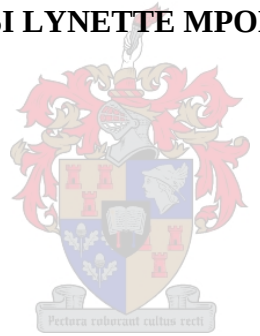
THE READER-CENTREDNESS OF TRANSLATED FINANCIAL TEXTS

INTO ISIXHOSA

NOSISI LYNETTE MPOLWENI



THESIS PRESENTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PHILOSOPHY AT THE UNIVERSITY OF STELLENBOSCH

SUPERVISOR: PROF A. E. FEINAUER
CO-SUPERVISOR: MR M. W. JADEZWENI

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DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and has not previously in its entirety or in part been submitted at any university for a degree.

Nosisi Lynette Mpolweni

Signed: Date:

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ABSTRACT

Financial institutions are among the key players in the economic growth of the country. The success of these institutions is, among other things, dependent on the support of the members of the public. This shows that it is important that the relationship between the two parties is sound. One of the ways of sustaining the communication between the financial institutions and the members of the public is to ensure that the information from the institutions reaches the clients/customers or prospective supporters. Since there is a wide range of the members of society in terms of language, culture and educational levels, it is crucial that the financial institutions take note of these factors. The implication is that the information that is communicated to the clients or customers should be available in the language that the clients/customers are familiar with. Previously, most of the information was communicated in English and Afrikaans. With the introduction of eleven official languages in South Africa, this indicated a need for material that is translated into different languages.

The aim of this thesis is to investigate whether there is material available from the financial institutions that is translated into isiXhosa. If it is available, I would like to know whether it is reader-centred and whether it communicates with the target reader. The evaluation of the existing translated material is done by using samples of brochures which are drawn from three institutions. Using the views of some of the theoretical approaches to translation, I do a critical analysis of the translated material. In order to have a balanced evaluation of the translated material, the views of the members from the community are tested through interviews and by using questionnaires.

In the conclusion, I highlight the results of my findings and observations which are based on the responses that the participants gave.

OPSOMMING

Finansiële instellings is onder die sleutelrolspelers in die ekonomiese groei van die land. Die sukses van die instelling is onder andere afhanklik van die ondersteuning van lede van die publiek. Dit beklemtoon die belangrikheid van ’n goeie verhouding tussen die twee partye. Een van die maniere om kommunikasie tussen die finansiële instelling en die lede van die publiek te bevorder, is om seker te maak dat die inligting van die instelling die kliënte of selfs voornemende ondersteuners bereik. Aangesien die individuele lede van die gemeenskap baie verskil ten opsigte van taal, kultuur en opvoedkundige vlak, is dit belangrik dat die finansiële instelling van hierdie faktore bewus moet wees. Dit beteken dat die inligting wat aan die kliënte voorgelê word, verkieslik in ’n taal wat hulle ken moet wees. Voorheen het die meeste van die kommunikasie in Engels of Afrikaans plaasgevind. Met die instelling van elf amptelike tale in Suid-Afrika het daar ’n behoefte ontstaan aan materiaal wat in die verskillende tale vertaal is.

Die doel van die tesis is om ondersoek in te stel of daar materiaal wat in Xhosa vertaal is by finansiële instellings beskikbaar is. Indien dit beskikbaar is, wil ek uitvind of dit lesergerig is en met die teikenleser kommunikeer. My evaluasie van die bestaande vertaalde materiaal word gedoen met behulp van voorbeelde van brosjures van drie verskillende instellings. Deur gebruik te maak van sommige van die beskouings van die teoretiese benadering tot vertaling, sal ek ’n kritiese analise van die vertaalde materiaal doen. Ten einde ’n gebalanseerde evaluasie van die vertaalde materiaal te verkry, word die mening van die publiek met behulp van onderhoude en ’n vraelys getoets.

In my gevolgtrekking bring ek die resultate van my navorsing en waarnemings, wat gebaseer is op die terugvoering verkry van die deelnemende partye, na vore.

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CHAPTER 1

INTRODUCTION

1.1 Background

The introduction of a policy of multilingualism in South Africa has played an important role in promoting communication between the different language speakers. It has also brought a great challenge to the different language speakers to learn each other's languages so that they can understand each other better. In order to enhance and to maintain the value of multilingualism, it is important that all sectors of society (including the education sector, medical, legal and economic fields) should ensure that their documents cater for the different language speakers and the different levels of society. This implies a great need for translated texts to enable information to be easily disseminated from one language to another. This will not only promote sharing of knowledge but will also improve communication between the different language groups. In other words, translation will serve as an important vehicle through which the idea of multilingualism can be developed.

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However, since multilingualism as a concept in South Africa is fairly new, the production of translated texts is slow. One reason for the slow rate of translated texts is the shortage of trained translators. This shortage has implications for the quality of translated texts. It is in this light that I have ventured into this study. I would like to know whether translated texts are available in the different sectors mentioned above and whether the translated texts communicate with the reader. My focus will be on translated financial texts specifically, as well as informative and instructive documents such as brochures, pamphlets and leaflets, distributed by financial and insurance institutions.

Since South Africa has a population with a wide range of educational, cultural and socio-economic backgrounds, another emphasis in this study would be to find out whether the

translated financial texts take into account the different categories of society. Another important focus in this study would be to investigate the theoretical approach that has been applied by the different translators in the documents. As one would understand, the quality of a translation depends on the theoretical framework from which the translator operates. Secondly, any translation is intended for a particular target reader. But first and foremost, it is important for a translator to understand that when translating he/she is actually communicating with the target reader. These points will be dealt with in the section on the literature review.

1.2 Aim of study

The aim of this study is:

- to investigate whether Xhosa translations of informal financial texts are available from the banks and the shops.

- to find out whether the translated financial texts that are available are reader-centred. In other words, whether they are suitable for the target reader's age level, or level of understanding, the level of education and the cultural background of the reader.

- to find out whether the translated texts have retained the genre of the source text. In other words, since pamphlets, brochures and leaflets are usually meant to give information or instructions to the reader it is important that the translator adheres to this style.

Since multilingualism is one way of enhancing cross-cultural communication, it is important that the different sectors of society play an active role in promoting this venture. The economic sector, namely the banks and retail stores have a greater challenge to ensure that they keep a close relationship with their customers and

clients. This means that the presence of translated texts is of the utmost importance to boost the economy of the country.

The source language in this study will be English and the target language will be isiXhosa.

1.3 Hypothesis

Financial informative and instructive texts do not communicate effectively with the Xhosa target reader.

1.4 Problem statement

What are the reasons for communication problems with translated financial texts?
Since the official languages were previously only English and Afrikaans, most of the documents are still available in these two languages. The situation is the same with informal documents such as brochures and pamphlets although some of the sectors have started with translations of texts to cater for other language groups. The scarcity of translated texts is also prevalent at the banks, furniture stores and at clothing stores. This poses many problems to some of the clients and customers because the language used by these institutions is usually for the elite. The use of the elitist language impacts negatively on the non-literate clients or customers because it is difficult for them to understand the information presented. The result of this is that they end up making uninformed decisions and being misinformed and even cheated. In fact, since the economic field has its technical terms, the vocabulary used is often confusing even to the educated clients and customers. In other words, the use of elitist language and technical terms can have detrimental results both to the service providers (i.e. the banks and retail stores) and to the country's economy because the customers may withdraw their relations from these institutions. This means that the scarcity of translated financial texts can impact negatively on all the stakeholders.

Similarly, translated financial texts that are available are not compatible with the reader. In other words, they do not match with the reader's level of understanding and cultural background. One of the reasons for the poor quality of translation is that most of the translators have had no translation training background. Because of the lack of training, the translator is not able to adjust the text according to the intended outcome of the author or according to the type of target reader. The aim of this study is to investigate problems that clients and customers come across from brochures, pamphlets and leaflets used by the banks and retail stores.

1.5 Significance of study

The study will encourage the production of translated financial texts even in other South African languages. In return this will attract clients to invest with the banks because of the availability of information in the language they can easily understand. Similarly, there will be an increase in the number of customers in retail stores. In other words, this will mean growth in the business sector.

The study will also encourage tertiary institutions to introduce translation programmes so that there is an adequate number of trained translators. This will improve the quality of material produced and will encourage the reader-centredness of translated texts because the translators will have a solid theoretical background from which they work.

Since there will be a growing need for translated material to keep up with the policy of multilingualism, it means that the translator's work will be secured. For instance, other sectors such as the legal field will have to follow suit and translate their documents to cater for the different clients.

1.6 Methodology

The following methods will be used in this study:

a) Data collection

Texts with an informative and instructive content will be collected from a specific genre namely brochures, pamphlets and leaflets.

b) Critical analysis of existing texts

Existing translated financial texts will be critically analysed. Micro- and macro-evaluation will be applied to achieve the intended results. In the micro-evaluation I will examine the use of general grammar i.e. words chosen, orthography/spelling, omitted words or added words. Similarly, in the macro-evaluation I will look at the text as a whole, the format of a brochure, illustrations, font size and the layout.

c) Empirical research

In an attempt to determine the reader-centredness of financial texts empirical research will be conducted with randomly selected participants. The participants will be drawn from a wide range of backgrounds and will include ordinary workers, stokfel members, pensioners, bank officials, customers and Spaza shop owners.

A pre-test examination will be conducted by giving participants translated financial texts to read and comment on. The pre-test will be followed by a post-test using the same participants who will be given the edited version of the same text to read and comment on. For participants who can read and write, questionnaires will be used and interviews will be conducted mainly with participants who are non-literate.

The interviews and questionnaires will be used mainly to ascertain the participant's comprehension of translated isiXhosa or of the untranslated English. Questions from the questionnaires and interviews will help to find out whether the participants and other members of society see the need for translated financial texts. If they see the need, how they think this will benefit them. Their opinion

regarding the reader-centredness of available translated financial texts will also be researched.

1.7 Definition of terms

The following terms will be used in this study and they have been defined as follows:

a) Source language (SL) - the language from which the translator translates
b) Target language (TL) - the language into which the translator translates
c) Source text (ST) - the text of the source language
d) Target text (TT) - the text of the target language
e) Target text reader (TTR)- the reader for whom the translated text is intended
f) Source text reader (STR)- the reader of the original text
g) Micro-structural evaluation - examination of internal structure of text i.e. amongst others grammar, vocabulary, orthography, cohesion, coherence, syntax.
h) Macro-structural evaluation - examination of external structure of text i.e. the genre, format and illustrations.

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical background to translation

Translation studies have existed for many centuries but to this date the theory of translation is still under scrutiny. For instance, one of the oldest forms of evidence of translation as provided by Schäffner in (Ostman: 1997) dates from 196 BC with the inscriptions in Egyptian hieroglyphics. However, translators have a great contribution to the development of alphabets and of national languages eg. Bible translators played a decisive role in the development of the vernacular in their nations.

Throughout history, translators have been engaged in debates regarding the process of translation. The main debates centred around the concept translation or what it entails and the role or purpose of translation. In the process of translating, the translators began to reflect on what they were doing. They were faced with the original text which was produced in an original language and which they wanted to rewrite in another language. During this process the translators were faced with a number of problems. Firstly, at any given time the translator was dealing with two different languages with different linguistic and syntactic structures as well as different cultural backgrounds. In some situations the translator had to resort to creating new terms or borrow terms from the source language due to the absence of relevant terms in the target text. Secondly, the translator had to decide whether he/she is going to give priority to the content of the source text or to its form or rather to focus on the message conveyed to the reader. This lead to constant criticisms by other translators because of differences in focus and different specific method choices. This point is indicated in Schaffner cited in Ostman, et al(1997) which reflects that Martin Luther in his famous *Sendbrief vom Dolmetschen* defended his translations of the Bible into German against accusations made by Catholic

officials that he had falsified the Holy Scriptures. One can argue that these accusations were led by the different interpretations and methods applied by the officials.

With the development of translation studies as an academic discipline, there was a need for a theory of translation that could help translators to establish principles through which they could explain and predict phenomena of translation. However, since translators have different ways of approaching translation, up until today, there is no unified theory and no agreement on central concepts of the discipline because of the complexity of translation. This complexity manifests itself in the fact that a particular translator may base his/her translation on the source text while the other translator may focus on the target reader. Other translators may see translation as a form of communication between the source language and the target language. In addition to this, different translators have different viewpoints on the interpretation of translation. However, it was necessary for translators to have a framework or source on which they could base their translation. This led to the existence of different theories or approaches to translation. Each approach focused on certain aspects of translation such as the content of the source text, the message conveyed in the source text, the function of the text, the process and the product of translation. For instance, in the 19th century, Schleiermacher (1982) proposed two different methods of translating by which either the reader would be moved towards the author, or the author would be moved towards the reader. This meant that in the first method, the translation would be very close to the linguistic format of the text. In the second method, the translation would be adapted to the style of the target language. Among the scholars who adopted Schleiermacher's approach is Nida who was a Bible translator. With the development of translation studies other approaches to translation emerged. We will look at the most salient approaches namely, the Linguistic, Text-linguistic and the Functionalist approaches. Although the views of these approaches are not independent of each other, for the sake of clarity I will look at each approach separately.

2.2 Translation approaches for the translation of informative and instructive financial texts

2.2.1 The Linguistic approach

The above-mentioned approach came to existence during the 1950s and 1960s at the time when linguistics was established as an academic discipline. According to this approach, the aim of translation studies is to give a precise description of the systematic relations between signs and combinations of signs in the two languages. In other words, the translation is a process of linguistic transcoding in which the target language text becomes the replica of the source language text. This view seems to imply that the source text is simply substituted by the target text as one of the advocates of the linguistic approach. John Catford (1965) has suggested that translating is a linguistic operation consisting of the substitution of source-language grammatical and lexical elements. As Naudé (2000: 1-4) puts it**:**

> …linguistic-oriented models judge a translation to be good, bad or indifferent in terms of a fixed theory of what constitutes (dynamic) equivalence between two texts. Linguists such as John Catford in England, Eugene Nida in the USA and Wolfram Wills in Germany, influenced by structuralists and /or generative semanticists, strove for the promotion of equivalence (i.e. similarity, analogy or correspondence), as a means of bringing about accuracy that could result in good, right and faithful translations…

Naudés criticism highlights a lot of issues regarding the way the linguists view translation. In the first place, to perceive a translation as good or bad using a fixed theory is problematic in itself because there are different approaches and theories of translation. How does one arrive at a fixed theory? Secondly, the concept of equivalence is debatable because the structure of each language is determined by factors such as morphological and syntactic rules as well as metaphoric or cultural aspects. How does one achieve a

faithful translation? As will be seen in the following discussion, the above extract invites many questions as far as the nature of translation is concerned.

In compliance with the above view of the linguists, Schäffner & Holmes (1995) state that the key concepts of the linguistic approach are reproduction of the SL-text, invariance of the message, faithfulness and equivalence. As one would understand, this viewpoint is open to criticism because it seems to lose sight of the fact that there are no two languages that are exactly the same or that share concepts that have precisely the same meaning. Instead, there is always an inevitable loss during translation because some of the terms in the source text may not be represented in the dictionary or terminology of the target language or some of the terms in the source text may be culture-bound and the translator may not find suitable equivalents in the target language. For instance, if we take brochures on **credit card accounts** we will find that the translator will have difficulty in translating the term **credit card** because this system of formal banking is fairly new to amaXhosa. In fact, Newmark (1988:7) points out that each exercise of translating involves some kind of loss of meaning due to a number of factors and the basic loss is on a continuum between overtranslation (increased detail) and undertranslation (increased generalization). Among the factors that Newmark identified is that the source text may refer to elements peculiar to the natural environment, institutions and culture of its language area as it is the case with the term **credit card**. The translator may resort to an explanation of the term credit card in his/her attempt to interpret and to give meaning to the term, that process there will be an inevitable shift in meaning from the source text.

As Newmark (1988: 116) puts it:

> The individual uses of language of the text-writer and the translator
> do not coincide. Everybody has lexical if not grammatical idiosyncrasies,
> and attaches private meanings to a few words.

Newmark's statement implies that people look at text through different spectacles. They may be exposed to the same text but will attach different meanings. If we were to refer to

the brochures, it means that the same brochure can be read by different readers but they will interpret it differently. This point highlights the fact that the linguists' argument about the invariance of message and faithfulness of the target text is questionable.

It has been indicated in the above discussion that a translation may describe a situation that is peculiar to the culture of its language area. The translator may find that the source text contains information that is non-existent in the target language and will find difficulty in translating it. If we take the example of the brochure on the E Plan account (Appendix D) we find information that gives advice to clients about the benefits of this account and the different ways of making withdrawals and how to use the **Personal Identification Number** (PIN number**).** Since the culture of saving through the bank is fairly new to the African society, it means that to translate the term, Personal Identification Number will raise problems to the translator since information in this regard is not available in isiXhosa. To overcome this problem, the translator may resort to coining new words or he/she may give a description of the source text term. In other words, the claim of the linguists about the reproduction of the source text is problematic. Since the translator will encounter problems in reproducing the source text, it also means that the linguists' view that translation involves producing the replica of the source text is subject to criticism.

