

University of the Witwatersrand, Johannesburg

**CAUSAL ANALYSIS BETWEEN UNEDITED AND EDITED
TRANSLATION TEXT: BIKO'S NON-FICTION PROSE**

by

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ABSTRACT

Quality assurance in translation services is a key concern given that these services are offered on such a varied and unregulated basis. This study investigates the editing and proofreading of translated texts as the main quality assurance process that exists in the case of translations to and from isiZulu, one of the Nguni languages that is spoken in South Africa. The principal aim of the study is to conduct a comparative analysis of a sample taken from the non-fiction political prose text *I Write What I Like* written by Stephen Bantu Biko, an anti-apartheid activist, writer and philosopher who was killed by the apartheid South African government in the 1970s. An unedited version of the translated text is compared with three different edited versions of the same translation of the text, and one of these is compared with a proofread version. Qualitative and quantitative methods were used to analyse data taken from the texts and from questionnaires completed by the three participating editors. The study found that in addition to linguistic challenges encountered in the translation of the text to isiZulu, a range of errors were made by the language practitioners, some of which persisted through the editing and proofreading processes. It is recommended that bi-lingual cross-referencing with the source text be used as a standard practice by editors and proof-readers to ensure the accuracy of translated texts and that institutions involved with training in the field of translation, editing and proofreading provide ongoing professional development to practitioners delivering these services for quality assurance. A model is proposed for a process from source text to publication of translated text that addresses the need for quality assurance.

Key Words: Translation, Editing, Proofreading, Revision, Self-revision, Quality Assurance, Nguni languages

LIST OF ABBREVIATIONS AND ACRONYMS

CDA	Critical Discourse Analysis
ED TT	Edited Translation Text
EDITRANSTEX	Edited Translation Text
ISO	International Standards Organization
PROR	Proofreading
SABS	South African Bureau of Standards
SASCO	South African Student Congress
SATI	South African Translators Institute
SM	Subject Matter
ST	Source Text
TT	Target Text
UNED TT	Unedited Translation Text
EDIT TT	Edited Target Text
TT	Target Text

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DECLARATION

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

Thokozani Khombani Gumede

Date: 23 August 2022

DEDICATION

I dedicate this thesis to my late parents:

my dear mom, Ms Tholakele Dolly Ntshangase,

and

my dad, Mr Muziwabantu Thembinkosi Gumede.

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CHAPTER ONE: CONTEXT, RATIONALE AND OVERVIEW OF THE STUDY

1.1 The context of this study: Quality assurance in translation

Globally, the management of quality is a key concern at every stage in the delivery of services or the production or manufacturing of goods. Products and services as varied as construction work, electrical appliances and food and beverages are required to meet particular standards of quality to ensure customer safety and the value of products carrying guarantees and warranties.

In South Africa, quality assurance is provided to a number of sectors by the South African Bureau of Standards (SABS). Any product or service can be submitted to the SABS for approval. Once approved, the product may bear the SABS emblem to indicate it has been quality assured.

The fields of communication and language services – along with other fields that fall within the humanities – seem to be coming late to the concept of standards. In these fields, quality assurance is still a product of the subjective assessment of the individual providing the service, while in sectors such as construction and automotive engineering, quality is assessed using standardised testing devices and models that are used across the sector. With regard to translation, the translator themselves holds responsibility for not only executing the translation but ensuring its accuracy and reliability by whatever means they consider adequate: such as reviewing, revising, and proofreading their work. In some cases, translators send their translation products to translation editors and proof-readers to check and assure accuracy.

In the case of previously marginalized African languages, such as isiZulu, there are a number of challenges which impede the process of executing an accurate and reliable translation of a text. The availability of reference guides and resources, such as term banks, term lists and lexical references, to aid translators, editors and proof-readers is often far more limited than it is for most European languages. For historical reasons, European languages typically have more developed vocabularies and terminologies available for technical and legal subjects, which poses a challenge in translation to a language where these are more limited. In addition, editing and proof-reading software and tools that can be used to quality assure English texts typically cannot be used to edit or proof-read texts in African languages.

Another challenge is that translators, editors, and proof-readers of African language texts often lack the sociolinguistic knowledge needed to produce a reliable and accurate translation. Variations in dialects pose a challenge to the standardization of vocabulary, grammar and spelling, and language practitioners are required to manoeuvre between cultural, linguistic, and sociolinguistic considerations when translating a text in order to maintain equivalence in the translation.

Training programmes for language service providers, including translation and linguistic courses, often cannot cover in depth the full range of areas that would benefit these practitioners – such as sociolinguistics, syntax, orthography, phonology, morphology, semantics, and pragmatics. At the postgraduate level, students may get deeper exposure to a smaller selection of these.

1.2 Research problem

In South Africa – and likely elsewhere in the world – translation services are typically offered by practitioners with no professional qualifications who are not accountable to an institution or regulatory body that assures quality and standards. While some translators may have adequate expertise to produce an accurate reliable translation, others may not. While in some cases the translation may be sent to an editor and/or a proof-reader, who may correct errors or improve the translation, this is often not the case. As a result, translated texts may be submitted to publishing houses without having gone through a rigorous quality assurance process. Readers of the translated work may thus not have access to a reliable reproduction of the work, free of errors and faithful to the meaning and style of the author.

1.3 Rationale

All parties involved in translating a text (such as translators, copy editors, or translation proof-readers) must ensure that the translation conforms with the original text in terms of meaning, content, and style.

1.4 Aims of the study

The aim of this study is to conduct a comparative analysis of the editing and proofreading of a political text that has been translated from English to isiZulu. The text is a sample taken from *I Write What I Like*, a selection of writings by South African activist and writer, Steve Biko, edited and published by Aelred Stubbs in 1987, after Biko's death. Biko's writings represent

a very sensitive political stance during the Apartheid era in the Republic of South Africa and is often used as a teaching and learning text for students studying politics. The text has never been translated into isiZulu before.

The researcher undertook a translation of the sample text and produced one version: the translation with a self-revised version only that has not gone through external editor or proofreader. In this study, the translated text was given to three (3) translation editors and then to three proof-readers for the purpose of investigating the impact of the changes made by each translation editor and proof-reader on the quality of the final translated text.

This study investigated three inter-related questions:

1. Were each of the three translation editors and three translation proof-readers editing or proofreading a translated text or vice versa?
2. What approach or strategy did editors and proof-readers take when editing translated texts with regard to standard and non-standardised legal terminologies and lexical units found in a source-text written in English (or another European language, such as French) as most of the terminologies are loaned from this European language?
3. Are there any theoretical knowledge bases, models, or strategies that editors have used in solving translation problems?

1.5 Hypotheses

It is hypothesized that:

1. A comparative/contrastive analysis of unedited and edited versions of translation text will reveal significant differences between these versions.
2. The differences between a translation text that has been reviewed or revised by the translator of the text and a translation text that has gone through the editing and proofreading process performed by another translation editing specialist will be insignificant.

1.6 Background to the selected text and significance to translation

After reading the original text and considering methods of text analysis, such as Nord's (1988) functional model, the investigator noticed particular intentions expressed in some of the writings selected and edited by Stubbs (1987). The text presents the deceased political writer's

philosophical knowledge. The selections include pieces written during his lifetime; others were verbalized just days before he was assassinated in 1977 and have been collected in written format from various sources and not as transcription. Some pieces were obtained from the press; Stubbs was granted the right of reproduction to these in 1987. An example is an article that Stubbs obtained from the press that contains political content Biko verbalized in court in the SASO/BPC trial which contains comments made by Biko and court officials.

In his preface to the book, Stubbs presents a brief background about the relationship he had with Stephen Bantu Biko. Among other things, Stubbs describes how they met, but he does not go into detail about how Biko died in a prison cell. The researcher noted Stubb's intention through a selection of politician's writings as a manner in which he distances himself from the content; in the source text itself nothing was censored either way and the commissioning editor said it offset that the book itself represents the ideologies and thinking of Stephen Bantu Biko. It was thus important that the translator avoid allowing his own responses to influence the tone of the translated text.

Stubbs did not intend to interject his opinion on the substance of what the slain politician and other parties concerned had verbalized; the researcher has observed this through his use of vulgar language and other forms of words that are considered racially discriminatory in the democratic South Africa. It was thus important that the researcher, while translating the text, consciously reminded himself to remain faithful to the intentions of Biko (in the text) and Stubbs (in the foreword). Stubbs' foreword thus played a crucial role in guiding the researcher's approach to the translation so that he was mindful of the dual intentions of both writer and editor while translating.

1.7 Beneficiaries of the study

The study proposes a quality assurance model that includes linguistic experts and language practitioners to ensure that a translated text is accurate and reliable before it goes to press. Readers of translated texts that have gone through this quality assurance process will have the benefit of access to an accurate and reliable translation of the source text.

1.8 Overview of the thesis

Chapter one has given a brief introduction to the context of the study and the background to the text, and outlined the research problem, aims and hypotheses that drive the study.

Chapter two reviews literature and theoretical perspectives relevant to the study, including the causal model and translation editing.

Chapter three presents the methodology of the study, including the development of qualitative and quantitative research methods, selection of participants, implementation of the study and data collection approach.

Chapter four focuses on the interpretation of all data collected from the edited translation texts and proofread translation text as well as data obtained from the questionnaire that was given to the translation text editors.

Chapter five presents the conclusions and recommendations of the study. A model is proposed for quality assurance in the translation of texts.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This section of the study gives an overview of some of the academic works that have been written by other investigators on similar or related subjects, particularly translation editing, translation of political discourses and its analysis, as well as proofreading. It further presents the importance of revising, editing, and proofreading as part of the translation process. The causal model used for translation described by Williams & Chesterman (2002) was used in this study as well as Cunningham's (1971) system of categorization that provides a useful tool to help the translation researcher organize the findings.

