

# **A COMPARATIVE STUDY OF TERM CREATION PROCESSES IN ISIXHOSA AND ISIZULU TRANSLATIONS OF THE SOUTH AFRICAN CONSTITUTION**

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## ABSTRACT

The study deals with term creation in translation comparing isiXhosa and isiZulu in relation to **paraphrasing, borrowing, compounding, semantic transfer and derivation** as five major processes used by translators in African Languages to compensate for terminology gap. The study is conducted within the Descriptive Translation Studies approach and it deals with how translator's strategies are influenced by norms.

The extracted source text terms in this study are from the English Constitution as the source text whilst the isiXhosa and isiZulu terms are extracted from the isiXhosa and isiZulu Constitutions respectively.

The study has indicated that out of the five selected processes, paraphrasing is the most frequently chosen strategy in African Languages. With regard to borrowing, it has been shown that not all types of borrowing (as discussed by Cluver 1989) are possible in these languages and that every borrowed term has to be modified according to phonological, morphological and orthographical rules of these two languages.

The study is concluded by arguing that term creation processes in translation are universal features of translated texts in African languages and they are effective translation strategies in languages of limited diffusion. In addition, translated texts are sources/ depositories of terminology and consequently they can play a role in language development activities.

## **DECLARATION**

I declare that this research report is my own unaided work. It is submitted for the degree of Master of Arts in Translation in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any other degree or examination in any other university.

Thembele Gloria Sineke

15<sup>th</sup> Day of March 2005

**DEDICATION**

**TO MY DEAREST BIG SISTER  
NOMHLE “*HLEHLE*”  
WITH SINCERE THANKS FOR LAYING  
THE FOUNDATION STONE  
IN MY ACADEMIC ACHIEVEMENTS.**

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## **Table of Contents**

|                                                                          | <b>Pages</b> |
|--------------------------------------------------------------------------|--------------|
| <br><b>CHAPTER ONE : INTRODUCTION</b>                                    |              |
| 1.1 Introduction                                                         | 1            |
| 1.2 Rationale and the purpose of the study                               | 1            |
| 1.3 Translation of the Constitution<br>into other languages              | 3            |
| 1.4 Organisation of the study                                            | 5            |
| <br><b>CHAPTER TWO : LITERATURE REVIEW AND THEORETICAL<br/>FRAMEWORK</b> |              |
| 2.1 Translation theories, models and methodologies                       | 6            |
| 2.1.1 Equivalence-based theories and models                              | 6            |
| 2.1.2 Skopos theory                                                      | 9            |
| 2.1.3 The Functionalist model                                            | 10           |
| 2.1.4 Descriptive Translation Studies                                    | 12           |
| 2.1.5 Corpus-based approaches                                            | 13           |
| 2.1.6 Non-translation theories                                           | 14           |
| 2.2 Term creation theories, models and methodologies                     | 14           |
| 2.3 Theoretical framework and methodology                                | 20           |

### **CHAPTER THREE: ANALYSIS OF TERM CREATION PROCESSES AS TRANSLATION STRATEGIES**

|     |                                                                      |    |
|-----|----------------------------------------------------------------------|----|
| 3.1 | Term creation processes chosen most frequently by translators        | 24 |
| 3.2 | Similarities and differences between the target texts.               | 32 |
| 3.3 | Norms that influence the decisions of the translator                 | 34 |
| 3.4 | How effective are these term creation strategies in closing the gap. | 42 |
| 3.5 | Conclusion                                                           | 45 |

### **CHAPTER FOUR : FINDINGS AND CONCLUSION OF THE STUDY**

|     |                                                                      |    |
|-----|----------------------------------------------------------------------|----|
| 4.1 | Introduction                                                         | 46 |
| 4.2 | Term creation processes as universal features of translated texts    | 46 |
| 4.3 | Translation strategies in closing the terminology gap                | 49 |
| 4.4 | Translations/ translated texts in African languages                  | 50 |
| 4.5 | Use of created terms in most recent documents for public consumption | 51 |
| 4.6 | Conclusion.                                                          | 54 |
|     | Appendix A                                                           | 55 |
|     | A List of References                                                 | 62 |

## **CHAPTER ONE**

### **1.1 Aim of the study**

The aim of this study is to explore and compare term creation processes as strategies for dealing with terminology gaps in the translated versions of the isiXhosa and isiZulu translations of the South African constitution. During translation into marginalized and underdeveloped African languages, isiXhosa and isiZulu in this particular case, terminology related problems are bound to occur. The study therefore aims at investigating and comparing the term creation processes employed by translators and how these processes compensate for the gap in terminology in African languages.

### **1.2 Rationale and purpose of the study**

Toury (2000:200) defines translation as “a kind of activity which involves at least two languages and two cultural traditions...” If this definition is taken into consideration the issue of languages that are marginalized and underdeveloped as far as terminology is concerned, becomes a major area of interest in translation. IsiXhosa and isiZulu were not recognized as official languages during the apartheid regime and were consequently disregarded in the policy-making laws of this country and their development relegated to the Language Boards. Mtintsilana & Morris (1988:109-110) discuss the plight of these Language Boards and their limited progress due to problems such as lack of funds, disorganisation etc.

The changes that were brought about by the democratic government in 1994 raised the status of these languages and the Constitution of the Republic of South Africa accorded official status to 11 languages. The implication is that government documents and documents for public consumption have to be made available in all official languages. The Constitution was therefore one of the documents intended to be accessible to each and every citizen in South Africa.

According to Pansalb Act 59 of 1995, No 3 (c), the Constitution of the Republic of South Africa provides for the recognition of the principle of development of the

official South African languages. The final principle, in section 3(f), states that the Board has to promote the utilization of South African language resources. This study seeks to explore the possibility of the use of a corpus of translated texts in African languages as resources to extract terminology. This is in line with the principle of furthering the development of these languages. In addition, one might argue that language development activities, specifically terminology building initiatives, should look at ways of exploring corpora of translated texts as available resources for terminology development.

The intriguing factor in this study is how these two languages have employed translation strategies to provide solutions for terminology gaps. Due to developments in the academic discipline of translation studies with regard to the branch known as Descriptive Translation Studies (DTS), target texts have become a major focus of attention. DTS theorists emphasize three important principles of their approach: It is a target-oriented approach, i.e. it is concerned with the product – the translated text; it is a process-oriented approach, i.e. it is concerned with the actual process of translation, and lastly it is a function-oriented approach, i.e. it focuses on the function of the translation.

It is therefore interesting to investigate and compare the features of translated texts as products of the process of translation. As part of the analysis features of the translated texts are identified and described within the framework of the Descriptive Translation Studies.

In addition, term creation theories and methodologies can be associated with translation and linguistic theories as they deal with the structure and meaning of words and terms as the basic linguistic units that make up a text. Scholars such as Catford (1965) Newmark (1988), Bell (1991) Hatim and Mason (1990) and others as cited by Fawcett (1997) believe that certain elements of linguistic theories can provide solutions to translation problems. Newmark comments as follows:

I am not suggesting you translate isolated words. You translate words that are more or less linguistically, referentially, culturally, and subjectively influenced in their meaning, words conditioned by a certain linguistic,

referential, cultural, and personal context. (1988:193)

It is on the basis of this point of view that I explore term creation processes in translation. Sager (1990:197), who views translators as users of terminology, or “professional communication mediators”, suggests that terminology creation processes are an interesting topic to investigate in translation studies. This is confirmed by Robinson (1997) in his work *‘Becoming a translator. An accelerated course’*:

The focal nature of terminology for translation has made terminology studies one of the key sub-disciplines within the broader field of translation studies; learning specialized terminology is one of the main emphases in any course on legal, medical, commercial, or other technical translation...(1997: 146)

This study adds to existing knowledge about characteristics of isiXhosa and isiZulu translations and provides guidelines on term creation processes in underdeveloped languages for language practitioners such as translators, terminologists, and terminographers. Kruger & Wallmach (1997: 120) note that “very little research has been done into the role played by translation in initiating and developing these languages and literatures”. Madiba (1998:63) also emphasizes the challenge faced by the translators and terminologists in African languages to create terms that are appropriate for the languages in question.

The translations examined are both classified as Nguni languages and therefore share certain features with regard to their phonology, syntax, semantics etc. By comparing term creation processes in isiXhosa and isiZulu translations, the study will contribute to knowledge about differences and similarities regarding the choice of translation strategies to provide solutions to terminology problems. Huyssteen argues that “the methods of term creation form an important part of language elaboration because they are the very linguistic tools that make technical modernization and expansion of the lexicon possible” (1997:179)

### **1.3. The translation of the Constitution into other languages**

According to the Annual Report of the Constitutional Assembly (1996), the

process of translating the Constitution into 11 official languages was initiated on 3<sup>rd</sup> April 1996. A team of translators from the Language Services Division (Translation section), Legal Advisory Services and Dictionary Projects was formed under the leadership of Adv Zim Titus. With regard to isiXhosa in particular, the translation task was given to the Xhosa Dictionary Project (housed at Fort Hare) from 3<sup>rd</sup> April – 15<sup>th</sup> April 1996.

In the Interim Report of the Xhosa Dictionary Project (1996) on the translation of the Constitution into isiXhosa, it is mentioned that the process of translation was started by Afrophone (Johannesburg-based translation firm). The team of translators who took over from Afrophone during the first phase had to translate and edit the 4<sup>th</sup> edition of the Refined Working Draft of the new constitution. The report goes on to mention that this draft had to be thoroughly edited and that some of the translations had to be redone but there are no reasons given in this regard. In addition, the Technical Refinement Team had to finalize some chapters of the constitution before they could be translated and edited by the team of translators. During the second phase, (22<sup>nd</sup> April - 10<sup>th</sup> May 1996) the team had to continue working with the final product, the fifth Working Draft together with the Technical Refinement Team until the documents reached the stage of adoption by the 8<sup>th</sup> May 1996.

With regard to the isiXhosa version of the Constitution it is reported that whilst the translators were busy processing the sixth edition as the Final product, the isiXhosa translator was pressurized to meet the deadline of the 7<sup>th</sup> May since this version had to be tabled with the English and Afrikaans documents, when the constitution was to be adopted on 8<sup>th</sup> May 1996. The report is concluded by the following comments:

- There was a lack of dictionaries for legal terms in African languages
- The task was very demanding in terms of concentration, precision and aptness.
- Legal terms that were collected and documented should be used to produce word lists to assist language practitioners and the public at large.

This brief background sheds some light on the process and conditions of translating the Constitution of the Republic of South Africa into all official languages of the country.

### 1.3 Organization of the study

The study is organized into four chapters as follows:

- **Chapter one** contains the aim, rationale and purpose of the study, and a brief background on the translation of the isiXhosa and isiZulu versions of the constitution.
- **Chapter two** is an overview of theories, models, methodologies and approaches to translation and terminology, highlighting the relevance of these theories to this study. It also deals with the theoretical framework within which the study will be conducted.
- **Chapter three** deals with the comparative analysis of term creation processes in translation, exploring five main selected processes.
- **Chapter four** contains the findings and conclusion of the study.

## CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

The aim of this chapter is to look at the theories, methodologies and models that are relevant to this study in order to give an integrated and synthesized overview of appropriate literature in the chosen area of study. This literature review focuses on two areas: translation theories and models, and terminology creation processes, since the main focus of the study is term creation processes as problem-solving strategies in the isiXhosa and isiZulu translations of the Constitution.

### 2.1 Translation theories and models

#### 2.1.1 Equivalence-based theories, models and methodologies

According to Kenny (1998:77) “Equivalence is the relationship between the source text (ST) and the target text (TT) that allows the TT to be considered as a translation of the ST in the first place.” This definition highlights the fact that there is some kind of a relationship between the ST and the TT. Snell-Hornby (1995:15) cites Catford (1965) who defines translation as “the replacement of textual material in one language (SL) by equivalent textual material in another language.” The key phrase “replacement of textual material” suggests that it is the textual material that defines equivalence in translation. But as new translation theories began to emerge, the concept of equivalence raised questions like *‘Is equivalence referring to words, segments of words or longer units? Is it possible to replace textual material in one language by equivalent textual material? Is it possible to achieve equivalence?’* Consequently, it was labelled irrelevant, controversial, narrow and one-dimensional and therefore it had to be redefined. The following different types or typologies of equivalence were identified, such as:

- **Formal equivalence:** The SL and TL words have similar orthographical or phonological features.
- **Dynamic equivalence:** The SL and TL words have the same effect on their respective readers

- **Textual equivalence:** This concerns the similarity in the ST and TT information flow and the cohesive roles SL and TL devices play in the respective texts.
- **Structural equivalence:** This is the equivalence of the entire text taking priority over individual lexical equivalents
- **Denotative or referential equivalence:** The ST and TT words refer to the same thing in the real world.
- **Connotative Equivalence:** The ST and TT words trigger the same or similar associations in the minds of the native speakers of the two languages. (Snell-Hornby 1995:18-21; Kenny 1998:77-78)

Many equivalence-based theories were subsequently criticized and rejected as they regarded the translation as an equivalent of the source text aiming at achieving loyalty and faithfulness to the source text as the original text. (Kenny 1998: 97). Gentzler (1993) deals with equivalence in translation by comparing Holmes and Van den Broeck's approaches with regard to literary translations. Holmes, according to Gentzler (1993: 95), argues that the notion of equivalence is a perverse ideal and that "the focus of translation studies should be the process of translation, analyzing the choices from a myriad of possibilities that a translator makes." Van den Broeck's argument as analysed by Gentzler brings together the features that are linguistically and functionally relevant to the communication situation. Toury's (1980:63) notion of equivalence in translation is defined according to three basic conditions:

- the presence of two different natural languages as codes
- the presence of the two distinct messages encoded in these codes
- the existence of certain relationship between two messages, irrespective of the relationship obtaining between the two codes.

