



UNIVERSITY OF THE WESTERN CAPE

FACULTY OF ARTS

**LINGUISTICS DEPARTMENT
MASTERS (MINI THESIS)**

NAME AND SURNAME: JOYCE JABULILE MAJOZI

STUDENT NUMBER: 3521229

**Title: A Functional Terminological Analysis of a “Multilingual
Parliamentary/ Political Terminology List” of the Department of
Arts and Culture.**

Supervisor: Prof. B. Antia



Abstract

South Africa's National Language Policy Framework was formulated in 2003. The framework was designed to create an enabling environment for the development of instruments and initiatives intended to promote multilingualism in the country. Following the formulation of the National Language Policy Framework, National Parliament, in collaboration with the Western Cape and the Eastern Cape Legislatures, commissioned a project of developing a *Terminology List* of terminology that is used in these settings. This *Terminology List* was taken over and expanded in 2005. According to the *Terminology List*'s preface, "stakeholders embarked on the enlarged terminology project in order to ensure that multilingualism was possible in this field. The *Multilingual Parliamentary/Political Terminology List* will promote multilingualism in Parliament and elsewhere, and will facilitate effective communication between parliamentarians, politicians, national and provincial language offices, provincial legislatures and Hansard offices" (DAC (2005: iii-iv). With perhaps one exception (Rondganger, 2012) focusing on the English-Afrikaans language pair, there are no known studies evaluating the *Multilingual Parliamentary/Political Terminology List*. As a result, it is not known to what extent envisaged target users (e.g. language practitioners) in National and Provincial Legislatures are even aware of its existence. It is also not known to what extent the terminology resource is able to support target users in the typical usage situations envisaged in the preface. More generally, there has also been no determination of how the *Multilingual Parliamentary/Political Terminology List* has contributed to language development, specifically, making possible the use of the nine indigenous African languages for parliamentary-related discourse. As a consequence of the above dearth of knowledge around the *Multilingual Parliamentary/Political Terminology List*, there also is no empirical database upon which suggestions can be made for improving it; that is, responding to the call in the preface for suggestions: "the compilers acknowledge that it might be useful to expand the collection, and any suggestions in this regard will be welcomed" (DAC (2005: iv). This research draws on the sociology of dictionary use (Kühn 1989, Flinz 2010) and on a knowledge-attitude-practice (KAP) approach to terminology evaluation (Antia 2000, Antia & Clas 2003; Rubin 1977, Kummer 1983) to analyse the *Multilingual Parliamentary Terminology List*.

KEYWORDS:

Parliamentary terminology, isiZulu, isiXhosa, Language Policy, Language Services Section of Parliament, Hansard, Language Policy for Parliament, Members of Parliament, Terminology development, indigenous African languages, Language practitioners

Declaration

I declare that *A Functional Terminological Analysis of a “Multilingual Parliamentary/ Political Terminology List” of the Department of Arts and Culture* is my own work, that it has not been submitted before, for any degree or examination at any other university, and that all the sources I have used or quoted, have been indicated and acknowledged by complete references.

Jabulile Majozi

Signed..... Date



UNIVERSITY *of the*
WESTERN CAPE

Acknowledgements

First and foremost, I would like to thank God for affording me with an opportunity to fulfil my desire to complete this project. Secondly, I like to thank my family, Philisiwe and Nokukhanya their children and husbands for their continuous support and encouragement. I am also thankful of the support I received from my colleagues, especially Manesi, Mthunzi, Phozisa, Joyce, Hilda, Chris and Motheo. I would also like to take this opportunity to thank Dr. Jo- Marie Nel for her guidance.

The completion of this thesis would not have been possible without the help and encouragement of my supervisor, Professor Bassey Antia. Thank you Prof, for your input and insight. This project is dedicated to the late Mr S. S. Mabanga, my Senior Secondary School Principal.



List of tables

Table 1: Overview of LSS and the recruitment of respondents (page 28)

Table 2: Tabulated results of the portfolios, their awareness of the *Terminology List* as well as length of service. (page 33)

Table 3: Participant awareness of the glossary and their responses regarding knowledge of the number of languages it contains. (page 34)

Table 4: Participant awareness regarding the availability of the *Terminology List*. (page 35)

Table 5: Portfolios responses regarding owning a physical copy of the *Terminology List* (page 36)

Table 6: Portfolio responses on how frequently the *Terminology List* is used. (page 38)

Table 7: Problematic terms found in the *Terminology List*. (page 43)

Table 8: Representation of sources of solutions for issues encountered in *Terminology List*. (page 45)

Table 9: Representation of sources of solutions for issues encountered in *Terminology List* as per isiXhosa translators. (page 50)

Table 10: Terms and errors by translators, *Terminology List* and its Appraisal (isiZulu). (page 54)

Table 11: Terms and errors by translators, *Terminology List* and its Appraisal (isiXhosa). (page 57)

List of figures

Figure 1: Extract from questionnaire. (page 31)

Figure 2: Representation of percentage participants' awareness of the *Terminology List*. (page 31)

Figure 3: Participants' responses indicating channels of knowledge. (page 32)

Figure 4: Pie chart representing responses on how useful participants deem the *Terminology List*. (page 37)

Figure 5: Illustration of participants' engagement with the *Terminology List*. (page 38)

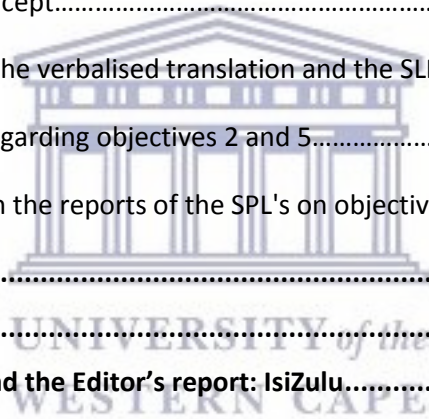
Figure 6: A text that isiZulu and isiXhosa translators were required to translate. (page 40)

Table of Contents

Abstract.....	1
Declaration	2
Acknowledgements.....	3
List of tables	4
List of figures	4
Chapter 1: Introduction.....	8
1.1 Introduction and Background.....	8
1.2 Problem statement.....	10
1.3 Aims and Objectives	11
Chapter 2: Literature Review and Theoretical Framework	12
2.0 Introduction	12
2.1 Literature Review	12
2.1.1 Language policy-making under apartheid.....	12
2.1.2 Post-apartheid language policy-making in Parliament	14
2.1.3 Quality of language use in the National Parliament	18
2.1.4 Evaluation of Parliamentary Terminology.....	19
2.2 Theoretical framework	21
2.2.1 The sociology of dictionary use	21
2.2.2 Terminology evaluation: knowledge, attitude and practice	22
2.3 Conclusion.....	23
Chapter 3: Research methodology	24
3.0 Introduction	24
3.1 Research approach	24
3.1.1 Qualitative approach:	24
3.2.2 Quantitative approach.....	24
3.2 Research site	24
3.3 Data types	24
3.4 Data Collection	26
3.4.1 The Multilingual Parliamentary/Political Terminology List.....	26
3.4.2 Questionnaire on Knowledge, Attitudes and Practices of language practitioners vis-à-vis the <i>Multilingual Parliamentary/Political Terminology List</i>	26

3.4.3 Verbalisations by selected language practitioners while translating a text using the <i>Terminology List</i>	27
3.4.4 The copies of translations produced by the practitioners	27
3.4.5 Assessment of the translated texts by editors	27
3.5 Participants	28
3.6 Ethical considerations	28
3.7 Conclusion.....	29
Chapter 4: Presentation, analysis and discussion of the quantitative data	30
4.0. Introduction	30
4.1. Data related to ‘Knowledge’ of the <i>Terminology List</i> (K of KAP).....	30
4.1.1 Do you know about the Multilingual Parliamentary/Political Terminology List? ...	31
4.1.2 If you are aware of it, how did you come to know about it?	32
4.1.3 Do you know how many languages are contained in the <i>Terminology List</i> ? If you answered ‘Yes’ above, how many languages?	34
4.1.4 Do you know whether a copy is available/accessible for colleagues to use?.....	35
4.2 Data on participants’ attitudes to the <i>Terminology List</i> (A of KAP).....	36
4.3 Data on participants’ use of the <i>Terminology List</i> (P of KAP)	38
4.4 Conclusion.....	39
CHAPTER 5: Presentation and discussion of qualitative data	41
5.0 Introduction	41
5.1: Translation process.....	41
5.1.1 Profile of the translators.....	41
5.1.2 Duration of translations.....	44
5.1.3 IsiZulu and isiXhosa equivalents not found in the <i>Terminology List</i>	44
5.1.4 English to isiZulu translation process	46
5.1.6 English to isiXhosa translation process	51
5.1.7 IsiXhosa verbalisations	53
5.2 Editorial comments on translated text (isiZulu).....	54
5.2.1 Editor’s report regarding the isiZulu equivalents in the <i>Terminology List</i>	57
5.2.2 Editor’s report regarding the isiXhosa equivalents in the Terminology List	60
5.2.3 The Contribution in the development of isiXhosa	60
5.3 Conclusion.....	61
CHAPTER 6: The discussion of the findings and conclusion.....	60

6.0 Introduction	61
6.1 Data sets related to knowledge, attitude and practice of the <i>Terminology List</i>	62
6.2 Findings on the usefulness of the Terminology List	63
6.3 Findings extracted from translation texts.	63
6.3.1 IsiZulu translations.....	63
6.3.2 IsiXhosa to English transactions	64
6.4 Editors report	64
6.5 Limitations and recommendations	64
6.5.1 Limitations	64
6.5.2 Recommendations on awareness of the <i>Terminology List</i>	64
6.5.2.1 Knowledge of K,A,P concept.....	64
6.5.2.2 Attitude of K,A,P concept.....	64
6.5.2.3 Practice of K,A,P concept.....	65
6.5.3 Recommendation on the verbalised translation and the SLPs' reports.....	65
6.5.3.1 Recommendation regarding objectives 2 and 5.....	65
6.5.3.2 Recommendation on the reports of the SPL's on objective 3.....	65
Reference list.....	68
Addendum A: Questionnaire	72
Addendum B: Translated text and the Editor's report: IsiZulu.....	73
Addendum B: Translated text and the Editor's report: IsiXhosa	78



Chapter 1: Introduction

1.1 Introduction and Background

South Africa became a democracy in 1994. Democracy brought about the need for transformation that was aimed at addressing the injustices of the past in a number of sectors and ways. Prior to 1994, South Africa recognised only English and Afrikaans as official languages. The new Constitution of 1996 declared eleven South African languages and South African Sign Language as official languages (Constitution of South Africa, 1996:4). The new government introduced many changes in such sectors as the public service, higher education, and so on. For instance, it passed the Public Services Act of 1994, and the Batho Pele principles document was put in place - a document that is meant to ensure that members of the public are served with respect, integrity and that they are served in the language of their choice at all times. To address the language barrier between service providers and their clients in the Public Service, the Telephone Interpreting Services of South Africa (TISSA) was introduced in 2001. This service was meant to bridge the communication barrier between the service providers in the Public Service sector (e.g. hospitals, police stations) and the consumers who were not familiar with each other's languages using professional interpreters accessible telephonically (Beukes, 2003:53).

With respect to the Parliament, the National Language Policy Framework of 2003 (DAC: 2003) prompted this institution to formulate its own Language Policy (in the same year, 2003). This policy aligned itself with the Constitution as Parliament needed to ensure that multilingualism was realised in its precinct. This Language Policy of Parliament specifies how parliamentary business is to run with regard to language use, and states that "Members of Parliament have the right to use any of the 11 Official languages, as well as South African Sign Language, in the National Assembly, the National Council of provinces and in Committee meetings. The speeches will be simultaneously interpreted into all 11 official languages". The policy also guarantees that interpreting and translation services will be rendered when speeches are being delivered, and that the interpreting services should also be extended to the public gallery for the visitors, members of the other House who are visiting and the media. The 2003 Language Policy of Parliament further requires that:

“the Official Record of Parliamentary Proceedings (Hansard, Committee Reports, Questions and Replies, Motions and Statements) will be published in the original language in which they were presented or submitted and will be translated and made

available electronically in all other official languages. Any member of the public or any institution or body will address Parliament in the official language of their choice. Committee Proceedings will be interpreted according to the Members' and other participants' declared language preferences. Daily Papers will be sent electronically to the Members in their registered language of preference. They will also be published on the parliamentary website." (Language Policy for Parliament, 2003:1- 2).

These policy provisions had a number of implications. Firstly, in terms of human resources, the above provisions clearly meant that Parliament had to recruit language practitioners who would render interpreting and translation services to the Members of Parliament and members of the public. Consequently, Parliament employed the first group of 44 language practitioners in the form of interpreters, additional translators, transcribers and editors (Ntuli, 2012:2).

Secondly, these provisions meant that equipment and other infrastructure had to be procured for the newly appointed staff. Fully furnished interpreters' booths were installed in both Houses of Parliament and in Committee rooms. Headphones and computers were provided to support the translating and reporting of Members' speeches. Parliament also purchased Prism licences for reporters. Prism is a software program that is used for retrieving recorded Members' speeches. Thirdly, and very importantly, the availability of terminology needed to be ascertained and terminology created and/or compiled, especially in the indigenous African languages, which even though used in some of the legislatures of the TBVC states (i.e. Transkei, Bophuthatswana, Venda and Ciskei), were not as extensively used as were English and Afrikaans, and therefore required terminological elaboration.

Logically, in 2003, following the formulation of the National Language Policy Framework, National Parliament, in collaboration with the Western Cape and the Eastern Cape Legislatures, commissioned a project on developing a *Terminology List* of terminology for parliamentary purposes. The outcome of that project was published in 2003, and was called *Isigama sesiXhosa Esixhaphakileyo Kwiintetho Zasepalamente: Parliamentary Terminology: First Volume*". It comprised only three languages, namely: English, Afrikaans and isiXhosa. This *Terminology List* was taken over and expanded by the Department of Arts and Culture through its National Language Service to include all 11 languages. Published in 2005, the expanded *Terminology List* contains 479 English terms with equivalents in all 10 official languages. The entries related to both political and parliamentary terminology; as a result, the new resource was rechristened *Multilingual Parliamentary/Political Terminology List*.