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Another aspect of the linguistic approach is that translation might mean to translate word for word. In fact, as Newmark (1988: 7) states, "The inevitable source of loss is the fact that the two languages, both in their basic character and their social varieties in context have different lexical, grammatical and sound systems". What it means is that, the translator will find that very few words, phrases or sentences will correspond precisely with those of the source text. As a result the meaning conveyed in the source text will be lost. This point is evident if we compare the source language text and the target language text of the brochures i.e. English and isiXhosa.

If we were to apply the method of word for word to the brochure that informs the customer about the dangers of buying stolen goods we find the word **ukuthenga,** (to buy**)**

has been used**.** But if a suffix is added to the word **ukuthenga**, then this word is used in a different context and it carries another meaning eg.**ukuthengisa** the meaning in this case changes to, (**to sell),** but the translator may lose sight of the impact of this morphological change (i.e. the suffix –isa) and still refer to, **to buy.** This will result in the misinterpretation of the source text and in losing the meaning of the source text. In other words, the message conveyed in the source text will be different from that given in the target text. This means that although the source text was meant to be informative, the target text becomes misleading to the target reader. The implication is that the claim of the linguistic approach about the invariance of the message is open to criticism. If we agree that a slight shift from the source text is inevitable during the process of translation, it is also a challenge to the linguists' view of the reproduction of the message.

Another characteristic of the linguistic approach is to focus on the linguistic signs or elements of the language such as phrases or words rather than looking at the overall view of the text. This point is reflected in Darbelnet, cited in Newmark (1988: 116) as he states that:

> Translation is the operation which consists in transferring from one language to another **all the meaning elements of a text**, and **nothing but these elements**, making sure that in the target language they preserve both their relative importance and also their tonality.(my emphasis)

The above quotation implies that translation takes place word for word with each concept of the source text preserving its original meaning in the target text. This view has many flaws. On the one hand, it means that the source text is seen as a collection of isolated words or entities. On the other hand, it means that if the translator translates word for word he/she is able to keep track of the actual meaning conveyed in the source text. This is a contradiction of the view that each language has its own structure of morpho-phonological changes and that the speakers of different languages have their unique sound systems. For instance, Xhosa words are derived from roots and the roots are either

prefixed or suffixed to form new words. The opposite applies to English. These morpho-phonological differences can be problematic to the translator who is not competent with both languages. If we take the brochure that informs the customer about what to do when one sees stolen goods we find the term:

1. ST : **bon**a
   TT : see
2. ST: Im**bon**o
   TT: a view / an opinion

In the above example the translator may be misled by the root (**bon-) and** interpret example 1 and 2 in the same way. This may cause problems since the meaning is different. In other words, by translating word for word the translator will misinterpret the text and in that way misled the target reader. The result of this may be costly to the target reader as he/she may indulge himself in debts because he/she has misunderstood the text.

Another crucial aspect of the linguistic approach is the concept of equivalence. According to the linguists, equivalence refers to the relationship between the source language text and the target language text where the target text has an identical meaning as the source text. The linguists applied equivalence to the smallest segments of the source language text for which equivalent segments can be substituted in the target language text to achieve identity of meaning.

But as we have indicated in the previous examples, a translation can never achieve being a replica of the source text. To the linguists, it is possible to reproduce the source text as one of the great pioneers of the linguistic approach Nida (1969: 12) stated that, “Translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, in terms of meaning and secondly in terms of style”. In fact, his colleague Newmark (1988: 111) argued that, “A good translation is expected to be as literally accurate as possible”. If we take into account the fact that a translator’s interpretation and processing of the source text is influenced by many factors.

Firstly, he/she operates from a particular socio-cultural background and his/her perception of things is determined by his worldview. Secondly, he/she may find that he/she is dealing with a text that is culture specific and may find it difficult to transfer the same meaning to the target text. The problem with the linguistic approach is to see a text as simply a collection of isolated linguistic segments rather than looking at it as a whole. Another limitation of this approach is to ignore the fact that each language is unique.

In an attempt to address the gaps within the linguistic approach, some of its scholars came up with the view that the larger cultural context is of utmost importance in understanding the meaning of any message. One of these scholars is Eugene Nida. He differentiated between two forms of equivalence namely, formal and dynamic equivalence. Formal equivalence means concern that the message in the receptor language should match as closely as possible the different elements in the source language. Nida and Taber as cited in Hatim (2001:19) describe this type of equivalence as: an orientation to translation which focuses attention on the message itself, in both form and content. That is, the concern is with matching the receptor language message with the source language message. This forging of relations between the receptor language and the source language raised concern to many scholars of translation as the following statement in Hatim (2001: 20) illustrates:

> Formal equivalents represent the source text on its own terms,
> with little or no adjustment by way of bringing the text nearer
> to target- language linguistic or cultural mores. However,
> because of the numerous incompatibilities which inevitably
> exist between source and target languages and cultures,
> this method of translation can be a cause for concern.

Hatim's statement highlights a crucial point about translation: that it goes beyond the linguistic aspects but the translator is also dealing with the complexities of two cultures. Formal equivalence seems to lose sight of these complexities.

If we were to illustrate Hatim's point we could look at the following example of the brochure that refers to the term **Personal Identification Number;** there is no equivalent for this term in the receptor language (i.e. in isiXhosa) and as a result it is described by giving an explanation of its function. In other words, the notion of formal equivalence has its flaws. In fact, Nida and Taber (1982: 201) themselves assert that typically, formal correspondence distorts the grammatical and stylistic patterns of the receptor language. They acknowledge the fact that there are not always formal equivalents between language pairs.

With regard to dynamic equivalence, it is seen as aimed at complete naturalness of expression and tries to relate the receptor language to modes of behaviour relevant within the context of its own culture. The important point in this type of equivalence is to take into account the context in which the particular text exists and to acknowledge the culture of the particular language in question. Hatim (2001:61) asserts that:

> The general trend in translation studies is clearly towards cultural rather than linguistic transfer. This entails that the process be viewed not as a transcoding of products but as a process of communication.

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The implication in Hatim's statement is that the translator should above all remember that he/she is communicating between two cultures. This view seems to be in line with Nida's dynamic equivalence as reflected in Nida cited in Hatim (2001:19) as he states that "the translator working within the framework of dynamic equivalence will be more interested in trying to relate the receptor to the modes of behaviour relevant within the context of his own culture".

If we were to refer to the brochure that informs the readers about saving money, it means that the translator would choose examples of situations or terms that his/her target readers are familiar with. For instance, the source text may refer to different methods of saving money such as, taking it to the bank, taking an insurance policy, keeping it in a savings box, etc. But the translator who is translating into isiXhosa may include other methods

that are familiar to his/her target readers namely, keeping it under the mattress or keeping it underground. Although Nida's concept of dynamic equivalence does take into account the culture of the target language it has its limitations. For instance, since it is also based on the linguistic approach its emphasis is on the correspondence between the linguistic elements of the source text and the target text. In the same breath, Nida cited in Hatim (2001: 21) states in no uncertain terms that there can be no absolute correspondence between languages.

Another shortcoming of the linguistic approach is to ignore the fact that the source text has a certain function or that there is a motive behind the existence of the source text. If we look at the brochures, we will find that they are written for different target readers with the aim of either to inform or to instruct the target readers; for example, the brochure that informs the reader about how to open an E Plan account (Appendix D), or the brochure that educates the reader about the dangers of buying stolen goods (Appendix F) and the brochure that give instructions on the steps followed when one operates a prepaid phone (Appendix H). For these functions to be transferred to the target reader, it is essential that the translator looks at the source text as a whole in order to have a meaningful understanding rather than just translating each word or sentence in isolation. But studies conducted within a linguistic approach to translation tend to concentrate on systematic relations between units of the language systems and ignore aspects of contextual use. As a result this approach experienced a lot of criticism. Some of the arguments raised by the critics of this approach refer to the fact that a chosen target language form may well be correct according to the rules of the language system, but this does not necessarily mean that the text as a whole appropriately fulfils its communicative function in the target language situation and culture. In the process of translation we do not translate words or grammatical forms but texts within a specific communicative function. This implies that the limitations of the linguistic approach soon became obvious. This resulted in the emergence of the textlinguistic approach.

2.2.2 The Textlinguistic approach

Since the late 1970s and early 80s there have been great changes and shifts from the traditional view of the process of translation as suggested by the scholars of the linguistic approach. One of the approaches that emerged was the textlinguistic approach. To the textlinguists, translation is not so much a matter of matching abstract language systems or sentences occurring in a vacuum, but texts and different cultures have different ways of organizing texts and structuring texts within a certain situation. The textlinguists began to see translation not as a static, purely linguistic operation but as a communicative process which takes place in a specific socio-cultural context. This point is stressed by Hatim (1997:1), who states that translation is an act of communication which attempts to relay across cultural and linguistic boundaries, another act of communication which may be intended for different purposes and different readers. If we look at this view carefully, we notice that it highlights important aspects of language namely, the communicative and the cultural aspects. It implies that in organizing the text, the translator should ensure that the message and the culture of the source text are communicated to the target reader.

If we look at the brochure which reads**, Make it happen with an E-Loan** we find that one of the functions of this title is to persuade customers to take a loan through E-Loan. In other words, it is another technique of advertising this new facility. This means that the translator should be aware of the function of these "catch-words" in order to communicate the same message to the target reader. Secondly, this title is metaphoric which means that the translator should think carefully and try to choose a suitable metaphor that will carry a similar meaning from the culture of the target language. Another important feature about the concepts **communication and culture** is the realization that text exists in a particular context or situation and the translation should take into account these factors as they have a great impact on the quality of the product of translation.

The textlinguists do not see text in isolation but they go beyond the text itself or beyond the sentence boundaries. This is a very important observation because if we see

translation as an act of communication, this means that the translator should at all times try to communicate a message to the target reader. If we take the brochure on the **Home loan** (Appendix J) and the one on **Winning 2 tickets to the cup final** (Appendix K), we find that the contexts and the situations of these brochures are different. The implication is that the translator should not merely reproduce what is written in the source text but should modify each text-type according to its needs and function to suit the context it is meant for. In other words, according to the textlinguists, the translator should take into account that he/she is communicating with different target readers at different levels hence the translation should adjust accordingly and not just look for the equivalent of the source text as advocated by the linguists. This point is stressed by Hatim (1997: 157) as he states that the translator in his/her attempt to create communication or "equivalence" between the source text and the target reader, he/she can apply different strategies according to the nature and the tone of the text. For instance, if we look at the two brochures, the one on home loan deals with factual information and refers to a particular client (e.g. a client who can read and who has a source of income). This information guides the reader about things he/she should take into account in order to qualify for the loan. On the other hand, the translator has to adhere to the formal tone of the source-text to ensure that the target reader is well informed about the procedure followed in applying for a home loan. But the brochure on the competition of the cup final is more light and casual and the target reader is any member of the community. The translator can modify and adapt his/her text to attract the target reader. This means that, the textlinguistic approach gives the translator the freedom to adjust and re-adjust the text in order to make it communicative to the target reader without losing the crux of the text.

Unlike the linguists who look at the relationship between the source text and the target text at the sentential and lexical level, the textlinguists locate equivalence at a textual and communicative level. In other words, when one reads a text it should be meaningful to the intended reader. Since both the linguistic and the textlinguistic approaches lay emphasis on the source text it became apparent that the critics of these approaches developed other approaches that would also focus on the target text and the target reader. Among the approaches that came forward was the functionalist approach.

2.2.3 The Functionalist approach

This approach emerged in Germany and its focus was on the **purpose** of the target text. The basic assumption of functionalism or the functionalist approach is that translation does not occur in a vacuum, there are always reasons why translation should take place, hence the focus on the purpose of translation. This approach is based on the skopos theory (Greek word for purpose, goal). As Hatim (2001: 74) puts it, the skopos theory holds that the way the target text eventually shapes, is determined to a great extent by the function or the skopos intended for it in the target context. The concepts function and intention have a crucial role in this approach because they distinguish it from the above-mentioned approaches. In the first place, the term "function" implies the impact that the translation will have on the target reader and his/her response thereof. Secondly, the term "intention" indicates that translation is meant for a specific purpose for instance, it can be meant to educate, to instruct or to inform the target reader.

If we take the example of the brochures and pamphlets on financial texts we can refer to the brochure on the **Home loan** (Appendix J) which gives the reader information on a convenient way of making a loan. On the other hand, the brochure on **Winning 2 tickets** (Appendix K) simply instructs the reader on how to join the competition. Since the information contained in each brochure has a specific purpose it is important for the translator to consider the context or situation in which the brochure is designed. This point is stressed by Nord (1997:45) who states that the functionalist model does take account of the situational conditions of the communicative interaction. It also takes the needs and expectations of the prospective target reader into account, but more than that, it forces the translator to keep the target reader primarily in mind. This point highlights two important facts about the functionalist approach, namely that it is dynamic and it is progressive. In the first place, it accommodates the specific needs of the target reader and secondly, its focus is on the target reader rather than the source text as is the case with the linguistic approach. Since the source text is written within a specific socio-cultural situation it means that the translator should re-organize and re-formulate the target text so that it suits the culture of the target reader.

An interesting point about the functionalist approach is that although it dismisses the view of translation as a mirror image of the source text (just like the textlinguistic approach), it advocates loyalty of the translator to translation. According to this approach, the concept of loyalty implies that the translators have to take the conventions of the particular translation situation into account. In fact, to the functionalists, the ultimate responsibility rests with the translator who is the only person able to judge whether the transfer process has taken place satisfactorily. In other words, translators interpret source-culture phenomena in the light of their own culture-specific knowledge of that culture. In other words, the notion of loyalty is contrary to the equivalence-based translation theories. This point is evident in Vermeer (1996: 51) who states that it is not the source-text equivalence requirement which guides the translation procedure but the skopos (e.g. the aim of translating). Since to the functionalist approach the main objective is how the translation is going to serve the target reader it means that the question of whether the target text is a replica of the source text is not important. As Nord (1991: 4) puts it, what matters is not the faithfulness or equivalence, but whether or not the translation has fulfilled the initiator's needs and can function as an independent text in the target culture. Having said this, it is important to note that although the three approaches that have been discussed have their unique views, nevertheless there is a close connection between these approaches. In the first place, they are all working with both the source text and the target text and only differ with the area of focus. Secondly, since the linguistic approach has set the foundation for other approaches, it means that there will always be a link between the approaches.

CHAPTER 3

TEXT-FOCUSED EVALUATION OF EXISTING TRANSLATED TEXTS

3.1 Introduction

A critical analysis of the existing translated financial texts is done in this chapter. These texts have been drawn from different institutions namely, the banks, post office and shops. The reason for selecting the different text types is to get widespread information regarding the status of translated financial texts so that I can give a fair criticism of the texts. The institutions mentioned above serve people who come from different language groups, different age levels and different educational levels. This means that the language that has been used and the way it has been formulated will play an important role to ensure that it reaches the different target groups. The function of the texts that have been chosen is to give information to the target readers, to give instructions on how to use certain products and to persuade the target reader to buy the product.

The texts will be referred to as Text A (Appendix D), Text B (Appendix F) and Text C (Appendix H). The main reason for choosing these texts is the nature of information and the impact that these texts can have on the target readers. They inform the readers about new products on the market, give instructions and guidance on how to use the products and they empower the readers with knowledge on safety measures. For instance, Text A introduces the target readers to a savings account with low costs or transaction fees. Since its fees are comparatively low, even the low-income group can benefit from this account because it is affordable. If we look at Text B, it is aimed at assisting in reducing the crime rate. Its content equips the community with information on how to identify stolen goods as well as measures that they can use to protect their property. Since crime is one of the greatest challenges that South Africa is faced with today, this information is valuable. Text C introduces the readers to a telephone that operates with the new devices of technology. Since we live in the world of technology, this telephone is a useful

instrument that can assist people to keep abreast of the developments of technology. The analysis of these texts will include both the micro-structural and the macro-structural evaluation. In the micro-structural evaluation the emphasis will be on the grammar, words chosen, spelling or orthography, omissions and additions. In the macro-structural evaluation, concentration will be on the text as a whole and on whether the text serves the purpose it is intended for. I will also look at the correspondence i.e. whether the language used is at the level of the target reader, the layout of the brochure, illustrations and the font size.

I am aware that the criticism of a translation is a difficult task because the translation itself goes through a long process before it becomes a finished product. In the process of translating, the translator has to work out implied meanings of the source text. He then tries to recreate or reconstruct his own impression in order to produce a product that is meaningful to the target reader. Martin Luther in (Reiss:2000: xiii) confirms this point,

> Now that it is translated and finished, everybody can read and criticize it. One now runs one's eyes three or four pages and does not stumble once –without realizing what boulders and clods had once lain there….We had to sweat and toil there before we got those boulders and clods out of the way…

The phrase, "we had to sweat and toil" illustrates that the task of translating is a taxing exercise. For instance, the translator does not simply transpose words from one language to another but he has to possess certain competencies that will enable him to produce a quality product. Among these competencies are the following that have been cited in Feinauer (2001):

- Linguistic competence

The translator should be aware of the rules and situations in which certain words are used in the source language and in the target language. For instance, if we were to refer to the source language of this study (i.e. English), we will find that articles play an important

role in sentence construction. On the other hand, in the target language (i.e. isiXhosa), the noun prefix and the concords are important in sentence construction. The following extract from the second sub-heading of Text A (in Appendix D) is a good example:

English version

Here are a few tips on how to get the best from your E Plan account.