2.2 Importance of revising and proofreading a translated text

Pagel and Norstrom (2011), in their useful guide to editing and proofreading, explain the importance of proofreading. They note that documents that are error-free create a favourable impression; the absence of misspelt words and the use of correct grammar and punctuation indicate to the reader that the sender is a competent person who is concerned about quality. "The reader of such documents judges the individual to be a professional with whom he or she can conduct business," they argue (Pagel & Norstrom, 2011: 2). They contrast the impression made by a document that does reflect this high standard:

On the other hand, errors reflect carelessness and incompetence. Most people are annoyed when their names are misspelled, even though they may not say so. Grammar errors, too, are distracting; and the reader may assume that the sender is uneducated (ibid).

Mossop (2014) also stresses the importance of a writer or translator checking the text and making necessary changes before it arrives at the last line of delivery – i.e., the intended reader. He notes that editing and revising are essential when dealing with complex sentences, sentences that are difficult to understand or texts where the author has not used a style suitable for the target audience. Mossop (2014) also notes that a writer or translator may fail to comply with rules of grammar, go against current best practice on how a written message is best transferred from one language or fail to follow stylistic norms for a particular genre. He notes, also, that a text may be written or translated in a way that does not align with the publisher's goals.

Mossop (2014) suggests that a practitioner specializing in editing and proofreading may revise the text in two ways: firstly, they may correct errors, and secondly, they may improve the language and structure. Mossop (2014) writes:

The editor or the reviser is a gatekeeper who corrects the text to ensure ease of mental processing and suitability of the text to its future users. The latter function is certainly important in the English-speaking world, some language cultures do not value reader-orientation as highly; readers are expected to do more of the work of understanding themselves, bringing their background knowledge to bear on the task. In this kind of lingua-culture, one would not start an article by giving the reader a helpful overview of its structure (first of all I shall do this, then that); to do so would seem patronizing (Mossop, 2014: 18).

2.3 Revision, Editing and Proofreading

Russel-Bitting (2006), in his article 'A Second Pair of Eyes – Revision, Editing and Proofreading' that reviews his experience in translation, revision, editing, and proofreading over twenty-five years, defines quality as "the everyday context, like 'beauty; everyone may have his or her idea of what 'quality is. The International Standard Organization (ISO 9002), however, states that the standardized definition of quality is "all those features of a product or service which are required by the consumer". Russel-Bitting (2006) argues that it is not enough for a translator to check their own work, or use "self-revision" to ensure the quality of their work: an editor or another experienced translator needs to look critically with fresh eyes at the translation and revise the text as necessary to ensure accuracy and improve style. Russel-Bitting (2006: 03) states that:

Revised translations may also be subject to editing, especially when they are to be published as a book, an article or website content. Editing is similar to revision in that it involves a second pair of eyes taking a critical look at a text. In addition to correcting any mistakes, such as grammar and spelling, an editor standardizes the style used (capitalization and hyphenation conventions, for instance) and enhances "readability".

Russel-Bitting (2006) explains revision in translation as the process of checking the accuracy and style of the translation. She says revision "involves answering two questions: firstly, does the translation accuracy reflect the original in content and register? Secondly, is the style

idiomatic in the target language? In other words, does it read like original English (in this case)” (Russel-Bitting, 2006: 02).

Russel-Bitting (2006) sees editing, on the other hand, as allowing more creative licence than revision because an editor has the freedom to improve the text for readability:

As in translation and revision, the three main criteria for editing are context, context, context. Who is the author? What is the purpose of the document? Who are the target readers? What medium will the text be published in, an internal document, newsletter, journal, book, website or other?” (Russel-Bitting, 2006: 03).

Goss *et. al* (2012) state that proofreading and revision are different activities, while proofreading and editing are essentially the same process. They view revision as “the single most important step in the writing process; everything else is a prep work” (Goss *et. al* 2012: 71). Proofreading is simply reading through a draft to find and correct errors in grammar and punctuation and improve organization, language, style, and flow. Proofreading is a necessary step in the writing process but is generally most useful towards the end of the process.

Golikova (2015) quoting Ulga Maksyunita refers to translation editing as a part of the translation process; it is an obligatory step of execution of translation order and a quality control element that needs to be studied in the institutions of higher learning. Even so, the key problems with regard to the translation editing still involve differences between curriculum content and actual practice in translation offices. Golikova (2015) argues that the Translation and Translation Studies course offered in Russia addresses literary editing and style but does not address bilingual (comparative) editing. Similarly, this situation exists in professional education aimed at the editing domain only (Golikova 2015).

2.4 Translation and Political Discourse versus Translation Editor's Task

Fordonski (2014) sees the editor's role as ensuring that the translation is true to the original author's intention. The editor of a text is like a spokesperson on behalf of the author to the author's future audience: “. . . the editor should always have in mind the readers for whose benefit he should make sure that the final text of translation reads simply well. A translated book must be a good one” (Fordonski, 2014: 170).

As this study draws data from non-fiction political literature that presents the ideology of a political leader, it follows that an investigator cannot shy away from translation editing, as well as translation and political discourse. According to Mehdyan et al. (2013), the objective of political discourse analysis, which adopts critical goals, is to denaturalize ideologies. Fairclough (1995, as cited in Mehdyan *et al.*, 2013), states that denaturalization involves showing how social structures determine the properties of discourse and how discourse determines social structures. Fairclough (1989, cited in Mehdyan *et al.*, 2003) also posits that critical discourse analysis aims at systematically exploring how these non-transparent relationships are factors in securing power and hegemony.

Critical discourse analysis also draws attention to power imbalances, social inequalities, non-democratic practices, and other forms of injustices in the hope of encouraging people to correct actions. Mehdyan et al. (2013) quoting Van Dijk (2001), argues that anyone analyzing or performing a critical discourse analysis should be able to differentiate ideologies from knowledge. As a result, the concept of discourse analysis is essential for a scientific understanding of discourse. Mehdiyan *et al.* (2013: 39):

Discourses always involve power and ideologies, and because translators have different backgrounds, knowledge, and power positions, they can be interpreted differently by them. Therefore, we do not have the “right” interpretation whereas a more or less plausible or adequate interpretation is likely (Fairclough, 2002; Wodak & Ludwig, 1999) (cited in Nahrkhalaji, 2006: 06).

While translation has long been a well-established field of study, its relationship to political discourse has not been carefully examined (Mahdiyan et. al, 2013). In this study, the investigator hypothesises that if scholars argue that translated political discourses have not been scrutinized; then the next subject of investigation is conducting a thorough discourse analysis for a translated text that expresses political ideology. For this study, a translation of Stephen Bantu Biko's non-fiction work, *I Write What I Like*, was used.

2.5 Basic theoretical framework

2.5.1 Causal model

Williams and Chesterman (2002) mention three models used in translation: the comparative, process, and causal theoretical models. For this study, the investigator chose to use the causal

theoretical model of translation as a basic framework. According to Williams and Chesterman (2002), a causal theoretical model of translation covers a wide range of models, such as the process and comparative models, in which the cause in translation is dealt with under the two. However, Williams & Chesterman (2002) further states that the process models and comparative models' causality is not overt, not central, and not explicit:

Comparative models help us to describe the translation product and its relation with the source-text and non-translated, and process models help us to describe the production process, but neither model helps us to explain *why* the translation looks the way it does, or what effects it causes. The questions asked by the first two models are 'what?' and 'when?' or 'what next?', rather than 'why?' Causal models bring in many more of the contextual variable... (Williams & Chesterman, 2002: 53).

2.5.2 Translating and Editing

From the translator's perspective, the investigator felt that the basic theoretical models of translation research used in this study were not enough to balance the findings of the study. He thus chose to add another tool, developed by Cunningham (1971), that is useful to translation researchers when investigating translation editing and proofreading:

- To strike and strengthen a balance between translation and its editing, this study also makes use of a handy summary for editorial processes organized as a table, a tool developed by Cunningham (1971) to help translation researchers organize their findings.

Another important tool considered useful in this study is the Table 1 of Cunningham (1971) which sets out the categories of translation editing, and this has been used in this study to generate a set of questions on the questionnaire for the editors:

- Table number 3 in appendix G is the case study on translation accuracy, it consists of several words; positions in a text where changes were made (Cunningham, 1971). In the study, the translation researcher has employed this particular table to present study findings and it is used in the analysis and presentation section (Chapter 4) of the study.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

The principal aim of this study was to conduct a critical discourse analysis of the editing and proofreading of a political text and investigate the roles played by each of three translation editors and three translation proof-readers. The research methodology was designed to answer the research questions that were formulated for this study, which were presented in Chapter 1 and are reproduced here:

- 1) Were each of the three translation editors and three translation proof-readers doing their respective tasks or roles or they were doing it vice-versa?
- 2) What approach or strategy did the editors and proof-readers take when editing the translated texts with regard to standard and non-standardised legal terminologies –such as ‘copyright’, and other terminology frequently used in legal settings?
- 3) Did analysis of the editors’ and proof-readers’ comments reveal any evidence that they had drawn on theoretical models, knowledge bases or strategies to address issues encountered in the editing of the translated text?

3.2 Research tools

Research tools were developed to generate data that would answer these questions. The study used data collected from both unedited and edited translation texts as well as edited texts that had also gone through a proofreading process. Data was also collected through a questionnaire that was developed using Cunningham’s (1971) categorization framework which was completed by the three editors. Both qualitative and quantitative methods were employed.

3.3 Selection of participants

Three accredited translation text editors and three translation proof-readers were selected to participate in this study. They were selected from the database of the South African Translators’ Institute on the basis of the following criteria: their home language being isiZulu; experience with translation, editing, and proofreading; and competence to work with texts translated between isiZulu and English. Their areas of specialization were also documented for relevance to the text selected for the study.

