OB-SP</p>	<p><i>national award</i> → <i>mklomelo kazwelonke</i></p>
<p>3. ‘The award recognises my work over the past decade in facilitating transdisciplinary self-reflexive research locally and internationally,’ said Pithouse-Morgan.</p>	<p>‘Le ndondo iklomelisa umsebenzi wami weminyaka eyishumi edlule wokuhola ucwaningo lwemikhakha ehlukene esabalalayo ezweni naphesheya,’ kusho u-Pithouse-Morgan.</p>	<p>‘This award recognizes my work over the past ten years leading research in different fields that spans the country and abroad,’ said Pithouse-Morgan.</p>	<p>LT</p>	

<p>4. ‘I have collaborated with many other academics to support and guide communities of university educators and postgraduate students interested in enacting self-reflexive methodologies, using creative and participatory approaches.’</p>	<p>‘Ngisebenzisane nezinye izifundiswa eziningi zaseNingizimu Afrika ukweseka othisha basenyuvesi nabafundi abenza iziqu ezinkulu ezinothando lokusebenzisa izindlela ezisabalalayo.’</p>	<p>‘I have worked with many other academics in South Africa to support university teachers and graduate students who have a passion for using widespread methods.’</p>	<p>Mistranslation</p>	<p><i>postgraduate</i> → <i>iziqu ezinkulu</i></p>
<p>5. Serving as Chair of the American Educational Research Association (AERA) Self-</p>	<p>Ukuba wuSihlalo we-American Educational Research Association (i-AERA) Self-Study of Teacher Education Practices (iS-STEP)</p>	<p>Serving as Chair of the American Educational Research Association (AERA) Self-Reflexive Methodology for Teacher Education (S-STEP)</p>	<p>T-OB-WC</p>	<p><i>As Chair</i> → <i>wuSihlalo</i> NG → N</p>

Study of Teacher Education Practices (S-STEP) Special Interest Group (SIG) and Convener of the SAERA Self-Reflexive Methodologies SIG	Special Interest Group (i-SIG) noMdidiyeli we-SAERA Self-Reflexive Methodologies SIG	Special Interest Group (SIG) and Coordinator of the SAERA Self-Reflexive Methodology SIG		
6. These collaborations have supported and extended her research in professional learning.	Loku kubambisana, kulekelele ucwaningo lwakhe ekufundiseni.	These collaborations have supported her research in teaching.	LT	
7. In turn, she has a passion for and strong commitment to mentoring	Unothando nentshisekelo yokucathulisa abantu abaluyalayo lolu cwano olusabalalayo.	She has a passion and interest in mentoring people who are starting research.	T-OB-WC	<i>Strong commitment</i> → <i>nentshisekelo</i> ADJ + N → ADVL

newcomers to self-reflexive research.				
8. ‘I trust that this award will offer encouragement to other self-reflexive scholars, whether beginners or more experienced, who wish to gain insight into their professional selves and practices using creative approaches,’ she said.	‘Ngikholwa wukuthi le ndondo izokhuthaza ezinye izifundiswa, noma ngabe ziyaqala noma sezimnkantshubomvu, ezifisa ukuthola ulwazi ngomsebenzi wazo nezindlela ezintsha zokwenza izinto,’ kusho yena.	‘I believe that this award will encourage other academics, whether they are beginners or experienced, who wish to gain knowledge about their work and new approaches,’ he said.	T-OB-WC	<i>I trust</i> → <i>Ngikholwa</i> PRON + V → V
9. ‘The award is a validation of how imaginative inquiry in the company of diverse others can	‘Le ndondo iwubufakazi bokuthi ucwaningo olwenzwa phakathi kwabanye abantu abehlukile lungaveza	‘This award is a validation that the research you do among diverse people can produce new methods that affect education and society.	T-OB-WC	<i>a validation</i> → <i>iwubufakazi</i> NG → N

produce new ways of knowing that have significant implications for educational and social change.	izindlela ezintsha ezithinta ezemfundo nezenhlalo.			
10. I am inspired to move forward in opening new spaces for self-reflexive research that can change the status quo for professional knowledge and practice on a global level.’	Ngikhuthazwa wukwedlulela phambili ekuvuleni izikhala ezintsha zocwaningo ezikwazi ukushintsha isimo esikhona manje zolwazi lomsebenzi ezingeni lomhlaba wonke.’		T-OB-WC	<i>I am inspired</i> → <i>Ngikhuthazwa</i> PRON + V + ADJ → ADJ
11. Pithouse-Morgan’s scholarship is in the field of professional learning, with a	U-Pithouse-Morgan ugxile emkhakheni wokufundisa, ogxile ekuqondeni kangcono othisha njengabafundi		T-OB-WC	<i>professional learning</i> → <i>wokufundisa</i> ADJ + N → VN

<p>specific focus on better understanding and supporting teachers as self-directed and self-developing learners.</p>	<p>abazilawulayo nabazifundisayo.</p>			
<p>12. Through the self-reflexive methodologies of self-study research, narrative inquiry, and autoethnography, her work documents and theorises how teachers can gain vital insights into their professional selves and</p>	<p>Umsebenzi wakhe ugxile ekutheni othisha bangazithola kanjani bona uqobo okusho ukukhula kwabo nangokomsebenzi noguquko emphakathini.</p>		<p>LGC</p>	

practices - with critical implications for personal-professional growth and social transformation.				
13. Using creative and transdisciplinary approaches, Pithouse-Morgan has collaborated across contexts and continents to study methodological inventiveness in professional learning research.	Esebenzisa izindlela ezintsha nezithinta imikhakha eminingi, u-Pithouse-Morgan useke wabambisana nabanye e-Afrika nakwamanye amazwekazi ukucwaninga izindlela zokufunda.		T-OB-SP	
14. Her academic work has given rise to a unique design of “poetic	Umsebenzi wakhe uzale ukwenziwa ngendlela ehlukile ‘ukufunda ngobunkondlo’.		T-OB-SP	<i>Her academic umsebenzi wakhe</i> →

<p>professional learning” as a literary arts-inspired research mode.</p>				
<p>15. She was recently named as an executive editor of the international and multidisciplinary journal, Teaching and Teacher Education (TATE) – among the first academics from an African university to be appointed to the position on the publication, one of the most prestigious</p>	<p>Usanda kwenziwa umhleli omkhulu webhuku lezocwaningo i-Teaching and Teacher Education (i-TATE), ezifundisweni zokuqala zasenyuvesi yase-Afrika ukubekwa esikhundleni esinjeni kuleli bhuku locwaningo, elingamanye amabhuku ocwaningo ahlonishwayo emhlabeni.</p>		LGC	

educational research journals globally.				
16. In 2018, Pithouse-Morgan received UKZN's Distinguished Teachers' Award and in 2019, was awarded the coveted National Excellence in Teaching and Learning Award by the Council on Higher Education (CHE) and the Higher Education Learning and Teaching Association of	Ngonyaka wezi-2018, u-Pithouse-Morgan wathola umklomelo i-Distinguished Teachers' Award, kwathi ngowezi-2019 waklonyeliswa nge-National Excellence in Teaching and Learning Award ye-Council on Higher Education (i-CHE) ne-Higher Education Learning and Teaching Association of Southern Africa (i-HELTASA).		T-OB-SP	<i>In 2018 → ngonyaka wezi-2018</i>

Southern Africa (HELTASA).				
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