IsiXhosa version

Nanga amacebo ambalwa okuba ungakufumana kanjani na okona kulungileyo nge-akhawunti yakho ye-E Plan.

In the above example of the source text, the underlined morphemes play an important role in identifying the subject and the object as well as in creating syntactic harmony in the sentence. In the case of the target text version, it is the underlined noun prefix (ama-), subject concord (u-), relative concord (a-) and the object concord (o-) that have carried out the same function. It is important that the translator is aware of these principles that govern the linguistic structure of each language.

-Cultural competence

The translator should take note of the fact that language is the vehicle through which the culture, the tradition and the history of a particular language group is conveyed. He/she should be familiar with the cultural aspects of both the source language and the target language. If the translator comes across text which is culture bound, he/she should be able to understand how and why the text has been used so that in his translation he/she can retain the same message.

An example of this point is cited in the following second sub-heading of Text C (Appendix H)

English version

Making a call

The dictionary meaning of the term “make” according to The Concise Oxford Dictionary (1976: 658) is: construct, frame, create. A translator who interprets the sentence, **Making a call** literally would associate it with “creating or constructing a call”, an exercise that is impossible. The figurative meaning of the sentence – Making a call is: to call somebody telephonically. Hence it is crucial that the translator is conversant with all the nuances and the culture of the source language and the target language. In addition, he should be conscious of text that has been used in the figurative form.

-Textual competence

A successful translation requires a translator who has good knowledge of the regularities and conventions of texts, genres and text-types. It is essential that the translator is able to adhere and adjust to the requirements of the different text-types. For instance, in the case of this research, we find informative texts such as, text A (Appendix D) that informs readers about the benefits of the E Plan account. We also find an instructive text as represented by Text C (Appendix H) that guides and instructs readers on how to operate the PrepaidFone. It means that the translator should be careful in choosing words that will carry the desired instructive function since he/she is dealing with technical terms. The target text should end up as an informative/instructive brochure.

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-Domain or subject specific competence

In order to feel comfortable in his/her translation, the translator should have knowledge of the relevant subject or area of expertise. However, since translation involves different fields namely, science, technology, economics, law, etc. it is possible that the translator may come across unfamiliar terms. If that is the case, he/she should consult with the people who are experts in the field.

- Research competence

As has been indicated above, it is not always possible for the translator to understand the meaning of the source text because some of the terms used may be culture-bound and the translator may be a second language speaker. This challenges the translator’s competence in doing research in order to resolve problems which are specific to cultural

transfer. Apart from the terms used, the translator may not be conversant with the field or the subject that he/she is translating. He/she should do some research and acquaint him/herself with the background knowledge of the subject.

- Transfer competence

This type of competence refers to the ability of the translator to produce the target text that satisfies the demands of the translation task. The translator will be able to transfer the message conveyed in the source text only if he/she understands what the source text is about, for whom it is intended, and its purpose. This requires that he/she also possesses the above competencies. The above competencies illustrate that translation is a complex task because it deals with the thought processes of the source text producer and those of the translator. On the one hand, the translator tries to investigate the thoughts of the source text producer while on the other he/she is trying to interpret and create meaning in the target language. As it has been indicated earlier, these competencies play a crucial role in the quality of a translation. As Holtz-Mantarri **(**1984:74**)** states, "they (the competencies) place a responsibility on the translator to make his translation to reflect interlingual and intercultural communication". Holtz-Mantarri highlights an important aspect, that translation is intercultural communication. This point will be looked at in the following discussion of the criticism of brochures. The evaluation investigates whether the translator has taken this aspect into consideration.

The evaluation or criticism of a translation is not an easy task. As Friedrich Schlegel in Reiss (2000: 9) puts it,

> Nothing is more difficult than to enter into the thought processes of another person and be able to rebuild his whole perspective in all its particularity. And yet it is only when one can reconstruct the framework and how it operates in all its parts that one can claim to understand a work and its spirit.

In the above quotation Schlegel highlights a crucial point about the evaluation of a translation i.e. " to enter into the thought processes of another person". In the first place, the manner in which the translator perceives and interprets the source text are determined by his/her cultural background and the theoretical framework from which he/she operates. This has significant implications for the meaning he/she will convey to the target text. Speaking about the importance of meaning in translation, Albrecht Neubert in Hatim (2001: 111) says:

> [Meaning is] the kingpin of translation studies. Without understanding what the text to be translated means…the translator would be hopelessly lost. This is why the translation scholar has to be a semanticist over and above everything else…The key concept for the semantics of translation is textual meaning.

In the above statement, we observe a crucial point that is raised by Neubert, namely that meaning is at the core of translation. In my discussion I will find out whether the translator has transferred the same meaning conveyed in the source text to the target text. Since translation activity should be based on a theoretical framework in order to guide both the translator and the critic of translation, my argument will be based on the views of the three salient theoretical approaches discussed in Chapter 2.

3.2 Methodology for research on target texts

The method that will be employed in analysing the texts will be a micro-structural and macro- structural evaluation. The advantage of this method is that, in the case of the micro-structural evaluation, the focus will be on the inner structure of the texts while in the macro-structural evaluation the emphasis will be on the outer structure of the texts. Before delving into the analysis of the texts a brief description of what each type of evaluation entails will be given.

3.2.1 Micro-structural evaluation

The main focus in this type of evaluation is to look at the internal qualities of text namely; the grammar, lexical options, spelling or orthography, omissions and additions. These qualities play an important role because absence or misinterpretation of a text can affect its meaning. These qualities referred to above are closely related, but for the sake of clarity I will treat each aspect separately.

3.2.1.1 Grammar

Every language is governed by its grammatical rules and these rules differ from one language to another. It is the responsibility of the translator to have a good knowledge of the rules of both the source language and the target language because this has an impact on the syntactic and semantic aspects of text. My analysis of grammar will include word order, prefixes and concordial agreement, etc. Let us observe the following extracts.

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Text A (Appendix D):
Main Heading
English version: E Plan fees
IsiXhosa version: IiNdleko ze-E Plan

If we look at the isiXhosa version of the heading we notice that the term **IiNdleko** as presented by the translator is incorrect as far as orthography is concerned because the translator has mixed the upper and the lower cases within the same word. It seems as though the translator has treated the prefix and its stem as two separate entities. The noun **IiNdleko** should be written as **Iindleko**. Seemingly, the translator was trying to make the target text correspond with the source text without taking into account the grammatical conventions of the target text. On the other hand, the translator could have followed the Capital letter Rule which is guided by the morphology of a word as set out in the Xhosa Terminology and Orthography (1972: 27), which states that, " Where the prefix ends in a

nasal it is this nasal that is capitalized.". This also applies in the case of the noun **IiNdleko** as its the prefix **iin-** ends with a nasal.

Sub-Heading 1

First sentence:

English version: Use Standard Bank ATMs.

IsiXhosa version: Usebenzise ii-ATM zase-Standard Bank.

In the isiXhosa version, the translator has treated the noun and its subject concord as two words by inserting a hyphen between them e.g.… **zase-Standard Bank** (ATMs of Standard Bank). The use of a hyphen in this case is incorrect. As used by the translator it does not seem to comply with the conditions for the use of a hyphen as set out in the Xhosa Terminology and Orthography (1972) and the PANSALB Revised IsiXhosa Orthography (2005). The result of this grammatical error is that the meaning has changed from Standard Bank ATMs to ATMs of Standard Bank. The word should read, **zaseStandard Bank**.

Sub-Heading 2

Third sentence:

English version: Do not allow anyone else to use your E-Plan card and never reveal your PIN. (Personal identification number) to another person.

IsiXhosa version: Ungavumeli nabani na ukuba asebenzise ikhadi lakho le-E Plan kwaye ungaze uyibonise omnye umntu i-PIN (iNombolo Yakho eyiMfihlo) yakho.

The words that appear in brackets in the Xhosa version represent the Pin or the personal identification number which is one word but we notice that this word is translated as three different words namely: (**iNombolo Yakho eyiMfihlo**). We notice that each word from those in brackets, is marked by a capital letter as though we are referring to three different things. Since the acronym PIN represents one concept, it should read **Inombolo yakho eyimfihlo** (Personal identification number). An abbreviation that could be coined

for “Personal identification number” is IPINI or IPHINI (To comply with the sound system of isiXhosa).

Text B (Appendix B)

Heading

English version: Did you know?

IsiXhosa version: Ubuyazi?

The heading of the source text, Did you know? Is a rhetoric question that is meant to create awareness to the target reader. But if we observe the Xhosa version, **Ubuyazi?** translates as:

(Did you know about it? Were you aware of it?) The question seems to be referring to a specific object because the translator has used an incorrect object concord –ya- instead of –sa-. If we look at the original version “Did you know? It seems as though the author used this question as marketing strategy or a persuasive measure to attract the attention of the customer but the translator seems to have understood it as a direct question. The heading should read**, Ubusazi?** (Did you know?). In other words, the translator seems to have missed the persuasive function of this brochure.

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Text B (Appendix B)

Main Heading

English version: STOLEN GOODS

IsiXhosa version: IIMPAHLA EZEBIWEYO

The relative concord eze- in **EZEBIWEYO** (stolen) is grammatically incorrect. It should read, ezi-. In fact, the relative **ezebiweyo** is used in isiZulu and the Xhosa equivalent should read **ezibiweyo**. Although this lexical item is used in some regions, it is in essence isiZulu. The translator seems to be Zulu-speaking because in the rest of the text he/she consistently uses Zulu equivalents such as, **ukugqekeza** (burglary), **ukweba** (theft) etc. A further discussion on these terms will be dealt with in the section on Lexical Options.

Text C (Appendix C)

Heading

English version: The new improved PrepaidFone service operation will affect the following functions:

IsiXhosa version: Inkonzo entsha ephuculweyo yokusebenza kwePrepaidFone iza kuchaphazela ezindlela zilandelayo zokusebenza:

The word ezindlela consists of two independent words namely, a demonstrative pronoun **ezi** and a noun **ndlela**. According to Xhosa grammatical rules and orthographical rules as set out in the Xhosa terminology and Orthography (1972: 29), "the demonstrative is a distinct part of speech and hence must be written separately". This means that the word **ezindlela** should be written **ezi ndlela**.

Text C

Sub-Heading 1

English version: Accessing menu options

IsiXhosa version: Indlela Zokungena kwi Menu

In the Xhosa version we find that the grammatical rule that governs the use of a capital letter as set out in the PANSALB Revised IsiXhosa Orthography (2005: 56), has been ignored by inserting a capital letter in the middle of the sentence as indicated in **Zokungena** (of accessing). The adjective **Zokungena** should be written **zokungena.** Similarly, the adjectival concord **zo-(kungena**) refers to more than one item but **Indlela** refers to one option (of accessing menu). This means that **Indlela** should read **Iindlela** (i.e. options). The sentence should read, **Iindlela zokungena kwiMenyu.**

Sub-Heading 3

English version: Recharging your account

IsiXhosa version: Ukongeza imali kwi akhawunti yakho

In the term **kwi akhawunti (**in the account**)** we find two vowels that follow one another. According to Xhosa grammatical rules one of the options of avoiding the juxtaposition of vowels is to insert a hyphen between the vowels. The same rule applies to **kwi akhawunti** but we notice that the translator has ignored this rule. The word **kwi akhawunti** should read **kwi-akhawunti**.

Sub-Heading 3
Fifth sentence
English version: Press 1 for recharge.
IsiXhosa version: Cofa u 1.

According to the grammatical structure of isiXhosa, there is a connection between the u and 1. The u is a noun prefix and the 1 is a noun. To show that there is a syntactic connection between u and 1, the connection is represented by a hyphen. But we find that this rule has been ignored by the translator. The sentence **Cofa u-1** should be written **Cofa u-1.**

From the above examples, different forms of grammatical errors have been identified. The impact of these errors had an influence on the meaning of the word or sentence as a result the target reader would find it difficult to understand the text. Since some of the target readers are students, these errors can be misleading.

3.2.1.2 Spelling

The way in which words are spelt plays an important role in giving meaning to the text.
A reader-friendly translation is free of spelling errors and this makes its text to read smoothly. In all the texts, spelling mistakes have been identified. The following extracts will illustrate how the mistakes have impacted on the clarity of the text.

Text A
Paragraph 1

English version: We believe it is important for you to know what it costs to use your account.
IsiXhosa version: Siyakholelwa ukuba kubalulekile kuwe ukuqonda ukuba kuxabisa kangakanani ukusebenzisa i-akawunti yakho yebhanki.

To the reader who is semi-literate the term **i-akawunti** would be incomprehensible because this word has been spelt incorrectly. Besides, the concept "an account" itself is a complex term because it means different things to different people. Some people perceive an account as referring to the bankbook that one carries with him, others see it as referring to the amount that is invested and to others it is just an abstract term. This also means that it would be difficult for the reader to understand what the sentence entails. The word **i-akawunti** should read i-**akhawunti** (an account). Within the same paragraph another spelling error is found in the following example:

English version: This brochure contains payment details from the E Plan account.
IsiXhosa version: Eli phetshana liqulethe iinkukacha zentlawulo ezibizwayo kwi-akhawunti ye-E Plan.

The term **iinkukacha** does not exist in isiXhosa as a result this sentence would leave the reader with unanswered questions because he/she does not understand what is said. The word iinkukacha should read **iinkcukacha** (details). Similar problems are found in Text B and Text C as will be illustrated in the following discussion.

Text B
Sub-Heading 2
English version: -It is not safe to leave keys outside, whether under the doormat or in the plants.
- a labelled box that is left lying around can give a clue to thieves on what to expect from your house.
IsiXhosa version: Akukhuselekanga ukushiya izintshixo zendlu ngaphandle, nokuba kuphantsi kwemethi esemnyango okanye kwisityalo.

-ibhokisi ebhaliweyo iyabonisa ukuba amasela angafumana ntoni endlini yakho.

In the first sentence, the n in the term **isintshixo** should be deleted because the correct spelling should read **isitshixo** (a key). In the second sentence, the word **endlini** is usually used in spoken language and in certain dialects of isiXhosa but it is not standard Xhosa. The acceptable spelling should read **endlwini** (in the house).

Text C

Sub-Heading 2

English version: To make a call.

Xhosa version: Ukutsala umnzeba.

The word **umnzeba** does not exist in isiXhosa. The letter z in the term **umnzeba** should be x and the correct spelling of this term should read **umnxeba** (a telephone). The mistakes that have been identified in this section seem to reflect that the translator was working under pressure as a result, did not have enough time for editing. Although the time constraint is a general problem that most translators experience, the effect of the work that has not been edited impacts on the quality of the product.

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3.2.1.3 Lexical Options

In this section I will be looking at the words or lexical units or more precisely the equivalents chosen by the translators in their translations. Before I embark on the discussion of lexical options used, I would like to state that the choice of an equivalent for the target text is a crucial aspect because the translator is dealing with two languages and each language has its unique features that identify it. What makes it more difficult for the translator is the fact that within a particular language, a word or a lexical unit can refer to more than one lexical meaning. As Zgusta (1971: 36) puts it, "Not all lexical units have precisely the same type of lexical meaning". This makes it difficult for the translator to know the lexical unit or equivalent that is more relevant for a particular

situation. Zgusta (ibid: 27) further complicates things by identifying different components of lexical meaning:

> The lexical meaning comprises a great number of different components…
> It will be useful to discern the following main components of lexical meaning:
> (1) the designation,
> (2) the connotation, and (possibly)
> (3) the range of application

If we observe each component closely we find that, Zgusta (ibid: 27-42) describes the terms as follows:

> By the term "designation" we mean above all the relations existing between the single words and single parts of the extralinguistic world, as conceived by the speakers of a language…We can conceive "connotation" as a very broad category comprising all further semantically relevant properties of the word, besides the central area of designation… The range of "application" refers to a selectional restriction which limits the application of a word.

The implication of the above quotation is that the meaning of a word depends on many factors. Language speakers may use a particular word for certain reasons in certain situations and in different contexts. Although a word may have a synonym or synonyms, each synonym may be relevant in certain contexts. Let us take the designation or denotational meaning of the term **"isitshixo**". The Xhosa people could use this term when they refer to something concrete, made of steel. For example, **Esi sisitshixo sasekhitshini**. (This is the key to the kitchen). Similarly, the term **isitshixo** could refer to something abstract, a path. For example, **Imfundo sisitshixo sokukuvulela kwikamva eliqaqambileyo** (Education is the key to a bright future). In this case, the term key refers to education.

What are the implications of this discussion for the translator? It highlights the fact that there is a world of meaning behind a word. This means that before a translator decides on the choice of an equivalent he has to take into account many factors such as when, where and why he has chosen the particular equivalent. Let us look at how the translators in the following extracts have applied lexical options.

Text A

Paragraph 1

English version: We believe it is important for you to know what it costs to use your bank account.