Baker (1992: 11) explores equivalence in relation to the strategies which may be useful to solve problems of non-equivalence at different levels, taking into consideration the cultural incompatibilities between the languages in question.

Baker also declares that:

It is virtually impossible to offer absolute guidelines for dealing with various types of non-equivalence which exist among languages. (1992:17)

The following common problems of non-equivalence at word level are highlighted:

- Culture-specific concepts: the SL concept is not known in the target culture.
- The target language lacks the source text term in its lexicon: the concept is known but there is no target word for it.
- The source language term is semantically complex: a word in SL expresses complex meanings
- The source and target text make different distinctions with regard to the meaning of the term:
- The target language does not have a superordinate term: there is no general word for the semantic field.
- There is no specific term (i.e. hyponym) in the target language but mostly general words.
- The source and target languages differ in physical and interpersonal perspective with regard to the meaning of that word.
- The languages differ in terms of expressive meaning, form, frequency and purpose of using a specific term, as well as how loan words are used. (Baker 1992: 21-26).

On the basis of these common problems Baker suggests the following translation strategies as solutions at word level translating by

- A general word
- A neutral/ less expressive word
- Cultural substitution
- A loan word/ loan word and explanation
- Paraphrasing - using related words
- Paraphrasing- using unrelated words
- Omission

- Illustration  
(1992 : 26-42)

This study proposes that Baker's problem-solving strategies are valuable in analysing the decisions of the translator in terms of the processes of creating terms to solve terminology inadequacies. This also implies that even though equivalence-based theories have been criticized, they might offer some solutions to translation problems. Kenny (1998: 97) concludes by saying:

Thus equivalence is variously regarded as a necessary condition for translation, an obstacle to progress in translation studies or as a useful category for describing translation.

### 2.1.2 Skopos theory

The Skopos theory initiated by Vermeer (1978) and later developed by Nord (1991) introduced a new model for translation-oriented text analysis. The skopos rule states that "any action has an aim, a purpose. The word *skopos* is a technical term for the aim or purpose of a translation." It becomes clear that the main focus is the goal and purpose (i.e. the skopos) of the translation based on the following principles:

- Translation process - the goal of this process
- Translation result - the function of the translation
- The translation mode - the intention of this mode

(Vermeer 2000: 224)

Nord (1991:32) argues that translation depends on the compatibility of the TT skopos with the given ST, and this principle is culture specific. Two models of text analysis are introduced by Nord. The first model represents the translation process as two phases: the analysis phase and the verbalization phase. During the first phase, the translator reads and analyse the source text taking into consideration all the factors necessary to understand the source text. In the second phase the source text meaning is verbalized in the target language. The second model includes three

phases, which is slightly different in the sense that it contains an analysis phase, transfer phase and synthesis phase. The analysis procedure is structured in terms of extra-textual and intra-textual factors that are based on the WH-formula questions:

- Who is the initiator of the process?
- What is the role of the translator?
- What is the function of the source text and the target text?
- What about text types?
- What is the purpose of translation?
- What about the readership of the source text and the target text? (Nord:1999:36)

This kind of analysis provides a broader basis for the understanding of theory and practice in translation studies than the equivalence-based theories discussed earlier in the sense that it seeks to examine the function of the translation in the target culture. Therefore, the translated text in this model is a text that is produced in a target setting for a target purpose and target addressees in target circumstances:

This model is relevant to this study in the sense that it shifts the focus from the goal and function of the source text to the goal and function of the translated text. Therefore, the assumption is that the translator's strategies of term creation processes might be influenced by the goal and function of the text to be produced.

### **2.1.3 The functionalist model**

The functionalist model extended the skopos model by advocating the notion of functionality in translation studies. The main aim of this model is to focus on the function or functions of texts and translations. (Nord 1997:2) According to Nord (1994:4) the functionalist theories base their model on action-oriented and culture-oriented communication theory and show how functional strategies lead to appropriate solutions to translation problems. The transfer procedures discussed by

Nord widened the scope of the theory and practice in translation studies and consequently led to a functional text in the target culture.

In addition, Nord (1997:39) points out that the functionalist model plays an important role in translator training since it enhances the idea of functionality and adaptation during the process of translation. Nord argues that the functional analysis of the source text in its communicative situation will make it easier for the translator to detect problems prior to translation. The translator will therefore search for strategies that will rectify the situation. The “top-down” procedure according to Nord (1994:07) should follow these stages:

- Analysis of the text with regard to its function in situation
- Analysis of cultural norms and conventions (i.e. whether the translation has to be adapted to the target cultural norms & conventions or not)
- Linguistic structures used
- Context – i.e. the register, the style that fits this context
- Translation

Therefore the analysis of the English Constitution as a source text within the source text culture implies analyzing the function of the source text. It is thus assumed that this might provide guiding principles for translators in their efforts to provide solutions to terminology problems in languages experiencing terminology gaps. The translation procedures that will render a functional target text in the target culture as proposed by Nord (1994:4) include the following:

- cultural adaptation
- paraphrases
- expansion
- reduction
- modulation
- transposition
- substitution

- loan word
- calque
- literal translation
- omission.

#### 2.1.4 Descriptive Translation Studies (DTS)

Holmes was instrumental at the beginning of Descriptive Translation Studies. One of his earlier works is entitled “Holmes’ Model on the Nature of Translation Studies” This approach advocates Translation Studies as an independent discipline that is split into two branches: Translation studies (TS) and Descriptive translation Studies (DTS). The DTS branch which was subsequently adopted and developed by Toury (1999/2000) focuses on three important areas:

- Product-oriented DTS - focusing on the product, the translated text
- Function-oriented DTS -focusing on the function of the translated text
- Process-oriented DTS - focusing on the process of translation

The DTS approach according to Toury (2000:200) is based on the notion of norms, that is, “translation is a norm governed activity”. He proposes the following **preliminary norms** and **operational norms**. Preliminary norms, according to Toury (2000: 202), are considerations in terms of translation policy i.e. factors that govern the choice of texts to be translated and those related to the directness of translation. The operational norms on the other hand are defined by Toury as norms that direct “decisions made during the act of translation” (2000:202). Chesterman (1997:63) claims that “operational norms are product norms regulating the form of a translation as a final product” and therefore they affect the decision-making process in translation.

This study proposes that it is on the basis of these norms that the translator is able to devise strategies as solutions to problems he/she encounters in the translation process. This indicates the relevance of DTS as an approach to this research as the

main aim is to look at which term creation processes are employed by translators as strategies to fill terminology gaps in African languages. In other words, norms determine the type of strategies the translator uses to solve terminology problems. Baker (1998:164) reiterates this point by saying that “the notion of norms assumes that the translator is essentially engaged in a DECISION-MAKING process.” It is reasonable to argue that by exploring translated texts or translations within the framework of DTS, we are able to identify those norms which seem to influence the choice of term creation strategies employed by translators as solutions to terminology problems.

The functionalist approach referred to earlier can also be interpreted in terms of DTS as Toury (1980: 82) argues that “any translational product can be said to be significant as a translational phenomenon only in view of its function(s) in the target system.” In other words, the descriptivists draw from functionalist approaches whilst they also draw on the notion of norms which goes together with the objective of Descriptive Translation Studies i.e. to examine translated texts in order to determine their characteristics as texts in their own right.

### **2.1.5 Corpus-based approaches**

Corpus-based approaches have extended this aim by exploring corpora of translated texts in order to identify their characteristics. One of the main objectives is to explore the behaviour of translated texts. Baker, in her article “*Corpus-based translation studies: The challenges that lie ahead*”, tackles the issue of universal features of translation which are identified in translations irrespective of the language combination. These are the following:

- Explicitation - the tendency to spell things out in translation
- Simplification - simplifying the language or the message
- Normalization/ conservation - the tendency to conform to patterns and practices of the target language
- Levelling out - the tendency to gravitate around the centre of any continuum rather than moving to the fringes. (1996:179-184)

Gauton (et al) 2003 in their article on corpus-based approaches explore translation strategies used by translators in African languages on the basis of parallel corpora of 10 South African official languages compared with English. Moropa (2000) also investigates these universal features of translation using a corpus of isiXhosa translated texts. Corpus-based approaches clearly have a major contribution to make, as they make it possible to deal with a large number of texts quickly and effectively.

### **2.1.6 Non-translation theories**

Other theoretical debates which are not directly linked to translation, such as postcolonialism, post-modernism, and cultural studies, also contribute to the understanding of the translation process and the function of the translated text in the target culture. Translation into African languages can be viewed in terms of postcolonialism, since such languages are deemed underdeveloped, and marginalized, when compared with English. The works of Venuti (1992), Lefevere (1992) and Robinson (1997) are relevant here. For instance, Robinson (1997:30) argues that one of the overlapping roles that translation plays in post-colonial studies “is translation as a channel of decolonization i.e. the gradual process of undoing the more harmful effects of colonization.” The implication is that translation theories could be extended to focus on regaining the cultural identity of target texts. The translator influenced by post-colonial theories may identify himself/herself with the target text culture and therefore choose strategies that recognize translated texts as facts of the target culture.

## **2.2 Term creation processes theories/ models/ methodologies**

Terms are defined by Sager (1990:57) as linguistic representation of concepts which evolve through the stages of naming process. The process of designation in term creation is based on the following factors:

- Some property or other essential characteristics of the concept

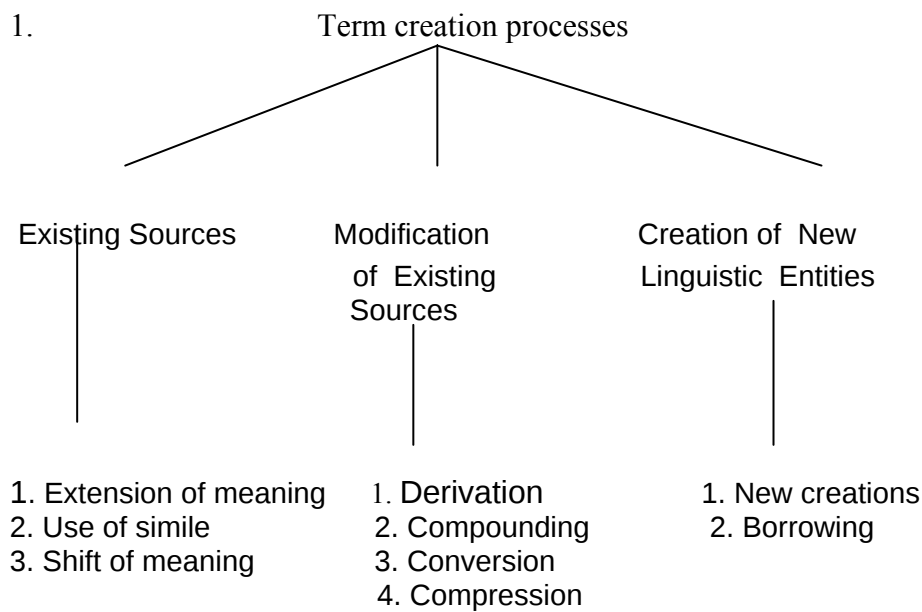
- Hierarchical dependencies of elements
- The particular function of an object (p64-67)

In this section we explore theories and models which deal with term creation processes as analysed by Sager (1990), Cabré (1999), Cluver (1989) and Mtintsilana & Morris (1988). The following guidelines according to Sager are set by the ISO (International Organisation for Standardisation) even though the ISO Document R704 it is regarded as obsolete since it has become impossible to produce effective guidelines for all the languages used by the ISO member countries:

- Terms should be created systematically in terms of their morphological, semantic, and pragmatic characteristics
- A term should conform to the morphological, spelling and pronunciation rules of the receiving language
- Once a term is accepted widely, it must not be changed without compelling reasons
- If a new term succeeds partially to represent an existing term, it is preferable to use the introduced new term. (Sager 1990:88)