The revised *Terminology List*, like its predecessor, was intended to make it possible for specialist or technical communication relating to the work of Parliament to take place. It was not just about making specialised communication somehow possible, but ensuring that the quality of such communication was of a high standard. We see both of these points in the preface to the Terminology List, which reads, in part, as follows: "as is the case in all subject fields and domains of specialised activity, terminology is essential for promoting technical communication and achieving a high level of accuracy in the product" (DAC (2005: iii). The preface further alludes to the need for translators to have a comprehensive resource which they can easily make use of, since they themselves are always under time pressure and do not have the time to do research to come up with terminology equivalents.

Consistent with other policy documents, the overall goal of the terminology was to develop South Africa's official languages in the area of parliamentary discourse and make multilingualism in this area a reality. In other words, the goal was to facilitate interpreting and the translating of documents, as well as of speeches of the Members of Parliament. According to the preface, "stakeholders embarked on the enlarged terminology project in order to ensure that multilingualism was possible in this field. The Parliamentary/Political Terminology List will promote multilingualism in Parliament and elsewhere, and will facilitate effective communication between parliamentarians, politicians, national and provincial language offices, provincial legislatures and Hansard offices" (DAC (2005: iii-iv).

1.2 Problem statement

With perhaps one exception (Rondganger, 2012), a UWC honours degree research paper focusing on the English-Afrikaans language pair, there are no known studies evaluating the *Multilingual Parliamentary/Political Terminology List*. Rondganger's study was smaller in scope as there were only four participants who are themselves not familiar with the parliamentary setting whereas this study is made up of 101 participants who are themselves employees of Parliament. She also assumes that the *Terminology List* is known by the target users, which needs to be problematized. As a result of the lack of (bigger) studies in this area, it is not known whether envisaged target users (e.g. language practitioners) in National and Provincial Legislatures are even aware of its existence. It is not known to what extent envisaged target users (e.g. language practitioners) in National and Provincial Legislatures are even aware of its existence. It is also not known to what extent the terminology resource is able to support target users in the typical usage situations envisaged in the preface. More generally, there has

also been no determination of how the *Multilingual Parliamentary/Political Terminology List* has contributed to language development, specifically, making possible the use of the nine indigenous African languages for parliamentary-related discourse. As a consequence of the above dearth of knowledge around the *Multilingual Parliamentary/Political Terminology List*, there also is no empirical database upon which suggestions can be made for improving it; that is, responding to the call in the preface for suggestions: “the compilers acknowledge that it might be useful to expand the collection, and any suggestions in this regard will be welcomed” (DAC (2005: iv).

1.3 Aims and Objectives

The aim of this study is to carry out a functional terminological evaluation of the *Multilingual Parliamentary/Political Terminology List*, with a focus on the isiXhosa and isiZulu entries in relation to the English source language.

The objectives of this study are as follows:

1. to determine the awareness and perception of relevant language practitioners regarding the *Multilingual Parliamentary/Political Terminology List*;
2. to determine the level of support provided by the *Multilingual Parliamentary/Political Terminology List* to relevant language practitioners in a specific translation task;
3. to determine the quality of translation produced on the basis of the *Multilingual Parliamentary/Political Terminology List*;
4. to reflect on the extent to which the *Multilingual Parliamentary/Political Terminology List* has contributed to the development of relevant specialist discourses in the target languages;
5. to make suggestions for improving the *Multilingual Parliamentary/Political Terminology List*.

Chapter 2: Literature Review and Theoretical Framework

2.0 Introduction

This chapter is going to unpack both the literature review and the theoretical framework. The topics reviewed under the relevant literature comprise of: language policy-making under apartheid and post-apartheid language policies as they affect the legislature, language use in Parliament, the quality of language use in Parliament of the Republic of South Africa, and critiques of terminology resources for legislative purposes. In terms of theoretical framing, discusses the theoretical framework will be based on two pillars: the sociology of dictionary use and a knowledge-attitude-practice approach to the evaluation of terms or terminology resources.

2.1 Literature Review

2.1.1 Language policy-making under apartheid

According to Heugh (2002), language policies in South Africa have been subject to a lot of change. These sentiments are shared by Kamwangamalu (2002:120) stated that these changes occurred in four significant phases, namely: the Dutchification phase that was put in place by the Dutch officials who arrived in South Africa in 1652; the Anglicisation phase that was implemented by the British colonisers first from 1795 and then from 1806-1948; the Afrikanerisation phase from 1948-1994. In 1994, the government adopted the nine indigenous languages as the official languages alongside English and Afrikaans. Alexander (1989:13-14) points out that during the Anglicisation phase, the English government exerted pressure on the public to use English. Pressure was put on schools to teach in English and the pressure on courts followed thereafter from the late 1820s. “In 1853 they made English the exclusive language of Parliament; and by [1870] they appeared to be triumphing on all fronts. By the middle 1870s the Chief Justice, J.H. de Villiers, could tell the audience that although the time is still far distant when the inhabitants of this colony will speak and acknowledge one common mother-tongue, it would come at last and when it does come, the language of Great Britain will also be the language of South Africa”. With the emergence of Afrikaans as the language of commerce and politics, De Kadt (2006:41) says that before the Afrikanerisation phase, Afrikaans existed only in spoken form but the government of the 1920s made substantial efforts in developing it to be the language of government business and education. The Afrikanerisation of the South African society had its challenges but its significant success was witnessed with the election of the Afrikaans government in 1948. This government “demonstrated the political and social growth of the language to a position of dominance – a remarkable change over such

a brief period of time” (Webb et al, 2006:48). This is evident because according to the South African Constitution at the time (Republic of South Africa Constitution Act 1961), English and Afrikaans were selected to enjoy prestige and status over other languages. This meant that official documents and other forms of communication were only to be in both English and Afrikaans. The constitution carefully stipulated that:

English and Afrikaans shall be the official languages of the Republic, and shall be treated on a footing of equality, and possess and enjoy equal freedom, rights and privileges. All records, journals and proceedings of Parliament shall be kept in both the official languages, and all Bills, Acts and notices of general public importance or interest issued by the Government of the Republic shall be in both the official languages” (Republic of South Africa Constitution Act,1961:18).

It is worth noting that between 1963 and 1994, the Nationalist Party government formed a homeland system where black people were to govern themselves. Six of these homelands were self-governing, while the other four were said to be independent and were called the TBVC states, namely: Transkei, Bophuthatswana, Venda and Ciskei. To exemplify with the latter states, each one had a parliament which recognised the territorial indigenous languages as official languages whilst they also accommodated English and Afrikaans as languages of government business. For example, the Transkei Constitution stated that “Xhosa shall be the official language of the Republic of Transkei and, except as provided in section 41, Sesotho, English and Afrikaans may also be used for legislative, judicial and administrative purposes” (The Republic of Transkei Constitution Act of 1976:230).

Bophuthatswana declared through its Constitution that “Tswana, English and Afrikaans shall be the official languages of Bophuthatswana” (Republic of Bophuthatswana Constitution as amended in 1984: 2). The Venda homeland Constitution similarly stated that: “Luvenda, English and Afrikaans shall be the official languages of the Republic of Venda” (The Republic of Venda Constitution, Act No. of 1979:2). The implication was that these were the languages to be used in the Venda homeland legislature. Ciskei differed by not including Afrikaans as an official language of parliament, as its constitution stated that: “Xhosa and English shall be the official languages of the Republic of Ciskei and shall enjoy equal recognition” (The Republic of Ciskei Constitution Act, 1981:2).

After the apartheid government, a new constitution was created in 1996. As a result, the homeland system collapsed with the apartheid government and the new order introduced provincial legislatures which formulated their own language policies. Provincial language policies typically apply to legislatures as well. To illustrate an example, the Free State Provincial Government Language Policy of 2006, “aims, inter alia, to facilitate equitable access to Free State government services, to promote equitable use of designated official languages, to foster respect for and protect the language rights of the people of the Free State”. It “designates Sesotho, Afrikaans, Isixhosa, Setswana, Isizulu and English as official languages of the Free State province”. It also states that Sesotho, as the language spoken by the majority of the public in the Free State, must in general be used for communication during all government interaction with members of the public and communities but that will differ according to circumstances. Interpreting or technical means will be available to accommodate the Free State designated official languages and the Deaf community (FSPG Language Policy (2006:1-4). This language policy comes five years after the Hansard Directorate of the Free State Legislature had already initiated a 72 page trilingual Wordlist known as Sesotho-English and Afrikaans Parliamentary Terminology List in 2001 (<http://www.gov.za/free-state-government-language-policy>).

What the above review shows is that there is an interesting history of the policy-making on languages in South African legislative contexts. This history in a sense also underscores the centrality of language ideologies in policy-making. Language ideologies have been defined as the shared language/ language variety beliefs that influence our view of these language varieties and their speakers. (Schieffelin et al (1998). The above history also shows that there has been some recognition of the importance of terminology in facilitating the implementation of policies in favour of indigenous African languages.

2.1.2 Post-apartheid language policy-making in Parliament

Osman (2008:91), states that: “The post-apartheid era in South Africa began officially in 1994 when the first multiracial all party elections were held which culminated in the Nelson Mandela-led ANC being voted into power. The new era was to represent a significant break with the rigid policy of Afrikaans-English bilingualism that existed during the apartheid years”. As a result, South Africa and Parliament changed with the advent of democracy – when the new Constitution, Act 108 of 1996, declared everyone as equal before the law. As a result,

everyone who was a citizen of South Africa was supposed to be represented in Parliament. Following this new Constitution and the Bill of Rights, which is the document that is the backbone of human rights in this country, Parliament had to be transformed. This is because the Bill of Rights specifies that people have a right to use and be served in the languages of their choice and the Constitution declaring all nine indigenous languages as official languages, meant that representation in Parliament was open to everybody irrespective of the skin colour, creed or linguistic preferences. With the introduction of the Constitution, several things happened, including an opportunity for parliamentarians to use other official languages in the Parliament. De Kadt (2006:40) states that, sixty-eight years after Afrikaans language was successfully integrated into government (including Parliament as seen in the Constitution of the day cited earlier), business and education, the South African government took an ambitious leap of wanting to simultaneously develop all the nine indigenous languages through the South African Constitution of 1996. Hibbert (2003: 103) observed that “the language profile of Members of Parliament changed dramatically after the first democratic elections in 1994”. This happened because the face of Parliament had also changed, as it became a democratic and an inclusive Parliament that represented all the citizens of South Africa. This inclusivity manifested itself to the linguistic diversity as espoused by the Constitution of the country which proclaimed that all South African languages should be treated equally as they are all declared official. Therefore, every Member of Parliament had a right to express themselves in the language of their choice. The statement made by Hibbert confirms that before democracy, Parliament, like the rest of government and public discourse, was also using English and Afrikaans only in conducting its business, and that other languages were not recognised at all. But as we have discussed above, many things changed in Parliament but this was not without challenges.

Hibbert (2016:34) states that “in 1999, one of the main issues of political transformation in Parliament was the language policy issue, that is, which languages to use for documentation and which for oral communication in order to represent all official languages in a way that could be regarded as equitable by the different language groupings”. As a result, taking its cue from the Constitution of 1996, Parliament developed its own language policy that had aligned itself with National Language Policy Framework in October 2003. Below I will be quoting a few key provisions of the policy. The Language Policy for Parliament states that:

1. House Debates and Committee Proceedings are as follows:

1.1 Members of Parliament have the right to use any of the 11 Official languages, as well as South African Sign Language, in the National Assembly, the National Council of provinces and in Committee meetings. The speeches will simultaneously interpreted into all 11 official languages.

1.2 Interpreting services will be made available in the galleries for visitors, members of other Houses visiting and the media.

2. Publication of the Official Record of Parliamentary Proceedings (Hansard, Committee Reports, Questions and Replies, Motions and Statements)

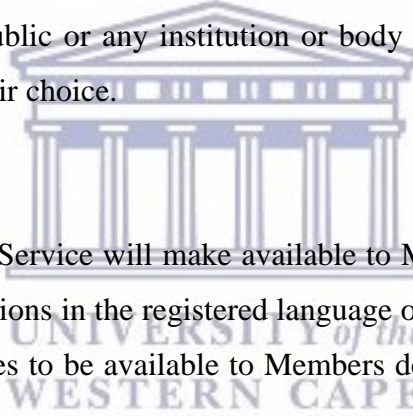
These records will be published in the original language in which they were presented or submitted. They will be translated and made available electronically in all other official languages.

Concerning the public, the policy entails that:

4.1 Public oral address and written submissions to Parliament

Any member of the public or any institution or body will address Parliament in the official language of their choice.

Provided that:

- 
- a) The Parliamentary Service will make available to Members translated versions of the written submissions in the registered language of preference in terms of clause 3(b) and such copies to be available to Members dealing with matters relevant to such submission.
 - b) The written submission by the public instances will be received by Parliament 21 days in advance of presentation to enable translations and formatting for electronic distribution.
 - c) Any person submitting oral evidence will indicate language of use within 48 hours to enable efficient interpretation service.

The policy would be implemented in two phases, which will be applicable on adoption where it is envisaged that its implementation would be fully complete between three to five years.

Phase 1 was envisaged to unfold as follows:

1. Interpreting

1.1 During Debates in the Houses

Members' speech delivered in any of the 11 official languages (including SASL) will be interpreted simultaneously and translated into six (6) languages as follows:

- a) One language at a time, on rotational basis, from the Nguni Group, viz. IsiNdebele, siSwati; isiZulu and isiXhosa;
- b) One language at a time, on rotational basis, from the Sotho Group, viz. Sepedi (Sesotho sa Leboa), Sesotho and Setswana;
- c) Afrikaans;
- d) English;
- e) XiTsonga; and
- f) TshiVenda.

1.2 During Committee Proceedings

The proceedings will be interpreted according to the Members' and other participants' declared language preferences.

2. Publication of Hansard

2.1 Members' speeches will be published on the parliamentary website in the languages in which they were delivered.

2.2 Members' speeches will be sent to them electronically.

2.3 Hansard bound volumes will be published annually.

3. Publication and distribution of Daily Papers

Daily Papers will be sent electronically to the Members in their registered language of preference. They will also be published on the parliamentary website.

Phase 2 was programmed to be implemented as follows:

In three to five years, the capacity to implement the policy in full should be completely developed, therefore:

1. Debate in the Houses

Members' speeches, delivered in any of the 11 official languages (including SASL), will be interpreted simultaneously and translated into all 11 official languages, viz.:

1.1 Afrikaans

1.2 English

1.3 IsiNdebele

1.4 Sepedi (Sesotho sa Leboa)

- 1.5 Sesotho
 - 1.6 Setswana
 - 1.7 SiSwati
 - 1.8 XiTsonga
 - 1.9 TshiVenda
 - 1.10 Isixhosa; and
 - 1.11 IsiZulu
2. Committee Proceedings

The proceedings will be interpreted according to the Members' and other participants' registered and/or declared language preferences.