The investigator first collected contact details for the prospective participants. The database included similar fields for contact information for most of the participants (email addresses, mobile contact numbers, physical addresses, and LinkedIn URLs). However, only two communication methods were considered to be formal enough for the study: email communication and, for those who agreed to participate in the study, communication by mobile phone.

While the target number of participants was six, the investigator first selected twelve candidates specialised in editing and proofreading isiZulu/English from the database; this included some who were not native speakers of isiZulu. The investigator sent a request to participate in the study to each of these candidates. Six candidates agreed to participate in the study. Of the remaining six, two did not acknowledge the email sent by the investigator; one declined to participate in the study; and three expressed interests in participating but did not respond after the investigator sent them the relevant documents for participation. Three of the candidates were allocated to edit the translated text for the study; the other three were allocated to proofread the text. For the purpose of confidentiality, the editors were assigned the pseudonyms Editor1, Editor2 and Editor3 and the proof-readers as Proofreader1, Proofreader2 and Proofreader3.

Table 1 and Table 2 present the profiles of participants, indicating their home language and the languages and areas of specialization they work in within their editing or proofreading services. All of the participants were experienced language practitioners; some worked for language service agencies as freelancers, while others held academic posts at institutions of higher learning and worked as freelance translation editors or proof-readers on the side; others worked for national or provincial legislatures or other governmental departments.

Table 1 Profiles of SATI-accredited professional translation text editors participating in the study

Pseudonym	Professional Organization	Home Language	Language Combination	Areas of Specialization
EDITOR1	SATI	IsiZulu	English & IsiZulu	Politics; six other areas of specialization
EDITOR2	SATI	IsiZulu	English & IsiZulu	Six areas of specialization (politics is not an area of specialization)
EDITOR3	SATI	IsiZulu	English & IsiZulu	Law: six other areas of specialization (politics is not an area of specialization)

Table 2 Profiles of SATI-accredited professional translation text proof-readers participating in the study

Pseudonym	Professional Organization	Home Language	Language Combination	Areas of Specialization
PROOFREADER1	SATI	IsiZulu	English & IsiZulu	Politics; nine other areas of specialization
PROOFREADER2	SATI	IsiZulu	English & IsiZulu	Politics; seven other areas of specialization
PROOFREADER3	SATI	IsiZulu	English & IsiZulu	Politics; fourteen other areas of specialization

The investigator established that none of the participants had previously translated and proofread the text selected for this study. It can be assumed, however, that some of them had heard of, or read, the source text at some time.

3.4 Implementation of the study

This study was conducted remotely, with no contact meetings or on-site visits. The data was collected from electronic translation text editing and proofreading copies with comments and tracked changes from the editorial and proofreading participants.

The investigator first translated the selected non-fiction political prose text from English into isiZulu, producing an unedited translated text (UNED TT). The investigator's supervisor had been commissioned to translate the full text. A translator's activity is strongly rooted to what is said by the client in the translation brief. While the investigator usually received a written translation brief for a translation project, in this case the investigator's mentor gave him the following instructions verbally:

Translate the book but do the first chapters, that is, the preface to chapter 2 of the book. I've already translated chapter 6 as a sample for the client, so there's no need to retranslate it. You don't have to rush since the client wants the work in batches. The client is a Wits University student serving one of opposition political party's headquarters (Pers. Comm., translation studies mentor, University of the Witwatersrand, 2020).

This instruction reflected the instruction given by the client to the investigator's mentor.

After the investigator translated the section of text, he revised and proofread the translation himself, producing an edited translation text (ED TT) which could be compared and contrasted with the UNED TT and with the three ED TT versions produced by the three editors.

A brief for editing the translated text was issued to each of the three editors, along with both the unedited (UNED TT) and edited (ED TT) versions of the translated text to edit. The brief (provided in Appendix E) indicated that the translator was to translate from the copyright page until the end of the second chapter. The proof-readers were given a corresponding brief for the proofreading of the edited translations that would be produced by the editors. The brief indicated that the participants had seven business days to complete their task. After the three editors submitted their edited texts, their tracked changes were accepted, and the clean copies were given to the three proof-readers for proofreading. The ED TT produced by Editor1 was given to Proof-reader1; the ED TT produced by Editor2 was given to Proof-reader2; and the ED TT produced by Editor3 was given to Proof-reader3.

Consent forms were sent to the editors of the translated text and also to the proof-readers of an edited translation. There was no incentive, or any standard rate, offered to them by the investigator and that is why the investigator had a small sample of editors and proofreader.

It must be emphasized that while three proof-readers were commissioned to proof the edited translation, only one returned a proofread copy to the investigator. The other two participants did not indicate the reasons for their withdrawal from the study to the researcher.

3.5 Data collection

For the purpose of conducting a comparative analysis, the source text, the unedited translated text (UNED TT), the revised version of the translated text done by the translator (investigator), the three edited texts (ED TT) produced by editors and the proofread versions of the three edited texts were used. A target language-oriented approach was used in this study combined with referencing of the original text written in English; the source-text was sent to the participants together with both unedited and revised translations done by the translator. Data was also collected using the questionnaire from the three participant editors; the questionnaire was not sent to the proof-readers.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter focuses on the interpretation of all of the data collected from each of the three edited versions of the translated text as well as the proofread version of one of the edited versions of the translated text. It also presents and analyses data collected from the questionnaires that were completed by the translated text editors. The comments and tracked changes made by the editors on the translated text are discussed and excerpts from the source text (ST) and unedited translated text (UNED TT) are presented for reference.

The data sets gathered from these different sources were analysed individually and then compared to each other using data analysis techniques based on two-way and one-way ANOVA analysis of variances methods that are commonly used for statistical analysis. The investigator first explored the use of two-way ANOVA techniques to investigate, compare and experiment with possibilities for analysing the comments and tracked changes made by the three editors and the proof-readers participating in the study on unedited and edited versions of the text. Next, two-way ANOVA techniques were used to analyse the data gathered from the questionnaire; specifically, the editors' responses to the questionnaire were analysed. Finally, one-way ANOVA techniques were used to study the effect of having only a single proof-reader proofread each edited translation text.

The presentation and analysis of data is divided into three parts in this chapter, as follows:

- **Section A:** An analysis of the data generated by the three editors (Editor1, Editor2, and Editor3) is presented in both discussion and table form.
- **Section B:** An analysis of the data generated by the single proof-reader (Proofreader1), the only one of the three proofreading participants who successfully completed this task;
- **Section C:** A presentation and analysis of the data generated through a questionnaire focusing on several categories of translation text editing.

4.2 Section A: Analysis of the data generated from the editing of the text

4.2.1 Spelling Errors in the Unedited Translation Text (UNED TT) and Edited Translation Text (ED TT)

On the copyright page, one of the three editors identified a spelling error on UNED TT while the other two did not. The translator had written '*iminingwane*', which constituted a spelling error in the target language. Editor1 corrected the spelling to '*imininingwane*'.

4.2.2 Inconsistencies in the Translation of Titles in the Unedited Translation Text (UNED TT) and Edited Translation Text (ED TT)

Editor1 commented that the translation of the title of the work indicated in the first line on the copyright page, '*Ngibhala Engikuthandayo*' (translated from: '*I Write What I Like*'), was inconsistent with the later translation of the title on the fourth line as '*Ngibhala Okuthandwa Yimi*'. Editor1 did not edit to resolve this inconsistency. Editor2 and Editor3 did not note the inconsistency.

4.2.3 Connotation of Legal Terms

The term 'copyright' – a legal term relating to intellectual property – had been translated as '*ilungelo lokukopisha*' (lit. a right to copy) and '*imibandela*' (translated from 'conditions').

Editor1 and Editor2 did not alter the translation. Editor3 deleted the verb '*kopisha*' (meaning 'copy') from translated '*ilungelo lokukopisha*' (meaning 'a right to copy') and revised the translation to read '*ilungelo lokusebenzisa lombhalo*' (lit. a text's right to use/a right for text use). Besides the editor's translating and editing strategy in this segment, Molina et al. (2002) argue that there is legitimate cause to paraphrase where lexical changes make a translated text (TT) longer than the source text (ST) but do not change the meaning. Editor3 used a similar approach, but did introduce minor problems into the edited translated text as they struggled to distinguish between the grammatical conventions for demonstrative and possessive pronouns in the target language. In isiZulu, demonstrative and possessive pronouns can be challenging to translate because of time-to-time language development. For instance, in isiZulu the demonstrative pronoun '*lo mbhalo*' (this text/this writing) or the possessive pronoun '*lombhalo*' (the text's/of the text) could be used depending on the position and context within a sentence. In English, possession is demonstrated by the position of an apostrophe and by the use of possessive pronouns such as 'mine', 'yours' and 'his', to mention a few (Lutrin & Pincus, 2020). In isiZulu, however, ownership or possession is not demonstrated through the use of an apostrophe but is shown through the use of relevant possessive pronouns and by

affixing relevant possessive prefixes to a stem. This is demonstrated in the three explicative paraphrases below:

ST: 'copyright' (*ilungelo lokusebenzisa lo mbhalo.*)

Editor3 used the strategy of a legitimate paraphrase, version 1:

ED TT: *Ilungelo lokusebenzisa lombhalo.*} qualificative pronoun: possessive

Editor3 used the strategy of a legitimate paraphrase, version 2:

ED TT: *Ilungelo lokusebenzisa lo mbhalo.*} demonstrative pronoun

In addition, Editor3 revised the word *imibandela* (meaning 'conditions') to *imigomo* (meaning 'rules'). According to Doke *et al*, (2014: 66), the English noun 'condition' can be translated as '*isimiselo*' (also meaning 'stipulation'); '*efunekayo*' (meaning 'something that is required'); or '*umbandela*' (gram, term) – a term that appears in dictionaries and perhaps some terminology and lexicographical resources. The term '*imigomo*' (meaning 'rules') can also be found in the same lexicographical resource but the terms '*efunekayo*' ('something that is required'), '*isimiselo*' ('stipulation') and '*umbandela*' (gram, term) are not found. (English – IsiZulu/isiZulu – English Dictionary 2014: 300).