Sager (1990) explores terminologisation as the process that involves stages of naming and developments regarding terminological units. He gives three major patterns of term formation represented in the tree diagram below:

- Use of existing resources
- Modification of existing sources
- Creation of new linguistic entities (1990:71-79)



The first major type, i.e. the use of existing sources, refers to processes such as the extension of the meaning of an existing term, the use of a simile, or a qualifying phrase which indicates a property or essential characteristics of the concept. The new meaning is attached to a term that already exists in the lexicon of the language concerned with. For example:

- **Inqwelo** [ wagon] – inqwelo [ motor car]- isiXhosa
- **Iqabane** [ companion] - iqabane [comrade]- isiXhosa
- **Unozakuzaku** [go-betweener] – unozakuzaku [an ambassador]- isiXhosa

The language therefore exploits its internal resources. Cabré (1999), Cluver (1989) and Mtintsilana & Morris (1988) concur with Sager as they also mention three ways of modifying the meaning of an existing term i.e. extension of meaning which involves extending the semantic content of the lexical item. The new extended meaning designates an object in specialized languages as shown in the above examples. With regards to narrowing and changing of meaning, the terms are used with a slightly different, or shifted, meaning compared with their common

usage. The second major category in the tree diagram i.e. modification of existing sources includes derivation, compounding, conversion and compression that are derived by using processes of affixation. Cabré's method of categorization is not different from Sager's method except for the fact that it includes phrasal units which are defined as combinations of phrases. The processes under this category are discussed as follows:

- **Derivation**

The process adds affixes to the root/ base to form new words. These affixes may be either prefixes or suffixes or sometimes both morphemes. According to Cabré (1999: 94) the rules are (1) derivational rules using a prefix and (2) derivational rules using a suffix as in the following examples:

**Qhuba** [drive] – **umqhubi** [driver]: **um-** prefix & **- i** as suffix

**Hle** [Adjectival stem-beauty –**ubuhle** [beauty] :**ubu-**prefix

**Gqabhu–** [to burst open] **An idiophone - gqabhuka** [ verb stem]

- **Compounding**

Cluver (1989: 274) defines this process as “joining together independent words to form new words.” According to Fromkin & Rodman (1978: 148) there is no limit to the kinds of combinations that may occur in English since compounds can be formed by joining together any grammatical categories. This principle is common to African languages as well and combinations could be any of the following:

**Noun + noun – iphepha-ndaba** [a newspaper]

**Noun + adjective –iNtabankulu** [a big mountain]

**Noun + verb- Ulangaliyakhanya** [Mr Sun is shining] etc.

- **Conversion / zero derivation**

This involves changing the category of an existing word without changing its form. The isiXhosa example we can give is the infinitive which has both nominal and verbal characteristics in the same form as follows:

**Ukumisela** [to launch]

**Ukumisela** [the launching ]

- **Truncation**

This means reducing a unit to one of its parts to form initialism, acronymy and clipping. Initialisms are terms made up of first letters of term elements as in the following examples:

**I-UNO** [United Nations Organisation ]

**I-SAP** [ South African Police]

while acronyms are terms that are derived by using first letters of the terms as follows:

**I-SADAFU** [South African Defence Force]

**I-COSATU** [Congress Of South African Trade Union]

Clipping involves shortening of words as follows:

Itelefowuni- [ifowuni]

- **Phrasal units/ paraphrases**

This type is defined as phrasal terms that have lexical structures with terminological value.

Baker (1992: 37-38) divides paraphrasing into two kinds: Paraphrasing by using (1) related words and (2) non-related words. For example:

**Veterinary** -ugqirha ojongene nezifo zezilwanyana – [A doctor who specializes in animal diseases]

**Radiographer** - Ingcali efota ngogesi – [A specialist that takes photo with X-rays]

**A travelling document** - Incwadi yokundwendwela –[A book of visiting]

The third major type, new linguistic entities (neologism) concerns creating new terms, borrowed terms and loan translations. Cluver (1989: 266) points out that borrowing is a process by which “linguistic elements are taken over from one language or dialect into another.” The following types are identified:

1. **Loan words:** words that are borrowed as a whole with prefixes and suffixes with their meaning as well. This is possible if isiXhosa, isiZulu, or any other language, borrows from another African language belonging to the same language family. Mtintsilana & Morris (1988: 112) argue that “when a language is borrowing from a language of the same group the term is either adopted as it is or the prefix and the class category change”. For example: **ukuqeqesha** from isiXhosa to isiZulu is adopted as **ukuqeqesha**.

The following isiXhosa examples have adopted from isiZulu:

**Udlame** [violence]

**Umphakathi** [community]

**Umkhankaso** [campaign]

2. **Loan shifts:** words which exist in the language with their meaning ascribed to borrowed concepts.

**Inkwili – tadpole** [submarine]

**Unomathotholo – the spirits** [Radio]

**Ucingo- wire** [a telephone]

3. **Loan translations:** (Calque): A foreign word that is transliterated morpheme by morpheme into the receiving language.

**Imyuziyam-** [museum]

**Ikhemikhali** – [chemical]

**Ikhompyutha** – [computer]

**4. Loan blends:** Only part of the original word is borrowed:

**Ifowuni** –[telephone]

**Iseli** – [cellular phone]

**5. Internal borrowing:** Terms borrowed from domain that have disappeared from the cultural focus of the speech community.

It is clear that these works deal with key issues in terms of this study as they provide a theoretical background to term creation processes. This analysis shows that even though these scholars use different methods of classification, the principles of term creation processes are similar. The only difference we can cite pertains to African languages. According to Mtintsilana & Morris (1988:112) the deideophonisation process i.e. creating terms from sounds that can be associated with the object or the action that has to be named, is a unique method found in African languages. Here are the examples:

**Isithuthuthu** – [motor bike] isiXhosa – associated with the sound of the motorbike.

**Isibhamu** – [gun] isiZulu – associated with the sound made by the gun.

**Udula-dula** – [bus] - the sound of the moving bus

**Uganda-ganda** – [caterpillar machine] - isiXhosa associated with the action of pounding and grinding made by this machine.

The comparative analysis will thus focus on the selected five major term creation processes.

### **2.3 Theoretical framework and Methodology**

The study is conducted on the basis of the theoretical framework of Descriptive Translation Studies. The central points in Descriptive Translation Studies according

to translation theorists such as Toury (1995/2000), Gentzler (1993), and Baker (1998) etc. are summarized as follows:

- avoiding prescriptive theories of translation
- studying translations as facts of the target culture
- exploring and examining the actual translations
- regarding the translation process as a norm-governed activity.

Within the framework of DTS we focus on the notion of norms. The idea of norms in translation studies was initially associated with prescriptive theories since it was expected that the translation process had to be performed on the basis of instructions i.e. how to translate or on the basis of “prescribed norms for translation” (Robinson 1998: 161) The debates on translation studies criticized and rejected such theories because of their prescriptive nature and because they were less concerned about the actual process of translation and the actual translated texts. The outcome of such debates was a shift from prescriptive-based methods to other methods which aimed at attempting to describe the actual process of translation, hence the introduction of Descriptive Translation Studies.

Toury (1995/2000) views the notion of norms from a different perspective as he adopts the sociologists and social psychologists’ point of view in defining norms as the “translation of general values or ideas shared by a community as to what is right or wrong, adequate and inadequate into performance instructions appropriate for and applicable to particular situations...” (1995: 54). He goes on to argue that the process as well as the product and the function are determined to a large extent by these norms while Baker (1998: 164) asserts that translation is a decision-making process that is influenced by these norms. Chesterman (1997:149) concurs by saying “decisions (such as translation decisions) are not made in a void, but in a particular life-situation.”

On the basis of this argument, this study explores the term creation processes as translator’s strategies and the role played by norms in shaping those strategies.

Toury (2000:201) emphasizes that the decisions of the translator may be regarded as a compromise as the translator may either follow or violate norms in the process of translation. Kruger & Wallmach's (1997:123) arguments that "one has to take into account a complex network of relations between, on one hand, the source text and the political, social, cultural, literary, and textual norms and conventions of the source text system and on the other hand, the target text's political, social, cultural, literary, and textual norms and conventions of the target text system." sound reasonable. It is on the basis of this assertion that this study explores the notion of norms in relation to term creation processes within Descriptive Translation Studies.

With regard to methodology this study is a case-study which includes a comparative analysis of the source and target texts. According to Leedy & Ormrod:

... in a case study, the researcher collects extensive data on individuals, programs or events on which investigation is focused. These data often include observations, interviews, documents (e.g. newspaper articles), past records (e.g. previous test scores) and audiovisual materials. (1985: 149).

The source text terms are extracted from the English version of the constitution and, their counterparts from the target texts i.e. the isiXhosa and isiZulu versions, in order to provide data for the comparative analysis.

In this comparative analysis the data analysed, terms in isiXhosa and isiZulu, have been extracted from the following three texts:

- South African Constitution- English (The source text) (ST)
- Umgaqo-siseko- IsiXhosa (Target text 1) ( TT 1)
- Umthethosisekelo – IsiZulu (Target text 2) ( TT 2)

The terms are presented in the form of a master table (included as appendix A) in which they are categorized according to the term creation processes with the dots indicating to which category the term belongs. In addition, the isiXhosa and isiZulu terms are shaded differently to indicate that they belong to two different languages.

In this chapter we conclude by highlighting that the discussed theories, models and approaches provide a background against which to explore and compare term

creation processes as problem-solving strategies in translation. It is also evident that the significance of linguistic theories to translation theories is emphasized in this study.

### CHAPTER THREE: ANALYSIS OF TERM CREATION PROCESSES

The aim of this chapter is to analyse and compare five major term creation processes in the two target texts as translation strategies within the framework of Descriptive Translation Studies. The selected processes are **derivation, compounding, borrowing, semantic shift and paraphrasing**.

The analysis is based on the following questions, which form the key factors in this comparative analysis:

- Which term creation processes are chosen most frequently by the translators in both target languages?
- Are there any differences or similarities in terms of translation strategies in these two languages?
- Which norms seem to have influenced the decisions taken by translators?
- How effective are the term creation strategies in these two languages in terms of closing the terminology gaps in languages of limited diffusion?

#### 3.1 Term creation processes chosen most frequently by translators in both target texts.

Having identified the five major processes, we start by looking at which term creation processes are chosen most frequently by the isiXhosa and isiZulu translators. The strategies corresponding to TT 1 and TT 2 terms or phrasal units are marked by dots and to avoid confusion, there is only one dot per target term and the term creation strategy. Instances of overlapping between the strategies will be analysed in the discussion. By counting the number of dots in the master table which mark the type of term creation processes chosen by the translators in respective languages, the paraphrasing strategy is identified as the most common in both languages. The following source text terms are translated as follows:

(2)

| Source text<br>( English) | Target text1<br>(IsiXhosa)                 | Target text 2<br>( IsiZulu)                                      |
|---------------------------|--------------------------------------------|------------------------------------------------------------------|
| Environment               | Indalo<br>esingqongileyo                   | Indawo<br>okuphilwa<br>kuyo                                      |
| Petition                  | Uxwebhu<br>lwezikhalazo                    | Izicelo<br>ezibhalwe<br>(phansi)                                 |
| Transparency              | Ukwenza izinto<br>elubala                  | Ukusebenza<br>ngokusobala                                        |
| Collective<br>agreement   | Izivumelwano<br>ezenzelwe<br>amalungu onke | Ukuvumelana<br>ngokuhlanga-<br>nyela                             |
| Civil<br>proceedings      | Ukuxoxwa<br>kwetyala<br>lombambano         | Amacala<br>ombango                                               |
| Procurement               | Izivumelwano<br>zempahla<br>nezeenkonzelo  | Impahla<br>nemisebenzi<br>ekhokhelwa<br>ngezimali<br>nguhulumeni |

Mtintsilana & Morris (1988:105) define paraphrasing as a “productive way in which indigenous vocabularies are extended.” Cabré (1999: 91) talks about “phrasal terms” as lexical structures with a terminological value, made up of words. These phrasal units are derived either by putting together related words or non-related words, and also by adding affixes to lexical bases where necessary. Sager (1990:72) categorizes derivation under modification of existing sources. In the above table the isiXhosa example *indalo esingqongileyo* has two units, *indalo* (nature) and the relativised verb *esingqongileyo* from the verb *ngqonga* (surround). Similarly, the isiZulu phrasal term *indawo okuphilwa kuyo* is also derived on the basis of the following words which already exist in the language: *indawo* [place] *okuphilwa kuyo* [where people live].