With the introduction of the Language policy for Parliament, a fully-fledged Language Services Section was established in 2003 to cater for all linguistic needs of the parliamentarians where multilingual interpreting services were added to other services like reporting, editing and translation which were already functioning on bilingual bases then. Likewise, reporting and translation services were also transformed into multilingual services. Parliament realised that with the new linguistic setting in its precincts, it needed to do things differently. The Constitution entails that everyone has a right to use a language of their choice, therefore, Parliament realised that these indigenous languages must be developed because terms for concepts that are used in Parliament have to be available in these languages and they would be needed with the use of the indigenous languages. It was for that reason that Parliament formulated this *Multilingual Parliamentary/Political Terminology List*, which is the subject of my topic.

2.1.3 Quality of language use in the National Parliament

The quality of language use in speeches and interpreting in Parliament has been the subject of research (Hibbert 2003, Ntuli 2012, Reinhardt 2000). Reinhardt (2000:82-84), observed that most parliamentarians create a lot of problems for language practitioners who are expected to produce an error free Hansard, by insisting in speaking in English even if they are not English home language speakers as they “make grammatical and other language mistakes”. Parliamentarians do this because they have a right to convey their message in the terminology and language they like. Furthermore, when analysing their speeches, Reinhardt also found that language use by parliamentarians seemed to be characterised by four concepts, namely: **verbosity**, which is the use of unnecessary words in a sentence; **ambiguity**, which is the

uncertainty of meaning or intentions; the use of **metaphors**, meaning transfers from one domain to another, **and misapprehensions**, which are simple misinterpretations which turns out to be problematic for the language practitioners in the execution of their work.

Parliamentarians' insistence on the use of English could well be because they do not trust interpreters and translators to adequately relay their messages (Ntuli, 2012:29). It could well be the case that lack of relevant terminology is the reason MPs are said to prefer English, and language practitioners said to be unable to adequately relay messages. Matters get complicated with the claim that issues of proficiency in the use of English by MPs make interpreting difficult and adversely affect quality (Lesch, 2010:43). The dilemma for language practitioners here is that they are expected to produce an error free text and to transcribe a speech verbatim. It would seem, then, from Reinhardt's analysis that one way of empowering MPs to use a language they are otherwise proficient in, and to enhance the quality of mediation by language practitioners, is through the provision of multilingual terminology. There is, however, another perspective. It may also be the case that interpreters and transcribers need training on a model of language use in which features of different socially constructed languages are drawn upon in a speech ostensibly delivered in a given language.

This phenomenon could in part be what Reinhardt (2000: 86) refers to in claiming that "transcribers are often confronted with recorded speeches that contain language phenomena that they cannot decipher". Interpreters are also affected by this as they are the ones who need to understand the Member's utterances and interpret them. Perhaps their non-familiarity with hybrid language use (in this context) is a factor that affects the quality of their work.

Although as seen above the issue of quality of language use is a complex one, the point made about the importance of terminology by Alberts is a valid one. She states that "standardised terminology contributes to the quality of translations, editing, interpreting services, dictionary compilation specialised or subject related communication. Terminology, therefore, is a strategic resource and has an important role in a country regarding the functional development of languages and their users" (Alberts, 2007: 600).

2.1.4 Evaluation of Parliamentary Terminology

There has been some research on the subject of terminologies developed/compiled for parliamentary business. Antia (2000) studied the Quadrilingual Terminology List of Legislative Terms that were produced in Nigeria. His aim was to "develop a methodology of situated analysis useful for the evaluation of terminology resources meant for translation"

(Antia, 2000: 16). He wanted to investigate the extent to which this Terminology List was able to support translation as a means of specialist communication in the parliamentary context. This study was done within the framework of process studies in translation, and used a method known as Think-Aloud Protocol, TAP, where a translator or translators are recorded whilst verbalising their thoughts as they are translating. In Antia (2000)'s study, where there were four experimental subjects, three were for dialogical translation (dTAP) and one was for individual translation (iTAP). Their recorded TAPs were then analysed to reveal how their interactions with the Terminology List led to the final translation product. This study found that there were major omissions in the Terminology List, which were all the more inexplicable considering the many non-legislative concepts that were included. Although many single-unit terms (e.g. resolution) were missing, the experimental translators were especially concerned about missing compound terms (e.g. joint resolution). Equally missing, but apparently required by the translators were collocates (e.g. verbs) for certain (noun) terms as well as definitions, the absence of which made translators not to use solutions provided in the Terminology List. In short, the study found that “(1) the Terminology List did not always enter multi-unit terms or special word combinations; and (2) when word combinations were entered, the Terminology List failed to justify to the users why the equivalents proposed ought to be favorably considered” (Antia, 2000: 52-54).

Within South Africa, Rondganger (2012) did a study modelled on Antia (2000) in which translation tasks were used to investigate the extent of support the *Multilingual Parliamentary/Political Terminology List* would provide translators working on parliamentary texts between English and Afrikaans. Pairs of two third year students and postgraduate students were asked to translate into Afrikaans an English text titled, ‘How a Law is made’, using this terminology list, while verbalising their thoughts in the process. This was done to obtain both data on the process of translating and the end product. This study had four sources of data, namely: an English text translated into Afrikaans, where the participants are given the *Multilingual Parliamentary/Political Terminology List* to work with; participants’ verbalisation of thought through a translating process; two Afrikaans reference corpus texts for verification of the translated text and equivalents proposed in the *Multilingual Parliamentary/Political Terminology List*, and the language edits obtained from a Senior Language Practitioner in Parliament who evaluated the translated texts.

The researcher identified 30 words that she considered as terms in the English source text that was to be translated by the participants. These terms were not the “everyday words” and they have a specialised meaning. During the analysis, of the 30 terms that were identified from the English source text, only 14 were found in the *Multilingual Parliamentary/Political Terminology List*. As the *Multilingual Parliamentary/Political Terminology List* did not contain over 60% of the terms of the given document, translators had to improvise, and frequently ended with inappropriate terms as confirmed by the reference to the comparable corpus and by the senior language editor. What these studies show is the need to carefully think through the needs of users when terminologies are being developed for especially previously marginalised languages. An ambitious policy plan around multilingualism can easily flounder because supporting terminology was inadequate.

2.2 Theoretical framework

2.2.1 The sociology of dictionary use

Kühn (1989) cited by Antia (2000: 49-50) classifies the situations for using a dictionary, as follows: as a reference work - to verify something; to understand a text; text reception, to produce a text; to translate a text; for certain specialist language tasks and for research; as a textbook; and so on. One implication of such a functional view of dictionaries is that it is important to design the dictionary with the needs of a clearly defined user, or a limited set of user categories, in mind. This explains why today we have language dictionaries for children, second language learners, advanced users, and so on. Carolina Flinz (2010) also discusses dictionary functions that are related to the intended user group, its needs, and potential user situations. She finds that all of these functional criteria are crucial for the design and preparation of dictionaries. Therefore, if one is producing, say, a dictionary for translators, it is important to identify and take into account the needs of translators. According to Flinz (2010), even after a user group has been identified, a number of different functional variables can still determine what the dictionary will actually look like.

Lexicographers usually differentiate between: (i) listing of dictionary user habits; (ii) users’ experiences; (iii) analyses of the real, concrete needs of the user group in a particular usage situation; and (iv) listing hypothetical problems of the user. These variables determine what kind of information is included in or omitted from the dictionary (Flinz 2010: 68-69). Of the four approaches, the third one (iii) is perhaps the one that is most promising, even if it is quite demanding. It involves identifying not only a typical user group, but also understanding or

being able to observe the kinds of needs that user category may have in a typical situation where dictionary consultation is required. This underscores the need for descriptions of typical usage situations, and for evaluations such as was described in the review of literature on terminology evaluation. I again pick up this theme in the next section of the theoretical framework on a knowledge, attitude and practice approach to terminology evaluation.

2.2.2 Terminology evaluation: knowledge, attitude and practice

Inspired by work in the social and public health sciences, the knowledge-attitude-practice paradigm in the evaluation of terminologies is a holistic approach that addresses shortcomings associated with single dimensional models which yield limited data (Rubin 1977, Antia 2000, Kummer 1983). In this approach, it is not enough to elicit information about respondents' knowledge of, or familiarity with, newly introduced terms or whether they like/approve of specific terms. It is critically important to elicit data as well on their use of the terms; preferably, to create typical tasks and observe them attempting to use the terms. It is especially the latter that yields situated, evidence-based data for commenting on the usability of the terminology. This practice component of this approach to evaluation is, therefore, in line with Flinz's (2010) reference to "analyses of the real, concrete needs of the user group in a particular usage situation". A term may be familiar or liked, but difficult to use within a text. Antia (2000) gives an example with a term for the parliamentary concept of bill in Efik which was liked, "mbet emi mibopke owo kaña". When respondents were presented with a sentence in which they had to use this equivalent, and in which bill appeared several times, it became obvious that a different (shorter) solution was required. It is possible that in proposing a term, attention may not have been given to typical collocates of the term which, when encountered in the production of texts, makes the proposed terms problematic.

The study by Rubin (1977) was one of the earliest to develop these ideas. Respondents' knowledge of terms was not only elicited, but also their practice. In conducting a study on language planning agencies, LPA, in Indonesia and Israel respectively, Rubin (1977), observed that subjects usually tend not to use terms they claim to know as "the percentage of the respondents claiming to use academy proposed terms (in their professions) is consistently lower than the percentage of those who claim to know the term". He therefore concludes that "if the LPA wanted to stay relevant, they should set about finding what the language problems of authors are and attempt to prepare some materials which might address these needs" (Antia 2000: 14). Together, both frameworks suggest the need not only to obtain data on users'

familiarity with (terms in) the *Multilingual Parliamentary/Political Terminology List*, or their experience of it, but to also design tasks in which respondents attempt to use the terminology.

2.3 Conclusion

This chapter has evaluated both the literature that are relevant to this study as well as the theories that are applicable. In terms of literature review, it is evident that language policies in South Africa have undergone a series of changes as a result of both the apartheid regime as well as the post-apartheid government. In terms of the theories that are central to this study, we have established that the sociology of dictionary use highlights the need for attention to specific functions which dictionaries and glossaries are intended to play when these resources are being designed. The second framework; terminology evaluation, provided an outline of knowledge, attitude and practice (KAP) approach to the evaluation of dictionaries and glossaries.



Chapter 3: Research methodology

3.0 Introduction

This chapter will discuss in detail the methodological procedures followed in the current study. In addition, the following issues are addressed: the research approaches that the study utilises.

3.1 Research approach

3.1.1 Qualitative approach:

The qualitative approach obtains data directly from people by means of either participant observation, conducting interviews, or even simple interaction with the participant. This gives an in depth understanding of the issues which cannot be explained using the quantitative approach which is characterised by statistical investigations (Tweksbury: 2009). This method is also used to gain insight into the behaviour and feelings of participants (Kelly, 2006). This is supported by Tewksbury (2009) who claims that this research design allows the researcher to get a sense of the issues related to how individuals experience things and how they operate. The qualitative methods used in this study were linked to the translation tasks performed by selected language practitioners. These will be discussed in detail later in the chapter.

3.2.2 Quantitative approach

According to Worrall (2000), the quantitative is interested in statistical. This research design is thus concerned with obtaining information and transforming it into numerical value. In the current study, the quantitative research design was used to quantify information extracted from the questionnaire. These will be discussed in details later in the chapter.

3.2 Research site

This study was conducted at the Parliament of the Republic of South Africa in Cape Town. Specifically, the study took place within the Language Services Section (LSS) which is part of the Knowledge and Information Division, the KISD, that falls under the Core Business branch. The process of data collection began in September 2017 until November of the same year.

3.3 Data types

The 5 data types that are required for the study are listed below:

1. The *Multilingual Parliamentary/Political Terminology List*. The terminology being the main focus on this study, a questionnaire is administered to assess participants' perception and awareness on it.
2. Knowledge, Attitudes and Practices of language practitioners vis-à-vis the *Multilingual Parliamentary/Political Terminology List*. Given our interest in

evaluating the *Terminology List*, it was important to find out whether target users were aware of it, liked it, used it, and had suggestions for improving it. This was in response to the objective: “to determine the awareness and perception of relevant language practitioners regarding the *Multilingual Parliamentary/Political Terminology List*” and consistent with similar studies reviewed in chapter 2. It was also in response to the objective: “to make suggestions for improving the *Multilingual Parliamentary/Political Terminology List*’

3. Verbalisations by selected language practitioners while translating a text using the *Terminology List*. This data set was part of the data required for the objective: to determine the level of support provided by the *Multilingual Parliamentary/Political Terminology List* to relevant language practitioners in a specific translation task”. Such ‘online’ data are used in process studies in translation in order to obtain information on what is going on in the mind of the translator, and which is normally not evident in the translated text. With such an ‘online’ data the otherwise useful experimental design involving comparing translation with a given resource and without a given resource becomes less of an imperative.
4. The copies of translations produced by the practitioners in 3 above. This was also part of the data required for the objective: to determine the quality of translation produced on the basis of the *Multilingual Parliamentary/Political Terminology List*”. It was the quality of the translation that would also provide evidence of the level of support provided by the *Terminology List*.
5. Assessments of the translations in 4 above as provided by editors. This was the fifth data set required to determine the quality of the translation or the level of support provided by the *Terminology List*. From the comments made by the assessors, a basis is provided for determining at least in part both the level and the quality of support which the *Terminology List* provided the translators. For example, if a term underlined as incorrect in the translation is determined by the researcher to have been proposed in the *Terminology List*, then some bases is provided for assessing the *Terminology List*.