IsiXhosa version: Siyakholelwa ukuba kubalulekile kuwe ukuqonda ukuba kuxabisa kangakanani ukusebenzisa i-akawunti yakho yebhanki.

If we observe the above extract we notice that the translator has used the equivalent **siyakholelwa** for the term "we believe". In the text, the phrase "we believe" refers to "we think". According to the English-Xhosa dictionary (1985: 51) the Xhosa equivalents for believe are –**kholwa**; **-kholelwa**. Although the two equivalents are synonyms, they are usually used in different contexts. For instance, **-kholelwa** means to believe in (something) and –**kholwa** means believe, to be satisfied. Other synonymns of **siyakholwa** are **sicinga** (we think), **siqinisekile** (we are sure). In this situation, the closest equivalent for we believe would be **sicinga**. Another example is in the terms "ATM" and "Stop card". The term "ATM" refers to the machine from which the client can draw or deposit money at his own time. The translator has not given an equivalent for this term. This may be problematic for a target reader who is semi-literate or illiterate because he/she may not understand what the term "ATM" means. The closest equivalent for this term is **Umatshini wokutsala imali** (a machine from which one can draw money) or the most popular term **Untinkintinki** or **Untintinti** which is derived from the fact that one simply press buttons in order to get cash and this is accompanied by an electronic sound. Similarly, the equivalent for the term "Stop card" is not supplied. Since a translator is expected to be creative, he/she could have coined a new word for this term. The closest

equivalent for this term is **Ikhadi lokukhusela i-akhawunti yakho** (a card that protects your account).

Since the aim of the translation is to enable the target reader to access the information presented in the source text, it means that the translator should ensure that he/she fulfils this role. However, we notice that the translator either reproduced some of the terms in the source text or he/she has randomly chosen an equivalent without considering the situation in which it is used. Another example is cited in the following extract:

Text A
Sub-heading 1
English version: Here are a few tips….
IsiXhosa version: Nanga amacebo ambalwa…

The term "tips" in this case refers to ideas or suggestions. If we look at its equivalent as given by the translator, we find that there is no direct match because the term **amacebo** refers to "plans" or "tricks" that one applies to get out of a situation or to solve a problem. Since in this context, the term "tips suggests that someone else is giving advice or ideas, the closest equivalent is **iingcebiso** (ideas or suggestions). The isiXhosa should read, " **Nazi iingcebiso ezimbalwa**" (Here are a few tips/suggestions). This means that the tone of the sentence has moved to a more informative direction.

In the first sentence of this sub-heading the equivalent that has been used for the term "savings pocket" is **isingxobo solondolozo** (a bag for saving). The term "savings pocket" refers to the savings account but the translator has translated the term "savings pocket" literally as **isingxobo solondolozo** (a bag for saving). As a result, the target reader may be confused as he/she will not understand what "a bag for saving" means. I would translate this phrase as:
I-akhawunti ekulondolozela imali yakho (The account that saves your money)

Similar problems are identified in Text B and C. It has been indicated in section 3.2.1.1 on Grammar that the main flaw of Text B is that it is a combination of isiXhosa and isiZulu. This is a problem in itself because it creates confusion to the target reader. Although there are similar terms that are used in isiXhosa and in isiZulu, some of these terms do not refer to similar things. For instance, the term **ukugeza.** In isiXhosa this term means "to be naughty" but in isiZulu the term **ukugeza** means "to wash". Here are some of the Zulu terms used by the translator:

Text B

First Paragraph

English verion: Crime on property, theft, burglary, housebreaking, shoplifting, bag snatching…

IsiXhosa version: Ulwaphulo-mthetho lwepropati olufana nobusela, ukugqekreza, ukweba ezivenkileni, ukwexuthwa kwebhegi…

The terms **ukugqekreza**, **ukweba**, **ukwexuthwa kwebhegi** are used in some dialects of isiXhosa and are also isiZulu terms that refer to "burglary", "shoplifting" and "bag snatching" respectively. The formal isiXhosa equivalents for "burglary", "housebreaking" and "shoplifting" are **ukuqhekeza, ukuminca, ukoxuthwa kwezipaji.**

Apart from using isiZulu terms the translator seems to have randomly chosen some of his equivalents without taking their meaning into account. This applies to the following examples.

Sub-Heading 3

English version: Important numbers

IsiXhosa version: Iinombolo ezinomsebenzi

The term **Iinombolo ezinomsebenzi** means numbers that have work. This meaning does not correspond with source text: Important numbers. The closest equivalent for:

"Important numbers" is **Iinombolo ezibalulekileyo** or **Iinombolo eziphambili** (important numbers).

Text C

Main Heading

English version: The new improved PrepaidFone service…

IsiXhosa version: Inkonzo entsha ephuculweyo yokusebenza kwePrepaidFone…

The term can be translated as **Imfonomfono yasekhaya esebenza ngekhadi** (home telephone that operates with a card) since not everybody is familiar with the term PrePaidFone. Since with this type of a (home) telephone one has to pay first before using it by buying airtime unlike the previous one in which a person received a bill for calls made, a term that could be coined is, **" Ufowuna-sowubhatele**" (The one that requires a person to phone after he/she has paid).

Sub-Heading 1

English version: Accessing menu options.

IsiXhosa version: Indlela Zokungena kwiMenu

The term Menu has not been translated and this will make it difficult for the target reader who is semi-literate to understand the sentence **Indlela Zokungena kwiMenu**. The sentence could be translated as **Indlela yokuyisebenzisa** (how to use it i.e. the PrePaidFone).

Sub-Heading 3

English version: Recharging your account

IsiXhosa version: Ukongeza imali kwi akhawunti yakho

The phrase **Ukongeza imali kwi akhawunti yakho** means to increase money in your account. This is not a clear interpretation and it does not correspond with the source text version which actually means that one buys more airtime. The equivalent for the source

text is **Ukongeza imizuzu yokufowuna kwi-akhawunti yakho** (to add minutes in your account**).** Another problem in this paragraph is cited in the following sentence:

English version: Enter your 16 -digit recharge voucher number…
IsiXhosa version: Faka iinombolo ezili 16 ezikwi recharge voucher…

The term “recharge voucher” has not been translated. The closest equivalent for this term is **isiqinisekisi-ntlawulo** (a receipt).

From the above discussion a few observations have been highlighted. In some cases the translator reproduced the original form of the source text term. In other situations, he/she mistranslated the source text term. In both cases this worked to the disadvantage of the target reader because either he/she would not understand the text or he would be left confused. Another observation is that the translators seemed to have depended on the dictionary meaning and regard the equivalents provided in the dictionary as synonymous or interchangeable. This tendency is cited by Gouws (1996:14) who states that:

> When people consult a bilingual dictionary, they seldom realise that the information given is not essentially a statement about meaning but a list of translation equivalents. The functional status of these translation equivalents is that they may be used in certain contexts to substitute the source language item.

Gouws highlights a crucial point that it is not enough to find an equivalent of a term but most important is the functional status of the particular equivalent. It is this status that informs the translator of the context in which the equivalent can be used. This shows that it is not easy to arrive at the most appropriate equivalent because of the complexity of a word.

If we consider the fact that there is a world behind a word, we can realise that to arrive at an equivalent is a complicated task in itself. A word can have different meanings or can

be used at different situations and different contexts. Similary, a word can have a number of synonyms and each synonym can be used in different contexts. In some cases, a word can be represented in a metaphoric form which means that the translator has to look at the underlying meaning carried by the word before he/she can think of its translation. This implies that the notion of equivalence or of finding a corresponding term in the target language is a complex exercise. The problem of seeking a matching equivalent in the target text is described by Wendland, E. & Nida, E. in (Louw: 1985 :1) who contend that,

> Such consistency in word-matching can however be deceptive, for translators can be consistently wrong as well a consistently right. Since the range of meanings of words in any two languages never match completely. ….Not only do words have several meanings, but between two languages the sets of meanings never completely correspond.

As Wendland and Nida have stated in the above quotation, a word can have several meanings depending on how it is used. For instance, the equivalents of –**kholwa** are: "believe", "trust", "think", etc. and each equivalent is used in a certain situation. This illustrates that one cannot speak of the target text as being a replica of the source text because as Wendland and Nida put it, between two languages the sets of meanings never completely correspond as it is the case with the equivalents –**kholwa** and **kholelwa** for the term "believe". This is where the creativity of a translator becomes important: that of creating or coining new terms in accordance with the situation in which a term is used. Since some of the terms were retained in the original form, a summary of suggested terms has been listed as follows:

ATM: UMatshini wokutsala imali, Untinkintinki, Untintinti

PIN: Inombolo yakho eyimfihlo, Ipini, Iphini

PrepaidFone: UFowuna-sowubhatele

Recharge voucher: Isiqinisekisi-ntlawulo

Stop Card: IKhadi lokukhusela i-akhawunti yakho

Important numbers: Iinombolo ezibalulekileyo, Iinombolo eziphambili

3.2.1.4 Omissions

Another factor that affects the quality of the target text is the missing term or phrase in the target text. In some cases this happens as a result of the incompetence or negligence of the translator with the target language and he/she will leave out all the terms that he/she does not understand. In other situations omissions occur because the finished product has not been edited or because the translator is not experienced. Examples of omissions have been identified in the following texts.

Text A
Main Heading
English version: E Plan fees
IsiXhosa version: Iindleko ze-E Plan

To a reader who is not familiar with banking, the sentence **Iindleko ze-E plan** would have no meaning because he/she does not know what E Plan refers to. The translator seemed to have taken it for granted that his/her readers would understand that E Plan refers to a certain bank account and he/she left out the term **ze-akhawunti** yeE Plan (of the E Plan account). The inclusion of **ze-akhawunti** would be to ensure that the readers understand that the matter is about a certain bank account. To the English-speaking reader, the term E Plan fees would be meaningful because he/she is familiar with banking. The translator seems to have taken it for granted that the feeling would be the case with the target readers. The problem of omitting the term, **ze-akhawunti** is that not all the readers would be able to access the information contained in the brochure. I would have translated the extract as **Iindleko ze-akhawunti ye-E Plan** (E Plan fees). The translator simply translated word for word as a result, important information in the target text was lost.

Subheading 1

English version: Use Standard Bank ATMs. They're cheaper than using a teller or another bank's ATM.
IsiXhosa version: Usebenzise ii-ATM zase-Standard Bank. Zibiza ngcono kunokubenzisa ithela okanye I-ATM yenye ibhanki.

The term **kunokubenzisa** is incomplete; as a result it carries no meaning because there is a missing morpheme -se- in this term. This term should read **kunokusebenzisa** (instead of using). As a result of the missing **-se-,** the whole sentence became meaningless.

Text C
Sub-Heading 1
English version: … followed by # (hash).
IsiXhosa version: …ulandelise nge # (hash)

A reader who is not familiar with the new system of the PrepaidFone will not understand the symbol #. As a result he/she may find it difficult to operate the telephone. This means that the translator should try his/her best to make his/her translation as clear as possible. In order to assist his/her readers to understand how the telephone operates, he/she should have included …**ngophawu lweheke** (the symbol that represents a gate i.e. #). The phrase should read, …**ulandelise ngophawu lweheke** (#).

3.2.1.5 Additions

It is true that the translator can apply his/her creativity in processing the source text but this should be done to make his translation functional. There is a tendency for some translators to make the translation wordy by including unnecessary information or by duplicating the information. This happens mainly with inexperienced translators who try as much as they can to include everything that appears in the source text. In other words, translators who translate word for word and try to be as faithful as possible to the source text. The problem of this approach is that it leaves the target text meaningless because linguistic and cultural differences between the source language and the target language

have been ignored. If we refer to the House model for translation quality assessment as cited in Gutt (1991: 45), we find that she provides a notion of 'covert translation'. As Gutt puts it:

> She calls this type of translation 'covert' because ' …it is *not* marked pragmatically as a TT [translated text] of an ST but may, conceivably, have been created in its own right'.

Gutt's quotation implies that the target text does not necessarily mean a duplication of the source text but rather requires a sense of creativity from the translator. If we look at some of the extracts in text A, B and C, we find that the notion of covert translation has been ignored as the following examples illustrate:

Text A

Sub-Heading 2

English version: Transfer surplus money to the savings pocket...

IsiXhosa version: Tshintshela imali ongayisebenzisanga kwisingxobo sakho solondolozo…

Pectora roborant cultus recti

The source text version encourages the client to save whatever money is available in the E Plan account which is also given the name, "savings pocket". It seems as though the translator did not understand that the term "savings pocket" in this case also refers to the E Plan account because he/she translated the term "savings pocket" verbatim. The result of this is that there is no connection between the source text savings pocket and the target text **kwisingxobo sakho solondolozo;** instead we find information that describes the savings pocket, but the description itself does not convey the same meaning as contained in the source text term: savings pocket. The term, savings pocket has been used in a metaphoric form but the translator seems to have missed the underlying meaning. Instead he/she interpreted it verbatim as the phrase, **kwisingxobo sakho solondolozo** (in your bag that is meant for saving) illustrates. The savings pocket could be translated as **kwi-akhawunti yakho ekongela imali** (in your account that saves your money).

Text B

Paragraph 3: (List of items)

English version: KEEP THIS BROCHURE IN A SAFE PLACE.

IsiXhosa version: LIGCINE LIKHUSELEKILE ELI PHETSHANA LOLWAZI

The terms **eli phetshana lolwazi** means this "piece of paper with information". Since a brochure or a leaflet usually contains information. The addition of the term **lolwazi** (of information) is not necessary. The sentence should read **LIGCINE LIKHUSELEKILE ELI PHETSHANA**. Let us look at Text C.

Text C

Sub-Heading 1

English version: Lift the telephone handset and wait for the dialling tone.

IsiXhosa version: Phakamisa i-handset yefowuni ulindele i-dialling tone.

In the above extract, the translator has translated word for word and as a result, unnecessary information has been included. For instance, in the case of "Lift the telephone handset" the equivalent given is **Phakamisa i-handset yefowuni**. But in isiXhosa, telephone handset is treated as one word. This means that **i-handset yefowuni** is a repetition of the word **ifowuni.** The sentence should read, **Phakamisa ifowuni ulindele ilizwi**.

Conclusion

In the above discussion, how the translator has processed the linguistic features of both the source and the target text in order to create a meaningful product has been looked at. It became clear that some of the translation was affected by the fact that grammatical and cultural differences between the source text and the target text were either ignored or came as a result of the inexperience of the translator. Some of the problems that have been observed will be dealt with in the discussion of macro-structural evaluation.

3.2.2 Macro-structural evaluation

In this section I will be looking at the overall picture of the texts. My focus will be on the style of the target text, the external qualities and the ordering of information. These factors will play an important role in determining whether the target text will serve the same function as the source text. In my discussion I will adopt the textlinguistic and the functionalist approaches. My reason for choosing these approaches is that, in processing the text, both the textlinguists and the functionalists look at the text as a whole and the situation in which the source text exists, in order to create a target text that communicates with its reader. In addition to this, the functionalists take into account the purpose and the function of the target text. This point is evident in the popular rule of the functionalists which Nord (2001: 29) describes as "the top-ranking rule for any translation is thus the 'skopos' rule". Vermeer in Nord (2001: 29) explains this rule in the following way:

> Each text is produced for a given purpose and should serve this purpose… translate/interpret/speak/write in a way that enables your text/translation to function in the situation in which it is used and with the people who want to use it and precisely in the way they want it to function.

If we were to refer to the pamphlets, the above quotation implies that it is important for the translators of the different texts to take note of the fact that the author of the source text had a particular intention when he/she created the text: that the text should serve a certain purpose or function for the target readers. My aim is to investigate whether the translator has managed to identify the intention of the source text producer and the intended function of the text.

3.2.2.1 Style of target text

It is true that a translator is usually confronted with different texts and text types. Some texts may be formal and this includes official and legal documents. Other texts may be

more informal and this includes advertisements, invitations and pamphlets, brochures, etc. Among the characteristics that distinguish these types of texts are the style and the form in which each text is written. This implies that the strategy or the style that the translator adopts in translating plays an important role. Hatim (2001:99) identifies two kinds of translation namely, direct and indirect translation and he describes them as follows:

> Direct translation, where the translator has to stick to the explicit content of the original.
> Indirect translation, where the translator is free to elaborate or summarise.

In my analysis, I will look at whether the translator has adopted the first strategy of translating directly, in other words a more linguistic approach or whether he/she has considered not only what he/she is translating but also how he/she translates it taking into account whether he/she is dealing with a formal or informal text. Let us observe Text A.

The nature of Text A is to inform clients about the relatively new type of account (the E Plan account) and to persuade them to take advantage of the competitive costs of this account and open an E Plan account. Since the nature of this information is more informal, I think the translator could have used his creativity and used a style that would be attractive to the target reader. However, we notice that the translator has used a more direct translation instead of choosing language that would appeal to the target reader. Let us look at the following example:

Text A

Paragraph 1

English version: We believe it is important for you to know what it costs to use your bank account.

IsiXhosa version: Siyakholelwa ukuba kubalulekile kuwe ukuqonda ukuba kuxabisa kangakanani ukusebenzisa i-akawunti yakho yebhanki.