4.2.4 Proper Nouns in the Source Text (ST) and Unedited Translated Text (UNED TT)

The bibliographic information provided in the source text (ST) indicates the spelling of the editor's name as 'Aelred Stubbs'. The translator misspelt 'Aelred' as 'Alfred', however, the unedited translated text (UNED TT). Analysis of the products created by the three text editors found that none of them had detected and corrected this error before forwarding their edited text to the proof-readers. The preservation of this error from the original misspelling by the translator in the unedited translation text to the edit and proofread texts is represented in the diagram in Figure 1 below.

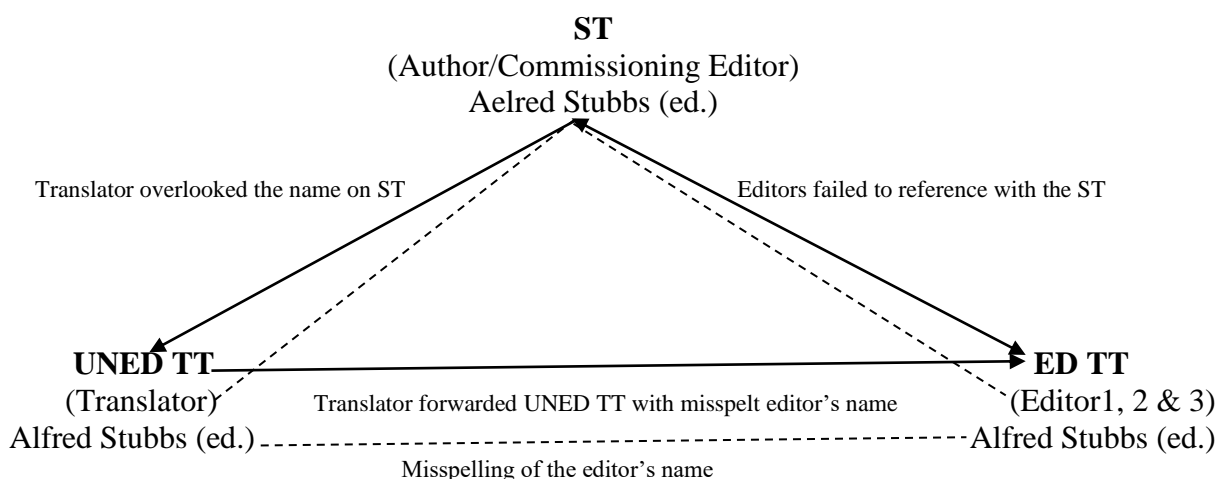


Figure 1 Error in the spelling of a proper noun introduced during translation and preserved during editing and proofreading

4.2.5 Target Language (TL) Locative Formatives and Orthographic Rules

In isiZulu, in the case of proper nouns referring to places that treat prefixes or formatives of locatives as a part of their names – such as ‘kwaMbonambi’, ‘kwaMakhutha’ and ‘kwaDenge’ – the prefix must be written in lowercase, not capitalised as was the convention previously; for example, ‘KwaMbonambi’, ‘KwaMakhutha’ and ‘KwaDenge’.

According to the *isiZulu Orthography Booklet* (2015), for proper nouns indicating places the first letter of the stem must be written with a capital letter, but a locative prefix must be used written in lower case; for instance, ‘uLundi’, ‘eMpangeni’ and ‘iSandlwana’.

Editor1 made several changes with regards to the isiZulu formative of locatives and subjectival concords for places and names of committees or organizations that are presented in English in the translated text (TT), as follows:

SOURCE TEXT (produced by author): original version >

‘The Lawyers’ Committee for Civil Rights Under Law’.

UNEDITED TRANSLATED TEXT (produced by translator) version 1 >

} ‘*kwabaka*-The Lawyers’ Committee for Civil Rights Under Law’.

The isiZulu human possessive subjectival concord prefix ‘*kwabaka*-’ was deleted by the editor.

or

EDITED TRANSLATED TEXT (produced by translator and other editors): version 2 >

'*kwi*-The Lawyers' Committee for Civil Rights Under Law'.

The locative prefix '*kwi*- ' could have been another option for both the translator and editors.

or

version 3 > '*kwabakwa*-The Lawyers' Committee for Civil Rights Under Law.' Refer to version 2 above.

The translator's version 1 ('*kwabaka*-', meaning 'to the') was deleted or revised by the editors due to it being a temporal. Baker (1992) states that 'temporal' refers to words and structures used by members of different age groups; by minority groups in African townships; by persons whose isiZulu comprehension is still developing; or by second language isiZulu speakers. Here the translator had two options for prefixes he could have applied to the English name of the committee.

ED TT (Editor1): version 4 > '*i*-The Lawyers' Committee for Civil Rights Under Law'.

Editor1 affixed the isiZulu subjectival concord '*i*' as a prefix and joined it with a hyphen to the English definite article 'the', making the English name of the committee more easily identifiable.

Editor2 used an editing strategy similar to that used by Editor1 when editing the English name of the organization in the translated text. However, this editor addressed the issue of retaining the name of the organization in translation differently: they revised the first part of the translator's temporal subjectival concord '*kw*- ' (in '*kwabaka*-) to '*abaka*-', a human name possessive subjectival concord.

Example of the possessive subjectival concord prefix '*abaka*- ' (referring to the possessor):

Abaka-Andile	}	human possessive subjectival concord
AbakaMaNtuli		
Abaka-Geoff		

In the context of a sentence, the human possessive subjectival concord '*abaka*- ' could be used as follows:

'*Bonke labo bantu abaka-Andile*' (meaning: 'All those people belong to Andile');

'*AbakaMaNtuli labo bantwana*' (meaning: 'Those are MaNtuli's children'); and

'*Singabuye sithini phela ngoba abakaGeoff bayaphuza ukungena emsebenzini,*'
(meaning: 'What else can we say because Geoff's staff often clock-in later at work').

The human possessive subjectival concord used with the human names in the examples above would not be the same when addressing the names of organizations written in English within an isiZulu translation. For example:

ED TT Editor2: Version5 > '*Abaka*-The Lawyers' Committee for Civil Rights Under Law'.

However, the investigator seemed to be in consensus with Editor1, affixing the isiZulu subjectival concord 'i' to the name of the organization thus: *i-The Lawyers' Committee for Civil Right Under Law*. However, another subjectival concord prefix for names like this would be 'kwi-', as follows: '*kwi-The Lawyers' Committee for Civil Rights Under Law*. A hyphen may be used to join the isiZulu prefix to the English name or organization, although some authors argue that this is not mandatory as long as it will not result in redundancy when reading.

Editor3 did not consider a revision strategy when he edited the subjectival concord prefix in the translated text.

4.2.6 Cultural Connotations of Language and Closely Related Languages

In some cultures, including the Zulu culture, it may be considered disrespectful to mention directly that a person has died when speaking about them. In isiZulu, when referring to a prominent individual who is no longer alive, it is considered disrespectful to use the expression '*ufile*' (meaning, 'he has died'); it is considered more respectful to say '*usishiyile*' (lit. he has left us). Members of the royal family rank highest within the tribe in terms of the extent to which polite expressions or euphemisms are used to refer to them after their death. For example, if the king dies members of the tribe would be expected to say, '*iSilo sikhothele*' (lit. the King has fallen).

When referring to the death of a hero and political stalwart such as Biko, it is common to say '*uguqile*' (lit. he has bowed). While it is widely known that Biko died many years ago, it is considered disrespectful in Zulu culture to refer to his death directly because of the exceptional role he played in the journey to emancipate Africans.

The following statement written by Stubbs, the editor of Biko's book, in the original English text thus posed a challenge to the translator, editors and proof-readers of the isiZulu translation of the text:

EXCERPT FROM SOURCE TEXT:

But it is hoped that the production of a book containing a selection of his writings may be timely, that it may serve to inform those who all over the world know the name Biko only in the dreadful context of his *death* [emphasis added], a little more fully what manner of man he was (Preface by Stubbs in Biko, 1987).

The investigator translated the text as follows:

UNEDITED TRANSLATION TEXT:

*Kodwa likhona ithemba lokuthi ukukhiqizwa kwale ncwadi equkethe imibhalo yakhe ekhethiwe kwenzeka ngesikhathi esifanele, okungenzeka isize ekwaziseni abantu emhlabeni wonke abazi igama likaBiko kuphela ngaphansi komqondongqangi **wokufa** [emphasis added] kwakhe okunyantisa igazi, ukuthi wayewuhlobo lomuntu olunjani kahle hle* (Investigator's unedited translation of Stubbs' preface in Biko, 1987).

The translator (i.e., the investigator in this study) chose to translate the English word 'death' to the literal '*ukufa*', rather than using a euphemism such as *ukudlula* (passed away) or *ukuguqa* (to bow) to make the translation as accessible as possible to audiences with different levels of isiZulu language comprehension.