6. With respect to Objective 4, to determine the extent of contribution of the *Terminology List* to the development of the target languages, terms in the *Terminology List* were compared to entries in dictionaries of the respective language. Randomly selected terms in each of three sections of the *Terminology List* formed the basis for determining if the dictionaries of both languages contained those same terms. If the items in the *Terminology List* were not found in the dictionaries (or did not have the legislative meaning), the interpretation would be that the *Terminology List* had contributed to the functional elaboration of the languages.¹

3.4 Data Collection

3.4.1 The Multilingual Parliamentary/Political Terminology List

The primary tool for the qualitative part of this research is the *Terminology List* that was developed by the Department of Arts and Culture in 2005. A soft copy is available and was accessed online at <http://www.dac.gov.za/terminology-list>

3.4.2 Questionnaire on Knowledge, Attitudes and Practices of language practitioners vis-à-vis the Multilingual Parliamentary/Political Terminology List

For the first main research question, I administered 101 questionnaires consisting of 12 questions intended to obtain information ranging from awareness to specific knowledge about the content of the *Terminology List* such as: awareness of the existence of the *Terminology List*, how language practitioners became aware of it, whether they own a copy, have access to a copy, knowledge of its purpose and its scope, how often they use it, what they think of it, the specific roles of respondents within the language services of Parliament, their length of service, their working languages, and so on. The questionnaire was administered to interpreters, translators, language editors, verbatim reporters who produce Hansards, and managers responsible for language services in Parliament of the Republic of South Africa, irrespective of their working languages.

¹ Unfortunately, on account of time constraints, this exercise could only be done in respect of the isiXhosa section of the Terminology List. It was compared with entries in the isiXhosa Reference Dictionary (1989)

3.4.3 Verbalisations by selected language practitioners while translating a text using the Terminology List

For the second main research question regarding the level of support provided by the *Terminology List*, select language practitioners had to verbalise their thoughts while translating a text dealing with a parliamentary matter into isiZulu and isiXhosa. The *Parliamentary/Political Terminology List* was available for them to use. These think or talk-aloud protocols were recorded using a digital voice recorder (Olympus, VN-371PC). Four translators worked in pairs and each pair used the *Terminology List* as they collaboratively worked on translating the text into both isiZulu and isiXhosa. They were asked to speak up so they could be recorded.

3.4.4 The copies of translations produced by the practitioners

Besides the translators' verbalisations being recorded, they were also expected to produce a written up version of the translation produced jointly. Consistent to their usual practices, the selected translators produced an onscreen translation, that is, they wrote their translations on the computer, rather than on paper. These translations were saved and later retrieved for analysis.

3.4.5 Assessment of the translated texts by editors

Electronic copies of the translations produced were sent to Senior Language Practitioners/Editors for the respective languages (isiZulu and isiXhosa) for comment. The editors were thus requested to provide feedback of the translated texts and further give suggestions on how to improve the *Terminology List*.

3.4.6 Assessment of the contribution of the Terminology List to the development of isiXhosa

This was done by asking the isiXhosa Language Practitioner to divide the *Terminology List* into three (3) batches of 25 pages each and randomly identifying the terms from any six (6) pages of these batches and I compare those terms with the isiXhosa Reference Dictionary to check if these terms appear in there or not. And if it turns out that many of those terms do not appear in this dictionary - provided that the dictionary was published before the *Terminology List* - that would mean that this *Terminology List* has indeed contributed to the development of isiXhosa. But if these terms are found in the dictionary, this would mean that it had not played any role in the development of this language.

3.5 Participants

Altogether 101 participants, all employees of the Language Services Section of the Parliament of the Republic of South Africa, were recruited for this study. Table 1 below, provides an overview of participants in the study as well as their portfolios within the Language Services Section

Profile portfolios in LSS	Number of staff in LSS	Number of participants in each portfolio	Units		
			Translation	Interpreting	Reporting
Unit Managers	3	3	1	1	1
Control Language Practitioners	8	7	3	3	2
Senior Language Practitioners	24	21	7	9	8
Language Practitioners	84	70	26	36	22
TOTAL	119	101	37	49	33

Table 1: Overview of LSS and the recruitment of respondents

All 101 participants completed the questionnaires. With respect to the translations/verbalisations, only four persons from the group labelled Language Practitioners took part. Regarding the editing of the translations, two individuals within the group of Senior Language Practitioners took part.

3.6 Ethical considerations

As explained above, the study is largely dependent on the questionnaire as well as participants input (by means of assessing translations and verbalising translations). Therefore, prior to the completion of each questionnaire, participants are given an information sheet and consent form which not only provides information about the study (aims and objectives) but also assures them of their anonymity, amongst other things. The participants were also made aware that they are not obligated to be part of the study and that they may choose to withdraw from it at any given point. Since the study also involved recordings, participants were informed of confidentiality and that recorded material will only be kept for academic purposes.

3.7 Conclusion

This chapter clearly outlines the research design used in the current study: The qualitative approach is identified as an ethnological approach which seeks to understand the way that participants operate. The quantitative approach, on the other hand, looks at information that can be quantified in order to provide numerical findings. The chapter also list the data collection methods, namely; the *Terminology List* itself which is the focus of the study, the questionnaire targeted at language practitioners within the LSS, the translation tasks tackled by selected language practitioners and lastly, an assessment of the translation tasks. All the above data collection methods are aimed at answering different research questions.



Chapter 4: Presentation, analysis and discussion of the quantitative data

4.0. Introduction

This chapter presents and critically analyses the data related to one of the objectives of the study, that is, “to determine the awareness and perception of relevant language practitioners regarding the *Multilingual Parliamentary/Political Terminology List*. As mentioned previously, data employed were extracted from questionnaire responses on awareness and reported use of the *Terminology List*. The questionnaire, consisting of 12 questions, was completed by 101 respondents who are all employees of the Language Services Section of the National Parliament. The profile of the respondents was presented on Table one in Chapter Three. This chapter thus explores quantitative data that allows for the evaluation of the above mentioned *Terminology List*. The findings of this chapter are to be read in conjunction with Chapter 5 - in other words, the relevance of the organisational issues highlighted by this chapter will become obvious in Chapter 5 when we examine qualitative data on the process and production of translation.

4.1. Data related to ‘Knowledge’ of the *Terminology List* (K of KAP)

There are a number of questions within the questionnaire that aim to unpack the extent to which target language practitioners are familiar with the *Terminology List*. Some of these *Terminology List* awareness related questions ask, for instance, whether the language practitioner or the target user has heard about the *Terminology List*. In order to assess the varying levels of familiarity that target users may have with the *Terminology List*, they are asked questions regarding the content of the *Terminology List* (for example, questions regarding the number of languages presented in the *Terminology List*). Other questions highlight issues of accessibility by seeking to determine whether the *Terminology List* is readily available to utilise. Figure 1 below, is a list of *Terminology List* awareness related questions extracted from the questionnaire.

Q4	Do you know about the <i>Multilingual Parliamentary/Political Terminology List</i> ?
Q5	If you are aware of it, how did you come to know about it?
Q7	Do you know how many languages the <i>Terminology List</i> consists of?
Q8	If you answered 'yes' above, how many languages?
Q9	Do you know whether a copy is available/accessible for colleagues to use?

Figure 1: Extract from questionnaire

4.1.1 Do you know about the Multilingual Parliamentary/Political Terminology List?

Figure 2 below, is based on the answers to question 4 in figure 1, and it illustrates the participants who were aware of the *Terminology List* in comparison to those who were not.

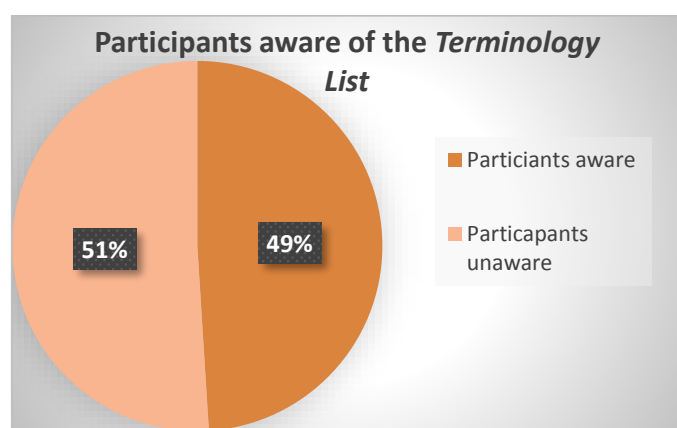


Figure 2: Representation of percentage of participants aware of the Terminology List

Figure 2 above, shows that, of the 101 participants, more than half were unaware of the existence of the *Terminology List*. These results not only pose an obvious problem of why there is a large number of language practitioners who are unaware of the existence of a *Terminology List* but also questions the extent to which the use of the *Terminology List* is stressed as well as its accessibility. Nonetheless, there is a need to question how the remaining participants became aware of the *Terminology List*. It should be noted that among the 21 Senior Language Practitioners who completed the questionnaire, only 14 (67%) of them responded positively to the question. The following section discusses the channels through which participants become aware of the *Terminology List*.

4.1.2 If you are aware of it, how did you come to know about it?

Figure 3 below, shows statistics based on the responses of the participants who indicated the channels of awareness of the *Terminology List*.

It is rather interesting to note that of the valid responses given, more than 50% of participants indicated awareness through collegial interaction and own enterprise (through searching the Internet). On the other hand, fewer participants seemed to have been made aware through a management channel. The question that arises here is whether external sources such as the internet should be the primary channel for language practitioners to obtain information regarding an essential resource such as the terminology list.

Figure 3 above thus presents the reality that colleagues and internet make up more than 50% of the channels of communication regarding the *Terminology List*. In addition to this, it is even more alarming to find that almost 70% of the staff was made aware of the *Terminology List* through channels other than management.

Another area of concern highlighted in Figure 3 is the 12% of language practitioners who were made aware of the *Terminology List* through the terminology meetings. What is quite alarming is the reality that there are more language practitioners who are made aware of the *Terminology List* by their colleagues than via meetings of their section at which issues and problems related to terminology are discussed. Terminology meetings within the LSS occur at most once a month and are attended by Senior Language Practitioners as well as their subordinates.

The data on awareness of the *Terminology List* seen above, can also be viewed from the specific standpoints of portfolio held and length of service in the Language Services Section. Table 2 below presents the relevant data.

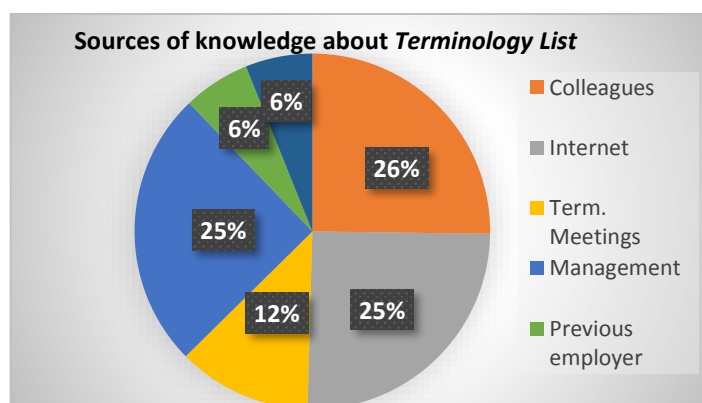


Figure 3: Participants' responses indicating sources of knowledge

LSS portfolios	Number of participants	Participants unaware of Terminology List		
		0-5 years of service	6-10 years of service	11+ years of service
Unit Managers	3	Not applicable	Not applicable	0
Control Language Practitioners	7	Not applicable	1	4
Senior Language Practitioners	21	1 (5%)	4(19%)	2(10%)
Language Practitioners	70	8 (11%)	22(31%)	8(11%)
Total	101	9 (9%)	27(27%)	14 (14%)

Table 2: Tabulated results of the portfolios, their awareness of the *Terminology List* as well as length of service.

Based on the tabulated results above, we see that there are members of the LSS who have been in their respective portfolios for over 11 years and yet remain unaware of the *Terminology List*. Even more shocking, is that there are 50 language practitioners from all categories (but the Unit Managers) who are unaware of the *Terminology List*. These results point to the ineffective channels of communication for making practitioners aware of the *Terminology List*. It therefore leads one to question the role of management in ensuring that their subordinate language practitioners are given the required resources to facilitate the translation process.

Proctor (2003) identifies key factors that facilitate employee development. These include making sure that internal information as well as communication channels function effectively. He also mentions informing employees of new developments within the organisation as a strategy that can potentially facilitate the practice of employee development. All these factors are usually implemented during meetings where employees are made aware of important information or any other organisational issues.

It is therefore, surprising to see that language practitioners are not encouraged to discuss the *Terminology List* during terminology meetings. This is especially sad because one would assume that the terminology meetings are directed towards issues relating to the *Terminology List* itself.

4.1.3 Do you know how many languages are contained in the *Terminology List*? If you answered ‘Yes’ above, how many languages?

Furthermore, in order to determine the extent to which the participants were familiar with the content of the *Terminology List*, a next set of questions required them to indicate the number of languages included within the *Terminology List*. Table 3 below presents the relevant data.

Portfolios in LSS	Participants aware of <i>Terminology List</i>	Participants claiming to know number of languages in <i>Terminology List</i>	Participants answering correctly	Participants who did not answer question
UMs	3	1	1	Not applicable
CLPs	2	1	1	Not applicable
SLPs	14	10	7	1
LPs	32	20	18	2
TOTAL	51	32	27	3

Table 3: Participant awareness of the *Terminology List* and their responses regarding knowledge of the number of languages it contains.

Of the 101 participants of the study, only 51 said they were aware of the *Terminology List* as seen earlier. Of this 51, Table 3 above, shows that 32 claimed to know the number of languages contained in the *Terminology List*. Table 3 above, also shows, unfortunately, that 5 of the 32

chose the wrong option; in other words, 27 got the correct option. In sum, only 53% of those who claimed to be aware of the *Terminology List* knew the number of languages it contains. The percentage of those knowing the number of languages contained is of course smaller if one looked at the total number of participants in the study (101). And the percentage would then be 27%.

4.1.4 Do you know whether a copy is available/accessible for colleagues to use?

In addition to uncovering whether or not language practitioners within their respective units were aware of the *Terminology List*, there was a question asked as to whether they knew if a copy was available /accessible for use in the office. Participants had to indicate (a) Yes or (b) No. Table 4 below, illustrates the responses of this question from Senior Language Practitioners and their subordinates, the Language Practitioners.

Portfolios	Total participants	Participants answering Yes	Participants answering No
Unit Managers	Not applicable	0	0
Control Language Practitioners	Not applicable	0	0
Senior Language Practitioners	14	8	6
Language Practitioners	32	19	13

Table 4: Participant awareness regarding the availability of the *Terminology List*.

The fact that the question was answered both in the affirmative (Yes) and in the negative (No) is in itself very revealing. In fairness, we have no way of knowing whether by availability/accessibility respondents were (also) referring to the Internet. In spite of this,

however, what Table 4 shows is that about 50% of respondents across all portfolios felt that the *Terminology List* was not accessible to them at work.