The above extract illustrates that the translator has simply used direct translation. This shows that his/her translation focused on what he/she was assigned to translate but he/she did not take into account why the information was translated, for whom he/she was translating in order to decide on how he/she should translate. This implies that the translator adopted the linguistic approach to translation: that of producing the replica of the source text. The problem with the approach that he/she adopted is that the target text leaves the reader with vague information that he/she cannot understand. Firstly, the translator did not consider that formal banking (i.e. banking with financial institutions) is fairly new to amaXhosa people therefore he should be simple and straight to the point. Secondly, he/she did not take into account the status or the educational level of his/her readers. Instead, in his/her attempt to produce a replica of the source text his/her target text became too wordy and difficult to comprehend. This means that he/she lost sight of the fact that he/she is communicating with a different audience with different background knowledge. Gutt (1991: 97) seems to warn translators who ignore the fact that one has to adjust one's translation to suit the intended target reader as he states that:

> We cannot communicate the same thoughts to just anybody, regardless of background knowledge. When addressing different audiences, we tend to change what we want to convey, not only how we say it.

If we were to refer to the above extract, it means that the translator could have restructured his/her translation to accommodate his/her target readers. I would have translated the
text as follows: **Sicinga ukuba kubalulekile kuwe ukwazi ngeendleko ze-akhawunti yakho yeE Plan** (We think it is important for you to know about the costs of your E Plan account).

Another important point that the translator ignored is that translation takes place in a different context from that of the source text because the target reader comes from a different cultural background. As Nord (2001: 23) states "…translation takes place in concrete, definable situations that involve members of different cultures". Nord's

statement seems to remind the translator that translation does not take place in a vacuum but rather in a particular socio-cultural context or situation. For instance, if we observe the front cover of Text A, we find the heading: E Plan. To the reader who is unfamiliar with banking, this heading would be meaningless. This means that to accommodate his/her readers, the translator should have provided an isiXhosa version of this heading. Let us observe the style used in Text B.

If we look at Text B we find that the translator has also applied direct translation and this had a great impact on the meaning of his/her translation. What affected his/her translation even more was the consistent use of dual languages (isiXhosa and isiZulu) within the same text. This is evident from the front cover right through the whole text. The implications of this are that instead of serving its purpose, the text could confuse the readers since some of them may not be familiar with isiZulu. The following example is a good illustration.

Text B

Front cover: IIMPAHLA EZEBIWEYO

Paragraph 1

IsiXhosa version:

Ulwaphulo-mthetho lwepropati olufana nobusela, *ukugqekeza, ukweba* ezivenkileni, *ukwexuthwa* kwebhegi /selula kunye nobusela ezimotweni lukhokelele ebuhlungwini kunye nasebuhlwempini obungafanelekanga.

The italicized words are isiZulu words, which means that to a reader who is either semi-literate or unfamiliar with isiZulu, the whole paragraph would have no meaning. The style of mixing languages can be seen as the translator's lack of linguistic and research competencies. These are crucial competencies for a translator because translation is a communication between languages. The implication is that neither the purpose of the text which is meant to warn customers about stolen goods nor the function of the text which is meant to encourage customers to join in crime prevention have been achieved.

If we observe Text C we find that it introduces the clients to the new Prepaid phone system. But we notice that the translator has not provided an isiXhosa version of the heading: Telkom PrepaidFone. This means that the semi-literate clients would simply ignore the brochure and miss the valuable information. Another limitation of this text is that the translator has used direct translation without taking into account that he/she is dealing with highly technical information. This means that his translation did not cater for the different educational levels of his/her readers. As a result, some of his/her readers could not access the information. The use of a telephone is new to African culture let alone the Prepaid phone system which has been introduced with the new technology. Since some of the isiXhosa equivalents for the new terms have not been invented, this requires the translator's creativity in order to make his/her translation functional. The importance of the notion of function in translation is cited in Nord (1991: 4) who asserts that, "My concept of translation is basically functional, and it is this notion of function that is the overriding criterion for the model of the translation process". Nord's statement suggests that we cannot speak of translation without thinking of how it is going to benefit the target reader. In other words, a translation that does not serve the target reader is meaningless. If we were to refer to Text C, we can suggest that since the language of this text is highly technical and makes use of symbols such as * #, the translator could have described or explained some of the terms in order to accommodate all his readers. For instance, in the case of symbols such as * and # I would have described them as **Uphawu lwenkwenkwezi** and **Uphawu lweheke** respectively, to ensure that the translation is communicative to the target reader. Let us look at:

3.2.2.2 Text external qualities of the target texts

The general appearance of the text plays an essential role because it attracts the attention of the reader and may persuade him/her to use its information. In my analysis of the external qualities I will look at the layout, appearance, and illustrations.

3.2.2.2.1 Layout

If we look at the general layout of Text A we find that each language appears on a separate page. I think this is a good idea that can make it easy for the reader to read the text that is written in the language that he/she is comfortable with. However, since there are too many languages within the same brochure, this can distract the attention of the target reader. For instance, in this brochure there are five languages and the isiXhosa appears on the sixth page. This means that the target reader will take time to reach his language choice and as a result, he/she may lose interest.

The information on the brochure is presented in headings and subheadings. This helps to guide the reader on the important points. The headings and sub-headings appear in bold but some of the sub-headings are written in normal print. This means that the translator was inconsistent in the application of markers and this can confuse the target reader. The following extract is a good example.

Text A
Subheading 1
IsiXhosa version: Ukugcina iindleko zakho ziphantsi kufanele ukuba:

The idea of a subheading is to highlight a new point hence it is usually written in bold to draw the attention of the reader. In the source text this heading appears in bold but we notice that the translator lost sight of the intention of the source text producer.

If we observe text B, we find that similar markers have been used to highlight important information. The text is presented in headings and subheadings. All the subheadings appear in bold except for the first one that reads:

Text B
Subheading 1

IsiXhosa version: Yintoni WENA ongayenza ukwenza utyalo-mali kuMzantsi Afrika okhuselekileyo…
“ KWAYE UZIXELE IIMPAHLA EZEBIWEYO”

If we take a close look at the above subheading we can identify a few problems. Firstly, the subheading appears in normal print and the reader may associate it with the rest of the text. Secondly, within the same subheading some of the text is written in lower case while the other text appears in upper case. This inconsistency can confuse the reader.
Similarly, if we observe the second sub-heading we note that it gives instructions to the customers on what should not be done but the way in which the instruction is structured is not appealing as the following example illustrates:

Text B
Subheading 2
IsiXhosa version: UNGAVUMELI UKUBA AMAXHOBA AMANINZI EVE UBUHLUNGU. (Do not allow many victims to experience pain)

MUSA ukuzithenga iimpahla ezebiweyo. (Do not buy stolen goods)
Yithi HAYI kwimpahla ezebiweyo. (Say No to stolen goods)…

We notice that both the sub-heading and the rest of the text are instructions. This may further create confusion to the reader as to the purpose or the function of the sub-heading. In other words, the translator could have highlighted the role of this sub-heading by restructuring it so that it introduces a new point. I would restructure this sub-heading as follows: **Ungenza ntoni ukuncedisa ekunciphiseni ulwaphulo-mthetho?** (How can you assist in crime prevention?). This heading would correspond with the purpose of the text which is to encourage the public to assist with crime prevention.

If we look at Text C we also find that the information has been sub-divided into sub-headings as a means of creating clarity. However, the translator was not creative enough to reach the level of all the target readers. As I have indicated earlier, the nature of this

text is highly technical and it involves technology which has concepts that are new to the target readers. It would have been better if the technical terms such as, “menu”, “handset”, “dialling tone” were explained or described to ensure that the target reader understands the message conveyed. This would mean that the function of the text which is to educate the clients on how to use the Prepaid phone, could be achieved.

3.2.2.2.2 Appearance

It is important for any piece of material that is directed to the public to appeal to its target readers. It means that the material should be clearly and neatly designed with attractive colours that would catch the eye of the target reader. This also applies to the brochures. Since they are from financial institutions, they can be seen as another strategy of marketing these institutions. If we look at Text A (Appendix D), we notice that the front cover of the brochure is dull and the font size of the text is too small. The size of the font can discourage the reader from reading the text which means that the message conveyed in the source text will not reach the target. This implies that the intention of the source text producer to persuade clients to open the E Plan account will not succeed.

If we take a look at Text B (Appendix F), we find that the font size of the text is small and this makes it difficult to read. The colours used are also not attractive. Instead the front cover is scary because if shows a man wearing a balaclava behind a broken window. On the inside of the brochure the colour used is very dull and this makes the text which appears in fine print to be difficult to read.

In Text C (Appendix H), the colours used are attractive and the front cover is written in clear and bold print. Although the font size in the rest of the pages is small, it is easy to read because it is written against a background that blends well with the written text.

3.2.2.2.3 Illustrations

One of the functions of illustrations is to enhance the interpretation of text.

However the position in which the illustrations are used should not interrupt the vision of the text but the two should blend well. One of the limitations of Text A is that in addition to the problem of fine print, there is an absence of illustrations. This makes it unappealing to the reader whereas the brochure is intended to market a new type of savings account. The result of this limitation is that, the customer may be deprived access to the benefits of this account. On the other hand, the function of the brochure that is meant to attract more clients to open the E Plan account, will not be achieved.

In the case of Text B, similar problems can be identified. The front cover of the brochure is filled with illustrations: a picture of a man wearing a balaclava with eyes peeping through a broken window. On the top right hand corner is a police badge while on the bottom left corner is a bold print: SHOPRITE. There is no direct correspondence between SHOPRITE and a man wearing a balaclava and police. One would expect a picture of people shopping, which means that the illustrations used are confusing. It could happen that out of fear of this picture of a man with a balaclava, the customers would ignore this brochure. The implication is that the purpose of the text which is to warn the customers about stolen goods and the intended function which is to involve the public in the fight against crime will be unsuccessful.

Pectora roborant cultus recti

In Text C, we notice that the illustrations used correspond with the text and they assist in enhancing the interpretation of the text. On the front cover is the Telkom emblem, bold print: Telkom: Prepaidfone and the key signs of the prepaid phone: * # 55. All these features correspond with one another and they help to create meaning on what the PrepaidFone entails.

3.2.2.2.4 Coherence

For a translation to be meaningful it requires that there should be coherence in the whole text. This means that the ordering of information should be such that the different sections of the text flow into one another to create a meaningful whole. If we look at Text A, we find that the information flows smoothly because the front cover of the brochure

shows that it is introducing the client to the E plan fees. On the inside the brochure begins by stating why one should use the E Plan account. Then the client is introduced to the benefits of the E Plan account. The brochure ends by giving the client precautionary measures and how to keep the account safely. The client is also given contact numbers should there be a need for further assistance.

However there are identifiable problems that can affect the flow of information. For instance, all other sub-headings appear in bold except the first one. The problem is that the reader may associate the sub-heading with the rest of the text since it is not clearly marked.

In Text B, there seems to be no connection between some of the sub-headings and the rest of the text. For instance, the main heading reads, **"BAYEBILE UKUBA UYAYITHENGA, AMAXHOBA AMANINZI AYA KUVA UBUHLUNGU"** (They have stolen it, if you buy it, many victims will be hurt). The sub-heading that follows immediately after this heading reads, "**Yintoni wena ongayenza ukwenza utyalo-mali kuMzantsi Afrika okhuselekileyo…KWAYE UZIXELE IIMPAHLA EZEBIWEYO"** (What contribution can you make to promote investment in a safe South Africa…and report stolen goods). The main heading refers to stolen goods and warns that if one buys them one will hurt the victims who are the original owners of these goods. The sentence that follows refers to investing in a safe South Africa. There seems to be no relation between the main heading and the subsequent sub-heading because stolen goods is connected to crime, it has no association with investment. The implication of these unrelated texts to the reader is: he/she is left with confusion. Another problem with Text B lies with the structuring of the sentences. There seems to be a tendency of writing some phrases in the upper case and others in the lower case within a sentence as it is the case in the subheading **"Yintoni wena ongayenza ukwenza utyalo-mali kuMzantsi Afrika okhuselekileyo...KWAYE UZIXELE IIMPAHLA EZEBIWEYO"**(What contribution can you make to promote investment in a safe South Africa…and report stolen goods). To the reader, the two phrases do not only seem unrelated, but they are further separated

by the different fonts in which they are presented. The implications of this incoherence are that the reader may be reluctant to read the text.

In the case of Text C, the information seems to be well organized and the sub-headings flow into one another. The only problem that can affect the function of the brochure is the fact that the information is highly technical and the translator seems to have lost sight of the cultural background and the educational level of his/her readers.

Conclusion

On the whole, the translators have done good work because the information contained in the three brochures seems functional. There are however identifiable problems. For instance, some of the translators have adopted direct translation by translating the text word for word. As one would understand, this practice creates problems because the translator tends to concentrate on the source text rather than concentrating on whether the text would communicate with the target reader.

It would be interesting to know the views of the readers regarding the appearance and the translation of Texts A, B and C. In the next chapter the responses of the participants from the questionnaires will be discussed.

CHAPTER 4

READER-FOCUSED EVALUATION OF TRANSLATED TEXTS

4.1 Introduction

In this chapter an analysis of the feedback of participants regarding the translation of the financial texts will be done. In my analysis, I will look at what they found interesting in the content and appearance of the texts, their concerns and their suggestions.

4.2 Methodology

The methods that were used to collect the data for this research were questionnaires and interviews. Details of questionnaires are found in Appendix A and B and the interview questions are in Appendix C. The questionnaires were written both in English and isiXhosa. The reason for having two languages was to help those who understand English to refer to the English version in cases where the Xhosa translation is not clear. People with limited reading skills were interviewed using a tape recorder. Since the nature of the interviews was informal, the participants found it easy to participate in the discussions and to raise their concerns.

The total number of participants was sixty four. They were drawn from four categories namely, students, professional people from the community of the following townships: Gugulethu, Langa, Philippi, Nyanga and Khayelitsha, semi-literates and pensioners from the same townships. Each group comprised sixteen participants. They came from diverse backgrounds in terms of age, educational background, exposure to other languages other than the mother tongue, bank experience, literacy level. The age group ranged between sixteen years and hundred years. The responses from the questionnaires and the interviews showed that some participants are exposed to English at work, at school and at

home, others are semi-literate and there are those who are unemployed and are only exposed to isiXhosa. The reason for choosing a wide range of participants was to ensure that the research should to some extent be a reflection of the Xhosa-speaking population of Cape Town. For instance, some participants could speak isiXhosa, English and Afrikaans. Others, more especially the participants from the informal settlement could only speak isiXhosa but could hardly read or write.

Each participant was given a copy of the text written in the original language i.e English as well as the Xhosa translation of the text. The aim of this was to enable the participants who can read English to have a broad picture of the content of the text so that they can make an informed evaluation of the translated text. For the participants who cannot read, the text was read to them by the researcher.

Pre-test of translated financial material

4.3. Feedback from Text A

The aim of this evaluation was to create an opportunity for the participants to give their views on the translated financial material. Some of the participants especially the participants from the older group (i.e. 30-100 years) and the semi-literate group, were not aware of the availability of material translated into isiXhosa from the financial institutions. There was a general appreciation of these developments. However, there are general concerns and suggestions that came from the participants. Although some of the comments cut across the brochures, for the sake of clarity, each brochure is looked at separately.

4.3.1 Comments on the appearance of the brochure

The general feeling of participants regarding Text A was that the outside cover is a bit dull. Over seventy percent of the participants mentioned that this brochure is not attractive. The cover looks green in colour with the title: E Plan at the top. At the bottom

is a Standard Bank emblem in blue. The following conversation with Mrs Tyuthu a middle-aged working mother from Gugulethu shows some of the comments made from Text A.

Researcher: **Kula maphetshana mabini leliphi elifundeka lula?** (From the two brochures, which one reads better?)

Mrs Tyuthu: **Ibe leli libhalwe ngesiXhosa.** (The one written in isiXhosa**)**
"Ukuba ubungakhange undibonise eliphetshana ngendingakhange ndilihoye kuba andisazi isiNgesi kwaye apha ngaphandle akukho nto ichaza ukuba kukho nenkcazelo ebhalwe ngesiXhosa". (If you had not shown me this brochure, I would have ignored it because I do not understand English and the cover does not show that there is Xhosa translation inside). Another concern that the participants raised is the size of the font in this text. The following response from Mr Siko a pensioner from Langa illustrate this point.

Questionnaire: 2.3 Zinto zini othe awazithanda? (What did you not like?)

Mr Siko: "Kowu! Lo mbhalo weli phepha umfikimfiki ubulala amehlo" (Oh! The writing on this text is very small and it strains my eyes).

The above comments indicate that although the goal of the brochure was to attract the readers to open an E Plan account, the manner in which it appears can work against this goal because its appearance is not reader friendly.

4.3.2 Content

The content of Text A introduces the readers to the E Plan account and gives step by step details of how one can keep the costs low. It also gives the benefits of this account as well as security measures one should take. The participants found this information valuable as the following comment from Mr Poni from Gugulethu suggests:

Questionnaire: 2.1 Ufunde ntoni kulo? (What have you learnt from it?)