The approaches taken by the three editors to the literal translation of the English word 'death' as '*wokufa*' are shown below, with emphasis added to highlight the issue in question. Editor2 deleted the entire sentence referring to Biko's death and retranslated it as follows:

EDITED TRANSLATION TEXT (EDITOR1)

*Kodwa likhona ithemba lokuthi ukukhiqizwa kwale ncwadi equkethe imibhalo yakhe ekhethekile kwenzeka ngesikhathi esifanele, njengoba Kungenzeka isize ekwaziseni abantu emhlabeni wonke abazi igama likaBiko ngaphansi kwengqikithi **yokufa** [emphasis added] kwakhe okunyantisa igazi kuphela, ukuthi wayewuhlobo lomuntu olunjani kahle hle.*

Editor2 edited the text in question as follows:

EDITED TRANSLATION TEXT (EDITOR 2)

*Kodwa likhona ithemba lokuthi ukukhiqizwa kwale ncwadi equkethe imibhalo yakhe ekhethiwe kwenzeka ngesikhathi esifanele. Lokhu kungahle kusize ekwaziseni abantu emhlabeni ngohlobo lo muntu uBiko ayeyilo, ngaphezu kokwazi nje **ngokufa** [emphasis added] kwakhe ngendlela enyantisa igazi.*

EDITED TRANSLATION TEXT (EDITOR 3)

*Kodwa likhona ithemba lokuthi ukukhiqizwa kwale ncwadi equkethe imibhalo yakhe eqokiwe kwenzeka ngesikhathi esifanele, okungahle kusize ekwaziseni bonke abantu emhlabeni jikelele abalaziyo igama likaBiko ngaphansi kwesimo **sokusweleka** [emphasis added] kwakhe, yize sibucayi isimo isivivinyo sakhe sokugcina.*

All three edited versions of the translation text communicate the meaning of the source text accurately. Editor1 did not revise the translator's choice of the literal word 'ukufa', although the editor made minor revisions to the grammar and punctuation. Editor2 also kept the literal choice of words in this instance. Editor3 revised the translation and employed a word from another language in the Nguni family of languages – isiXhosa – to refer to Biko's death: 'ukusweleka kwakhe'. The isiXhosa word 'ukusweleka' means 'death', while the isiZulu word 'ukuswela' refers to being in need and has nothing to do with death. The use of the word 'ukusweleka' thus represents a mistranslation of the English word 'death'. Editor3, in comments made electronically during the editing process, also wrote: "Nginciphise umusho ukuze uzwakale kalula" (I have shortened the sentence to improve the flow).

Towards the end of the paragraph, Editor3 used the word 'isivivinyo' (lit. assessment), but as the phrase in the source text was somewhat idiomatic it required a comparative analysis or other strategy to identify an appropriate isiZulu clause or idiom for the translation, rather than translating the phrase literally.

4.2.7 Editors' referencing of the source text (ST) while editing the translated text (TT)

During the translation of the source text, the translator omitted a sentence. The following sequence shows the excerpt from the source text, the translation of this excerpt and evidence

that the editors referenced (or failed to reference) the source text, indicated by whether they detected the omission or not.

EXCERPT FROM SOURCE TEXT (ST)

For this reason, nothing is said in depth about his death, crucial as this is in a final assessment of the man (Biko, 1987: vi).

The edited texts produced by Editor2 and Editor3 also omitted the sentence, indicating that they had worked from the translated text only and had not referenced the source text carefully and then translated and added the omitted sentence through retranslating. The edit text produced by Editor3 did include the omitted sentence, indicating that they had referenced the source text as they edited the translated text and had thus noticed the missing sentence, and had it retranslated it as follows and added it:

EDITED TRANSLATION TEXT (ED TT) (EDITOR3)

Ngalesi sizathu mincane imininingwane maqondana nokusweleka kwakhe, yize sibucayi isivivinyo sakhe sokugcina.

4.3 Section B: Analysis of Questionnaire¹ Responses by Editors

This section explores the data gathered through the questionnaire that the participating editors completed, which can be found in Appendix D. Selected responses from the three editors are presented in this section according to their relevance to the editing of translated texts, as determined using the categorization system developed by Cunningham (1971). These were analysed individually, compared, and organised according to the themes that are presented in this section.

4.3.1 Editing of a Translated Text: Editors' responses to the questions of questionnaire

Question: *How frequent do you consider translation text editing in your translation project?*

Editor1: "My translation projects often include proofreading rather than editing where the translation is compared to the source rather than editing the target document in its own right."

¹ The full questionnaire is provided in Appendix D. Only selected responses have been included in this discussion for the sake of space. The responses are presented here as they were written by the respondents, without revision or editing by the investigator.

Editor2: “I rarely have translation of my own, the most frequent translating work is for my sister translating scripts.”

Editor3: “Firstly, I look at who is my target audience, what is their needs as well as and finding means of using the Skopos Theory by remaining faithful to the message of the source text.”

Question: *In line with comparison editing, what aspects do you often consider and why?*

Editor1: “The preservation of the contextual meaning of the source in the target text rather than transference of words to the target language. Spelling, consistency, and orthography is also of high importance to me as it shows the dedication of the translator to the work.”

Editor2: “Editing. It is what I am most passionate about.”

Editor 3: “Consistency, correctness, and correspondence because these keys allow me to provide a proper editing that accommodate almost every reader.”

Question: *What would be your comment on Biko's non-fiction prose translated based on subject matter editing steps?*

Editor1: “The translation was well carried out as technical terms were well rendered in the target text.”

Editor2: “For the most part, all steps were followed correctly by the translator. The translation was done with through detail in terms of preserving facts and context. However, I did notice that some sentences were long, and need to be split or cut down.”

Editor3: “There was a lack of clarity in some paragraphs. The use of a passive voice which made some sentences not easy to understand. Beyond that the translator managed to get the message across.”

4.3.2 Question: *What are some of the sub-steps of the translated text editing have you considered to check thoroughly in Biko (1987) non-fiction prose?*

Editor1: “Consistent translation of meaning and fluency of the text. A translation should not sound like one but sound like an original document. I looked out for parts where it sounded like a translation and corrected them. In page 8 for example.”

Editor2: “Consistency in language use within the translated text.”

Editor3: “Meaning of subject, sentence structure, correctness of dates, months and years, convection to grammatical norms, spelling, punctuation as well maintaining cohesion within the text.”

4.3.3 Editors' Views Regarding Analysis of a Target Text

This question asked if the translated text editors thought it was feasible to conduct a target text-oriented textual analysis, where an unedited translated text (UNED TT) was compared with the

edited translated text (ED TT) to ensure quality in translation after it had gone through editing and proofreading processes.

Table 3 Editors' comments on a TT-oriented textual analysis as a quality assurance process

Editors' Pseudonyms	YES	NO
Editor1	Yes	
Editor2		No
Editor3	Yes	

4.3.4 Analysis of Accuracy of Translation in Three Variances of the Edited Translated Text

This part of the study presents the quantitative data derived from the edits made by the editors of the translated text. Table 4, Table 5 and Table 6 present summaries of the analysis of the data collected from the edited texts produced by Editors1, 2 and 3. The table format and calculation formula are adapted from Cunningham (1971).

Table 4 Edited translation accuracy for Editor1 (number of isiZulu words edited: 2252; positions in text where changes were made by editor: 37). Table adapted from Cunningham (1971: 147); see Appendix D for original.

Editor1			
Categories of changes made	Number of positions	Words Involved	Percentage of changed
Minor translation errors	12	20	0.00888
Major translation errors	1	21	0.00933
Typographical error	22	22	0.00977
Technical terminology	0	0	0.00000
Personal preference	1	3	0.00013
Improvement of original	1	21	0.00888

Table 5 Edited translation accuracy for Editor2 (number of isiZulu words edited: 2252; positions in text where changes were made by editor: 32). Table adapted from Cunningham (1971: 147); see Appendix D for original.

Editor2			
Categories of changes made	Number of positions	Words Involved	Percentage of changed
Minor translation errors	17	36	0.00016
Major translation errors	1	21	0.00093
Typographical error	12	17	0.00755
Technical terminology	0	0	0.00000
Personal preference	1	3	0.00013
Improvement of original	1	21	0.00933

Table 6 Edited translation accuracy for Editor2 (number of isiZulu words edited: 2252; positions in text where changes were made by editor: 36). Table adapted from Cunningham (1971: 147); see Appendix G for original.

Editor3			
Categories of changes made	Number of positions	Words Involved	Percentage of changed
Minor translation errors	12	28	0.00124
Major translation errors	2	12	0.00532
Typographical error	9	22	0.00977
Technical terminology	1	3	0.00013
Personal preference	12	26	0.00115
Improvement of original	1	21	0.00933

4.4 Section C: Analysis of Proofread Text

After each editor edited the translated text, their comments and tracked changes were removed from the edited translated text and it was sent to a proof-reader for proofreading. Each of the three proof-readers (Proofreader1, 2 and 3) also received the source text and unedited translation. Only one proof-reader completed the proofreading of the text as agreed, however; the other two did not. While the researcher continued to engage with the two proof-readers who did not complete the task, they only indicated their decision to withdraw from the study after the data collection phase of the study was finished.

This section analyses the data collected from the proofread version of the translated text produced by Editor1.

4.4.1 Keyboard Backspaced Positions and Spelling Error

A proof-reader checks for errors in spelling, punctuation and grammar, and may also improve style and other aspects of the use of language. In this study, Proof-reader1 removed two words, fives commas and five spaces from the edited translated text produced by Editor1; these

appeared on the changed tracked on the document. The proof-reader did not detect the error in the spelling of the editor's name.

Table 7 Total number of errors in the edited translation that were detected by Proofreader1 (word count of the edited translation text: 2252)

Grammar	Style	Space deletion	Punctuation	Misplaced word
0	0	5	5	2

4.5 Discussion

The study framed three research questions. The first question asked was if each of the three translation text editors were editing or were doing both editing and proofreading in a translated text:

4.5.1 Name spelling error after proofreading

Results showed that the editors edited the first few sections of the translated text, then proofread the rest. The editors failed to identify some significant errors that the translator had made. The translator had misspelt the name of the editor of the book in the translated text; only one of the three editors detected this error. It is unknown whether the editors referenced the source text during their editing of the text. The single proof-reading also did not detect that a sentence in the source text had been omitted in the translated text.

4.5.2 Error in both the unedited and edited translation texts

Cunningham (1971), in his discussion of different elements that contribute to translation accuracy, mentions some of the errors that can be made in translation. In this study, the a omitted a sentence that was approximately twenty words in length. Editor1 and Editor 2 also omitted it during the editing process, while Editor3 tried to address the omission by translating and adding the sentence. This suggested that two of the editors had not referenced the source translation for accuracy purposes.