The second example *petition* is paraphrased as *uxwebhu lwezikhalazo* in isiXhosa while in isiZulu it is *izicelo ezibhalwe/ ezibhalwe phansi*. The isiXhosa phrasal unit is composed of two words: *uxwebhu*- a document-*lwezikhalazo* (of complaints/grievances) The isiZulu counterpart *izicelo ezibhalwe/ ezibhalwe*

***phansi***- [requests that are written down] is derived on the basis of the meaning as well as the function or the purpose of a petition while the isiXhosa phrasal term actually describes the document with its contents. Both phrases are derived on the basis of non-related words which exist in both languages. Sager (1990: 64) argues that the “systematic method of designation is based on consistency in the creation of terms by choosing qualifiers indicative of some property or other essential characteristic of a concept.”

Borrowing is the second most prevalent type of term creation processes in both target languages. In the types of borrowings identified by Cluver (1989: 266-269) earlier, it seems that not all of these are common or suitable in the two target texts. The first type, loan words borrowed with their prefixes and suffixes as well as their meaning seems not possible since it is often mentioned that borrowed terms have to be adapted to the phonological, morphological and syntactic rules of the receiving language. As mentioned earlier, it is possible for languages belonging to the same group to borrow from one another since they are able to adopt the affixation principles of the donor language. But, it seems impossible that the prefixes and suffixes of English could remain unchanged.

Regarding the second type i.e. loan shifts, they are words which exist in the language with their meaning ascribed to borrowed concepts. According to Cluver (1989:269) the term of the borrowed concept is not accepted by the target language. The target language instead takes the meaning of the concept and ascribe it to the native term which already exists in the target language. Since this borrowing process is related to semantic transfer, it is therefore discussed in the section dealing with semantic transfer.

With regard to the third type i.e. loan translations or calque, defined by Cluver (1989: 268) as a “foreign word that is transliterated morpheme by morpheme into the receiving language”. It is evident that it is the easiest and the most transparent common strategy. However, even though target terms are transliterated, they have to be adapted to the rules of the target language, as in the following examples:

(3)

| Source Text<br>(English) | Loan<br>Translation/<br>Calque  | Target<br>Language   |
|--------------------------|---------------------------------|----------------------|
| Property                 | Ipropati                        | IsiXhosa             |
| Courts                   | Iinkantolo                      | IsiZulu              |
| Summons                  | Isamani/<br>Isamanisi           | IsiXhosa/<br>isiZulu |
| Bills                    | IiBhili                         | IsiXhosa             |
| Commision                | Ikhomishini/<br>Ikhomishani /na | IsiXhosa/<br>isiZulu |
| Bank                     | Ibhanki/ Ibhange                | IsiXhosa/<br>isiZulu |
| Municipality             | Umasipala/<br>Umasipala         | IsiXhosa/<br>isiZulu |

For the source text terms **summons**, **commission**, **bank** and **municipality** in this table, both languages have chosen the calque strategy, thus borrowing the foreign word-formation pattern as well. However, it is interesting to note that due to phonological and morphological constraints, the isiXhosa noun and isiZulu nouns have to start with a prefix marked in bold in all the following cases.

**i**-samani / **i**-samanisi [isiXhosa/ isiZulu]

**i**-khomishini / **i**-khomishani/na [isiXhosa/ isiZulu]

**i**-bhanki / **i**-bhange [isiXhosa/ isiZulu]

**u**-masipala / **u**-masipala [isiXhosa/ isiZulu]

This prefix is an integral part of the structure of a noun in the languages belonging to the Bantu Languages family group. Mtintsilana & Morris (1988:111) concur by saying that “in most cases foreign loan words are Africanized by transliteration i.e. by changing their phonological and morphological structure to accord with African language structure.”

With regard to **courts** – translated as “**iinkantolo**” in isiZulu, the isiZulu term is borrowed from Afrikaans “**kantoor**”, “the office” in its literal meaning and as mentioned before, the borrowed term is bound to follow the morphological and the phonological rules of the receiving language.

The third dominant type of term creation processes is semantic transfer. Cluver (1989:269) as mentioned earlier, even though he classifies it as loan shifts, he also mentions that it is related to semantic transfer. Sager (1990: 71) and Cabré (1999:93) group this process under “use of existing sources” which are further classified into (a) extension of meaning (b) use of simile and (c) shifting of meaning and narrowing of meaning. Mtintsilana & Morris (1988:110) also regard this process as that of attaching new meanings to existing words. The existing words therefore seem to acquire a new additional meaning that might be the term that refers to the special meaning in special subject fields. The following examples are compared as follows:

(4)

| Source Text<br>English) | Target Text 1<br>(isiXhosa) | Target Text 2<br>( isiZulu)                       |
|-------------------------|-----------------------------|---------------------------------------------------|
| Federation              | Umanyano<br>oluthile        | Imifelandawo-<br>nye                              |
| Natural<br>resources    | Amajelo<br>ezendalo         | Umnotho<br>wemvelo                                |
| Speaker                 | Usomlomo                    | Usomlomo                                          |
| Legal<br>practioner     | Igqwetha                    | Ummeli                                            |
| National<br>Treasury    | Uvimba<br>wesiZwe           | Ihhovisi<br>likaZwelonke<br>lokuphatha<br>izimali |

The literal meaning of the isiZulu term, *imifelandawonye* is those who die together, and this is a metaphor that means togetherness and solidarity. This meaning is extended to refer to the concept of *federation* which expresses the meaning of association and unity. The isiXhosa counterpart on the other hand, has extended the meaning of the general word “*umanyano*” [unity] to encompass the meaning of the term. In the second example the isiZulu term *umnotho wemvelo* [indigenous wealth/money/means of economy] seems to be more precise in meaning than the isiXhosa counterpart in the sense that it explains fully the meaning of indigenous wealth or economy suggested by the source text term.

The isiXhosa term on the other hand extends the meaning of “**amajelo**” [sources] to “resources” as sources of wealth or valuables entities in order to bring out the shifted meaning of the existing term.

Having discussed some of the examples above, it might be mentioned that this creation process according to Cluver (1989) and Mtintsilana & Morris (1988) might not be an ideal one as far as technical languages are concerned. It is possible that the technical meaning of the term might be confused with the common meaning. The following terms for example illustrate this point of view.

(5)

| Target Text Terms                          | Target language      | Source Text Terms |
|--------------------------------------------|----------------------|-------------------|
| Uvimba [ <i>storehouse</i> ]               | IsiXhosa             | Treasury          |
| Isikhwama [ <i>a purse</i> ]               | IsiZulu              | Revenue           |
| Umqulu [ <i>a bundle</i> ]                 | IsiXhosa             | Bill              |
| Usomlomo [ <i>representative speaker</i> ] | IsiXhosa/<br>isiZulu | Speaker           |

If we take the isiZulu term '**isikhwama**' for **revenue** in these examples, it is quite evident that it would be helpful for the ordinary language speaker to be aware of the fact that the term is referring to its new specialized meaning in this context.

Derivation is also one of the major term creation processes that are common in these two target languages. But before we elaborate on derivation as a translation strategy, it seems significant to highlight that it is an underlying term creation process in the sense that by applying derivational rules such as prefixation and suffixation mentioned earlier, terms or phrasal units are derived. In other words, to create terms or phrasal units or borrowed terms as translation strategies, derivational rules are applied. We look at the following table:

(6)

| Source Text<br>(English) | Target Text 1<br>(isiXhosa) | Target text 2<br>( isiZulu)  |
|--------------------------|-----------------------------|------------------------------|
| Collective bargaining    | Uthethelelwano              | Ukuvumelana ngokuhlanganyela |
| Mediation Committee      | IKomiti eLamlayo            | IKomidi labaLamuli           |
| Central bank             | Ibhanki eYongameleyo        | Ibhange elikhulu lesiZwe     |
| Government guarantees    | Umelo-mali ngurhulumente    | Iziqinisekiso zikahulumeni   |

The isiXhosa text term “**uthethelelwano**” is derived on the basis of the verbal stem “**thethelela**”, meaning *negotiate on behalf of someone* which spells out the function of the process of collective bargaining. It is derived as follows:

Verb stem – **thethelela** as the lexical base

**u-**(prefix) + **-thethelela** + **-(i)wa** (passive formative) + **-ana** (reciprocal formative) + **-o** ( Nominal suffix) used when a noun is derived from the verb.

The phonological rules are then applied to the juxtaposed vowels to yield the derived word.

The isiZulu phrasal unit [**ukuvumelana ngokuhlanganyela**] which means “to agree in consensus” is derived from words that already exist in the language and therefore it falls under the paraphrasing strategy. The derivation strategy may also be combined with borrowing as shown by the second example in table 5. Both languages have borrowed the term [**committee**] and the isiXhosa translator(s) have derived **-elamlayo** (*one that mediates*) from the verb- **-lamla** (*mediate*). This is the function of this committee. The isiZulu translators have derived- **labalamuli** – also from the verb **-lamula** (*mediate*) but the meaning of this isiZulu equivalent refers the people who form this kind of a committee.

With regard to compounding, it is noticed that there are instances where the term is formed by two to three words. The table below indicates some examples of compounding:

(7)

| Source Text     | Target Terms                                                      | Target languages    |
|-----------------|-------------------------------------------------------------------|---------------------|
| Auditor-General | UMphicothi-zincwadi-jikelele<br>UMcubunguli-Jikelele<br>wamabhuku | IsiXhosa<br>IsiZulu |
| Transparency    | Ubeko-lubala                                                      | IsiXhosa            |
| Privilege       | Ilungelomvume                                                     | isiZulu             |
| Referendum      | Uvavanyo-zimvo<br>Uhlololuvo                                      | IsiXhosa<br>isiZulu |
| Budget          | Uhlahlo-lwabiwo-mali<br>Ulwabiwo-mali                             | isiXhosa<br>isiZulu |
| Bills           | Imithethosivivinywa                                               | isiZulu             |

The above compounds are derived by joining either two or three words together as follows:

- Ubeko-bala-**{isiXhosa}**(beka + elubala) [put + in the open]-  
**[transparency]**
- Ilungelomvume **{isiZulu}** (ilungelo + imvume) [right + acceptance  
**[privilege]**
- Umongameli-jaji **{isiXhosa }** (umongameli + ijaji) [ president +  
judge] **[Judge President]**
- Uhlololuvo **{isiZulu}** (uhlolo+uluvo) [assessment + opinion]  
**[referendum]**
- Umelo-mali **{isiXhosa}** (umelo + imali ) [Representation + money]  
**[guarantee]**
- UMphicothi-zincwadi-jikelele **{isiXhosa}** (Umphicothi + izincwadi  
+ jikelele) [ assessor + books + general] **[Auditor General]**
- Uhlahlo-lwabiwo-mali **{isiXhosa}** (uhlahlo +ulwabiwo+ imali) [cut  
into pieces + dish out + money +] **[budget]**

- Ulwabiwo-mali **{isiZulu}** (ulwabiwo + imali) [dish out + money]  
**[budget]**

The structure of the compounds with regard to the spelling is also different in these target texts. In most cases in isiXhosa compounds, the words are separated by a hyphen (-). This is not always the case in isiZulu. We look at the following examples:

(8)

| ISIZULU          | ISIXHOSA              |
|------------------|-----------------------|
| Umthethosisekelo | Umqaqo-siseko         |
| Uhlololuvo       | Uvavanyo-zimvo        |
| Ulwabiwo-mali    | Uhlahlo-lwabiwo- mali |
| Isishayamthetho  | Uwiso-mthetho         |

According to Fromkin & Rodman (1998:137) the issue of spelling in compounds is idiosyncratic. They may be spelt with a hyphen or with no separation. This means that these languages have adopted this principle of being idiosyncratic and compounds with or without hyphens are created.