Mr Poni: "Ndithanda le nto yokuva ukuba le akhawunti ikongela imali kuba nenzala etsalwayo incinci." (What I like is to find that this account will save me money because the costs are low.)

Mr Poni's comment touches on an important marketing strategy that has been used by the institution in this brochure: that of having competitive fees in order to draw the clients. Seemingly, the translator managed to convey this message. It would be interesting to find out if the rest of the text managed to convey the same message. The following section looks at the way the text has been translated.

4.3.3 Readability

Most participants specifically the students and the professional people found the translation easy to read. In fact, some of them remarked that since they are used to reading material written in English, they preferred the English version because they could read it faster than the isiXhosa version. However, some participants, especially those who are semi-literate, were not happy to find that some of the terms were not translated into isiXhosa. The feeling was that not everybody is familiar with formal banking and for pensioners or semi-literate people terms such as Stop Card, ATM have no meaning because the person does not understand them. Another concern that was raised is that some of the sentences are too long and this takes the reader too long to grasp the meaning of the text. The following comment from Nomfundo Zazini, a young lady who works at a furniture shop is a good example.

Questionnaire: 2.4 Ngxaki zini othe wazifumana ekulifundeni? (What problems did you encounter in reading it?

Nomfundo: "Ezi zivakalisi zide zindenza ndonqene nokulifunda eli phetshana" (These long sentences make me feel lazy to read the brochure).

The long sentences are an indication that the translator tried to include every word that appeared in the source text. Instead he/she could have recreated the target text in such a manner that it retains the same message or same purpose of the source text. It could happen that he/she did not have adequate skills to play around with the source text and as a result he/she ended up with too much information. The consequence of this is that it raised concerns of the target readers because they found the text difficult to comprehend. The implication is that the intended function of the brochure which is to encourage clients to open an E Plan account was affected. In other words, the translator missed out on the persuasive strategy that has been applied in the text.

4.3.4 Suggestions

The general impression of Text A is that it was well received, especially the information about the transaction fees which are relatively low. However, there are a few suggestions that were raised by the participants. There was a general feeling that the brochure should be made colourful and attractive in order to catch the eye of the prospective client. The participants also appealed for a bold font. Another suggestion is that the heading on the front cover should have a Xhosa translation to make the readers aware that it has been translated into other languages.

Pectora roborant cultus recti

4.3.5 Summary of comments made on Text A

The comments that were made by the participants can be summarised as follows:

-Readability

To the participants who were conversant with both English and isiXhosa, it was easy to read Text A because they could refer to the English version when they found problems in reading the isiXhosa version. Some of them (the professional participants and the students) preferred to read the English version because they mentioned that most of the time, at work and at school they use English. The participants who could only read isiXhosa were a bit disappointed to find English terms which they could not understand.

Most of the participants found it difficult to read Text A because they found the font size too small.

- Peripherals

The participants found the brochure of Text A dull because it has no pictures and the colour used is also dull.

-Language

To all the participants it was exciting to find material that is available in isiXhosa because they found this as an indication of respect for their language. Others saw the availability of isiXhosa as a way of improving communication between them and the institutions because they would be able to sign for things that they understand.

4.4 Feedback from Text B

To a greater extent, the participants found the information in this brochure valuable in the sense that it creates awareness about the dangers of buying stolen goods. However, they identified a few problems which they thought influenced its readability. Some of the problems relate to its appearance and others refer to the way it is translated as will be indicated in the following discussion.

4.4.1 Comments on the appearance of the brochure

The outside cover of this brochure shows a man who is wearing a balaclava standing behind a broken window. At the top right hand corner is an emblem of the police service. Over this picture there is a writing**, Ubuyazi? Iimpahla ezebiweyo** (Did you know? Stolen goods), and along the margin a sign SHOPRITE. This combination of pictures was a bit confusing to many participants. Some thought that the brochure is informing the public about goods that were stolen from Shoprite. Others thought that the police are looking for the man in balaclava for a theft case. Some participants could not understand

the connection between Shoprite and the police as the following comment from Mr Gobingca a self-employed old man from Nyanga remarked.

Researcher: Tat' Gobingca, yintoni oyithandileyo ngemifanekiso esetyenzisiweyo? (Mr Gobingca, what did you like about the pictures used?)

Mr Gobingca: "Yona imibala iqaqambe kakuhle, indothusile into yokubona umfanekiso wamapolisa kwincwadi yasevenkileni. Khona, lo mfo ufake ibhalaklavu undothuse mpela. Ingaba amapolisa azingela yena?" (As for the colours, they are nice and bright. But I was surprised to see a picture from the police service in a book from the shop. As for the man wearing a balaclava, he really scared me. Are the police looking for him?)

If we take these comments into consideration, what are the implications of the appearance of this brochure for its purpose? In the first place, the crime rate is escalating, one of the purposes of this brochure is to educate the community to refrain from stolen goods and join hands with the police services in fighting crime. If we take into account the concerns raised by the participants, the appearance of this brochure could inhibit its intended outcomes. Since some of the participants find it scary, this could mean that the prospective readers would be deprived access to important information.

4.4.2 Content

The content of this text is both informative and instructive. Readers are made aware of the dangers of buying stolen goods because by so doing they are promoting crime. They are also instructed never to buy stolen goods. Instead they should report any crime related act to the given number. In addition to this, readers are also empowered with precautionary measures to keep records of their property. The participants found this information important. However, they were not happy with the way the text has been translated.

4.4.3 Readability

Although the content of Text B had valuable information that encourages the community to assist in fighting crime, it was flawed by three main factors, namely the use of isiZulu in a Xhosa translation, mistranslation and grammatical or spelling errors. The use of isiZulu seemed prevalent from the front cover to the last page. For example the front cover reads, **Iimpahla ezebiweyo** (Stolen goods). The term, **Ezebiweyo** is used in isiZulu, an isiXhosa translation should read**, Iimpahla ezibiweyo.** The second concern of participants was the mistranslation of some of the terms for instance, in the case of the sub-heading: Important numbers, the translator translated it as **Iinombolo ezinomsebenzi** (Numbers that have use). This phrase bears no meaning because it is grammatically incorrect. I would have translated it as, **Iinombolo ekubalulekileyo ukuba umntu ahlale enazo (**Important numbers that one should always keep). Regarding the use of isiZulu some participants mentioned that this made it difficult for them to understand the text since they are not familiar with isiZulu. One of the participants Mrs Nosekeni Mpande a young unemployed mother from Samora, an informal settlement in Philippi commented as follows:

Researcher: Ucinga ukuba kuluncedo ukuguqulela iinkcukacha esiXhoseni? (Do you think it is good to have information translated into isiXhosa?)

Mrs Mpande: "Ewe, iluncedo kakhulu loo nto ngakumbi kuthi thina bantu bangafundanga. Andazi ke, kuba eli iphepha libhalwe ngesiZulu. Andisazi neso siZulu ke mna." (Yes, it is very useful especially to people like us who are not educated. But what I don't understand is that this leaflet is written in isiZulu and I do not even understand the isiZulu).

Mrs Mpande's comment illustrates a limitation in the translation of this brochure: that of not taking the socio-cultural background of the target reader into account because the text is translated into a language which the intended reader does not understand. This means that the purpose of this text which was to inform the readers about the dangers of buying stolen goods has not been achieved.

In some cases, the translation was too wordy and as a result the participants found it incomprehensible. For instance, the translator translated the phrase: Never leave the car keys in the ignition as follows, **UNGAZE ushiye izintshixo zemoto kwisixhobo sombane esitshisa igesi yepetroli kwinjini (**Never leave the car keys in the electric instrument that burns petrol gas in the engine). If one compares the source text version with the isiXhosa version, one finds that the translated version is a distortion of the original text. The participants found it difficult to attach meaning to the translated version. Some of them had no cars or knowledge of the parts of a car and how they function. Those who had cars or some knowledge of a car have never seen an electrical instrument that burns petrol or gas in the engine. They found the whole phrase meaningless.

4.4.4 Suggestions

Although the brochure contained crucial information regarding a joint effort between the police and the public in fighting crime, most participants were sceptical about its appearance. The participants requested that the cover be improved so that it attracts the reader. For instance, the picture could be changed because they find it scary. In order to ensure that the text reaches the readers that it is intended for, the participants requested that a translator who is competent in isiXhosa be used to improve the translation. The participants also noticed that some of the terms were consistently spelt incorrectly, for example the term **isitshixo** (a key) was repeatedly written **as isintshixo**. They suggested that the finished product be edited.

4.4.5 Summary of comments made on Text B

- Readability

Most of the participants found Text B difficult to read especially the participants who are semi-literate. Their main concern was that they are not familiar with isiZulu and most of

the text was in isiZulu. They requested assistance in order to understand the contents of Text B.

-Peripherals

Although the colours used in Text B are bright, the participants found the pictures a bit scary. Some of them found it difficult to see the connection between the pictures and the content of the text.

-Language

The participants were disappointed to find that the text was written in the language that they are not familiar with. Others saw the use of another language in a text that is meant to be in isiXhosa as showing disrespect.

4.5 Feedback from Text C

The general impression of the participants on Text C was positive. They found the brochure informative. Since the Prepaid phone system is one of the new features of technology, they were happy to find information that is written in isiXhosa as one participant remarked, **"Yona into yoguqulelo esiXhoseni linyathelo elihle kakhulu kuba kulithuba abaxhasi nabathengi abangafundanga betsala nzima xa befuna ukuthenga nokufumana ulwazi ngezinto ezintsha eziqhubekayo kumaziko oshishino"** (That there is material that is translated into isiXhosa is a good development because it has been long that supporters and customers who are semi-literate have been suffering when they want to buy and to access information on the new developments at the big companies).

The comments from the above extract show that the people appreciate the move to make material available in languages that they understand so that even semi-literate people can have access to information. Another participant explained, **"Eli nyathelo lakunceda abathengi ukuba baqinisekise ukuba bathenga izinto abaziqondayo nabayaziyo indlela ezisetyenziswa ngayo kuba zibhalwe ngolwimi lwabo**" (This move will help

customers to buy items that they are clear of how they are used because the information is written in their language).

The remarks from the above extract highlight an important issue: that of communication breakdown that usually exists between the dealer and the customer because of language barriers. His statement seems to suggest that the presence of material written in the language the customers understand will help to minimize these misunderstandings. This point is evident in the response of Mrs Mazana from Nyanga who remarked, **" Intsinda-badala ebe-bekade benayo abathengi ingathi iza kuba nesisombululo. Kwakutsho kuphele ingxabano yokutyholana phakathi kwabathengi nabathengisi ngendlela ebechazelwe ngayo umthengi ukuba into ayithengileyo"**. (It seems as though the long-standing problem that the customers were experiencing is going to have a solution. The disputes and conflicts between the customers and dealers, blaming one another about the way the function of an item was explained will come to an end).

These views seem to suggest that the presence of material translated into isiXhosa was seen as a breakthrough. However, there are issues that the participants identified which need to be addressed. These issues will be discussed in the following sections.

Pectora roborant cultus recti

4.5.1 Comments on the appearance of the brochure

Most participants found the appearance of this brochure attractive and it has features that are familiar with those of Telkom. As a result they could easily identify it. They also liked the style of writing: the use of short simple sentences, headings in bold, but there were other points that they raised regarding the content of the brochure.

4.5.2 Content

Text C introduces readers to the Prepaidfone, a new type of telephone that works through the card system. Most participants found the information regarding the use of this phone clear, especially, those who are literate. This could be attributed to the fact that the

information is highly technical. They also found the way the telephone works convenient because it allows one to buy airtime according to his pocket. The following comment from Ms Lindiwe Voyi a clerk from Khayelitsha is a good example.

Questionnaire: 2.1 **Ufunde ntoni kulo?** (What have you learnt from it?)

Ms Voyi: "Ndifunde lukhulu kulo. **Yho! Bendingasenayo ifowuni ngenxa yokoyika i-akhawunti enkulu ukuphela kwenyanga. Noko ndingayithenga le**." (I have learnt a lot from it. Yho! I was no longer having a telephone because I was avoiding the large bills at the end of the month. At least I can afford this one).

Ms Voyi's comment confirms that the function of this text has been achieved i.e. the informative function as she expresses excitement after she has read the text of this brochure.

The participants were also impressed by the sequence of the information starting from how to use the phone, how to make a call and then how to recharge the account. Since the instructions on how to operate the telephone were arranged step by step, most participants found it easy to follow. Although the participants found the way in which the text was translated generally satisfactory because the translator had chosen words that were appropriate to the context of the text, some participants found problems in the case of the terms that were not translated. The following remark from Mrs Makhuleni a pensioner from Nyanga highlights this point.

Researcher: 2.2 Zinto zini othe wazithanda ndendlela eliguqulwe ngayo? (What did you like about the way in which it is translated?)

Mrs Makhuleni: "Ndiyayithanda le ndlela kuguqulwe ngayo. La magama esiXhosa asetyenzisiweyo atsho icace gca le nto ichazwayo. Kodwa la magama abhalwe ngesiNgesi ayandihlupha. **Kaloku asifundanga sonke"** (I like the way in which the translation has been done. The isiXhosa words that have been chosen make it easy to

understand what is described. But I am not happy with the terms that appear in English. Remember that we are not all educated).

Mrs Makhuleni's comment seems to remind us that brochures are public knowledge. This means that they can be read by any member of the community. Since the members of the community vary in both at levels of understanding as well as at educational level, it is important that the translator should always keep in mind that his/her translation should accommodate all levels. In this case, the translator seems to have overlooked this fact.
Let us look at how the text was translated.

4.5.3 Readability

As I have indicated earlier, some of the terms used in this brochure are highly technical. Since technology is fairly new in South Africa, the translator seems to have experienced difficulty in translating some of the terms and as a result he retained them in the source text language (i.e. in English). For example terms such as, handset, dialling tone, hash, recharge voucher. This posed problems to participants who are semi-literate as the following comment from Mr Mzikayise Mathole from Site B in Khayelitsha indicates:

Pectora roborant cultus recti

Questionnaire: 2.4 Ngxaki zini othe wazifumana ekulifundeni? (What problems did you encounter in reading it?)

Mr Mathole: "Le nto yokubona kuthiwe gxwa amagama esiLungu iyayingxenga le nto ithethwayo kwaye itsho ingalandeleki" (The habit of randomly inserting English words in a text dilutes the theme of what one is reading and it affects the flow of the text).

This comment is a challenge not only to the translators but to other language practitioners to revise the dictionaries so that they keep up with the developments of the language. Other participants expressed disappointment at the inclusion of English words in a Xhosa text as it is reflected in the following extract from Mr Ngqula' remarks:

Questionnaire: 2.2 Zinto zini othe wazithanda ngendlela eliguqulwe ngayo?

(What do you like about the way it has been translated?)

Mr Ngqula: "Kuhle ukubona izinto eziguqulelwe esiXhoseni. Le nto ibonisa ukuba nezethu iilwimi zikhathalelwe. Kodwa le yokuxuba nawesiNgesi ilwenza ulwimi lwethu ludeleke." (It is good to find things that are translated into isiXhosa. This shows that our language(s) are respected. But the practice of mixing English words creates an impression that our language is not important).

These concerns highlight crucial issues: that the quality of the translation has an impact on the status of a language. In other words, the translator should take into account that he/she is not only translating the text but that translation has a role to play in the development of a language since new words are created during this process. In order to address the use of another language in a target language text, some participants came up with suggestions.

4.5.4 Suggestions

Most participants seemed to enjoy reading Text C because they found the information helpful. They also raised concerns regarding the terms that were not translated into isiXhosa, as one participant commented, "**Kuhle ukubona ukuba into ethe yaguqulelwa esiXhoseni iguqulwe ngocoselelo"** (It is interesting to see that what has been translated into isiXhosa has been translated thoroughly). Hence the participants came up with the following suggestions. The feeling was that loan words could be used in the interim but translators and language experts should work closely and develop terminology for the new terms especially, the technical terms. Once the terms have been created, this should lead to the production of a (technical) dictionary.

4.5.5 Summary of comments made on Text C

-Readability

Most of the participants found it easy to read Text C. They were impressed

by the use of short sentences and clear instructions. Since some of them are not familiar with technical terms, they found difficulty in understanding some of the instructions because they were written in English and some of them could not read in English.

-Peripherals

The participants were impressed by the colours of this brochure. They mentioned that one can easily identify the institutions from which it comes. They also found the pictures bright and attractive.

-Language

The general feeling of the participants about the language used was positive and they found the brochure easy to read except for a few terms that were retained in the source language.

4.5.6 Conclusion

What became clear in the discussion of the above texts is that in each text, the translator was communicating a particular message, either to inform, persuade or to warn the readers about a certain product. As Gutt (1991: 73) puts it:

> It follows that for communication to be successful the text or the utterance produced must be inferentially combined with the right, that is, speaker-envisaged, contextual assumptions. Let us call communication situations where this condition has fulfilled primary communication situations.