While it is commendable that one of the editors referenced the source text, as evidenced by their detection of the omitted sentence, this editor introduced a distortion of the original meaning in the source text during translation. "Translators can and often do simply omit the particular word or expression" (Baker, 1992).

4.5.3 Limitations of the Study

There were several limitations encountered during this study. Financial constraints hampered the researcher's ability to implement the research in the way he wished as it was necessary to pay the editors and proof-reader for their work as they were delivering a professional service that is a source of livelihood for them while participating in the study. If budget had allowed, the investigator could have recruited as many participants as he could afford to collect as much data as possible. The researcher was also restricted from conducting the study freely as a result of restrictions imposed in response to the Covid-19 pandemic and the riots that occurred in KwaZulu-Natal in 2021.

CHAPTER FIVE: CONCLUSIONS, MODEL AND RECOMMENDATIONS

5.1 Introduction

The findings presented in the previous chapter revealed several of the challenges that isiZulu language translators, translation editors, and proof-readers face when translating from English to isiZulu. Such challenges include a lack of standardization and undeveloped specialised terminologies. Walker et al. (1995), writing on the challenges faced by South African languages practitioners, mention that the agency responsible for translating the ANC's election campaign documents did not coin new words automatically because translators knew it would take a long time for these words to be accepted. They noted that the language experts who fought for the place of African languages after the fall of apartheid acknowledged that giving the official status to all eleven official languages of South Africa in Article 3(1) of the Interim Constitution was a political strategy. Cluver (cited in Walker et al., 1995) argued that it was early for the country to engage with that challenge and questioned the feasibility of implementing a multilingual language policy on a national scale. Kruger (cited in Walker et al., 1995) argued that it would be not cost-effective to have all official documentation translated into eleven official languages and pointed out that the African languages did not yet have well-developed technical terminologies. This challenge of underdeveloped technical language could result in translators tending to paraphrase, replacing a specific term with a more general word (Walker, 1995).

In addition to the underdevelopment of technical language in African languages noted in the literature, this study identified a number of issues in the translation, editing and proofreading of a text to a specific African language: isiZulu. These are summarised in the following section.

5.2 Summary of key findings

The underdeveloped lexicographical and specialist terminology for fields such as legal and political terms pose a challenge to translators and editors working in isiZulu.

Translators and translation editors often experience challenges finding a relevant and equivalent isiZulu specialist term in term banks or dictionaries. Some of these dictionary entries make isiZulu translators and editors confuse certain legal terms with the others in the legal field. The translator endeavoured to always use a general term when translating legal terms.

For instance, in Biko (1987) copyright (*ikhophirayithi/ilungelo elinikwa ngumthetho umqambi wencwadi noma womculo, ukuba neminyaka ethile kube nguye yedwa oyishicilelayo, athengise ngayo noma zuza ilungelo lokushicilelela* (see Doke *et al.*, 2014: 72) translated as copyright/the right given by law to the composer of a book or a music, to have certain years given to them to publish, sell it or to obtain the right to publish. The translator had discovered that, with regard to the term 'copyright', translators, editors, and proof-readers tend to argue about which isiZulu term is the closest equivalent. In such cases, the dictionary meaning is always a solution to language practitioners when trying to bridge the terminological and lexical gap between English and isiZulu, particularly with regard to legal or intellectual property terms such as 'copyright'. It can be recalled that, in data analysis, when comparing a translator's and translation editor's response to the term 'copyright', the practitioners had several contradictions in an edited translation. The translator had observed that most of the editors had opted to paraphrase, while one had used a more general term and another had it translated as a loan word. In addition to the investigator's personal experience, three English dictionaries used the word 'copyright' while isiZulu lexical resources, such as the one compiled by Doke *et al.* (1995), there is no single word referring to 'copyright'; instead, it is written in English as 'copyright' next to a lengthy paraphrase in isiZulu. As there are still few monolingual reference materials that can help in bridging the terminological and lexical gap between isiZulu indigenous language, isiZulu language practitioners tend to rely solely on bilingual dictionaries or other reference resources.

By using Cunningham's (1971) translation accuracy table, the investigator established the role played by each translation text editor in translation text though he had detected that even editors themselves do make errors during the translation text editing process. Adaptation of Cunningham's (1971: 147) table 3 had been functional to answer the question that asked if the three translation text editors were editing or translating; this is seen through detection of major errors that the editors and proof-readers failed to identify in a TT. In addition, in all the three fundamental processes of the translation process, 1) the translation, 2) editing, and 3) the proofreading, only one of the seven language practitioners working on the text noticed a serious typographical error (the misspelling of Aelred Stubbs' first name as 'Alfred'.)

5.3 Model for quality assurance in translation: from source text to press

Quality assurance is a key area of focus in many knowledge domains and industries. Based on the findings of this study, a model is proposed to assure quality in the translation process. The aim is to ensure that content that is translated into isiZulu (or other languages to which the model is applied) is of a high quality, suitable for teaching and learning, as well as scientific, purposes.

The model captures four versions of the process through which a text may pass: firstly, the writing and publication of the original text in the source language (Version 1); the production of a translated text in the target language by two routes that do not include a quality assurance process (Versions 2 and 3); and the production of a quality-assured published text in the target language, involving a team of practitioners and specialists and SABS oversight to arrive at a high-quality end product (Version 4 – the process recommended in this thesis).

It is proposed that SABS adopt the model as the SABS Edited Translation Text Model (the SABS EDITRANSTEX QUALITY ASSURANCE AND APPROVAL MODEL). It is further proposed that SABS code the model as 'ETT' (Edited Translation Text) on the SABS logo to ensure that translation publications are recognized in the quality management system managed by the SABS.

A schematic representation of the model is shown in Figure 2 below. The schematic diagram should be read starting with the **source text (ST)** in red (centre left) and following the arrows: from bottom left to top left (Version 1), across the centre (Versions 2 and 3), and then to the right-hand side where a range of specialist inputs contribute to a SABS-approved high-quality published translation (Version 4).

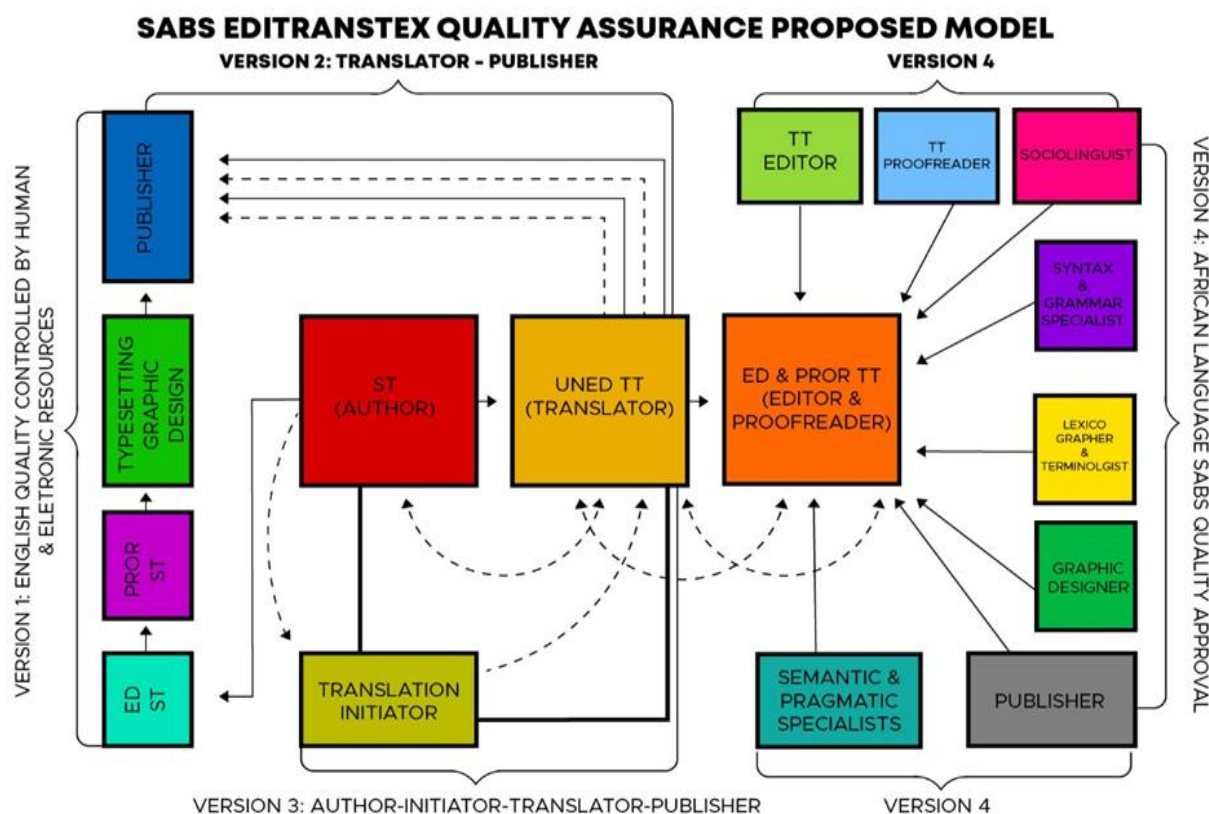


Figure 2 Model for ensuring quality in translation

The model involves four sets of role external role players:

1. Middle part of the model: ST (author), UNED TT (translator), ED & PROR (editor and proof-reader) as the first role players in written and translation text.
2. The first external part of the publication process is presented as version 1, in which English quality is entirely controlled by human, electronic and online references and plagiarism detecting resources. This version is composed of the central part that moves with the direction of the arrow to the left channel of the text production process, and it is as follows: the ST (source text) – ED ST – PROR ST – TYPESETTING/GRAPHIC DESIGN OR PAGE LAYOUT – PUBLISHER. This is where the English ST text production process usually starts. Here, quality is strictly observed and assured by editors and proof-readers, by the online editing tools, proofreading and plagiarism websites, as well as numerous reference materials available in hard copies, electronically and online versions such as the online thesaurus, Oxford Advanced Learners dictionary (Oxford, 2010) and many other versions, as well as online grammar and plagiarism tools such as Grammarly and Turnit In, to mention a few.