### 3.2 Similarities and differences between the two target texts

It has been observed that in both languages, there are instances of overlapping between the term creation processes. If we observe the paraphrasing category, it is common to find a phrasal unit that is composed of one or two target text words with borrowed word(s). The following terms are translated as:

(9)

| Source Text             | Target Text 1 / Target text 2              |
|-------------------------|--------------------------------------------|
| Participatory democracy | Inkqubo yed <b>emokhrasi</b> (TT 1)        |
| Co-operative government | <b>URhulumente</b> wentsebenziswano (TT 1) |
| Co-operative government | <b>UHulumeni</b> womanyano (TT 2)          |
| Mediation Committee     | <b>IKomiti</b> eLamlayo (TT 1)             |
| Mediation Committee     | <b>IKomidi</b> labaLamuli (TT 2)           |

As the table shows, the derived phrasal units contain a borrowed term plus a term that has been derived from words that are already in the lexicon of these two languages. The borrowed terms that are highlighted in all the above examples are therefore complemented either by: (1) terms which already exist in the language or by (2) derived terms through the process of affixation. The derivational rules which are applied in both languages are almost similar and it is the meaning the translator wishes to express or render in his/her translation that becomes different. It has been mentioned that the meaning of the created term may either be related to the function or the property or the features of the concept being designated by that term, for example:

**IKomiti elamlayo** [mediation committee]- Function (isiXhosa)

**IKomiti Labalamuli** [committee of mediators] - Property (isiZulu)

It is also noticed that loan words and calques overlap or they seem to mean one and the same thing in both languages. As mentioned earlier, this is due to the fact that it seems impossible, as far as African Languages are concerned, to borrow terms from English as they are, since they have to be adapted to the phonological and morphological structure of words in the receiving languages. The English terms: **Bill, Trade union, summons, democracy, property and committee** are translated as:

(10)

| Source Text  | Borrowed term                 | Target Languages     |
|--------------|-------------------------------|----------------------|
| Bill         | <b>IBhili</b>                 | isiXhosa             |
| Trade unions | <b>Izinyunyane</b>            | isiZulu              |
| Summons      | <b>Isamani/<br/>isamanisi</b> | isiXhosa/<br>isiZulu |
| Democracy    | <b>Idemokhrasi</b>            | isiXhosa             |
| Property     | <b>Ipropati</b>               | isiXhosa             |
| Committee    | <b>Ikomiti/ ikomidi</b>       | isiXhosa/<br>isiZulu |

It is also interesting to note that in both languages the translator/s seem to prefer borrowing to other types of term creation processes for the source text terms if we look at table 11 below, and it is possible that they are used frequently by the target languages since they have been standardized and thereafter adopted into these languages.

(11)

| Source Text | IsiXhosa      | IsiZulu       |
|-------------|---------------|---------------|
| Republic    | IRiphabhlikhi | IRiphabhuliki |
| Parliament  | IPalamente    | IPalamende    |
| Passport    | Ispoti        | Iphasphothi   |
| Profession  | Iprofeshini   | Iprofeshini   |
| Cabinet     | IKhabhinethi  | IKhabhinethe  |
| Flag        | Iflegi        | Ifulegi       |
| Bank        | Ibhanki       | Ibhange       |

### 3.3 Norms that influence the decisions taken by translators

According to Toury (1995:56) “Translation is a kind of activity which inevitably involves at least two languages and two cultural traditions, i.e. at least two sets of

norms systems on each level.” In other words the translator is faced with source text norms while at the same time s/he has to deal with target text norms. The argument therefore is that translation activity or translation process is directed by norms and it is the translator who has to make a choice between the two norm systems while engaged in the process. Toury (1995:58-59) describes two major groups of norms:

- Preliminary norms.
- Operational norms.

Of the two groups, the second type of norms is of most interest to this study. Toury defines operational norms as “Norms which direct the decisions made during the act of translation.” These affect the matrix of the text as well as the textual make-up and verbal formulations (Toury 1995:58). In the light of this we investigate the role of operational norms in influencing the decisions taken by the translators in relation to term creation processes as strategies of translation.

The paraphrasing term creation process has been identified as one of the dominant strategies in the isiXhosa and isiZulu target texts. According to Toury (1995:56) “A translator may subject him-/herself either to the original text, with the norms it has realized, or to the norms active in the target culture, or in that section of it which would host the end product.” The paraphrasing strategy therefore aims at producing a text that is acceptable and is easily understood by the readership. For example, the term ***petition*** is translated as follows by each language:

- Uxwebhu lwezikhalazo (isiXhosa) [document of complaint]
- Izicelo ezibhaliwe/ezibhalwe phansi (isiZulu) [requests that are written down]

This would be understood better by the target readership than a borrowed equivalent such as “***ipetishini***” in isiXhosa, for instance, simply because the created phrasal unit is based on the function or the property of the item

concerned. For instance we can argue that the literate target readership can understand the meaning of the borrowed terms without difficulty but the illiterate target readership which also forms part of the population targeted by the documents of public consumption, might depend on the phrasal units as they explain the function, the property, or the structure, of the concept or object being described. It may also be argued that such phrasal terms play a role in extending the vocabularies of the languages of limited diffusion (Mtintsilana & Morris 1988:105) as far as terminology is concerned except that they are not really terms but they are “lexical structures with a terminological value.” (Cabr  :1999)

Borrowing was identified as the second dominant type of term creation process in our analysis. Rey (1995: 105) claims that:

Borrowing is the most obvious and the laziest solution but also the internationally most efficient one, because it is easily done, and because it partially neutralizes interlingual differences and thus respects the original concepts.

In terms of the above assertion, it is therefore argued that the translator’s decisions are guided by the operational norms which will render terms that conform with both source text patterns and target text patterns. This happens when the translator decides to loan or borrow terms as they are, or use any kind of borrowing strategies discussed by Cluver (1989), Cabr   (1999), Sager (1990) and Rey (1995), referred to earlier. This strategy can also be used within a phrasal unit in both languages as in the following examples:

(12)

| Source Text         | Target text                                                       | Languages           |
|---------------------|-------------------------------------------------------------------|---------------------|
| Central bank        | <b>Ibhange</b> elikhulu<br>lesizwe<br><b>Ibhanki</b> eyongameleyo | IsiZulu<br>IsiXhosa |
| Mediation Committee | <b>Ikomiti</b> eLamlayo<br><b>Ikomidi</b> Labalamuli              | IsiXhosa<br>IsiZulu |
| Money bills         | <b>Ibhili</b> zemali<br>Imithethosivivinywa<br>yezimali           | IsiXhosa<br>IsiZulu |

One can argue that it is not always the case that the meaning of a borrowed term is easily understood even though it is easy to create borrowed terms. Having said so, the borrowed or loaned items which become part of the lexical rules of the recipient languages, the isiXhosa and isiZulu in this case, need to go through a process of nativisation. Sager (1990:85) points out that this process has to observe “phonological, morphological, and orthographical forms of conformity with systems in the target language”. Therefore, the argument that borrowing to some extent is a compromise between the source text patterns and the target text patterns, sounds valid. The following examples illustrate how the source text terms have been assimilated into the receiving languages:

(13)

| Source Text  | Target Terms                      | Languages            |
|--------------|-----------------------------------|----------------------|
| Parliament   | IPalamente/<br>IPhalamende        | IsiXhosa/<br>IsiZulu |
| Profession   | Iprofeshini /<br>Iprofeshini      | IsiXhosa/<br>IsiZulu |
| Cabinet      | IKhabhinethi/<br>IKhabhinethe     | IsiXhosa/<br>IsiZulu |
| Republic     | IRiphabhlikhi/<br>IRiphabhuliki   | isiXhosa/<br>isiZulu |
| Commissioner | Umkhomishinari/<br>Ukhomishani/na | isiXhosa/<br>isiZulu |
| Bank         | Ibhanki/<br>Ibhange               | isiXhosa/<br>isiZulu |

The sounds in these words change to become phonologically and orthographically adapted into the recipient languages. This is what happens:

(14)

| Source text                  | Target Text 1 (isiXhosa) | Target Text 2 (isiZulu) |
|------------------------------|--------------------------|-------------------------|
| /-nt/ from <b>parliament</b> | remains unchanged        | becomes /-nd-/          |
| /-nk/ from <b>bank</b>       | remains unchanged        | becomes /-ng-/          |
| /u-/ from <b>unions</b>      | -                        | becomes /-nyu-/         |
| /f-/ from <b>flag</b>        | remains unchanged        | /-fu-/                  |

If we look at these sound changes it seems logical to argue that isiZulu phonological and orthographical rules are not easily influenced by the source text patterns while isiXhosa rules seem to be close in form to the source text patterns hence they remain the same. However, the vowels, the glide in particular seem to have an influence as far as the borrowed words are concerned. In addition, one can argue that isiZulu phonological rules are in line with the domestication/indigenisation translation strategy (Ndlovu 2000: 75), in which the “item adopted from the ST is slightly modified to remove “foreignness”.

Regarding terms or phrases created by using the loan shift or semantic transfer strategy (Cluver 1989:269), it has been discussed that languages use their internal resources to accommodate borrowed concepts. We have already discussed some of the examples in the following table:

(15)

| Source Text         | Target Terms                                                                                                                            | Languages                 |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Federation          | Imifelandawonye [ <i>Those who die together</i> ]                                                                                       | IsiZulu                   |
| Institutions        | Amaziko [ <i>Sources</i> ]<br>Izikhungo [ <i>Sources</i> ]                                                                              | IsiXhosa<br>IsiZulu       |
| Bill                | Umqulu [ <i>A bundle of things</i> ]                                                                                                    | isiZulu                   |
| Property            | Impahla [ <i>live stock, valuable goods</i> ]                                                                                           | isiZulu                   |
| National Treasury   | Uvimba wesiZwe [ <i>Storehouse of the nation</i> ]                                                                                      | IsiXhosa                  |
| Legislative process | Inkqubo yowiso-mthetho [ <i>A programme of legislating laws</i> ]<br>Imisebenzi yokushaya umthetho [ <i>Works of legislating laws</i> ] | IsiXhosa /<br><br>IsiZulu |

Sager (1990: 86) considers this process as “modernized world stock” that are developed through native means. The role played by operational norms specifically in terms of directing the decisions of the translator(s), is therefore highlighted by these examples. Baker (1998: 165) cites Hermans who says:

The concept of norms ultimately, gives priority to the target text, rather than the source text, and has therefore effectively replaced EQUIVALENCE as the operative term in translation studies.

In other words, these terms are created and accepted within the target text culture. The source text terms are replaced by the created target terms that are well understood by the target language readers. Huyssteen (1997:183) cites Abdulaziz (1989) who points out that “borrowing of international terms should be mixed with coining of local terms so as to preserve the identity of African languages.

In relation to semantic transfer or the semantic method, three possible methods known as extension, narrowing and changing the meaning, have been discussed. The language relies on its existing resources i.e. by extending the meaning of an item in the language to designate a new item. The examples in table 16 are some of the examples we have already analysed:

(16)

| Source Text<br>Term | Target Terms                       | Languages |
|---------------------|------------------------------------|-----------|
| Bill                | <b>Umqulu</b>                      | IsiZulu   |
| Courts              | <b>Iinkundla<br/>zamatyala</b>     | IsiXhosa  |
| Privilege           | <b>Inyweba</b>                     | IsiXhosa  |
| Property            | <b>Impahla</b>                     | IsiZulu   |
| Legislatures        | <b>Izindlu zowiso-<br/>mthetho</b> | IsiXhosa  |
| Safekeeping         | <b>Ukugcina kakuhle</b>            | IsiXhosa  |

It is evident that in both languages the translators are concerned with the end product, the target text. They have chosen terms that represent the target text culture

and the principle of acceptability advocated by Toury (1995), is also observed. One of the main principles of the Descriptive Translation Studies approach is that it is a target-oriented approach. There is no doubt that terms, will become or have become adapted as equivalents that function in the target language in opposition to those that will be or are rejected by the target languages. According to Fourie (1993) there are many reasons for terms to be rejected. The following reasons are given:

- Non-existing concepts are imported from Europe into African languages.
- All possible concepts in that field are not taken into account before coinage takes place.
- When there are several terms denoting one concept, some terms are rejected.
- Terms are rejected because they are remote from the experience of ordinary people.

Nord (1994:04) defines cultural adaptation as one of the transfer procedures which emphasize the idea of functionality in translation. (Holmes (2000:176). It is also interesting to note that for the terms in the following table, the semantic transfer strategy interchanges with the borrowing strategy. This is what happens:

(17)

| Source Text | Borrowed term             | Semantic transfer                      |
|-------------|---------------------------|----------------------------------------|
| Bill        | Ibhili (isiXhosa)         | Umqulu (isiZulu)                       |
| Courts      | Iinkantolo (isiZulu)      | Iinkundla zamatyala (isiXhosa)         |
| Property    | Ipropati (isiXhosa)       | Impahla (isiZulu)                      |
| Money Bills | Iibhili zemali (isiXhosa) | Imithethosivivinywa yezimali (isiZulu) |

If we analyse the above examples, we can simple argue that both languages have chosen the same strategy but we cannot say that isiXhosa borrows more often than isiZulu on the basis of these few examples. It is possible that if we could focus solely on borrowing patterns of these languages, we could get a different picture as the translator's decisions determine the choice of strategies. According to

Chesterman (1997:174) a translator is in a “life situation” whereby all previous experiences and knowledge of the world must influence translation decisions: no one translates in a vacuum and because no two translators have the same life experiences or world knowledge, no two translators can ever be in the same life situation. In addition, the translators in these two languages in terms of these examples, realize both norm systems - the source text norms and the target text norms in the sense that even though the terms are foreign, they are nativised by being adapted into the morphological and phonological and orthographical structure of the receiving languages. The isiZulu term - *izinyunyane* for the (*trade*) *unions* is the best example in this regard. If we look at the structure of the syllables in *izinyunyane* we observe that the first syllable of the stem */nyu/* seems to correspond with */u/* while the second syllable */nya/* seems to be corresponding with the English diphthong */io/*. The glide */y/* is described as a sound that always occurs with vowels. The vowel may either precede or follow the glide. The isiZulu language has therefore adapted the English sounds into */ny/* which does not occur in English and more over, derived a loan word that has to follow isiZulu morphological rules as well.