Seemingly, this aspect of context or situations was overlooked by some translators. For instance, the texts were intended for Xhosa-speaking readers but the translators inserted English terms and isiZulu terms in the target text. This shows that the translators did not take the situation of the readers into account as some of them were semi-literate, others could hardly read or write as one participant remarked, **“ Kaloku asifundanga sonke”**

(Remember, we are not all educated)**.** This means that to them, these terms were meaningless. Some of the terms were technical and others required knowledge of technology which is a relatively new concept. This impaired the purpose of the target text because the target readers found it difficult to understand. To accommodate the target readers to the new concepts, the translator could have explained or described them using terms from the target culture that are familiar to the target readers. This could help to ensure that they serve a similar function to the target readers. After I had evaluated the responses of the participants from the translated texts, the same texts were retranslated using the Functionalist and the Textlinguistic approaches as base of departure. Let us look at how the participants received the retranslated texts.

Post test of translated financial material

4.6. Introduction

The retranslated material from Text A, B and text C was given to the same respondents whom I have used. The responses of the participants on the retranslated material were quite amazing. What was most interesting was to receive a variety of opinions and interpretation of the material. The reason for this is that the composition of my participants includes a wide range, namely young people who are at tertiary institutions, middle-aged adults who are literate, middle-aged adults who are semi-literate, elderly people who are at a pensionable age, people who could not read or write English and professional people. Their responses helped me to translate in a manner that would accommodate their needs and their concerns.

In my attempt to address the concerns raised by the participants the main factor that I had to consider was: I am writing for a wide range of readers in terms of exposure to the different texts as well as the educational level. For instance, to the student participants and adult participants with some academic background, it was easy to read the texts because they could switch over to the English version when they experienced difficulty in the translated text. However, being able to read the texts was not enough because they

had to understand how the text could benefit them in other words, the functioning of the text. For instance, some students did not have a bank account and to them, the information about a bank account was an eye opener and a form of empowerment.

Similarly, to the elderly participants (pensioners) and the participants with a limited educational background especially the participants from the informal settlement, it was difficult to understand the texts either because of the type of information, the size of the font or the inclusion of another language. Their concern was that they had limited exposure to banking and telecommunication. The issues that I have highlighted illustrate the complexity of translation that a translator should take cognisance of as Schäffner in Schäffner and Holmes (1995: 1) puts it,

> …the need for treating translation from a wide range of perspectives has been recognised. The important features of sociological settings have been included, and it has been recognised that, apart from linguistics, insights from a number of scientific disciplines, for example psychology, cultural anthropology and communication theory should be employed to explain the complex phenomenon of translation.

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What does this imply in terms of the brochures? It means that the translator had to take into account that some readers would be from a society that lacks the culture of formal banking. To others, the knowledge of technology was limited hence the English concepts were incomprehensible. But at the end of the day, the translator has to find a way of communicating the information. This is the kind of approach that I adopted in my translation. Let us look at the responses from each text.

4.6.1 Feedback on Text A

It has been indicated in the earlier discussion that the main concern of the participants was a mixture of languages in the same text as well as direct translation without taking into account the socio-cultural background of the readers. These are the main areas that

the retranslation focussed on. The participants found the retranslated version easy to read. The terms that are not available in the isiXhosa dictionary were described to ensure that the text is meaningful to the reader. For instance, the terms such as, "your transaction pocket" was described as, **"I-akhawunti yakho ekongela imali"** (your account that saves you money).

4.6.2 Feedback on Text B

The main limitation of Text B is that the translator switched from one African language to another and the text was also flawed by spelling errors. The participant's response to the retranslated version was that it is a good reflection of an isiXhosa text which any Xhosa-speaking person can understand. One participant remarked that, "**Le ndlela kuguqulwe ngayo isenza sizingce ngolwimi lwethu**". (The way the translation has been done makes us feel proud of our language). This shows that translation is more than just a linguistic exercise but it also promotes a sense of identity.

4.6.3 Feedback on Text C

As it has been indicated earlier, the participants found the translation of Text C generally easy to understand except for the technical terms that were not translated. In the retranslated version, the readers were guided by explaining or describing the function of the terms. For instance, terms such as, "voice prompt" was described as **ilizwi elikukhokelayo (**a voice that guides you). Since the text includes symbols that the readers are not familiar with, these symbols were explained by describing them. For instance, symbols such as *, # were described as **Uphawu lwenkwenkwezi** (the symbol of a star) and **Uphawu lweheke** (the symbol that resembles a gate). The participants found the description of the terms helpful because they could understand the meaning of the text. One participant commented, **"Ndiqinisekile baninzi abantu abakutsho bayithenge le fowuni kuba icaciswe kakuhle indlela yokuyisebenzisa**". (I am sure many people will be able to buy this telephone because the way it works has been

explained clearly). This comment reminds us that one of the functions of the text was to persuade the target reader to buy the product.

CHAPTER 5
CONCLUSION

5.1 Introduction

The initiative that has been taken by some of the financial institutions to make their material available in African languages should be commended. Of importance is the fact that this initiative is in line with the endeavours of the South African government to develop the previously marginalised languages. As stated in Chapter 1 section 6.2 of the Constitution:

> Recognising the historically diminished use and status of the indigenous languages of our people, the state must take practical and positive measures to elevate the status and advance the use of these languages.

One way in which the above objective can be achieved is by ensuring that reading material is available. Through these translations from the financial institutions (and other sectors), the status of African languages can improve.

The participants were impressed by this venture. To find the material written in the language that they are familiar with, was seen as having a multi-fold impact. Some participants saw this initiative as a way of acknowledging their contribution in the economic growth of these companies. Others felt that it showed that the institutions have respect for the clients'/ customers' languages. This illustrates that there is a great need for Xhosa translated financial material. In fact, if one looks at the bigger picture of South African society with more than nine other African languages, it means that the service of translated financial material should be extended to other African languages. In addition to this, if we consider the fact that there is a great percentage of African people who are semi-literate, we can understand that the need is even greater.

This view is in line with the responses from some institutions that have indicated that the initiative of producing translated material came after some institutions came together to devise means of making their material accessible to a wider clientele. Although these institutions indicated that they would like to continue with this venture, they also highlighted that the production of translated material has cost implications. Some of the employees from these institutions indicated that they are sometimes co-opted to assist with the translation. The problem is that these workers are just general workers with limited education but their services were used because they can speak isiXhosa. Since they indicated that they were not compensated for their services, this shows their involvement was a way of cutting costs. This impacted negatively on the quality and the communicative aspect of the brochures.

Other factors that influenced the reader-centredness of the brochures relate to the tendency to mix terms from other languages within the isiXhosa version. This created problems especially to the participants who are semi-literate. It also poses a challenge to the translator who seemed to have lost sight of the fact that the translated work was intended for a wide range of readers. His role was to ensure that the translation is structured in such a manner that it accommodates the different social and intellectual levels of the target readers. As Gutt (1991: 97) puts it:

> We cannot communicate the same thoughts to just anybody, regardless of background knowledge. When addressing different audiences, we tend to change what we want to convey, not only how we say it.

Gutt's statement implies that a creative translator would construct and reconstruct his translation to suit the intended reader. To be successful in this, it requires a translator with a particular skill or training. From the interviews with some of the employees the researcher learnt that the task of translating was simply given to employees who can speak the language without considering whether the person has received any training. This point is illustrated by the following response from one the employees, **"Iba yingxaki loo nto kuba thina asazi nto ngokuguqula. Ngelinye ixesha asinalwazi ngale**

nto iguqulwayo” (This becomes a problem because we know nothing about translating. Sometimes we are informed about the details of what is to be translated). It is no surprise that in some of these brochures the translation is done word for word because the person has been asked to translate concepts in isolation and he/she simply gave the first word that comes to mind without knowledge of how that concept was used in the document. The main aspects that had an impact on the reader-centredness of the financial material can be summarised as follows: the choice of terminology, the relationship between the source language culture and the target language culture, the lack of translation skills on the side of the translators and inadequate editing or proofreading of the translation product. This point brings us to the recommendations that can be put forward to improve the quality of translated work.

5.2 Recommendations for the need of translated financial material

If we look at the statistics of the educational trends in South Africa, we find that there is

still a substantial number of South Africans who are semi-literate who can hardly read or write in English. Since most of the information is written in English, it means that in order to ensure that they have active participation in the economic development of the country, access to financial information could be channelled through translated material that is available in their languages. One way that could help to ensure that access to information is reached by most members of society would be to see to it that the predominant African languages spoken in each province are catered for. This point was raised by one of the participants who mentioned that, **“Noko le yokubona into ekuthiwa iguqulelwe esiXhoseni ze ufumanise ukuba eyona nto isetyenzisiweyo sisiZulu ayithandeki. Kubonakala ngathi olwethu ulwimi alukhathalelwanga”.** (To see something that is said to be translated into isiXhosa only to find out that the dominating language in the text is isiZulu is not a good idea. It seems as though our language is not taken seriously). Such comments have serious implications. On the one hand they indicate that the translation is not communicative because it does not reach the intended reader. On the other, these concerns show that the good intentions of making information

accessible to a bigger clientele could be hampered by not taking into account the socio-cultural background of the target reader.

Since most people who have limited access to the information due to the level of education are people who live in the rural areas, it would be a good idea for the financial institutions as well as other sectors to take this into consideration as one of the participants had pointed out, **"Bekungangcono ukuba ezi nkcukacha zibhalwe ngesiXhosa naba ntinkintinki bebengafakwa nasezilalini ezifana naleya yethu kuQumbu".** (It would be great to find that the information that is written in isiXhosa and the ATMS are also available in the villages such as our village Qumbu).

Apart from the translated financial material, a lot of ground is still to be covered. If we take into account the concerns raised by the participants who were only exposed to financial material, it shows that most if not all of the material for public consumption should be translated to accommodate the different levels of society. This point poses a challenge to other sectors of society that include the legal, educational, public health and the government sectors, etc. However, it is not enough to have translated material but the material should communicate with the target readers. This implies a need for trained or professional translators.

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5.2.1 Training of translators

It is good to see that some educational institutions have taken it upon themselves to introduce translation courses to address the problem of a shortage of trained or professional translators. It became clear from the responses of the participants that it is not enough that the person is fluent in the language but the skill of being able to translate needs proper training. The reason for this is that translation goes beyond the transcoding of linguistic terms but one has to consider many factors such as the context of the source text, the culture of both the source text and the target text and the purpose of the material to be translated, to name but a few.

Another point that surfaced from the participants is that it is not enough just to have translated financial material available. The problem is far from being solved because the translated financial material should take into account the language spoken in the geographic area of the target readers. Some institutions seem to cut costs by employing the same translator to translate into different African languages without considering competence in the particular language. This creates problems because the end product becomes meaningless to the intended reader.

5.2.2 Training of interpreters

The training of interpreters is just as urgent as the training of translators because I think a good interpreter can make a good translator. Since there is a shortage of interpreters it would be a good idea if the institutions could also offer interpreting courses. According to statistics, institutions that offer these courses are few. This lack of qualified interpreters is evident if one looks at the various fields of society such as financial institutions, hospitals, and the legal offices where the need is so great. For instance, in some situations, a child who accompanies his/her parent who cannot communicate in English is requested to interpret for his/her parent. This raises other problems because a child does not have interpreting skills. In addition, since the child is still at a development stage, he/she will find it difficult to comprehend and give meaning to the information to be interpreted.

5.2.3 In-service training courses

For people who are already employed as translators and interpreters with limited training it would be a good idea to introduce six-months courses which are offered part-time to accommodate semi-skilled translators and interpreters to improve their skills. Such courses could serve as an interim measure to address the problem of the shortage of translators and interpreters.

5.2.4 Development of terminology bank

Another important point is the need for a constant co-operation between the translators and the language practitioners in developing a terminology bank. Since some of the terms are highly technical and technology comprises new concepts, it is not always easy for the translator to coin new words. Sometimes he/she is not familiar with the field attached to the text. It would be a great idea to know that he/she can refer to the terminology bank for help.

5.3 List of guidelines for the translator

It is true that the aspect of translation is very broad because it covers many issues such as the theory or theories applied by the translator, the type of text to be translated, the context in which the source text is written, the function of the source text, socio-cultural background of the target reader, etc. Since there is no fixed theory that constitutes what translation is, because theorists have different approaches to translation one can only give guidelines that a translator can use as a point of departure. The following guidelines have been extracted from Feinauer (2001). The following are some of the important points that a translator should consider when translating.

5.3.1 Overall text function

Before a translator can start translating, he/she should get an impression of the whole text. He/She should be informed of the intended function of the text and the situation of the intended target reader. If he/she is aware of the prospective reader he/she will be able to modify the text to suit the target reader.

5.3.2 Text genre

It is important for the translator to know that there are different text types. The source text can be formal, informal, technical or literary. It is a challenge to the translator to see

to it that he/she follows the appropriate conventions of the type of text. This implies that each text type requires that the modifications made should not temper with the mood of the text i.e. the translator should not eliminate important points from the source text or add points that are not contained in the source text. The target text should retain the tone of the source text and should have the same impact as the source text.

5.3.3 Coherence

A text that has points that are neatly worked out and sentences or paragraphs that are structured in such a manner that they flow into one another, makes a translation easy to understand and this creates a meaningful piece of work.

5.3.4 Context

The translator should understand the context in which the source text is written and organise it in a particular fashion that will be appropriate or acceptable to the situation of the target reader. This requires that the translator is familiar with the socio-cultural background of the target reader.

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5.3.5 Reader needs

It is crucial that the translator should at all times consider that any translation is intended for a particular function to the target reader and he/she should work towards the fulfilment of this function. In order to address the intention of the text, he/she should ask himself questions such as: What is the purpose of the target text? Will the function be the same as the one which the source text fulfilled in the source culture? Do the addressees of the target text have the same background knowledge (relevant for understanding the text) as the source text addressees? With these questions in mind, he/she will be able to create a target text that is meaningful to his readers.

5.3.5.1 Impact

A translation that the target readers find informative has an impact on its readers. This requires a translation that the readers are able to attach meaning to and are able to give their own interpretation to. Once this has been achieved, then the translation will have served its purpose.

5.3.5.2 Meaning

The translator should remember that the product of his/her translation should always be meaningful to his/her target readers. This point can be summarised by using Neubert's statement cited in Hatim (2001: 111) who states that:

> [Meaning is] the kingpin of translation studies. Without understanding what the text to be translated means…the translator would be hopelessly lost.

The above quotation highlights an important point about translation: that a translation will only carry the status of a translation if it carries meaning. It would be sad to find that a translation ends up not being used because the quality is such that it is incomprehensible to the intended readers.

5.4 Theoretical background

It is true that there is no fixed theory or prescribed theory that a translator should follow. However, it is advisable that a translator should always base his/her translation on a theoretical framework in order to guide him/her to give a clear structure to his translation. The advantage of a theoretical background is that the translator can always refer to the relevant theoretical concepts in order to justify his/her choices and his/her decisions when analysing the source text and when producing a target text. If he/she has a wide choice of options, it will be easy for him/her to apply his creativity in processing his/her source text

by creating and recreating his/her translation using different strategies that he has acquired from various theoretical approaches. It is important for the translator to be conscious of the fact that in the process of translating, he/she will come across recurrent translation problems and he/she has to devise strategies of dealing with them. These problems can be classified into four main types namely, the pragmatic, intercultural translation problems, interlingual translation problems and text-specific translation problems. Although these types are interwoven in the text, I shall look at each type separately.

5.4.1 Pragmatic translation problems

Pragmatic problems result from the two communicative situations namely, the source text situation and the target text situation. Once there is contrast between the two text situations, the relationship between the two becomes problematic. Factors that usually give rise to these problems are culture-bound terms, place, time and the relationship between the communicating partners. In the case of problems that relate to time and space, temporal and spatial adverbs are usually changed, depending on the new situation of the target text situation.

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5.4.2 Intercultural translation problems

Intercultural problems arise from differences in conventions between the two cultures involved, such as measuring conventions, formal conventions, text–type conventions, conventional forms of address, salutation formulae, etc. To address these problems, the translator should always check for target language parallel texts that already exist (i.e. text exemplars of the same text type). This will help him/her find typical structures and formulations. That is why it is important for a translator to do some research.

5.4.3 Interlingual translation problems

Interlingual problems result in structural differences in vocabulary, syntax and suprasegmental features of the two languages. The translator should be aware of positive

and negative connotations linked to a word before he/she makes his/her choice. Sometimes he/she will find that a regional variation (i.e. a dialect) or social variation (i.e. a sociolect) has been used in the source text. In such a situation, this will require his/her creativity.

5.4.4 Text-specific translation problems

Text-specific problems arise in the translation of one specific text and cannot be generalised. For example, the translator may find that in a particular text, metaphors, puns, rhetorical figures and alliteration have been used. The first thing is to have background knowledge of these concepts and determine when and how they are usually used. Secondly, he has to identify the importance and relevance of these concepts in the given text. With the above information in mind, the translator can arrive at a translation that meets the needs of his/her readers.