According to Hellriegel et al (2017), effective communication is vital in any organisation and that without it, very little can be achieved by managers. Communication between managers and their subordinates can be done through face-to-face interactions, meetings, newsletters, emails, intranet and posters. Managers use communication process to carry out their four managerial tasks (planning, organising, leading and controlling). The 40% of language practitioners who are unaware of the availability of the *Terminology List* is indicative of ineffective communication that occurs between junior and senior language practitioners in the LSS.

4.2 Data on participants' attitudes to the *Terminology List* (A of KAP)

In this section, we present data related to three items in the questionnaire, which we consider as constituting attitude to the *Terminology List*. The items were as follows: *Do you own a copy? How useful have you found it? How do you think it could be improved?* Table 5 below presents the data relevant to ownership.

Portfolios of Staff in LSS	Ownership of a copy
Unit Managers	33%
Control Language Practitioners	50%
Senior Language Practitioners	64%
Language Practitioners	50%

Table 5: Portfolios responses regarding owning a physical copy of the *Terminology list*

What the above table tells us is that where the final quality checks are performed (ie. control language practitioners), 50% of participants in this category claim not to own the *Terminology List*. Another concern raised by the results of table 5 above, is the 67% of unit managers who

do not own a copy of the *Terminology List*. This does not communicate a positive attitude towards the *Terminology List* itself neither does it communicate a positive attitude towards language mediation in general.

Let us now turn to an even more specific attitudinal issue, how useful the *Terminology List* is found by those who know about it. Figure 4 below illustrates participant responses regarding how useful they found the terminology.

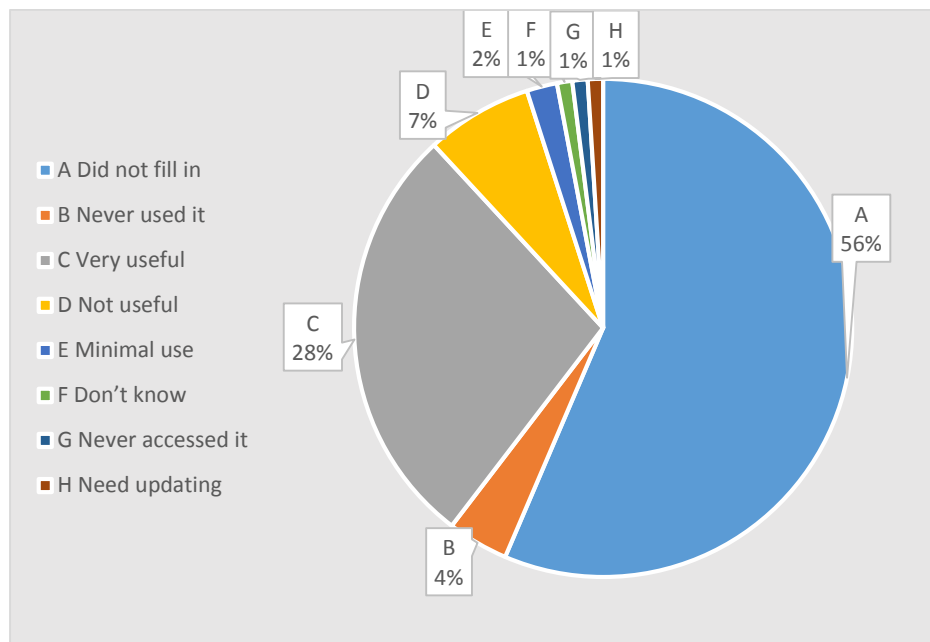


Figure 4: Pie chart representing responses on how useful participants deem the *Terminology List*.

Figure 4 above, shows comments used by respondents in answering the relevant question on usefulness. It is important to note that the respondents were not given options to choose from. Majority of participants (56%) did not respond and left the question blank instead. This can be taken as an indication that they have not used the *Terminology List* and hence cannot give input on how effective it is. This is also no surprise as our earlier discussion in the chapter established that participants in their respective portfolios do not in fact engage with the *Terminology List*. Nevertheless, taking into consideration the number of participants who claim they have not used the *Terminology List* and those who have not accessed it, there is a fair amount of participants (28%) who reportedly found the *Terminology List* useful. Evidently, the main issue lies in the awareness and accessibility of the *Terminology List* rather than its effectiveness in facilitating translations.

4.3 Data on participants' use of the *Terminology List* (P of KAP)

The next section of analysis discusses the actual utilisation of the *Terminology List* by those who claimed to be familiar with it. The first part of the discussion will delve into how often the participants report to utilise the *Terminology List* while the second part will unpack how useful participants found the *Terminology List* to be. Figure 4 below depicts responses to the question: If a copy is available, do you use it? Tick appropriate box. Often; Sometimes; Rarely; I never use it. The answers are from participants who initially indicated that they were aware of the *Terminology List*.

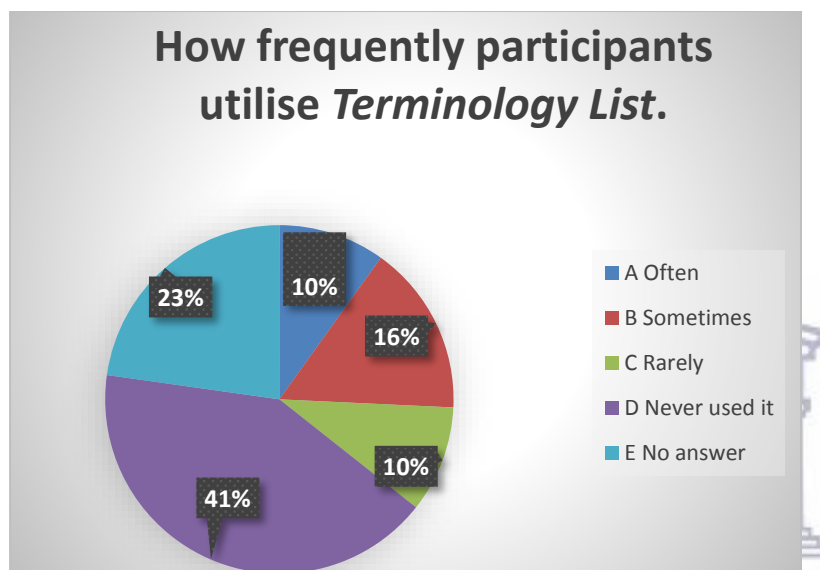


Figure 5: illustration of participants' engagement with the *Terminology List*.

The one striking discovery is the fact that the majority of participants (41%) do not actually utilise the *Terminology List* at all. This is concerning when compared to the 10% of participants who reported to use the *Terminology List* often. It is worth mentioning that the above results only depict individual participants within the LSS and not portfolios as a unit. Table 7 below however depicts responses from the different portfolios within the LSS.

		Frequency of use of Terminology List (in percentage)				
Portfolios	of	Often	Sometimes	Rarely	Never	N/A
LSS						
Unit managers		0	0	33%	67%	0

Control language practitioners	0	0	0	71%	29%
Senior language practitioners	10%	24%	38%	5%	24%
Language practitioners	11%	16%	1%	49%	23%

Table 6: Portfolio responses on how frequently the *Terminology List* is used.

Some of the staggering revelations from the table above are the large number of control language practitioners as well as language practitioners who never use the *Terminology List*. This is especially shocking considering their involvement in the translation process. As mentioned earlier in the chapter, control language practitioners have the responsibility of editing material that is translated by the language practitioner. It therefore does not come as a surprise that only 11% of the language practitioners reported to use the *Terminology List* often since their senior colleagues do not stress its use or even use it themselves.

4.4 Conclusion

The purpose of this chapter was to analyse the data related to knowledge, attitude and practice of the *Terminology List*. In terms of the knowledge of the *Terminology List*, data showed that just about more than half of participants (51%) were unaware of the existence of the *Terminology List*. Furthermore, the chapter also evaluated the channels of knowledge of the *Terminology List*, identifying the internet and fellow colleagues as primary sources of knowledge regarding the *Terminology List*. One of the major findings with regard to the knowledge segment of the analysis was the role of Unit Managers in ensuring that the *Terminology List* is prioritised by subordinate Language Practitioners. A staggering piece of statistics showed that 23% of Language practitioners who had been employed by the LSS between 6 and 10 years were unaware of the *Terminology List*.

The next data set dealt with the attitude of Language Practitioners regarding the *Terminology List*. Major findings highlighted that there seems to be a laissez-faire attitude regarding translations within the LSS. Findings showed that 67% of Unit managers do not own a physical copy of the *Terminology List* which is unexpected as managers ought to lead by example. Finally, the last data set which is related to practice of the *Terminology List*, findings showed that regrettably, 71% of Control Language Practitioners reported to have never used the *Terminology List*. This is worrisome as this is the same portfolio that is responsible for

finalising translations produced by Language Practitioners. All the above thus point to the much needed attention on the organisation of the LSS as well as the perception of the *Terminology List* by the language practitioners within the LSS.



CHAPTER 5: Presentation and discussion of qualitative data

5.0 Introduction

The aim of this chapter is to present, analyse and discuss the data obtained from the verbalisation of translations that are produced by the two teams of isiZulu and isiXhosa translators in order to address our Objectives 2, 3 and 4. It may be recalled that Objective 2 of this study sought to “determine the level of support provided by the *Multilingual Parliamentary/Political Terminology List* to relevant language practitioners in a specific translation task”. Methodologically, this determination was made by analysing the talk-aloud protocols to identify queries which the translators had and whether the *Terminology List* had responses or not to these queries. Objective 3 sought “to determine the quality of translation produced on the basis of the *Multilingual Parliamentary/Political Terminology List*”. Methodologically, this was achieved by examining editorial comments on the translations which made it possible to attribute critical comments to the source from which the solution was obtained. Objective 4 sought “to reflect on the extent to which the *Multilingual Parliamentary/Political Terminology List* has contributed to the development of relevant specialist discourses in isiXhosa”. This chapter is meant to present, analyse and discuss the data obtained from the recorded verbalisations by translators, the actual translations and the editors’ comments on the translations.

5.1: Translation process

5.1.1 Profile of the translators

The translation process involved two teams of translators; an isiZulu as well as isiXhosa team. To provide a background of the isiZulu translators, one had worked in the LSS since 2010 whereas the other had been an employee since 2012. As for the isiXhosa team of translators, one had been working in the LSS since 2008 whereas the other had served the LSS since 2010. Figure 5 below is an English text that two translation teams (isiZulu and isiXhosa) were requested to translate into their respective languages.

HOW THE BUDGET WORKS FOR US

What is a Budget?

A budget is a plan that shows how much income is received and how it will be spent within a given period of time. As individuals we do a lot of planning around our personal income and expenditure. Budgeting is important because even though we may want to buy a lot of

things, we do not always have enough money for it. It therefore means that we have unlimited wants but limited resources to acquire what we want. Budgeting is about trade-offs and choosing how we spend our money. If we spend on one thing, we may have to do without something else.

How does the State draft its Budget?

In much the same way, the State is faced with choices. The structures of the State must balance the available resources and the needs of the people. The budget is allocated against the priorities decided upon for the year. The national Budget provides an estimate of the State's expected income and expenditure for the financial year, from 1 April of a year to 31 March of the following year. The national Budget is unlike any other, in that it indicates how money will be spent, and gives details of how the funds will be raised to cover the country's expenditure.

How does the State raise its funds?

The main source of the State's income is from taxation. Taxes are compulsory payments made to the Receiver of Revenue by individuals, businesses and any other tax-liable body. The South African Revenue Services (SARS) is responsible for collecting taxes. There are different kinds of taxes. The State receives its main form of tax from the income of individuals. Every individual in the country who gets more than a certain amount of income is liable to pay tax to the state. This form of tax is known as income tax. Other forms of taxes include Value-Added Tax (VAT) and excise duties. Most people have heard of VAT, and that certain basic goods are not liable for VAT. On the other hand, extra taxes are sometimes charged on luxury goods. This type of excise tax is called "sin tax". The Constitution states how the President should control the income. Any income the country receives is deposited into the Exchequer account. An Act of Parliament is needed for withdrawals of any funds from this account. Any budget must have an expenditure and income side.

How does the Budget work?

The State budget is divided into Income and Expenditure, Deficit (shortfall) before Loans and Public Debt. The income and expenditure is also known as the State Revenue Account. The State budget begins with expenditure whereas most other budgets start with income. The difference between income and expenditure is known as a deficit or a surplus. A deficit occurs when the State plans to spend more than it can raise from ordinary taxes. Public debt

occurs when government borrows money locally or abroad to cover its expenditure. When income exceeds expenditure, for example when more individual tax is raised than was expected, a surplus occurs.

The Budget process

The budget takes up to 14 months to prepare. This means by the time this year's Budget is introduced in Parliament, the Budget for the following year has been in preparation for two months already. Different departments are involved in the estimation of the budget. They send their estimates and the accompanying reasons to the respective Head Office. The Head office will draw up a summary and submit this to the Department of Finance. The Department of Finance draws up a summary showing the expenditure of the various departments. The Directorate of Inland Revenue and Directorate of Customs also draw up budget estimates which they send to the Department of Finance. The Minister of Finance and the Governor of the Reserve Bank meet to discuss the budget estimates. The discussion will be influenced by political, economic and financial factors. The Director General of Finance prepares the budget.

Usually in February, each year, the Minister of Finance delivers the Budget Speech in Parliament. Thereafter the budget is discussed in Parliament. The Cabinet Ministers need to motivate for the expenditure of their respective departments. The Speech normally follows a fixed pattern. It starts off with a review of the previous year's financial results, gives a general review of the country's economic affairs, and a review of the coming financial year. It states how the estimated income and expenditure will be balanced. It is a principle in our democratic Constitution that the Government can only spend money if it has been approved by Parliament. The Budget is treated like any other law that must be approved by Parliament before it becomes binding. After the Minister's Speech, the Members of Parliament discuss the budget and vote on it. After each budget vote has been debated, both Houses of Parliament must vote on it. If the budget is approved, that particular department can be given permission to carry out its financial programme.

The Budget and Oversight?

Revenue collection and expenditure must be controlled to ensure that money is spent as intended by Parliament. The Auditor General reports to Parliament about whether instructions for expenditure have been complied with. The budget is an important policy

instrument and a significant tool for oversight, in terms of which government is held accountable for how money is spent.