Compounding and derivation are also common strategies of term creation employed by the translators in isiXhosa and isiZulu. Cabré (1999: 92) groups the two processes under formal methods by which morphemes and words are combined to create new terms. It has been mentioned that languages use affixation by adding either a prefix or a suffix, to the base or by putting together two or more bases, to create a new term. In the following examples:

(18)

| Source Text  | Target Term               | Language |
|--------------|---------------------------|----------|
| Transparency | Ubeko-lubala              | IsiXhosa |
| Privilege    | Ilungelomvume             | IsiZulu  |
| Injustices   | Ulwaphulo-<br>bulungisa   | IsiXhosa |
| Delegation   | Uphathelwano-<br>msebenzi | IsiXhosa |
| Constitution | Umgako-siseko             | IsiXhosa |
| Constitution | Umthethosisekelo          | IsiZulu  |

It is observed that both processes are involved and the translators have employed the existing resources i.e. words/ terms to create or derive new terms or compounds that will be acceptable in the target culture. This confirms Sager's (1990:87) comment that, for term creation to be acceptable, "it is not supposed to violate natural word formation techniques of a linguistic community."

### **3.4 How effective are the term creation strategies in terms of closing the terminology gap?**

Taking into consideration the fact that the texts we are dealing with in this study are texts for public consumption, it is argued that term creation strategies in these two target texts should create terms that will render a text that is accessible to the intended target readership. The paraphrasing strategy which has been identified as the most common in these texts, certainly plays a major role in this regard. There are a number of examples that we cited earlier, such as the following:

(19)

| Source text          | Paraphrase Strategy                                                                                                                                                                                                    | Target Text             |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Petition             | Izicelo ezibhalwe pansi<br>[requests written down]<br>Uxwebhu lwezikhalazo<br>[document of complaints]                                                                                                                 | IsiZulu<br><br>IsiXhosa |
| Procurement          | Izivumelwano zeempahla<br>neenkonzo<br>[agreements of goods and<br>services]<br>Impahla nemisebenzi<br>ekhokhelwa ngezimali<br>zikahulumeni<br>[goods and jobs that are<br>paid for by the money of<br>the government] | IsiXhosa<br><br>IsiZulu |
| Civil<br>proceedings | Ukuxoxwa kwetyala<br>lembambano<br>[the hearing of a civil<br>lawsuit]<br><br>Amacala ombango<br>[lawsuits of conflict]                                                                                                | IsiXhosa<br><br>IsiZulu |

These illustrate that each and every citizen of the community will be able to comprehend the provisions of the constitution as the Supreme law of the country in his/her mother tongue. This is the case with other processes such as derivation, compounding and semantic transfer, as they rely on the existing sources of the language concerned to close the terminology gaps.

Another important factor is that of the function of the target text in the target culture. Nord (1997:39) proposes “Let your translation decisions be guided by the function you want to achieve by means of your translation.” Holmes also argues that:

Function-oriented DTS is not interested in the description of translations in themselves, but in the description of their function in the recipient socio-cultural situation: it is a study of contexts rather than texts.( 200: 176)

The target texts that are being explored in this study are products of the democratic government of the Republic of South Africa which came to power in 1994. The challenge that was faced by African languages translators at that point in time was

therefore to employ strategies that are chosen on the basis of the function of the target text in the target culture. It is argued that paraphrasing and semantic transfer strategies are meant to produce texts that are easily understood by the target readership. Nord (1997:136) cites Walker (et al) (1995:102) who emphasize the notion of the accessibility of translations into African languages to the target readership:

African language translators are therefore now required to produce texts that are accessible to every level even if this involves extensive rewriting of texts to ensure that they are understood by everyone.

The implication here is that the idea is to simplify translated texts into African Languages to make them accessible to African languages readership at large. It is also argued that texts for public consumption should be accessible to all people who form targeted readership. In addition, with regard to the idea of extending the vocabularies of the languages of limited diffusion, it may be proposed that the translators will use internal resources to develop the vocabularies of these languages to be able to reach all the levels of the envisaged readership. Methods such as derived compounds, derived terms, paraphrases which use terms/words which already exist in the language to designate new concepts, are the case in point. Here are the examples:

(20)

| Source text  | Compound terms       | Target languages |
|--------------|----------------------|------------------|
| Transparency | Ubeko-lubala         | isiXhosa         |
| Budget       | Uhlahlo-lwabiwo-mali | IsiXhosa         |
| Referendum   | Uvavanyo-zimvo       | IsiXhosa         |
| Privilege    | Ilungelomvume        | isiZulu          |
| Injustices   | Ulwaphulo-bulungisa  | isiXhosa         |

In other words, term lists, glossaries, and vocabulary lists which contain terms that are created through the discussed processes are of great significance to language practitioners such as terminologists, translators, terminographers and

lexicographers, because they provide “a body of existing terms” (Sager (1990: 56) that could play a prominent role in extending the vocabularies of these languages.

### **3.4 Conclusion**

In conclusion, the comparative analysis in this chapter has shown clearly that isiZulu and isiXhosa translators make use of the term creation processes in solving problems related to terminology. It is not doubtful that the selected processes are useful translation strategies in these languages.

## **Chapter 4: Findings and conclusion**

### **4.1 Introduction**

In this section we draw conclusions on the basis of the observations we have made in the comparative analysis of term creation processes. The discussion is based on the following points:

- General/ universal laws of translation
- Translation strategies closing the terminology gap
- Translations/translated texts and terminology development in African languages
- Use of created terms in documents for public consumption

### **4.2 Term creation processes as universal features of translated texts in African Languages.**

The issue of universal features of translated texts is one of the challenges of the corpus based approaches. Chesterman proposes the notion of general translation laws as an “observable behavioural regularity” in the process of translation, in terms of the following general rule:

**Under conditions X, translators (tend to) do (or refrain from doing) Y.**  
(1997:70)

He goes on to argue :

Provided that condition X can be specified, such general descriptive laws of translation behaviour –could be set up at many different levels of generality: for all translators universally at all times, for translators in a given culture at a given time, for translators going from a given source to a given target text, for translators of certain text type, for translators of a given degree of competence, etc...(1997:70)

In this study, the corpus of comparative analysis is one source text and two target texts as distinct translations “that came into being at one point in time” (Kruger & Wallmach 1997:120). Having carried out the comparative analysis of term creation processes in African languages, isiXhosa and isiZulu in particular, it is possible to

conclude that in African languages, the use of term creation processes could be proposed as “distinctive universal features of translated texts” or general descriptive laws of translation behaviour in African languages.

However it seems not possible to identify universal laws of translated texts on the basis of a limited corpus such as this one, since the scope of the study was limited to a corpus of one source text and two target texts i.e. the English Constitution and the isiZulu and isiXhosa versions. Further, one would perhaps get a different picture if we would have a corpus which includes all the African language versions of the English Constitution.

In addition, on the basis of Descriptive Translation Studies principles which focus on the translated texts in order to avoid “a predefinition of what a translation should be” (Gentzler 1993:127), the study has discovered that by exploring the actual translated texts in a cultural context, on the basis of a corpus, such universal laws about translation into African languages might be uncovered.

The most important categories of term creation processes as identified earlier, are *paraphrasing, semantic transfer, borrowing, compounding and derivation*.

Firstly, the paraphrasing strategy which has been shown as the most common in the above group, can be associated with the principles of simplification as one of the universal features of translated texts in the sense that a created phrasal unit in most cases is understood better by the target readership because it simplifies the meaning of the term. (Moropa 2000:182). Baker (1992:37-38), when dealing with non-equivalence at word level, mentions the following types of paraphrasing:

- Translation by paraphrase using related words
- Translation by paraphrase using non-related words.

In both instances the author claims that it is a strategy based on the principle of “unpacking the meaning of the source text item” in the target language (Baker 1992: 38).

Baker (1996:176) and Chesterman (1997:7) introduce the notion of explicitation as one of the universal laws in translation: This notion states that “Translators tend to produce texts that are more explicit than originals.” Therefore it can be argued that paraphrasing is a universal feature of translated texts in African languages with inadequate terms. It is a translation strategy of “spelling things out” as stated by Baker (1997:71). It is therefore one of the ways of closing the terminology gap between the source text and the target text(s).

The technique of semantic transfer based on the principle of nativisation is also proposed as another distinctive feature of translated texts in African languages. In terms of Baker’s (1992:31) strategies at word level, this technique is called the cultural substitution strategy which has the main advantage of referring to a concept the reader can identify with. Snell- Hornby (1988/ 1995: 44) claims that:

The translation is then dependent on its function as a text “implanted” in the target culture, whereby there is the alternative of either preserving the original function of the source text in its own culture, ... or changing the function to adapt to specific needs in the target culture.

In relation to the borrowing strategy the “translation law of interference” according to Chesterman (1997:71) is brought into the picture. In Chesterman’s words, this law states that “translators universally tend to be influenced by the language of the source text in a wide variety of ways.” If we associate this idea with the borrowing strategy, it is reasonable to argue that borrowed terms, could be cited as examples which provide evidence that the source text is an English text. The target language may have English terms that have retained the structure of the source term. Nevertheless, if we compare the technique of semantic transfer with the borrowing strategy, it is common to find that borrowing is always discouraged by purists as it is believed that languages have “enough resources to create their own terms.” (Cabr  1999:90)

### 4.3 Translation strategies closing the terminology gap

The study has shown that term creation is a viable problem-solving strategy of translation in languages of limited diffusion although there is obviously some degree of term creation in many translations. It has been proven that term formation processes that have been analyzed in this study work within the phonological, morphological and orthographical and syntactic rules of the receiving languages.

The paraphrasing strategy which has been noted for its frequent use by the translators in isiXhosa and isiZulu, can be declared a multi-directional strategy as it is able to produce any of the phrasal units such as the following:

- Use of related words to create a phrasal unit: *Inkqubo yedemokhrasi*-isiXhosa (**Participatory Democracy**)
- Use of non-related words to create a phrasal unit: *Iihhovisi likaZwelonke lokuphatha imali*-(isiZulu) (**National Treasury**)
- A borrowed word and related or no-related word(s) : *Ibhanki eyongameleyo* (isiXhosa) (**Central Bank**)
- A compound word within a phrase: *Umcubunguli-jikelele wamabhuku* (isiZulu) (**Auditor General**)
- Paraphrase with a borrowed word together with an explanation: *Iintela zemikhiqizo evela kwamanye amazwe*: (isiZulu) (**Customs duty**)

Secondly with regard to the borrowing strategy, loan words or calque in particular, there is evidence that loaned words into African languages become adapted into the rules of the language according to the grammatical rules of the recipient languages. The study has clearly shown that it cannot happen that a word or term can be borrowed from English and become part of the lexicon of the isiXhosa or isiZulu without the adaptation of its phonological and grammatical structure. With the calque type of borrowing, even though it may be possible to borrow a word as it is, there are some modifications to the structure of the word, depending on the rules of the borrowing language. It has been mentioned that one of the types of translating by paraphrasing is to use a loan word and some explanation (using a word/words which

exist in the borrowing language) phrases like the following illustrate this point in isiXhosa and isiZulu:

- **Ibhange elikhulu lesizwe** (isiZulu) [**Big bank of the nation**] - *Central Bank*
- **Ibhanki eyoNgameleyo** (isiXhosa) [**An overseeing bank**] - *Central Bank*
- **Umcubunguli-jikelele wamabhuku** (isiZulu) [**Assessor-General of books**] - *Auditor General*
- **Ipropati engenakususwa** (isiXhosa) [**Property that cannot be removed**] - *Immovable property*
- **Ikomidi labamuli** (isiZulu) [**Committee of Mediators**] - *Mediation committee* isiZulu)

Thirdly, in relation to the notion of norms and translation strategies, the study has indicated that the choice of term creation strategies is influenced by the operational norms as product norms. (Toury 1995) It is on the basis of this principle that we are able to account for different term creation strategies employed by the translators in different situations for different reasons. Munday (2001:115) is also of the opinion that it is one of the aims of the Descriptive Translation Studies approach is to “reconstruct the norms that have been in operation during the process of translation” and this proves beyond reasonable doubt that translation strategies are bound by norms.

#### **4.4 Translations/ translated texts in African languages**

The Descriptive Translation studies approach has made it possible for translations or translated texts to be one of the key subjects in debates about translation studies. Venuti (2000:123) argues that “the target orientation, in contrast, focuses on actual translations and submits them to detailed description and explanation.”