5.5 Hypothesis revisited

The nature of the texts that were chosen was informal. They were informative, instructive and persuasive in nature to draw the attention of the readers to some of the products that were advertised on the brochures. Since the texts were meant for a variety of readers namely, the youth, middle-aged adults, pensioners, professional people, students and semi-literate people, this meant that the translator should adjust his/her method of translating so that the product of his/her translation could reach all the levels of his/her readers. It is important to acknowledge the efforts made by the translators. However, it became clear from the responses of the respondents that the texts did not communicate the function of instructing and informing effectively. Among the factors that inhibited the function of these texts are issues that relate to the following:

-The cultural aspect

Some of the concepts that were used in the texts required that the translator should use his/her creativity and choose terms that the readers were familiar with. For instance, in

the case of the acronym “ATM” which is used in the banking system. There is no standard equivalent in isiXhosa but a popular term that even the man on the street is familiar with is **“Untinkintinki**” or **Untintinti**. Seemingly, the translator was not familiar with the cultural background of his readers because he/she did not provide a translation for this term but simply used “ATM”. To the readers who are semi-literate, this term was meaningless. In other words, the text did not communicate with the readers. Another problem that affected the function of the texts can be associated to,

- The Linguistic aspect

The texts were intended for Xhosa-speaking readers but some of the translated texts were a mixture of English and isiXhosa or isiZulu and isiXhosa and as a result, most of the respondents especially the semi-literate participants found it difficult to understand the message conveyed in these texts. One can attribute the use of different languages in the same text as a sign of negligence on the part of the translator or a lack of linguistic competence. The implication is that the texts did not communicate the intended message which was to instruct or inform the readers. Since some of the employees from the financial institutions indicated that some of the translators that were used had no formal training, this became clear in the way in which the material was translated. In some situations the translator simply translated the text without considering the context in which the text is used. For instance, a situation where in the source text the term, “E Plan account” was referred to as “the savings pocket”, the translator without taking notice of this fact, simply translated the term “savings pocket” as, **“isingxobo sakho solondolozo**” (your bag for saving). Since the readers are not familiar with the term **“ isingxobo solondolozo”,** the use of this term changed the whole meaning of the text and as a result, the message of the text which was to persuade the readers to apply for the “E Plan” account was not communicated to the readers. We can perceive some of the problems that were highlighted by the respondents as a challenge that requires that the translators be empowered with professional skills.

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APPENDICES

APPENDIX A

QUESTIONNAIRE ON ORIGINAL TRANSLATIONS

IPHEPHA LEMIBUZO
QUESTIONNAIRE

Mnumzana/Nkosikazi/Nkosazana ebekekileyo

Ndinomnqweno wokukhe ndabelane ngezimvo nabanye abantu ngeenkukacha eziguqulelwe esiXhoseni. Umdla wam ukwezo nkcukacha zisuka kumaziko oshishino afana neebhanki, eposini nasezivenkileni. Ndingavuya kakhulu ukuba ungangomnye wabantu endabelana nabo ngendlela elithe laguqulelwa ngayo iphetshana A, B no C.

Ndiyabulela kakhulu ngenxaxheba yakho.

Dear Sir/ Madam

I would like to share ideas with other people regarding the material that is translated into isiXhosa. My interest is in the material that is from the financial institutions such as the banks, post offices and the shops. I would appreciate it if you could be one of the participants who comment on the translations of text A, B and C.

My sincere thanks for your co-operation.

ICANDELO A
SECTION A

FAKA UPHAWU X APHO KUFANELEKILEYO
INSERT AN X IN THE APPROPRIATE BOX

1.Iminyaka yobudala iphakathi kweminyaka eli: [16- 30] [30-50] [50-70] [70-100]
Age : [16-30] [30-50] [50-70] [70-100]

Umsebenzi: [Ndingumfundi] [Ndingumphangeli] [Andiphangeli]
Work: [student] [worker] [unemployed]

Emsebenzini sisebenzisa : [IsiXhosa] [IsiNgesi] [IsiBhulu]

At work we speak: [IsiXhosa] [English] [Afrikaans]

Iilwimi endizithethayo: [IsiXhosa] [English] [IsiBhulu]
Languages that I speak: [IsiXhosa] [English] [Afrikaans]

Iilwimi endikwaziyo ukuzifunda: [IsiXhosa] [IsiNgesi] [IsiBhulu]
Languages that I can read: [IsiXhosa] [English] [Afrikaans]

ICANDELO B
SECTION B

1. Kula maphetshana mabini leliphi elona phetshana lifundeka lula?
   From the two brochures, which one reads easily?

1.1 Eli libhalwe ngesi…..
The one written in…

2. Kweli phetshana liguqulelwe esiXhoseni:
   In the brochure that is translated into isiXhosa:

2.1 Ufunde ntoni kulo?
What have you learnt from it?

2.2 Zinto zini othe wazithanda ngendlela eliguqulwe ngayo?
What did you like about the way in which it is translated?

2.3 Zinto zini othe awazithanda?
What did you not like?

2.3 Ngxaki zini othe wazifumana ekulifundeni?
What problems did you encounter in reading it?

2.4 Ingaba imibala esetyenzisiweyo inomtsalane?
Are the colours attractive?

2.5 Ukuba kukho imibala ongayithandanga, yintoni ongayithandanga ngayo?
If there are colours that you did not like, what is it that you did not like?

2.6 Yintoni oyithandileyo ngemifanekiso esetyenzisiweyo?
What did you like about the pictures used?

3 Ucinga ukuba kuluncedo ukuguqulela iinkcukacha esiXhoseni?
Do you think it is good to have information that is translated into isiXhosa?

3.1 Iluncedo ngantoni loo nto?
In what way is this helpful?

4. Ngcebiso zini ongazinika ngezinto ezithi ziguqulelwe esiXhoseni?
What suggestions can you give regarding information that is translated into isiXhosa?

APPENDIX B

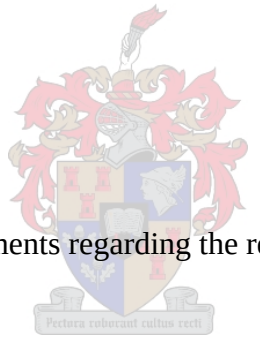
QUESTIONNAIRE ON RETRANSLATIONS

IMIBUZO NGEENKCUKACHA ZEPHETSHANA A, B, AND C EZIPHINDE ZAGUQULELWA ESIXHOSENI
QUESTIONNAIRE ON RETRANSLATED TEXT OF TEXT A, B AND C

Mnumzana/ Nkosikazi / Nkosazana ebekekileyo,

Ndingavuya kakhulu ukuba ungandinika izimvo zakho ngendlela elithe laphinda laguqulelwa ngayo eli phetshana esiXhoseni.

Mandiphinde ndithi, “Maz’ enethole!”



Dear Sir / Madam

I would appreciate your comments regarding the retranslation of this brochure.

Once again, thank you.

1. Ingaba kube lula ukulifunda eli phetshana?
   Did you find it easy to read?

2. Yintoni oyithandileyo ngendlela eliguqulwe ngayo?
   What did you like about the way in which it is translated?

3. Ingaba ukho umahluko kwindlela esisetyenziswe ngayo isiXhosa ngaba baguquli?
   Is the way in which isiXhosa is used by the two translators different?

3.1 Khawunike imizekelo ekuxhasayo.
   Give examples that support your answer.

APPENDIX C

INTERVIEW QUESTIONS

Good day Sir / Madam

My name is Nosisi Mpolweni. I am a student who is doing a course in Translation. As part of my study, I am doing a research project on the availability of isiXhosa translated material. My focus is on the material at the financial institutions. If there is material available, I would like to know whether it is communicative to the intended readers.

I could appreciate it if would be willing to assist me.

I would like to thank you in advance for your time.

1. I must say I appreciate the fact that there is information available in isiXhosa. Could I ask when and how this initiative started?

2. Do you perhaps know what percentage of your clients / customers speak isiXhosa?

3. Of these clients/ customers, what percentage would you say constitutes those who are literate and what percentage are the semi-literate?

4.What problems do some of the clients/ customers experience in terms of opening an account or applying for a loan or the general use of your products?

5. How have the clients/ customers responded on the translated material?

6. Are we going to see more of the isiXhosa translated material in future?

7. What problems have you encountered in the translation of documents?

8. Did the people who assist with the translations experience any problems?

APPENDIX D

ORIGINAL TRANSLATION OF BROCHURE A

APPENDIX E

RETRANSLATION OF BROCHURE A

Iindleko zeE Plan

Sicinga ukuba kubalulekile kuwe ukwazi ukuba kuxabisa ntoni ukusebenzisa i-akhawunti yakho. Eli phetshana liqulethe ingcaciso ngeentlawulo zeE Plan.

Ukugcina amaxabiso ephantsi yenza oku kulandelayo:

- Sebenzisa oomatshini bokutsala imali bakwa-Standard Bank. Bona baxabisa ngcono kunaxa ungene ngaphakathi ebhankini naxa usebenzise oomatshini bezinye iibhanki.

- Qinisekisa ngemali onayo kwi-akhawunti yakho phambi kokuba utsale imali. Kukho intlawuli yeerandi ezimbini ezineesenti ezingamashumi amahlanu ezithi zihlawulwe xa ubani ethe watsala imali kungekho mali yaneleyo.

- Sebenzisa ikhadi lakho le-E Plan xa ufuna ukuhlawula ezo zinto uzithengileyo kwaye ungayitsala imali koomatshini abanophawu lweMaestro.

- Mayihlale isebenza i-akhawunti yakho ngalo lonke ixesha. Ukuba i-akhawunti yakho ayisebenzi kwaye nemali onayo ingaphantsi kwamakhulu amahlanu eerandi, kukho intlawulo yeshumi leerandi inyanga nganye.

- Gcina ikhadi lakho le-E Plan kunye nekhadi lokukhusela i-akhawunti yakho kwindawo enqabileyo ukuze ungazifaki kwingxaki yokuhlawulela ikhadi elitsha.

Nazi iingcebiso ezimbalwa ezingakunceda ukuba uzuze okungcono kwi-akhawunti yakho yeE Plan

. Ufumana inzala ukuba ugcine imali engaphezulu kwamakhulu amabini anamashumi amahlanu eerandi kwi-akhawunti yakho.

. Khuphela imali onayo nongazi kuyisebenzisa ekwenye i-akhawunti kwi-akhawunti yakho ekongela imali. Akukho nzala uyizuzayo kwi-akhawunti yokuhlawula nje amatyala.

. Musa ukuvumela nabani na ukuba asebenzise ikhadi lakho le-E Plan kwaye ungaze uyibonise omnye umntu iNombolo eyimfihlelo yakho.

. Ukuba ukrokrela ukuba ukho umntu oyaziyo iNombolo eyimfihlelo yakho, cela abacebisi basebhankini ukuba bakunike inombolo entsha.

Ukuba unayo nayiphi na imibuzo ngeendleko ze-E Plan izinto engakunceda ngazo, sitsalele kule nombolo: 0860123000 okanye uqhakamshelane nayo nayiphina i-Autobank okanye isebe layo.

APPENDIX F

ORIGINAL TRANSLATION OF BROCHURE B

APPENDIX G

RETRANSLATION OF BROCHURE B

Bayibile ukuba uyayithenga, amaxhoba amaninzi aya kukhathazeka.

Yintoni wena ongayenza ukukhuthaza utyalo-mali kuMzantsi Afrika okhuselekileyo?

“Yazisa amapolisa”

1. Ulwaphulo-mthetho olufana nobusela, ukuqhekeza, ukuba evenkileni, ukuxuthwa kwezipaji/ iiselula kunye nokuqhekeza iimoto luhlungisa abantu abaninzi yaye lukhokelela ebuhlwempini. Ukuthenga iimpahla ezifumaneke ngomgunyathi ikhuthaza izaphuli- mthetho ukuba ziqhubeke ngezenzo zazo.

2 **Into onokuyenza ukukhusela amaxhoba amaninzi:**

Musa ukuthenga iimpahla ezibiweyo. Yithi, “Hayi” kwiimpahla ezibiweyo. Iselula yakho mayihlale icinyiwe xa uhamba endleleni. Ungaze uyishiye nje iselula yakho kwindawo zikawonke-wonke.

Ungaze usishiye sijinga emnyango isitshixo sakho. Kulula ukusika izitshixo ukuze umntu afikelele lula kwindlu yomnye umntu. Kuyingozi ukushiya izitshixo zendlu ngaphandle nokuba kuphantsi kwemethi esemnyango okanye phantsi kwezityalo.

Ukuba uthenge izinto zexabiso, zinqunge iibhokisi ezifakwe kuzo uzifake kwingxowa emnyama yenkunkuma. Xa ibhokisi ivele yalahlwa nje kwaye ibhaliwe, kulula ukuba amasela abone nto angayifumana endlwini. Musa ukuthenga impahla esitratweni. Urhwebo olululo aluqhubi njalo.

Ungaze ushiye izitshixo zemoto imoto iduma nokuba ngumzuzu nje omnye.

Ungaze uthenge iziqholo zexabiso, iimpahla okanye naziphi na izinto zexabiso ngamaxabiso aphantsi kubathengisi abangaqondakaliyo. Ungaze ushiye izinto zexabiso kwisitulo semoto, kungcono uzifake ebhuthini.

Lumka xa unxibe izihombo zexabiso okanye uphethe izixhobo zexabiso. **Ungaze** ufake isipaji sakho kwipokotho engemva okanye ushiye ibhegi yakho njee esithubeni. **Masimanyane siyivale imalike yempahla ebiweyo**.

Lulwaphulo-mthetho kwaye luyohlwayelwa ngumthetho- njengokuthatha izinto ezibiweyo. **Zale kwaye uzuxele emapoliseni naziphi na iimpahla ozikrokrelayo ukuba zibiwe**. **Sonke masiqhawule ityathanga lolwaphulo-mthetho kwaye senze utyalo mali kuMzantsi Afrika okhuselekileyo.**

Iinombolo ezibalulekileyo

Jonga ngezantsi ukwenziwa/imodeli kunye neenombolo zokuchonga into yexabiso onayo. Ukuba ngaba ziye zabiwa, kuya kunceda ukuba uzikhombe.

LIGCINE LIKHUSELEKILE ELI PHETSHANA

Inombolo yomnxeba yesikhululo samapolisa sasekuhlaleni……..

Into	**Ukwenziwa/imodeli**	**Inombolo yokuchonga**
Unomathotholo ophathwayo……		
Umabonakude……..		
Ividiyo……..		
Igumba-gumba…….		
Ikhompiyutha……...		
Iprinta……...		
Ikhamera……..		
Iwotshi…….		
Umatshini wokucoca……...		
Isikhenkcisi…….		
Imayikhroweyivu……		

Isicoci sedama lokuqubha……..
Umatshini wokucheba ingca……
Izixhobo zombane…….
Ibhayisekile……...
Ilokhari…….
Iselula……
Izixhobo zomculo……..

ZALE KWAYE UZIXELE IIMPAHLA EZIBIWEYO!

TSALELA UMNXEBA KUTHINTELO LOLWAPHULO MTHETHO (CRIME STOP) E-08600 10111.

Ikhutshwe yi:

SAPS Communication and Liaison services,

Private Bag x94, Pretoria, 0001

Ukuba uneengcebiso ofuna ukusazisa ngazo ngala maphetshana alungiselelwe abathengi nceda ubhalele kuSarita van Wyk kule dilesi:

Shoprite Checkers Communications Department,

PO Box 215, Brackenfell 7561

APPENDIX H

ORIGINAL TRANSLATION OF BROCHURE C

APPENDIX I

RETRANSLATION OF BROCHURE C

Inkonzo entsha yokusebenza kwemfonomfono eyi-PrepaidFone iza kuchaphazela ezi ndlela zokuyisebenzisa zilandelayo:

Indlela yokuyisebenzisa

- Phakamisa ifowuni ulindele isandi esikuvumela ukuba ungatsala umnxeba.
- Cofa uphawu lwenkwenkwezi, olweheke nenani u-5 kabini (*#55). Kwakuthi cwaka, okwethutyana.

* Linda imiyalelo kwilizwi elikukhokelayo.
* Ukuba seyamkelekile inombolo eyimfihlelo yakho, cofa ikhowudi yakho eyimivo emine ulandelise ngophawu lweheke.

Ukutsala umnxeba

* Phakamisa ifowuni ulindele isandi esikuvumela ukuba ungatsala umnxeba.
* Cofa inombolo onqwenela ukuyifonela ulindele imiyalelo kwilizwi elikukhokelayo.
- Ukuba seyamkelekile inombolo eyimfihlelo yakho, uya kucelwa ukuba ufake ikhowudi yakho eyimivo emine ulandelise ngophawu lweheke.

Ukongeza imizuzu kwi-akhawunti yakho

* Phakamisa ifowuni ulindele isandi esikuvumela ukuba ungatsala umnxeba.
* Cofa uphawu lwenkwenkwezi, olweheke nenani u-5 kabini. Kwakuthi cwaka, okwethutyana.

- Faka inombolo eyimfihlelo yakho eyikhowudi enemivo emine ulandelise ngophawu lweheke.

- Linda eminye imiyalelo kwilizwi elikukhokelayo.
- Cofa u-1 omele okongeza imizuzu.
- Faka inombolo eyimivo elishumi elinesithandathu ekwiphetshana elisisiqinisekiso sokongeza imizuzu ulandelise ngophawu lweheke.

APPENDIX J

BROCHURE D: HOME LOAN

APPENDIX K

BROCHURE E: WIN 2 TICKETS TO THE CUP FINAL