Figure 6: A text that isiZulu and isiXhosa translators were required to translate

5.1.2 Duration of translations

The two groups of translators were recorded while discussing the given translating task. These conversations were later transcribed. The isiZulu group took 2 hours and 45 minutes to complete the translating task while the isiXhosa team took 2 hours and 20 minutes to translate the text. Prior to commencing the translation process, both groups were given a few minutes to scan through the *Terminology List*. The duration of the translations is due to the fact that the participants were interrogating the *Terminology List* in order to ascertain if it has all the terminology that is used in the parliamentary setting or not, identifying problems and solutions, verbalising them and translating at the same time.

5.1.3 IsiZulu and isiXhosa equivalents not found in the *Terminology List*.

While conducting the translation task, there are 17 occasions when isiZulu translators encountered issues with providing translations for the English terms in figure 5 above. The isiXhosa translators experienced this on 19 occasions. The issues (problematic terms not found in the *Terminology List*) are presented in table 7 below.

Terms identified by isiZulu translators not found in <i>Terminology List</i>	Terms identified by isiXhosa translators not found in <i>Terminology List</i>
1. financial year	1. personal income
2. State income	2. Resources
3. Taxes	3. receiver of revenue
4. Tax liable body	4. financial year

5. Excise duties	5. South African Receiver of Revenue Services
6. Excise tax	6. Value Added Tax
7. Sin tax	7. excise tax
8. exchequer account	8. sin tax
9. Public debt	9. Public Debt
10. Cabinet ministers	10. State Revenue Account
11. Houses of Parliament	11. Directorate of inland Revenue
12. Member of Parliament	12. Directorate of Customs
13. Oversight	13. Budget estimates
14. Accountable	14. Governor of the Reserve Bank
15. Financial factors	15. Houses of Parliament
16. Directorate of inland Revenue	16. Financial program
17. Governor of the Reserve Bank	17. Oversight
	18. Luxury goods
	19. trade-offs

Table 7: Terms not found in the *Terminology List*

The terms above were extracted from the earlier mentioned Figure 5, which dealt with the budget and hence contained largely economic terms. Of the 17 terms listed in Table 7 above,

14 were compound or multi-unit terms and the remainder single unit words. Juhasz et al (2005) define compound or multi-unit terms as consisting of two word phrases that refer to a single concept.

With regard to the isiXhosa translations, of the 19 terms that could not be found in the *Terminology List*, 17 of them were compound or multi-unit terms and the remainder were single unit terms. Some budget- related examples of the compound terms from both isiXhosa and isiZulu are: ‘personal income’ ‘state income’ ‘Tax liable body’ ‘exchequer account’ ‘Public debt’, ‘Houses of Parliament’ ‘Cabinet ministers’. These terms, cannot be understood independently from one another as they work as a unit to convey meaning. This poses a problem for translators as they have to find equivalents that accurately translate them in the target languages.

5.1.4 English to isiZulu translation process

Table 7 below, presents sources of solutions to the encountered issues during translations. It should be noted that during translation tasks, the translators had the following resources at their disposal.

1. *Terminology List*
2. Dictionary (isiZulu and isiXhosa)
3. In-house Term List
4. Own intuitions / experiences

English	Equivalents available and not available in isiZulu			
	Final solutions obtained from			
	<i>Terminology List</i>	Dictionary	In-house terms list	Own experience
1. Allocated			✓	
2. Budget	✓			
3. President	✓			

4. Deficit	✓			
5. Parliament	✓			
6. Expenditure	✓			
7. minister of finance	✓			
8. Department of Finance	✓			
9. Director-General	✓			
10. Auditor-General	✓			
11. financial year				✓
12. State income				✓
13. Taxes				✓
14. Tax liable body			✓	
15. Excise duties				✓
16. Excise tax				✓
17. Sin tax			✓	
18. exchequer account			✓	
19. Public debt				✓



20. Cabinet ministers				✓
21. Houses of Parliament				✓
22. Member of Parliament				✓
23. Oversight				✓
24. Accountable				✓
25. Financial factors				
26. Directorate of inland Revenue			✓	✓
27. Governor of the Reserve Bank				✓
Total	9	0	5	13

Table 8: Representation of sources of solutions for issues encountered in *Terminology List*

Comments regarding verbalisations

It is interesting to note that the *Terminology List* provided the translators with 33% of the terms in Table 8 when translating. This is indication of the usefulness of the *Terminology List* to a certain extent. On the other hand, the in-house *Terminology List* contributed to translating 18% of equivalents while translator's own experiences/ intuitions resulted in 46% in the production of isiZulu equivalents. Evidently, the *Terminology List* is not the main source when it comes to finding the solution to problematic texts. We see that translators tend to make use of their own intuitions when trying to find isiZulu equivalents for terms that are not found in the *Terminology List*.

5.1.5 IsiZulu verbalisations

In order to provide an accurate representation of the translation process, we wish to document a few examples of the translators' interaction with the *Terminology List*.

Below is a conversation taking place between the isiZulu translators discussing the term 'Minister of Finance'

1. Turn 53 P4: mh, unqongqoshe ... unqongqoshe wezezimali, nabo babiza njengathi
2. Turn 54 P3: mh, unqongqoshe wezezimali ... mm
3. Turn 55 P4: minister of finance
4. Turn 56 P3: minister of finance ... u-minister of finance o, unqongqoshe wezezimali
5. Turn 57 P4: yeah, yeah
6. Turn 58 P3: unqongqoshe wezezimali mh...bese, awuthi kesibone lezi ezinye

Translated version

1. Turn 53 P4: mh, 'unqongqoshe ... unqongqoshe wezezimali', they refer to it like us
2. Turn 54 P3: mh, 'unqongqoshe wezezimali' i ... mm
3. Turn 55 P4: minister of finance
4. Turn 56 P3: minister of finance ... u-minister of finance oh, 'unqongqoshe wezezimali'
5. Turn 57 P4: yeah, yeah
6. Turn 58 P3: 'unqongqoshe wezezimali' mh... then, let us see the others

In this case, the translators had agreed to use the isiZulu equivalent, 'Umqondisi jikelele' which was provided by the *Terminology List*. In the following example, the translators have a different (not synonym) translation for a Directorate of Inland Revenue

1. P3: eh (in agreement) lona lo lo loku kophiko ke lokuqondisa...kuthiweni lapha ku-English, ake ucheck(e) lapho ku-English ukuthi bathini sibone
2. P4: ubuqondisi bezokuqoqwa kwente... oh
3. P3: mh
4. P4: oh, the directoral ... the directorate of inland revenue, mh ..
5. P3: ok,
6. P4: mh
7. P3: bona bathi laphana ubuqondisi
8. P4: eh
9. P3: kanti thina sithi uphiko lomqondisi
10. P4: yebo

Translated version

1. P3: yes (in agreement) what about this of of of the 'lokuqondisa'... what did they say in that English document, would you please check what they are saying there in the English document
2. P4: 'ubuqondisi bezokuqoqwa kwente' ... oh
3. P3: mh
4. P4: oh, the directoral ... the directorate of inland revenue, mh ..
5. P3: ok,
6. P4: mh
7. P3: they are calling it there 'ubuqondisi'
8. P4: eh
9. P3: whereas we call it 'uphiko lomqondisi'
10. P4: yes.

5.1.6 English to isiXhosa translation process

The same translating process that the isiZulu group had undergone was also carried out by the isiXhosa group. Table 9 below represents the sources of solutions utilised by isiXhosa translators during translation tasks. The sources are the same as the ones consulted by the isiZulu group (i.e. *Terminology List*, Dictionary, In-house Term List, and Own intuitions / experiences)

English	Equivalents available and not available in isiXhosa			
	Final solutions obtained from			
	<i>Terminology List</i>	Dictionary	In-house terms list	Own experience
1. budget	✓			
2. Expenditure	✓			
3. Constitution	✓			
4. Exchequer	✓			
5. Deficit	✓			
6. Department of Finance	✓			
7. Estimates	✓			
8. Cabinet Ministers	✓			
9. Economic	✓			
10. Director-General	✓			
11. Auditor General	✓			
12. personal income				✓

13. Resources		✓		
14. receiver of revenue		✓		
15. financial year				✓
16. South African Receiver of Revenue Services				✓
17. Value Added Tax				✓
18. excise tax				✓
19. sin tax				✓
20. Public Debt				
21. State Revenue Account				✓
22. Directorate of inland Revenue				✓
23. Directorate of Customs				✓
24. Budget estimates				



25. Governor of the Reserve Bank				✓
26. Houses of Parliament				✓
27. Financial program				✓
28. Oversight				✓
29. Luxury goods				✓
30. trade-offs		✓		
Total:	11	3	0	14

Table 9: Representation of sources of solutions for issues encountered in *Terminology List* as per isiXhosa translators.

What the above table shows is the usefulness of the *Terminology List* which was a main source for 37% of translated terms. While the in-house *Terminology List* was not consulted at all, the table also shows that the most use source of translation is the translators own experiences and intuitions which takes up 47% of produced translations.

5.1.7 IsiXhosa verbalisations

Similar to what was discussed earlier in the isiZulu translation process, we should also like to provide a documentation of the discussion of the isiXhosa translator's conversations while engaging with the translation text.

Below are some examples of interactions of isiXhosa translators as they complete the translation task. This first part discusses the term 'budget estimates'

1. P2: Budget estimates
2. P1: Mhh akakho pha
3. P2: Akakho kodwa ke u estimates ukhona

4. P1: Ewe u estimates ukhona, but no budget sinaye I think ii sesiyenzile cos ke zikhona

Translated version

1. P2: Budget estimates
2. P1: Mhh it is not there
3. P2: It is not there but then the term estimates is there
4. P1: Yes the term estimates is there, but the term budget is available I think the we have translated it *coz* then they are available

5.2 Editorial comments on translated text (isiZulu)

This part of the analysis deals with comments by the SLP/editor concerning a set of data of translations produced by the LPs. The purpose of this: in part was to determine whether the isiZulu equivalents in the *Terminology List* which the translators used in the translated text would be considered adequate by the editors. Table 10 below presents the relevant information.

UNIVERSITY of the
WESTERN CAPE

Adequate equivalents by translators(+) and editor(*)	Omissions by translators	Errors by translators	<i>Terminology List</i> Errors identified by editors	<i>Terminology List</i> Appraisal
isabiwomali(+)				Mostly correct translation
Izimali ezingenele(*)		Izinsiza ezimbalwa		Good at providing more equivalents
izindleko (+)				

			'Excise duties' and 'Excise tax'	
Izinhlaka (+)	<i>'structure'</i>		<i>'isakhiwo'</i>	
<i>'uNyaka wezimali'(+)</i>			'Sin tax'	
<i>'isikhungo esifanele ukukhokha intela'(*)</i>		<i>'inhlango efanele ukukhokha intela'</i>	'Oversight'	
<i>'iNtela Efakwa Entengweni Yezimpahla Ezithile'(*)</i>	<i>'Value Added Tax'</i>			
		<i>'intela ekhokhiswa impahla eyakhiwe ngaphakathi ezweni'</i>		
	<i>'This type of excise tax is called "sin tax"'</i>		Key parliamentary terms to be translated by subject experts	
<i>intela ekhokhwa uma kuthengwa izinto ezifana notshwala nogwayi(*)</i>			Provided too few solutions	
		uMengameli		
<i>e-akhawuntini yomgcinimafa kahulumeni(*)</i>				

iSikweletu sikahulumeni senzeka (*)		Public debt		
yimali eshodayo (+)		<i>'department'</i>		
Uphiko Lezobuqondisi (+) (the term was not complete)	Bezokuqoqwa Kwentela Yangaphakathi	'iMinyango kahulumeni'		
	Nophiko Lezobuqondisi Bokulawulwa Kokungena Kwezimpahla Kuleli lizwe			
uMnyango Wezezimali (+)				
UNgqongqoshe Wezezimali(+)				
noMbusi Webhangengodla(+)				
		Nottshwala (incorrect spelling- should be 1 't')		
WePhalamende (+)				
Imali engenayo kanye nezindleko(+)				
		Izindlu		
Ukuqapha/ukuhlola				

Table 10: Terms and errors by translators, *Terminology List* and its Appraisal

Below, are the comments of the editor concerning the translation and the *Terminology List* based on Table 10 above.

5.2.1 Editor's report regarding the isiZulu equivalents in the *Terminology List*

With regards to the translated text and the *Terminology List*, the editor looked at its shortcomings and its positive inputs. In the first paragraph, the editor changes the phrase *izimali ezingenele* to *izinsiza ezimbalwa*. The editor also makes a note that the *Terminology List* does not provide more translation options for the term 'structure' as it only offers one equivalent *isakhiwo*. This translation is only suitable in the content of physical construction. Both the translators and the editor opted for the term *izinhlaka* which is the correct term for 'formations'. The *Terminology List* did not include an equivalent for the term 'tax-liable body'. The translators used *isikhungo esifanele ukukhokha intela* and the editor corrected this by inserting *inhlango efanale ukukhokha intela* instead.

Another issue identified by the translators is the absence of the isiZulu and isiXhosa equivalents for the terms 'Value-Added Tax (VAT)', 'sin tax' and 'public-debt' where the editor provided the terms: *iNtela Efakwa Entengweni yezimpahla ezithile*, *intela ekhokhwa uma kuthengwa izinto ezifana notshwala nogwayi* and *iSikweletu sikahulumeni* after the translators had opted to borrow these terms from English by simply adding the prefix 'i' in front of these terms. Other terms that were not provided by the *Terminology List* are: 'Directorate of Inland Revenue and Directorate of Customs'. The editor was able to correctly translate these to *Bezokuqoqwa Kwentela Yangaphakathi kanye Nophiko Lezobuqondisi Bokulawulwa Kokungena Kwezimpahla Kuleli lizwe*.

It should be noted that there are several times when the editor was pleased with the translations provided by the *Terminology List*. For instance, the term 'Exchequer' was found to be quite acutely translated by both translators and the editor. In addition, the *Terminology List* provided many options for the term 'Deficit'. These are *imali eshodayo*; *okushodayo* and *okungenele*.