3. Version 2 starts on the basic or central part of the text production process: it has the ST (author) – UNED TT (translator) – PUBLISHER. This is where the African language isiZulu translation text production channel begins and ends. With the participant translation text editor's comment in mind as found in the questionnaire, one needs to recall that the findings are that some of the African language translators said their translation did not need to go through the translation text editing process as they had revised and proofread it themselves. Concerning this, one should be mindful that it is more difficult to find relevant reference material – whether in hard copy or in an electronic format – in isiZulu compared to some of the European languages. In the absence of reliable guides and reference documents, specialist terminologies such as the legal terms frequently used in intellectual property may be translated differently by different translators, possibly not resulting in a high-quality translation text suitable for the context in which it is used.
4. Version 3 originates from the central part of the text production in English, such as version 2, in number 3. The process starts from ST (author) – TRANSLATION INITIATOR – UNED TT (translator) – PUBLISHER. Refer to the narrative above in number 3 because the version 3 translation text production channel is one of the African languages in which the translation text quality is vulnerable. Versions 2 and 3 highlight the lack of quality assurance that motivated the investigator to develop and propose the SABS EDITRANSTEX model.
5. Version 4 is the African Language SABS Quality Assurance and Approval simulation. It starts in the central part of the translation text production, i.e., ST (author), UNED TT (translator), ED & PROR TT (editor and proof-reader). The investigator assessed the sociology of translation and translation text production as needing intervention because they are affected by many factors. The SABS EDITRANSTEX quality assurance and approval model will be composed of practitioners specializing in other domains of linguistics, including the author and publisher. In the study, the investigator found that each of the translation texts that had gone through editing and proofreading processes had issues that could require specialist knowledge to resolve.

The model involves the following experts, along with the SABS quality assurance and approval panel:

- **Author.** The translator, editor, and proof-reader may need to consult with the author for clarification, especially regarding technical and scientific texts during the quality assessment phase, where the source text is compared with the target text.
- **Translator.** The translator is the key role player in translation text production. It is the translator who translates the English text into isiZulu. The translator is the one who has to grapple with the challenge of translating the English semantics and syntax accurately into isiZulu. This may require an editor with specialized knowledge to work with specialised terminology or concepts.
- **Sociolinguist.** African languages such as isiZulu may include variations on geographical or other bases. This makes the translator's task more challenging as the choice of words or phrases in translation may be appropriate for audiences using one variant but not another. Translation of some texts may thus require the input of a specialist with a broad knowledge of the sociolinguistic issues related to isiZulu, such as dialectic variants, during the translation quality assurance and approval process.
- **Syntax specialist and grammarian.** Sentences in the source text (ST) will not always follow straightforward grammatical and syntactical rules. In some cases, a specialist may be needed to address complex issues on this level.
- **Semantics and pragmatics specialist.** In cases where the language is particularly complex, ideologically sensitive, or idiomatic, the services of a specialist may be needed to ensure the original meaning of the author is not lost in the translation.
- **Typesetter.** This specialist will ensure that formatting and visual aspects, such as the font type and size, line spacing and graphics, are similar to those in the source text before the translation text goes to print. However, it must be addressed that this part of the publication process is not mandatory for all text. The translation researcher has put it in the model because the study itself sampled to the professional publication that cannot omit this process.
- **Publisher.** This specialist is the final guardian of quality before the translated text goes to print, ensuring that all legal requirements and conventions of the publishing industry are adhered to.

- **SABS officials.** These personnel ensure that all standards have been met.

5.4 Recommendations

The following recommendations are derived from the findings of this study.

- 1) **Professional language service bodies should institute requirements and professional development programmes to build the expertise of language practitioners.**

This study found that gaps existed in the expertise of the language practitioners that participated in this study that ranged across their knowledge of isiZulu grammar, orthography, punctuation, and their understanding of the sociocultural and sociolinguistic aspects of translation, editing, and proof-reading. These gaps may be due to the lack of availability of trainings and workshops on isiZulu linguistics that responds to the development of languages over time.

Translators, editors, and proof-readers need ongoing training on translation, editing, and sociology of linguistics focussed on the source and target languages. Such recommendations or requirements could be instituted by professional bodies related to language services, such as the Provincial Language Committees (PLCs) and the PanSALB, to mention a few.

- 2) **Editors and proof-readers of translated texts need to routinely practice bilingual cross-referencing of the translated text with the untranslated source text to ensure accuracy and reliability in the products they deliver.**

This study found that only one of three editors worked bilingually with both the source and translated texts, as evidenced by two failing to identify the omission of a sentence in the translated text. One edited translation proofreader failed to detect this error as well, indicating that they had not referenced the source text. Without routinely practicing bilingual referencing, translators and editors may still make minor and major errors in translation even though the translated text has gone through all the processes of ensuring quality in translation.

Institutions of higher learning offering translation and African languages programmes must provide a combination of theory and practical in bilingual or translation editing and proofreading at a postgraduate level.

5.5 Recommendations for further research

Based on the findings and conclusions of this study, further research studies in this area are recommended as follows:

- 1) Investigate the use of bilingual cross-referencing by translators and editors to ensure the accuracy and reliability of their products using the Think Aloud Protocols (TAPs) using on-screen video camera keystroke.
- 2) Investigate and analyse the linguistic aspects in isiZulu translation where the investigator will be investigating sentence structure, grammar, and language as well as application of relevant orthographical rules in African language translation text.

5.6 Conclusion to the thesis

This study has conducted a critical discourse analysis of the quality of the translation, editing and proofreading of a political text that had been translated from English to isiZulu. The strategies and interventions used by the translation editors and proof-reader were identified and analysed to determine the outcomes of these processes on the final text.

Data was analysed using one-way ANOVA and two-way ANOVA methodologies. An adapted version of an analytical tool developed by Cunningham (1971) was used to analyse quantitative data using categories for translation accuracy. The study found that both minor and major errors arose in both the translated and edited versions of the text, some of them persisting unaddressed through the translating, editing, and proofreading processes. Some of the errors arose as a result of the inability of the editors and proof-readers to work expertly with some grammatical and orthographic aspects of isiZulu, such as the use of locative formatives in words.

The study recommends that the professional bodies and institutions regulating and leading the training and accreditation of language practitioners provide opportunities for ongoing training and professional development to build their expertise and that translation editors and proof-readers follow a practice of cross-referencing the translated text with the source text to improve the accuracy and reliability of the final text.

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APPENDICES

APPENDIX A: Human Research Ethics Committee (Non-medical Clearance Certificate)

 <p>UNIVERSITY OF THE WITWATERSRAND JOHANNESBURG</p>	
Research Office	
HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL) R14/49 Gumedede	
<u>CLEARANCE CERTIFICATE</u>	<u>PROTOCOL NUMBER: H21/10/12</u>
<u>PROJECT TITLE</u>	Causal analysis between unedited and edited translation text: Biko's non-fiction prose
<u>INVESTIGATOR(S)</u>	Mr T Gumedede
<u>SCHOOL/DEPARTMENT</u>	School of Literature, Language and Media/
<u>DATE CONSIDERED</u>	22 October 2021
<u>DECISION OF THE COMMITTEE</u>	Approved Risk Level: Minimal
<u>EXPIRY DATE</u>	14 December 2024
<u>DATE</u> 15 December 2021	<u>CHAIRPERSON</u>  (Professor J Knight)
cc: Supervisor : Dr B Hlengwa-Selepe and Prof J Inggs	
<u>DECLARATION OF INVESTIGATOR(S)</u>	
To be completed in duplicate and ONE COPY returned to the Secretary at Room 10004, 10th Floor, Senate House, University. Unreported changes to the application may invalidate the clearance given by the HREC (Non-Medical)	
I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to submit an amendment of the protocol to the Committee. I agree to completion of a regular progress report. For Minimal and Low studies, this is due annually on 31 December. For Medium and High Risk studies, this is due twice annually on 30 June and 31 December.	
_____ Signature	_____ Date
PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES	

APPENDIX B: Participant Information Sheet

School of Literature, Language and Media, University of the Witwatersrand

Private Bag 3, Wits, 2050, South Africa



CAUSAL ANALYSIS BETWEEN UNEDITED AND EDITED TRANSLATION TEXT: BIKO'S NON FICTION PROSE

Participant Information Sheet

Due to Covid 19 Pandemic the study will be done remotely using new technology.

Dear Sir / Madam/Prof./Dr.,

My name is Thokozani Khombani Gumede and I am a Masters student in Translation Studies at the University of the Witwatersrand, Johannesburg. As part of my studies, I have to undertake a research project, and I am investigating target-text discourse analysis (translation text editing and proofreading) under the supervision of Dr Bongeka Selepe and Prof Judith Inggs. The aim of this research project is to conduct a critical discourse analysis of a political text that has gone through an editing process and to investigate the role played by each of three (3) translation text editors in editing a translated text, as well as three translation text proof-readers in a text that has gone through editing process.

As part of this project, I would like to invite you to take part in a translation copy editing and proofreading as well as answering an accompanying questionnaire. This activity will involve a short-translated text for the preface, chapter 1 and chapter 2 of the political literature edited by Aelred Stubbs (1987) entitled *I Write What I Like*. With your permission, I would also like to record any calls that we may have during data analysis process using my registered cellular phone number. The recording will be stored in google drive from call application; there will be accessible to me using a password. Also, these recordings will be deleted from the mobile device once they have been transcribed. Transcription will be kept in an encrypted computer drive accessible with a password for a period of 5-years after the dissertation has been submitted to the institution.