In view of the above argument, this study has focused on the term creation strategies in translation by exploring how terms have been created by translators in the two African Languages. In this analysis, it has been observed that translated texts in

African languages may play an important role as sources or depositories of African languages terminology. In more clear terms, language development activities in languages of limited diffusion could benefit from corpora of translated texts in African languages. Corpus-based research in terms of DTS draws the attention of researchers to translated texts and consequently new discoveries about the characteristics of translated texts are proposed.

#### **4.5 Use of created terms in documents for public consumption**

Since one of the aims has been to look at how term creation processes are employed by translators in African languages, it is important in this study to assess whether the terms are still in use or not in most recent translations. The most recent translation documents from which these terms are extracted are all in isiXhosa, an official language in the Eastern Cape and Western Cape Provinces. The documents are the following:

- A set of brochures obtained from the *Eastern Cape Provincial legislature published in 2002*.
- *National Treasury 2003 budget document* and
- *English-IsiXhosa Parliamentary Terminology booklet- Western Cape Province- launched in 200/3*.

The selected terms or phrasal units from the above documents are presented in the table below.

(21a)

| Source text term    | Target text term                                                                         | Document (Brochure)     |
|---------------------|------------------------------------------------------------------------------------------|-------------------------|
| Auditor General     | <b>Umhloli-zincwadi jikelele</b><br>[ Inspector of books in general]                     | Western Cape parliament |
| Bills               | <b>ImiThetho eYilwayo</b><br>[ Laws that are being designed]                             | Hansard Eastern Cape    |
| Budget              | <b>Uhlahlo lwabiwo-mali</b><br>[ chopping + dish out + money]                            | Hansard Eastern Cape    |
| Customs duty        | <b>Irhafu kwimpahla ezivela kwamanye amazwe</b><br>[A tax on goods from other countries] | National Treasury       |
| Democracy           | Idemokhrasi                                                                              | Hansard Eastern Cape    |
| Legislative process | <b>Inkqubo yiQingqo-mthetho</b><br>[A programme for formulating laws]                    | Hansard Eastern Cape    |
| Legislature         | Indlu yoWiso-Mthetho                                                                     | Hansard Eastern Cape    |

(21b)

| Source text term    | Target text term                                                            | Document (Brochure)     |
|---------------------|-----------------------------------------------------------------------------|-------------------------|
| Mediation committee | <b>Ikomiti yoLamlo</b><br>[ A committee of mediation]                       | Western Cape parliament |
| Money bills         | <b>ImiThetho eYilwayo yezeMali</b><br>[ Money laws that are being designed] | Western Cape parliament |
| Municipality        | Umasipala                                                                   | National Treasury       |
| Petition            | <b>Uxwebhu lweemfuna-ncedo</b><br>[ A document of help-seeking]             | Hansard Eastern Cape    |
| Procurement         | <b>Intengo/ ukugaya</b><br>[ Buying/ Campaigning]                           | Western Cape parliament |
| Profession          | <b>Umsebenzi owuqeqeshelweyo</b><br>[ Work you have been trained for]       | Western Cape parliament |
| Referendum          | <b>Uvoto logayo-zimvo</b><br>[ Vote of opinion campaigning]                 | Western Cape parliament |
| Revenue             | Ingeniso<br>[Income]                                                        | National Treasury       |
| Transparency        | <b>Ukwenza izinto ekuhlени</b><br>[ Doing things in the open]               | Hansard Eastern Cape    |

If we look at these two tables, it becomes clear that in these translations most terms have changed while others have been re-coined. All the bold ones in this list are the changed ones and it is interesting to note that even though they have been changed, the same term creation strategies have been used to derive the equivalent terms or phrasal terms. For example the following phrasal terms are formed by the paraphrasing strategy:

- Transparency- **Ukwenza izinto ekuhlени** [ *Doing things in the open*]
- Petition- **Uxwebhu lweemfuno-ncedo** [ *A document of help-seeking*]
- Bills- **Imithetho eyilwayo** [ *Laws that are being designed*]
- Referendum- **Uvoto logayo-zimvo** [ *Vote of opinion campaigning* ]

Moreover, this does not imply that the previous terms have been rejected by the linguistic communities. Such changes can be ascribed to the problems related to standardization policies which seem not be working properly. Some of the changed terms have replaced borrowed terms as in the following examples:

- Money bills - **Iibhili** zemali- *imiThetho eYilwayo yezeMali*
- Profession - **iprofeshini**- *umsebenzi owuqeqeshelweyo*
- VAT - **ivethi**- *irhafu-ntengo*

It seems logical to argue that terms created by using words which already exist in the language as opposed to using borrowed words, would encourage languages to develop their own resources thus discourage loan strategies in languages with terminology problems.

Nevertheless, the problem of non-standardisation, cannot be ruled out and this shows that there is an urgent need to review the standardization policies as far as African languages are concerned, in order to eliminate such problems .

#### **4.6 Conclusion**

To summarize, the findings indicate that the use of term creation processes in isiXhosa and isiZulu translations is a viable problem-solving strategy. Even though all the analysed processes are applicable, it has been shown that both languages use paraphrasing mostly frequently than other types. The borrowed terms or phrasal units which contain a borrowed term, are adapted to phonological, morphological, and orthographical rules of the two target languages. The study has shed some light on the belief that analyzing translations within the DTS approach, may help to uncover characteristics of translated texts and therefore a corpus of translated texts in African languages would invite more researchers to explore characteristics or the behaviour of translations on the basis of such a corpus. Finally, it sounds reasonable to argue that one of the goals of envisaged future studies could be to explore how translations in African languages can be used as sources to extract terms in language development activities in order to develop terminologies of languages with inadequate terminology.

## APPENDIX A: MASTER TABLE

|    | TEXTS | EXTRACTED<br>TERMS                   | DERIVATION | COMPOUNDING | BORROWING | SEMANTIC<br>TRANSFER | PARAPHRASING |
|----|-------|--------------------------------------|------------|-------------|-----------|----------------------|--------------|
|    | TT 1  | Umphicothi-zincwadi jikelele         |            |             |           |                      | •            |
| 1  | ST    | Auditor- General                     |            |             |           |                      |              |
|    | TT 2  | Umcubunguli-jikelele wamabhuku       |            |             |           |                      | •            |
|    | TT 1  | Ibhanki                              |            |             | •         |                      |              |
| 2  | ST    | Bank                                 |            |             |           |                      |              |
|    | TT 2  | Ibhange                              |            |             | •         |                      |              |
|    | TT 1  | Ibhili                               |            |             | •         |                      |              |
| 3  | ST    | Bill                                 |            |             |           |                      |              |
|    | TT 2  | Umqulu                               |            |             |           | •                    |              |
|    | TT 1  | Uhlahlo-lwabiwo-mali                 |            | •           |           |                      |              |
| 4  | ST    | Budget                               |            |             |           |                      |              |
|    | TT 2  | Ulwabiwo-mali                        |            | •           |           |                      |              |
|    | TT 1  | Ikhabhinethi                         |            |             | •         |                      |              |
| 5  | ST    | Cabinet                              |            |             |           |                      |              |
|    | TT 2  | Ikhabhinethe                         |            |             | •         |                      |              |
|    | TT1   | Ibhanki eYongameleyo                 |            |             |           |                      | •            |
| 6  | ST    | Central bank                         |            |             |           |                      |              |
|    | TT 2  | Ibhange elikhulu lesiZwe             |            |             |           |                      | •            |
|    | TT 1  | Ukuqinisekiswa                       |            |             |           | •                    |              |
| 7  | ST    | Certification                        |            |             |           |                      |              |
|    | TT 2  | Ukuqiniselwa                         |            |             |           | •                    |              |
|    | TT 1  | Ukuxoxwa kwetyala lembambano         |            |             |           |                      | •            |
| 8  | ST    | Civil proceedings                    |            |             |           |                      |              |
|    | TT 2  | Amacala ombango                      |            |             |           |                      | •            |
|    | TT 1  | Izivumelwano ezenzelwe onke amalungu |            |             |           |                      | •            |
| 9  | ST    | Collective agreement                 |            |             |           |                      |              |
|    | TT 2  | Ukuvumelana ngokuhlanganyela         |            |             |           |                      | •            |
|    | TT1   | Uthethelelwano                       | •          |             |           |                      |              |
| 10 | ST    | Collective bargaining                |            |             |           |                      |              |

|    | TEXTS | EXTRACTED<br>TERMS                              | DERIVATION | COMPOUNDING | BORROWING | SEMANTIC<br>TRANSFER | PARAPHRASING |
|----|-------|-------------------------------------------------|------------|-------------|-----------|----------------------|--------------|
|    | TT 2  | Ukuvumelana<br>ngokuhlanganyela                 |            |             |           |                      | •            |
|    | TT 1  | Ikhomishini                                     |            |             | •         |                      |              |
| 11 | ST    | Commission                                      |            |             |           |                      |              |
|    | TT 2  | Ikhomishani/na                                  |            |             | •         |                      |              |
|    | TT 1  | Ikhomishini<br>zophando                         |            |             |           |                      | •            |
| 12 | ST    | Commissions Of<br>Inquiry                       |            |             |           |                      |              |
|    | TT 2  | Amakhomishani<br>oPhando                        |            |             |           |                      | •            |
|    | TT 1  | Umkhomishinari                                  |            |             | •         |                      |              |
| 13 | ST    | Commissioner                                    |            |             |           |                      |              |
|    | TT 2  | Ukhomishani                                     |            |             | •         |                      |              |
|    | TT 1  | Ikomiti                                         |            |             | •         |                      |              |
| 14 | ST    | Committee                                       |            |             |           |                      |              |
|    | TT 2  | Ikomidi                                         |            |             | •         |                      |              |
|    | TT 1  | Imithetho<br>ephikisanayo                       |            |             |           |                      | •            |
| 15 | ST    | Conflicting Laws                                |            |             |           |                      |              |
|    | TT 2  | Ukungqubuzana<br>kwemithetho                    |            |             |           |                      | •            |
|    | TT 1  | Urhulumente<br>wentsebenziswano                 |            |             |           |                      | •            |
| 16 | ST    | Co-operative<br>government                      |            |             |           |                      |              |
|    | TT 2  | Uhulumeni<br>wobumbano                          |            |             |           |                      | •            |
|    | TT 1  | Umgqo-siseko                                    |            | •           |           |                      |              |
| 17 | ST    | Constitution                                    |            |             |           |                      |              |
|    | TT 2  | Umthethosisekelo                                |            | •           |           |                      |              |
|    | TT 1  | Iinkundla<br>zamatyala                          |            |             |           |                      | •            |
| 18 | ST    | Courts                                          |            |             |           |                      |              |
|    | TT 2  | Iinkantolo                                      |            |             | •         |                      |              |
|    | TT 1  | Iintlawulelo-zinto                              |            | •           |           |                      |              |
| 19 | ST    | Customs duty                                    |            |             |           |                      |              |
|    | TT 2  | Iintela zemikhiqizo<br>evela kwamanye<br>amazwe |            |             |           |                      | •            |
|    | TT 1  | Abathunywa                                      | •          |             |           |                      |              |
| 20 | ST    | Delegates                                       |            |             |           |                      |              |
|    | TT 2  | Izithunywa                                      |            |             |           | •                    |              |
|    | TT 1  | Idemokhrasi                                     |            |             | •         |                      |              |

|    | TEXTS | EXTRACTED TERMS                                 | DERIVATION | COMPOUNDING | BORROWING | SEMANTIC TRANSFER | PARAPHRASING |
|----|-------|-------------------------------------------------|------------|-------------|-----------|-------------------|--------------|
| 21 | ST    | Democracy                                       |            |             |           |                   |              |
|    | TT 2  | Intando yeningi                                 |            |             |           |                   | •            |
|    | TT 1  | Iqela labathunywa                               |            |             |           |                   | •            |
| 22 | ST    | Delegation                                      |            |             |           |                   |              |
|    | TT 2  | Izithunywa                                      |            |             |           | •                 |              |
|    | TT 1  | Indalo esingqongileyo                           |            |             |           |                   | •            |
| 23 | ST    | Environment                                     |            |             |           |                   |              |
|    | TT 2  | Indawo okuphilwa kuyo                           |            |             |           |                   | •            |
|    | TT 1  | Umanyano oluthile                               |            |             |           |                   | •            |
| 24 | ST    | Federation                                      |            |             |           |                   |              |
|    | TT 2  | Imifelandawonye                                 |            | •           |           |                   |              |
|    | TT 1  | Ikhomishini yezimali nerhafu                    |            |             |           |                   | •            |
| 25 | ST    | Financial and Fiscal Commission                 |            |             |           |                   |              |
|    | TT 2  | Ikhomishana yezimali nokusetshenziswa kwezimali |            |             |           |                   | •            |
|    | TT 1  | Iflegi                                          |            |             | •         |                   |              |
| 26 | ST    | Flag                                            |            |             |           |                   |              |
|    | TT 2  | Ifulegi                                         |            |             | •         |                   |              |
|    | TT 1  | Irhafu-ntengo                                   |            | •           |           |                   |              |
| 27 | ST    | General sale tax                                |            |             |           |                   |              |
|    | TT 2  | Intela ejwayelekile                             |            |             |           |                   | •            |
|    | TT 1  | Umelo-mali ngurhulumente                        |            |             |           |                   | •            |
| 28 | ST    | Government TT guarantees                        |            |             |           |                   |              |
|    | TT 2  | Izingqinisiso zikahulumeni                      |            |             |           |                   | •            |
|    | TT 1  | Ipropati engenakususwa                          |            |             |           |                   | •            |
| 29 | ST    | Immovable property                              |            |             |           |                   |              |
|    | TT 2  | Impahla engagudluki                             |            |             |           |                   | •            |
|    | TT 1  | Irhafu yengeniso                                |            |             |           |                   | •            |
| 30 | ST    | Income tax                                      |            |             |           |                   |              |
|    | TT 2  | Intela yengeniso                                |            |             |           |                   | •            |
|    | TT 1  | Ulwaphulo-bulungisa                             |            | •           |           |                   |              |
| 31 | ST    | Injustices                                      |            |             |           |                   |              |