The editor also commended the *Terminology List* for its precise translation of the terms that are available when the translators consulted it. The *Terminology List* was criticised for not having crucial terms that are the core of what Parliament is about. It was also criticised for having general terms that are not necessarily of parliamentary use. The editor also points out that there are many commonly used terms that are not included into the *Terminology List*. Table 11 below, presents terms and errors committed by translators and the *Terminology List* and its Appraisal (isiXhosa group)

Adequate equivalents by translators (+) and editor(*)	Omissions by translators	Errors by translators	Errors by the Terminology List	Terminology List Appraisal
Uhlahlo-lwabiwo-mali(+)				Budget
mithombo embalwa(*)	Resources	Nezixhobo ezimbalwa		
nokuthengiselana	Trade-offs			
uRhulumente(*)		uMbuso		
uluqulunga(*)		silucwangisisa		
Amaqumrhu kaRhulumente(*)		Amasebe eSizwe	Structures – translation is out of context	
luthlekiswa(*)		luhambelane		
lubonelela(*)		Lunikezela		
KubaQokeleli beRhafu(+)	Receiver of Revenue			
IiNkonzo zeNgeniso zoMzantsi Afrika(+)	South African Receiver of Revenue – SARS			
iRhafu-ntengo	Value-Added Tax – VAT	IRhafu eyoNgezwe kwiXabiso		
kwiimpahla zobunewenewu(*)	luxury goods	Zizinto zokuziphilisa ubomi obuntofontofo		
Lwerhafu yezinto eziveliswe kweli(*)	excise tax	Lwerhafu yezinto zekhaya		
“yirhafu yesono (yezinto ezineziphumo ezibi)” (+)	Sin-tax			

likaNondyebo weSizwe(*)		LikaRhulumente weSizwe eliqokelela irhafu		exchequer
iMali eShotayo		Intsilelo		deficit
Ityala likarhulumente(+)	Public debt			
ePalamente(+)				Parliament
ICandelo loLawulo lokuQokelela iNgeniso yaNgaphakathi	Directorate of Inland Revenue	kaRhulumente		
neCandelo loLawulo lokuQokelela iRhafu yeeMpahla eNgenayo	Directorate of Customs			
kwiSebe lezeziMali(+)				Department of Finance
UMphathiswa wezeziMali (+)	Minister of Finance			
neRhuluneli yeBhanki enguVimba(+)	Governor of the Reserve Bank			
Umlawuli-Jikelele(+)				Director General
AbaPhathiswa(+)		AbaPhathiswa		Cabinet Ministers
okuMgaqo-siseko(+)				Constitution
iziNdlu zombini zePalamente(+)	Houses of Parliament			
nenkcitho(+)				expenditure
lOngamelo(*)	Oversight	noLawulo		

Table 11: Terms and errors committed by translators, the *Terminology List* and its Appraisal

Below are the comments of the editor concerning the translation and the *Terminology List* based on Table 11 above.

5.2.2 Editor's report regarding the isiXhosa equivalents in the Terminology List

The first correction made by the editor was replacing '*iSizwe*' with '*uRhulumente*' in the second paragraph of the text in Figure 5. The justification is that the term '*iSizwe*' is ambiguous, misleading and inappropriate in this context. Still in the second paragraph we see the editor replacing '*amasebe*' with '*amaqumrhu*' for 'structures' as '*amasebe*' actually translates into departments. Other replacements include '*luhambelane*' with '*luthlekiswa*'; '*lunikezela*' with '*lubonelela*', indicating that the translations provided were very accurate. Other changes made by the editor are word order in the sentence: '*iRhafu eyoNgezwe kwiXabiso*'.

Another correction made by the editor is term '*bahlomle*' for '*to motivate*' translated by the translators. The term was deemed inappropriate and misleading and the editor correctly replaces that term with the appropriate term '*bazathuze*'. The term is inappropriate and misleading because the term '*bahlomle*' is '*to comment*'. Again, we see them using the inappropriate term '*jonga*' which means '*to look*' for '*review*' and the editor correctly replaces that with the term '*phengulula*'. Another instance where the editor corrected the translations produced by the translators is the use of the term '*banzi*' for '*general*' where the editor correctly replaces that with '*jikelele*'.

The errors that were picked up by the editors are an indication that translators indeed need a secondary source to review the translations they produce.

Generally speaking, the editors are of the opinion that the *Terminology List* needs to be upgraded so as to accommodate terms that are frequently used. The editor has tabled all observations regarding the translators and the *Terminology List* itself by outlining all the incorrect entries that were written by the translators, the appraisal and the shortcomings of the *Terminology List*.

5.2.3 The Contribution in the development of isiXhosa

This discussion is based on the data that responds to our Objective 4 which sought "to reflect on the extent to which the *Multilingual Parliamentary/Political Terminology List* has contributed to the development of relevant specialist discourses in isiXhosa". Fifty-two percent of the randomly identified isiXhosa terms were found in the isiXhosa Reference Dictionary. And given these results at hand, with respect to the isiXhosa Reference Dictionary, it appears as if the *Terminology List*, has not contributed to the development of isiXhosa language.

Especially, seeing that this dictionary was compiled in 1989 which is way before the compilation of the *Terminology List*. So, one can say that, actually, contrary to what one may have thought, the contribution of the *Terminology List* appears minimal.

5.3 Conclusion

This section has dealt with the analysis of translation tasks performed by both isiZulu and isiXhosa translators. In addition, we have unpacked the editors' comments on both the *Terminology List* as well as the product of translations produced by the translators.

Some major finding within this section is that the *Terminology List* was able to provide the isiZulu group with only 33% of the terms whereas it was able to provide the isiXhosa group with only 37% of the terms in their translation task. Once again, we see that the *Terminology List* is unable to be of use to the translators. The other finding is that the *Terminology List* has not contributed in the development of isiXhosa since a 52% of the terms that were randomly identified were found in isiXhosa Reference Dictionary.

Chapter 6: The discussion of the findings and conclusion

6.0 Introduction

This study's main purpose was to evaluate the *Multilingual Parliamentary/Political Terminology List* through the investigation of the following main objectives:

- to determine the awareness and perception of relevant language practitioners regarding the *Multilingual Parliamentary/Political Terminology List*
- to determine the level of support provided by the *Multilingual Parliamentary/Political Terminology List* to relevant language practitioners in a specific translation task
- to determine the quality of translation produced on the basis of the *Multilingual Parliamentary/Political Terminology List*
- to reflect on the extent to which the *Multilingual Parliamentary/Political Terminology List* has contributed to the development of relevant specialist discourses in isiXhosa
- to make suggestions for improving the *Multilingual Parliamentary/Political Terminology List*.

It should be noted that the findings presented in each data set to answer the above objectives.

6.1 Data sets related to knowledge, attitude and practice of the *Terminology List*

These findings deal with data that was acquired from the responses of the participants to the questionnaire that was comprised of 12 questions where the main objective of this study is based - which was to determine the awareness and perception of relevant language practitioners regarding the *Multilingual Parliamentary/Political Terminology List*. With regards to the Data related to 'Knowledge' of the *Terminology List*, the study found 51% of all participants were not aware of the *Terminology List*. However, a big number (67%) of Senior Language Practitioners responded positively to this question. And when questioned how they got to know about the *Terminology List*, more than 50% of participants indicated awareness through collegial interaction and own enterprise (through searching the Internet) whereas fewer of the participants identified management as their channel of awareness. This is worrying because this resource is supposed to be the primary tool that is used by the language practitioners in this setting and therefore, the management is supposed to be the primary source of knowledge in this regard. The statistics shows the reality that colleagues and internet make up more than 50% of the channels of communication regarding the *Terminology List*.

With regard to the awareness and attitude of the *Terminology List*, the data sets relevant were intended to uncover awareness and perception of Language Practitioners. Some key findings showed that 64% of Senior Language Practitioners and 50 % of Language Practitioners do not own a physical copy of the *Terminology List*. This is an indication of negative attitude that Language Practitioners have towards the *Terminology List*. The idea is that they are supposed to own a hard copy so that they can engage with it to point out any inconsistencies that might be in it and add some terms with an aim of developing it since it was meant to assist them and are familiar with the terminology that is used in this setting. This is especially striking since the *Terminology List* ought to be an important tool within the LSS.

The next section looked at issues of practice of the *Terminology List*. This was, understandably, to assess whether the participants who claim to be aware of the *Terminology List* actively utilise it. The results revealed that 41% of participants reported to rarely use the *Terminology List*. Additionally, a shocking 71% of Control Language practitioners, who play a major role in the translation process, reported that they never use the *Terminology List*.

The next set of data sought to address the objects "to determine the level of support provided by the *Multilingual Parliamentary/Political Terminology List* to relevant language

practitioners in a specific translation task” and “to determine the quality of translation produced on the basis of the *Multilingual Parliamentary/Political Terminology List*”. This through the use of translation tasks which were completed by isiZulu and isiXhosa translators employed within the LSS. In addition to this, an editor was used to assess the translations as well as the *Terminology List* itself.

6.2 Findings on the usefulness of the Terminology List

With regards to the usefulness of the *Terminology List*, the study noted with concern that the majority of the participants (56%) left the blank space as they did not respond to the question. Which means that they have never used the *Terminology List* hence they left a blank space in this question. And this is cause for concern since this *Terminology List* was meant to assist them in doing their day-to-day functions as the language practitioners. However, this is no surprise because we have since noted in this chapter that the participants are actually not familiar with the *Terminology List*, therefore they cannot give any input with regards to its usefulness or lack thereof. However, that being said it is encouraging to see that although there is a big percentage of the participants who did not respond to this question and those who claim they have not used the *Terminology List* and those who have not accessed it, there is a fair amount of participants (28%) who reportedly found the *Terminology List* useful. It is even more alarming to find that almost 70% of staff were made aware of the *Terminology List* through channels other than management. According to Proctor (2003), the management is responsible for the facilitation of information in the workplace and it is obvious that this is lacking in this organisation. Evidently, the main issue lies in the awareness and accessibility of the *Terminology List* rather than its effectiveness in facilitating translations.

6.3 Findings extracted from translation texts.

In order to assess the level of support the *Terminology List* provides to translators, a text was given to a group of translators to translate into isiZulu and isiXhosa. Here are some of the findings regarding the translations.

6.3.1 IsiZulu translations

The *Terminology List* provided the translators with 33% of the terms from the translation text. This is indication of the usefulness of the *Terminology List* to a certain extent. On the other hand, the in-house *Terminology List* contributed to translating 18% of equivalents while translator’s own experiences/ intuitions resulted in 46% in the production of isiZulu equivalents. Evidently, the *Terminology List* is not the main source when it comes to finding the solution to problematic texts. We see that translators tend to make use of their own

intuitions when trying to find isiZulu equivalents for terms that are not found in the Terminology List.

6.3.2 IsiXhosa to English transactions

The *Terminology List* provided translations of 37% of the terms in the translation text. While the in-house Term List was not consulted at all, the table also shows that the most use source of translation is the translators own experiences and intuitions which takes up 47% of produced translations.

Some conclusions that can be drawn from these findings are:

- The *Terminology List* is evidently not the main source used by translators during translation tasks.
- Translators have to depend on their own intuitions or experiences during translation tasks.
- The *Terminology List* does not prioritize the inclusion of parliamentary specific terms that are used often by translators.

6.4 Editors report

It should be recalled that the study also aimed to assess the translations produced by the translation teams through the use of an editor. Chapter 5 highlighted some of the corrections that were made by the editor regarding both the translation task and the *Terminology List* itself. The corrections were, firstly, an indication of the need for editors to evaluate the work of translators. Secondly, it is through the editors that we were made aware of the errors found in the *Terminology List*.

Editors thus highlighted that the *Terminology List* ought to be updated by experts who are fully competent in the target language. The editor also brought to light that the *Terminology List* should be extended so as to add terminology that is used frequently.

6.5 Limitations and recommendations

6.5.1 Limitations

The study primarily focused on the usefulness of *Terminology List* with regards to isiZulu and isiXhosa translations, although it would have been interesting to also look at the other languages as the *Terminology List* is multilingual and was meant to assist in the development of all the indigenous South African languages. This was unfortunately not possible due to time constraints.

6.5.2 Recommendations on awareness of the Terminology List

6.5.2.1 Knowledge of K,A,P concept

It is important, therefore, to discuss what was picked up through the study and make recommendations about what should be done or expected in the future about this resource. The recommendation for the first objective regarding awareness, it was evident that 49% of the participants are not aware of the *Terminology List* and the reason for that is that its existence was not properly communicated to them when they joined the LSS. This happened whilst the senior staff members as well as the management are well aware of the *Terminology List*. The study recommends that this resource be included in the package of the tools of trade that the new employees are offered when joining the LSS. This resource was meant to assist the Language Practitioners to do their work efficiently, therefore, it is important for the new employees to be introduced to it and it is important to keep a hard copy so that they can use and interrogate it in order to contribute in its development where they have to contribute with the provision of the new terms to its compilers should the need arise. This calls for the management to apply better communication strategy when dealing with the employees seeing that only 25% of them were made aware by the management. And Hellriegel et al (2017), warn against miscommunication in the workplace as it was stated in Chapter 4.

6.5.2.2 Attitude of K,A,P concept

With regards to the attitude of the K,A,P concept it is recommended that the SLPs should also assist with the promotion of the use of the *Terminology List* since it is evident that they work closely with the Language Practitioners which would work to the advantage of the employer as it would minimise the time they spend on one translation. Because the more the translators use the *Terminology List*, the shorter time of turnaround would be realised in the LSS. And Proctor (2003) advises, the management is responsible for the development of the employees, so, it is proper for the SLPs to play this role to their junior staff members for the good of the organisation. The SLPs are also given this responsibility because they are the only portfolio of staff with the highest percentage of 64% against 50% and 33% of the LPs and the CLPs respectively who possess the *Terminology List*. It is, therefore, proper for them to also take part in the development of their juniors.

6.5.2.3 Practice of K,A,P concept

The study recommends that the SLPs should also take an initiative in assisting with the introduction of the *Terminology List* to their junior staff members as it has been suggested in 6.5.2.2 above, because there are 67% of them who know about it and 64% of them have its hard copy and they work closely with the LPs. Moreover, they responded to using it 10% ‘Often’ than the 0% of the Managers and the CLPs. So, it is evident that they are the people who have an interest in the *Terminology List* than their superiors are interested. This will assist in reducing the number of LPs who use this resource rather than seeing the majority of 56% of them who left a blank space when responding to its usefulness.