There will be no personal costs to you if you participate in this project, you will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The editing and proofreading task as well as accompanying questionnaire will be completely confidential and anonymous as I will not be disclosing your personal and education information, and the information you give to me will be held securely and not disclosed to anyone else at any point. I will be using a pseudonym (false name) to represent your participation in my final research report. If you experience any distress or discomfort at any point in this process, we will stop the editing and proofreading tasks commissioned to you or resume another time.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will not be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you. The data collected from this research project will be stored in a password computer file and google drive and will be kept in these files for the duration of the study. With your permission the data collected from this research project may be used by other researchers in an anonymized format. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcomed to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za


Yours sincerely,

RESEARCHER:

Thokozani Khombani Gumede, 2110786@students.wits.ac.za,

Supervisor(s): Dr. Bongeka Selepe at Bongeka.Selepe@wits.ac.za Phone Number: 011 717 4261 1

APPENDIX C: Participant Consent Form

School of Literature, Language and Media, University of the Witwatersrand		
Private Bag 3, Wits, 2050, South Africa		
Consent form for Translation Text Editor		
CAUSAL ANALYSIS BETWEEN UNEDITED AND EDITED PROSE RESEARCHER	TRANSLATION TEXT: BIKO'S NON-FICTION	
Thokozani Khombani Gumede	Supervisor Dr. Bongeka Selepe	
2110786@students.wits.ac.za	011 717 4261/082 9677 488 Bongeka.Selepe@wits.ac.za	
Due to Covid 19 Pandemic the study will be done remotely using new technology.		
Dear Sir/Madam		
The principal aim of my study is to conduct a critical discourse analysis of a non-fiction prose political text that has not gone through an editing process and to investigate the role played by each of three (3) translation editors in editing a translated text editing and proofreading, especially an underdeveloped African language such as isiZulu. You have been identified as a relevant professional that can be recruited for this purpose. Below, please confirm your consent to participate in translation text editing process: I,, agree to participate in this research project. The research has been explained to me and I understand what my participation will involve. I agree to the following:		
(Please tick the relevant options below).		
Options to choose	Yes	No
I agree that the researcher may use quotes in his / her research report		
I agree that the phone calls may be audio recorded by the researcher		
I agree that the information I provide may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained.		
I know that my participation in translation copy-editing and questionnaire attached to it is voluntary and have to inform the researcher if I am interested to participate or not. If for any reason, at any time, I want to withdraw, I may do so. The researcher has explained the aims and nature of this study to me. I understand what I am asked to do.		
I am aware the data will be used for a MA degree research project. I have the right to review my responses before they go into the research report. I know that the data gathered in this study will be published and that I need to indicate should I wish to remain anonymous. I understand that the only risk that may be involved is that participants may be identifiable to some readers because of their role, however, the researcher will ensure that sensitive information like age is kept confidential. I grant permission for the use of this information for the purposes explained above.		
I have read the above form, and, with the understanding, that I can withdraw at any time, and for whatever reason. I consent to participate in translation text editing task and accompanying questionnaire as commissioned by the researcher.		
Name and Surname of participant..... Title.....		
Signature.....		
Date.....		

APPENDIX D: Questionnaire for translation text editors

School of Literature, Language and Media, University of the Witwatersrand

Private Bag 3, Wits, 2050, South Africa



QUESTIONNAIRE

Causal Analysis Between Unedited and Edited Translation Text: Biko's Non-fiction Prose

Dear respondent,

As an individual key player, you have been selected to take part in a research study on a critical discourse analysis between where processes in quality assurance in translation text are discuss. The study compares an unedited and edited translation text after you have been edited the political discourse that can be used as a pedagogical tool and reference material for political students. The study will be in the pursuit of a Master of Arts degree at the University of the Witwatersrand, Johannesburg. The target text-based analysis model will be used institutions such as the South African Translators Institute (SATI) and at the university level for both undergraduate and postgraduate degrees where linguistic knowledge and principles can be applied to real life working environment.

To this end, you are requested to assist me in gathering information (complete questionnaire) on translation text editing with specific reference to previously marginalized African language (isiZulu) translation text editing.

Please complete the questionnaire attached to this document and return to me via email at 2110786@students.wits.ac.za within two weeks of receiving it.

Information to consider when completing this questionnaire:

1. Please complete all questions as honestly as possible, bearing in mind that the questionnaire is not anonymous, and your identity will not be disclosed in the dissertation or research report.
2. Your responses will be treated in strictest confidence and will only be used in a summarized form in other words, together with the answers of the respondents.)

Should you want to receive a summary of the results of this research please lodge a request at 2110786@students.wits.za.

Your time and contribution to this study project is much appreciated.

Thokozani Gumede (Mr.)

Dr Bongeka Hlengwa-Selepe

RESEARCHER

SUPERVISOR

Respondent,

Please answer each question by ticking where appropriate, complete and comment.

1. The first process in translation is the conversion of a source-text to the target-language. So, besides being a participant in Biko's non-fiction prose translation text editing process, how frequent do you consider translation text editing in your own translation project?

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2. Do you commission accredited translation text editors to offer translation text editing service to your own work of translation? Tick the appropriate box.

YES

NO

3. Do you commission translation text editing based on experience in linguistic or related fields? Tick the appropriate box.

YES

NO

4. What is your translation text editing or language practice accreditation? Write down the name of the accreditation board or organization and your specialization(s).

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5. In line with comparison editing, what aspects do you often consider and why?

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6. Subject matter editing comprises of three steps, namely: checking for correctness of technical terms, checking for correctness or usage in a broader sense, and checking for correctness of subject matter. What would be your comment on Biko's (1987) non-fiction prose translation text based on the subject matter editing steps?

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7. Translation text editing step, what are some of the sub-steps of the translation text editing have you considered to check thoroughly in Biko's (1987) non-fiction prose entitled *I Write What I Like*?

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8. There are three categories of translation editing. Firstly, there is a Target Language and Source Language category, which focuses on completeness and sense, distortion, and fine points. Secondly, is the subject matter (focusing on technical terminology and technical usage. And thirdly, there is TL Editing focusing on elegance (correctness), style (consistency) and style manual and internal consistency.

What would be your comment to the translator of Biko's non-fiction prose with regards to each category of the translation text editing given above?

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APPENDIX E: Brief for translation text editors

Edit the non-fiction political prose text attached. The text intends to collect data for the Master of Arts Degree in Translation studies in 2022. However, an edited text can also be used by political students, experts, and general readers for reading and reference.

Kindly edit captions, text boxes, footnotes, endnotes, references, and annexes where there is a need. Do not edit the cover page of the translated version. Edit from copyright, title page, acknowledgements, preface, introduction and SASO-Its Role, Its Significance, and Its Future (on pp. 11) written as “page 8” highlighted in yellow.

The text contains no reference list or bibliography. The translator did not use any reference management software except the soft and hard copies of reference materials available online and in physical formats. Therefore, as the editor you can use soft and hard copies if he feels so. Add your comments on the right-hand margin of the translated text if there are issues you have observed and fixed during the editing process.

Arrangement for any figures in the documents must be preserved. Illustrations, graphs, charts, diagrams, drawings, photos, maps, and elements such as equations are not editable, other than on hard copy, so you do not have to edit these on a soft copy when editing electronically.

The level of editorial intervention for this text is a comprehensive edit round: substantive editing (for non-fiction political prose). The drafting of this political text does not comprise several stages of review, which means only one draft need to be edited by you. At least two drafts will be from other participants translation text editors.

The queries raised during editing must be directed to the researcher because not all editorial issues can be resolved in one pass of a document. Since the text is subject to substantive editing, there is a possibility for numerous queries about the translated text. Make comments that have no clear-cut answer. Or suggest those substantial changes to be made (e.g., moving text around or inserting new text) in your comments section either on the right-hand margin of the text or a separate sheet quoting relevant paragraph or sentence numbers. The researcher is willing to take responsibility for any amendments or insertions made by the editor after text editing during the data analysis process.

APPENDIX F: Brief for translation text proof-readers

Proofread the edited translation text of the non-fiction political prose attached. This text intends to collect data for the Master of Arts Degree in Translation studies in 2022, the professionals and students studying language-related courses; it can be used by political students, experts, and general readers for reading and reference purposes.

Kindly proofread captions, text boxes, footnotes, endnotes, references, and annexes. Do not proofread the cover page of the translated version. Proofread from copyright, title page, acknowledgements, preface, introduction and SASO-Its Role, Its Significance, and Its Future (on pp. 11) written as “page 8” highlighted in yellow.

To save you money, do not proofread on a hardcopy. The entire task must be done electronically.

Track all the changes and do not use proofreading symbols. If you want to make additional comments, you can do so on a separate MS Word document or write on the right-hand margin of the electronic text.

APPENDIX G: Cunningham's (1971: pp. 13) Categories of Translation Editing

I. TL-SL comparison	II. SM vocabulary	III. TL editing	
A. Completeness	A. Technical terminology	A. Elegance (correctness)	
B. Sense	B. Technical terminology	B. Style (consistency)	
1. Distortion		1. Style manual	
2. Fine points		2. Internal consistency	
TL= target language; SL = source language; SM=subject matter			
Cunningham (1971: pp. 147) table3 categories of translation editing original table where analysis for table 4, 5 and 6 were adapted.			
Categories of changes made	Number of positions	Words Involved	Percentage of changed
Minor translation errors	2	4	0.00088
Major translation errors	6	25	0.00543
Typographical error	16	23	0.00500
Technical terminology	20	28	0.00609
Personal preference	46	173	0.03761
Improvement of original	13	16	0.00348