|    | TEXTS | EXTRACTED<br>TERMS                      | DERIVATION | COMPOUNDING | BORROWING | SEMANTIC<br>TRANSFER | PARAPHRASING |
|----|-------|-----------------------------------------|------------|-------------|-----------|----------------------|--------------|
|    | TT 2  | Ukucekelwa<br>phansi<br>kwamalungelo    |            |             |           |                      | •            |
|    | TT 1  | Amaziko                                 |            |             |           | •                    |              |
| 32 | ST    | Institutions                            |            |             |           |                      |              |
|    | TT 2  | Izikhungo                               |            |             |           | •                    |              |
|    | TT 1  | Umongameli-Jaji                         | •          |             |           |                      |              |
| 33 | ST    | Judge President                         |            |             |           |                      |              |
|    | TT 2  | Ijaji elongameleyo                      |            |             |           |                      | •            |
|    | TT 1  | Igqwetha                                |            |             |           | •                    |              |
| 34 | ST    | Legal practioner                        |            |             |           |                      |              |
|    | TT 2  | Ummeli                                  |            |             |           | •                    |              |
|    | TT 1  | Inkqubo yowiso-<br>mthetho              |            |             |           |                      | •            |
| 35 | ST    | Legislative<br>Process                  |            |             |           |                      |              |
|    | TT 2  | Imisebenzi<br>yokushaya<br>umthetho     |            |             |           |                      | •            |
|    | TT 1  | Izindlu zowiso-<br>mthetho              |            |             |           |                      | •            |
| 36 | ST    | Legislatures                            |            |             |           |                      |              |
|    | TT 2  | Izindlu zokushaya<br>umthetho           |            |             |           |                      | •            |
|    | TT 1  | Ikomiti eLamlayo                        |            |             |           |                      | •            |
| 37 | ST    | Mediation<br>Committee                  |            |             |           |                      |              |
|    | TT 2  | Ikomidi Labalamuli                      |            |             |           |                      | •            |
|    | TT 1  | Iibhili zemali                          |            |             |           |                      | •            |
| 38 | ST    | Money bills                             |            |             |           |                      |              |
|    | TT 2  | Imithetho-<br>sivivinywa yezimali       |            |             |           |                      | •            |
|    | TT 1  | Izinxulumama-<br>mthetho<br>zoomasipala |            |             |           |                      | •            |
| 39 | ST    | Municipal by-laws                       |            |             |           |                      |              |
|    | TT 2  | Imithetho<br>kamasipala                 |            |             |           |                      | •            |
|    | TT 1  | Umasipala                               |            |             | •         |                      |              |
| 40 | ST    | Municipality                            |            |             |           |                      |              |
|    | TT 2  | Umasipala                               |            |             | •         |                      |              |
|    | TT 1  | Ingxowa-mali<br>yeNgeniso<br>yeSizwe    |            |             |           |                      | •            |
| 41 | ST    | National Revenue                        |            |             |           |                      |              |

|    | TEXTS | EXTRACTED<br>TERMS                             | DERIVATION | COMPOUNDING | BORROWING | SEMANTIC<br>TRANSFER | PARAPHRASING |
|----|-------|------------------------------------------------|------------|-------------|-----------|----------------------|--------------|
|    |       | Fund                                           |            |             |           |                      |              |
|    | TT 2  | Isikhwama semali<br>sikazwelonke               |            |             |           |                      | •            |
|    | TT 1  | Uvimba wesizwe                                 |            |             |           |                      | •            |
| 42 | ST    | National Treasury                              |            |             |           |                      |              |
|    | TT 2  | Ihhovisi<br>likaZwelonke<br>lokuphatha izimali |            |             |           |                      | •            |
|    | TT 1  | Amajelo ezendalo                               |            |             |           |                      | •            |
| 43 | ST    | Natural resources                              |            |             |           |                      |              |
|    | TT 2  | Umnotho wemvelo                                |            |             |           |                      | •            |
|    | TT 1  | Isiphakamiso-<br>gama                          |            | •           |           |                      |              |
| 44 | ST    | Nomination                                     |            |             |           |                      |              |
|    | TT 2  | Isiphakamiso                                   |            |             |           | •                    |              |
|    | TT 1  | Amalungelo<br>angena<br>kudlelelelwa           |            |             |           |                      | •            |
| 45 | ST    | Non-derogable<br>rights                        |            |             |           |                      |              |
|    | TT 2  | Amalungelo<br>angeke ajivazwa                  |            |             |           |                      | •            |
|    | TT 1  | Isifungo okanye<br>isingqinisiso               |            |             |           | •                    |              |
| 46 | ST    | Oath or Affirmation                            |            |             |           |                      |              |
|    | TT2   | Isifungo nokuvuma<br>ngokuzibophelela          |            |             |           |                      | •            |
|    | TT 1  | Ipalamente                                     |            |             | •         |                      |              |
| 47 | ST    | Parliament                                     |            |             |           |                      |              |
|    |       | Iphalamende                                    |            |             | •         |                      |              |
|    | TT 1  | Inkqubo<br>yedemokhrasi                        |            |             |           |                      | •            |
| 48 | ST    | Participatory<br>democracy                     |            |             |           |                      |              |
|    | TT 2  | Intando yeningi                                |            |             |           |                      | •            |
|    | TT 1  | Ipaspoti                                       |            |             | •         |                      |              |
| 49 | ST    | Passport                                       |            |             |           |                      |              |
|    | TT 2  | Iphasphothi                                    |            |             |           |                      |              |
|    |       | Umhlala-phantsi                                |            | •           |           |                      |              |
| 50 | ST    | Pension                                        |            |             |           |                      |              |
|    | TT 2  | Impesheni                                      |            |             | •         |                      |              |
|    | TT 1  | Uxwebhu<br>lwezikhalazo                        |            |             |           |                      | •            |
| 51 | ST    | Petition                                       |            |             |           |                      |              |
|    | TT 2  | Izicelo ezibhaliwe/                            |            |             |           |                      | •            |

|    | TEXTS | EXTRACTED<br>TERMS                                                | DERIVATION | COMPOUNDING | BORROWING | SEMANTIC<br>TRANSFER | PARAPHRASING |
|----|-------|-------------------------------------------------------------------|------------|-------------|-----------|----------------------|--------------|
|    |       | ezibhalwe phantsi                                                 |            |             |           |                      |              |
|    | TT 1  | Amapolisa                                                         |            |             | •         |                      |              |
| 52 | ST    | Police                                                            |            |             |           |                      |              |
|    | TT 2  | Amaphoyisa                                                        |            |             | •         |                      |              |
|    | TT 1  | Inyweba                                                           |            |             |           | •                    |              |
| 53 | ST    | Privilege                                                         |            |             |           |                      |              |
|    | TT 2  | Ilungelomvume                                                     |            | •           |           |                      |              |
|    | TT 1  | Isihlokomiso                                                      | •          |             |           |                      |              |
| 54 | ST    | Proclamation                                                      |            |             |           |                      |              |
|    | TT 2  | Ukumenyazelwa                                                     |            |             |           | •                    |              |
|    | TT 1  | Izivumelwano<br>zempahla<br>nezeenkonz                            |            |             |           |                      | •            |
| 55 | ST    | Procurement                                                       |            |             |           |                      |              |
|    | TT 2  | Impahla<br>nemisebenzi<br>ekhokhelwa<br>ngezimali<br>zikahulumeni |            |             |           |                      | •            |
|    | TT 1  | Iprofeshini                                                       |            |             | •         |                      |              |
| 56 | ST    | Profession                                                        |            |             |           |                      |              |
|    | TT 2  | Iprofeshini                                                       |            |             | •         |                      |              |
|    | TT 1  | Ipropati                                                          |            |             | •         |                      |              |
| 57 | ST    | Property                                                          |            |             |           |                      |              |
|    | TT 2  | Impahla                                                           |            |             |           | •                    |              |
|    | TT 1  | Irhafu kwipropati                                                 |            |             |           |                      | •            |
| 58 | ST    | Rates on Property                                                 |            |             |           |                      |              |
|    | TT 2  | Intela yempahla                                                   |            |             |           |                      | •            |
|    | TT 1  | Uvavanyo-zimvo                                                    |            | •           |           |                      |              |
| 59 | ST    | Referendum                                                        |            |             |           |                      |              |
|    | TT 2  | Uhlololuvo                                                        |            | •           |           |                      |              |
|    | TT 1  | Umluleki<br>wezakwaLizwi                                          |            |             |           |                      | •            |
| 60 | ST    | Religious<br>counselor                                            |            |             |           |                      |              |
|    | TT 2  | Umkhokeli<br>wezenkolo                                            |            |             |           |                      | •            |
|    | TT 1  | IRiphabhlikhi                                                     |            |             | •         |                      |              |
| 61 | ST    | Republic                                                          |            |             |           |                      |              |
|    | TT 2  | IRiphabhuliki                                                     |            |             | •         |                      |              |
|    | TT 1  | Ukugcinwa<br>kakuhle                                              |            |             |           |                      | •            |
| 62 | ST    | Safekeeping                                                       |            |             |           |                      |              |
|    | TT 2  | Ukugcinwa<br>ngokuphepha                                          |            |             |           |                      | •            |

|    | TEXTS | EXTRACTED<br>TERMS                                    | DERIVATION | COMPOUNDING | BORROWING | SEMANTIC<br>TRANSFER | PARAPHRASING |
|----|-------|-------------------------------------------------------|------------|-------------|-----------|----------------------|--------------|
|    | TT 1  | Ishedyuli                                             |            |             | •         |                      |              |
| 63 | ST    | Schedule                                              |            |             |           |                      |              |
|    | TT 2  | Isheduli                                              |            |             | •         |                      |              |
|    | TT 1  | Amaziko afundisa<br>ngolwimi olunye                   |            |             |           |                      | •            |
| 64 | ST    | Single-medium<br>institutions                         |            |             |           |                      |              |
|    | TT 2  | Izakhiwo<br>zefundo<br>ezifundisa ngolimi<br>olulodwa |            |             |           |                      | •            |
|    | TT 1  | Usomlomo                                              |            |             |           | •                    |              |
| 65 | ST    | Speaker                                               |            |             |           |                      |              |
|    | TTT 2 | Usomlomo                                              |            |             |           | •                    |              |
|    | TT 1  | Amaziko ancedwa<br>ngurhumente<br>ngezimali           |            |             |           |                      | •            |
| 66 | ST    | State-aided<br>institutions                           |            |             |           |                      |              |
|    | TT 2  | Izikhungo ezisizwa<br>ngumbuso<br>ngezimali           |            |             |           |                      | •            |
|    | TT 1  | Isamani                                               |            |             | •         |                      |              |
| 67 | ST    | Summons                                               |            |             |           |                      |              |
|    | TT 2  | Isamanisi                                             |            |             | •         |                      |              |
|    | TT 1  | Imibutho<br>yabasebenzi                               |            |             |           |                      | •            |
| 68 | ST    | Trade unions                                          |            |             |           |                      |              |
|    | TT 2  | Izinyunyane                                           |            |             | •         |                      |              |
|    | TT 1  | Ubeko-lubala                                          |            | •           |           |                      |              |
| 69 | ST    | Transparency                                          |            |             |           |                      |              |
|    | TT 2  | Ukwenza<br>ngokusobala                                |            |             |           |                      | •            |
|    | TT 1  | Ivethi                                                |            |             | •         |                      |              |
| 70 | ST    | Value added tax                                       |            |             |           |                      |              |
|    | TT 2  | Intela yokuhweba                                      |            |             |           |                      | •            |

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