6.5.3. Recommendation on the verbalised translation and the SLPs’ reports

6.5.3.1 Recommendation regarding objectives 2 and 5

With regards to the small percentage of the terms that were available in the *Terminology List*, the study recommends that it must be updated because it only provided the isiZulu translators with only 33% of terms whereas their own experience provided them with 46%. Again, the *Terminology List* provided the isiXhosa translators with 37% whilst they got 47% terms from their experiences. This is the response to the objective 2 of the study. This shows that as there are many new terms that are not included in the *Terminology List* hence it is recommended that it must be upgraded and that the relevant people should be included in the process of the upgrading it. These sentiments are shared by the participants in responding to question 12 where they were asked ‘to explain how they think it can be improved’ where 10% stated that upgrading needs to be collaborated with the relevant stakeholders and 25% said that it needs to be expanded upon whereas 1% said that it needs to include the Sign Language though the vast majority (58%) left a blank space. And this is the response to objective 5 of the study.

6.5.3.2 Recommendation on the reports of the SLPs on objective 3

The SLPs reported that there are many entries that are not found in the *Terminology List* and that they need to be included in there and that subject experts should be the ones who are commissioned to do the job. The editors go on to commend the *Terminology List* for having captured correct translation in most entries. The ‘*Excise duties*’ and ‘*Excise tax*’ – were the example of the terms that prompted the SLPs to request that subject experts should be the ones who are involved in its upgrading because laymen can easily be confused when trying to

explain the difference between the two. The reports also emphasised that all the entries that are used in parliamentary setting, like ‘oversight’ and ‘review’ should be included in the *Terminology List* and remove general terms like ‘pray’ and ‘create’ as they are not necessarily technical or parliamentary/political terms. The editors also recommend that the *Terminology List* should correct its first equivalent for ‘*conflict of interest*’ as it is tantamount to direct translation when it refers to ‘*udweshu ngokokwenzelela*’ as an equivalent for it. Because the term ‘*udweshu*’ means ‘*conflict*’, ‘*riot*’, ‘*protest*’ and the like. The accompanying term ‘*ngokokwenzelela*’ is even not suitable for this context. Furthermore, SLPs suggest that, in this context, the *Terminology List* should have used ‘*ukuphikisana*’ or ‘*ukuphambana*’ for ‘*conflict*’ or totally do away with the first equivalent all together as it does not make sense at all.



Reference list

- Alberts, M. (2007). *Dictionary structures and dictionary using skills*. PanSALBAfrilex, June 2007, TUT, Soshanguve. [Accessed in March 2018].
- Alexander, N. (1989). *Language Policy and National Unity in South Africa/Azania*. Cape Town: Buchu Books.
- Antia, B. (2000). *Terminology and Language Planning: an alternative framework of practice and discourse*. Amsterdam/Philadelphia: John Benjamins.
- Antia, B.E. & Clas, A. (2003). *Terminology Evaluation*. In: G-M. de Schryver (ed.) *Proceedings of the 6th International Conference on Terminology in Advanced Management Applications*. South Africa. TermNet: Vienna, 45-52.
- Beukes, A-M. (2003). *Facilitating Equitable Access to Government Services through Telephone Interpreting*. In: G-M. de Schryver (ed.) *Proceedings of the 6th International Conference on Terminology in Advanced Management Applications*. South Africa. TermNet: Vienna, 53-58.
- De Kadt, J. (2006). *Language development in South Africa – past and present*. In V. Webb and T. Du Plessis (eds.) *Studies in Language Policy in South Africa: The politics of language in South Africa*. Pretoria: Van Schaik, 41-48.
- Department of Arts and Culture. (2005). *The Multilingual Parliamentary/Political Terminology List*. Pretoria: Available online at: <https://www.languageinc.org/.../Parliamentary>. [Accessed in January 2015].
- Department of Arts and Culture. (2003). *National Language Policy Framework*. Pretoria. Available online at: www.dac.gov.za/.../LPD. [Accessed March 2015].
- Flinz, C, (2010). *DIL: A German-Italian Online Dictionary of Linguistics*. In: Granger, S & M. Paquot (eds). *Lexicography in the 21st century: New Challenges, New Applications*. DE LOUVANI: UCLPRESSES UNIVERSITAIRES, 67 -76.
- Free State Department of Arts, Culture, Sport and Recreation. (2006). *Free State Provincial Language Policy*. Available online at: www.gov.za/free-state-government-language-policy. [Accessed in March 2015].

Hellriegel, D., & Slocum Jr, J. W. (1974). Organizational climate: Measures, research and contingencies. *Academy of management Journal*, 17(2), 255-280.

Hibbert, L. (2003). *Changing language practices in parliament in South Africa*. Southern African linguistics and applied language studies. Vol.21 (3):103-117.

Hibbert, L. (2016). *The Linguistic Landscape of Post-Apartheid South African Politics Discourse*. Bristol: Deanta Global Publishing Services Limited.

Juhasz, B. J. (2005). *Age-of-acquisition effects in word and picture identification*. Psychological bulletin, 131(5), 684.

Kamwangamalu, N. M. (2002). *Language policy and mother-tongue education in South Africa: The case for a market-oriented approach*. In J. E. Alatis, H. E. Hamilton and Ai-Hui Tan (eds.) *Georgetown University Round Table on Languages and Linguistics (GURT) 2000 Linguistics, Language, and the Professions: Education, Journalism, Law, Medicine, and Technology*. Washington, DC: Georgetown University Press, 120.

Kelly, K. (2006). *From Encounter to Text: Collecting Data in Qualitative Research*. In M. TerreBlanche, K. Durrheim and D. Painter (eds.) *Research in Practice: Applied Methods for the Social Sciences* (pp. 285-319). Cape Town: University of Cape Town Press.

Kummer, W. (1983). *Probleme des Sprachausbaus in Entwicklungslandern. Terminologieprägung im Swahili*. In P. Finke (ed.), *Sprache im politischen Kontext* (Ergebnisse aus Bielefelder Forschungsprojekten zur Anwendung linguistischer Theorien). Tübingen: Max Niemeyer, 77–118.

Kuhn, P. (1989). *Typologie der Wörterbücher nach Benutzungsmöglichkeiten*. In F. J. Hausmann, O. Reichmann, H. E. Wiegand and L. Zgusta (eds), *Wörterbücher: Ein internationales Handbuch zur Lexikographie* [vol. 1]. Berlin & New York: Walter de Gruyter, 111–127.

Lesch, H. (2010). *A descriptive Overview of the Interpreting Service in Parliament*. *Acta Academia* Vol 42(3): 38-60.

Malan, J. J. (2008). Pretoria: *University of Pretoria*. Available online at: <http://repository.up.ac.za/dspace/handle>. [Accessed in February 2016].

Mesthrie, R. (2002). *Language in South Africa*. (Ed.) University of Cape Town: Cambridge University Press.

Ntuli, T. P. (2012). *Quality Interpreting Service: The Parliament of South Africa as a case Study*. Unpublished Master's thesis. Stellenbosch: University of Stellenbosch.

Osman, J. (2008): *Language Policy and Nation-Building in Post-Apartheid South Africa*.

Vienna: Springer Science and Business Media B.V

Parliament of the Republic of South Africa (2003). *Language Policy for Parliament*. Available online at: www.parliament.gov.za.

Proctor, T., & Doukakis, I. (2003). *Change management: the role of internal communication and employee development*. *Corporate Communications: An International Journal*, 8(4), 268-277.

Reihardt, T. (2000). *Hansard Translation: Problems and issues in the translation and editing of verbatim reports of parliamentary proceedings*. Unpublished Master's thesis. Potchefstroom: University of Potchefstroom. Available online at: <http://nrfnexus.nrf.ac.za/handle/20.500.11892/17545> [Accessed in June 2016].

Rondganger, N. (2012). *Evaluation of the English-Afrikaans Section of the Multilingual Parliamentary/Political Terminology List*. Unpublished Honours Research. Cape Town: University of the Western Cape.

Rubin, J. (1977). *Textbook Writers and Language Planning*. In J. Rubin, B. H. Jernudd, J. Das Gupta, J. A. Fishman and C. A. Ferguson (eds). *Language Planning Processes*. The Hague: Mouton, 237–253.

The Greater Dictionary of IsiXhosa (2006) Vol.1; (2003) Vol.2 & (1989) Vol. 3. In S. L. Tshabe and F. M. Shoba (eds.); P.N. van der Westhuizen, T. A Ndungane, A. M. Pienaar and T. X. Mfafa. University of Fort Hare. Cape Town: CTP Book Printers.

The Republic of Ciskei. (1981). *The Republic of Ciskei Constitution*. Available in the reserved archives of Parliamentary Library.

The Republic of South Africa. (1996). *The Constitution of the Republic of South Africa*. Pretoria: Government Printers.

The Republic of Transkei. (1976). *The Republic of Transkei Constitution*. Available in the reserved archives of Parliamentary Library.

Tewksbury, R. (2009). *Qualitative versus Quantitative Methods: Understanding Why Qualitative Methods are Superior for Criminology and Criminal Justice*. *Journal of Theoretical and Philosophical Criminology*, 1(1), 38-58.

Worrall, J. L. (2000). *In defense of the Quantoids: More on the reasons for the quantitative emphasis in criminal justice education and research*. Pages 353-361. Available online at: <https://doi.org/10.1080/10511250000084971> [Accessed in September 2018].



Addendum A: Questionnaire

1. What is your role/job title in Parliament? _____
2. How long have you worked in this role or in Parliament? (Tick appropriate option): 0 – 5 years; 6 – 10 years; over 11 years
3. (If applicable) English and which other official South African language are your main working languages in your role in Parliament?
4. Do you know or have you heard about the glossary called *Multilingual Parliamentary/Political Terminology List*? Tick appropriate box. Yes; No
5. If you know about it, how did you get to know about it?

6. Do you own a personal copy? Tick appropriate box. Yes; No
7. Do you know how many languages are contained in the Terminology List? Tick appropriate box. Yes; No
8. If you answered Yes above, how many languages? _____
9. Do you know if a copy is available/accessible at the office for colleagues to use? Tick appropriate box. Yes; No
10. If a copy is available, do you use it? Tick appropriate box. Often; Sometimes; Rarely; I never use it
11. If you have used it, how useful have you found it? Please explain your answer:

12. If you have used it, explain how you think the *Multilingual Parliamentary/Political Terminology List* could be improved. _____

Addendum B: Translated text and the Editor's report: IsiZulu

HOW THE BUDGET WORKS FOR US

INDLELA ISABIWOMALI ESISEBENZELA NGAYO

Ingabe siyini Isabiwomali?

Isabiwomali uhlelo olukhombisa ukuthi imalini engena njengeholo nokuthi izosetshenziswa kanjani phakathi kwesikhathi esibaliwe. Singabantu senza izinhlelo eziningi eziphathelele nemihlo yethu nezindleko. Ukwenza isabiwomali kubalulekile ngoba noma singathanda ukuthenga izinto eziningi, esikhathini esiningi asibinayo imali eyenele yokwenzanjalo. Ngalokho-ke lokhu kusho ukuthi sinezidingo ezedlulele kanti izimali ezingenele zokuthola lokho esikufunayo. Ukwenza isabiwomali indlela yokuhlakanipha neyokukhetha indlela esisebenzisa ngayo imali yethu. Uma sisebenzisa imali kwenye into, singafanela ukuthi siphile ngaphandle kwenye yezinto.

Ingabe umbuso usihlela kanjani Isabiwomali sawo?

Ngendlela efanayo, uMbuso kufanele ukhethhe. Izinhlelo Zombuso kufanele zilinganise izimali ezikhona kanye nezidingo zabantu. Isabiwomali sabiwa ngokulandela izidingo ezinqunyelwe lowo nyaka. Isabiwomali sikazwelonke sikhankanya imali Yombuso elindelekile kanye nezindleko kulowo nyaka wezimali, ukusuka ngomhla lu-1 ku-Epreli ukuya ngomhla zi-31 kuMashi wonyaka olandelayo. Isabiwomali sikazwelonke asifani nanoma yisiphi esinye, ngoba sikhombisa ukuthi imali izosetshenziswa kanjani, kanti futhi sinikezana ngemininingwane yokuthi lezi zimali zizotholakala kanjani ukuze zikwazi ukuvala izindleko zelizwe.

Ingabe Umbuso usakha kanjani isikhwama sawo sezimali?

Umthombo omkhulu wezimali zikaHulumeni uvela emalini yentela. Intelu yimali ephoqeletwe izakhamizi, amabhizinisi kanye nanoma yisiphi isikhungo esifanele ukukhokha intela, eziyikhokhela Umqoqi Wentela. Isikhungo Sokuqoqwa Kwentela i-SARS sinomthwalo wokuqoqa intela. Kunezinhlobo ezahlukene zezintela. Umbuso uthola ingxenye enkulu yentela eholweni lomuntu ngamunye. Wonke umuntu ohola ngaphezulu kwenani elithile kufanele akhokhe intela embusweni. Lolu hlobo lwentela lwaziwa njengentela yeholo. Ezinye izinhlobo zentela zibala iNtela Efakwa Entengweni yezimpahla ezithile, i-Value-Added Tax i-VAT kanye intela ekhokhiswa impahla eyakhiwe ngaphakathi ezweni i-excise duties. Abantu abaning bake bezwa nge-VAT, nokuthi ezinye izimpahla eziyisisekelo aziyifaki i-VAT. Kanti ngakolunye uhlangothi, kwesinye isikhathi kuyaye kwengezwe intela ezimpahleni zobumnandi

nje. Intela ekhokhwa umuntu kuthengwa izinto ezifana nottshwala nogwayi, yi-“sin tax” (intela ekhokhwa uma kuthengwa izinto ezifana notshwala nogwayi). UMthethosisekelo ubalula ukuthi uMongameli kufanele ayilawule kanjani imali. Nanoma iyiphi imali izwe eliyitholayo ifakwa e-akhawuntini yomgcinimafa kahulumeni esetshenziswa uhulumeni eyaziwa ngelithi i-Exchequer account. Kusetshenziswa uMthetho WePhalamende uma kukhishwa imali kule akhawunti. Noma isiphi isabiwomali kufanele sibe nohlangothi lwezindleko nelemali engenayo.

Sisebenza kanjani isabiwomali?

Isabiwomali Sombuso sihlukaniswe Yimali Engenayo kanye Nezindleko, Imali eshodayo i-Deficit iba ngaphambi Kwemalimboleko nesikweletu sikahulumeni i-Public Debt. Imali engenayo kanye nezindleko zona zaziwa ngelithi i-State Revenue Account. Isabiwomali Sombuso siqala ngezindleko lapho ezinye ziqala ngemali engenayo. Umahluko phakathi kwemali engenayo nezindleko yaziwa ngelithi i-deficit noma yimali eshodayo. I-deficit yenzeka uma Umbuso uhlela ukusebenzisa imali eningi kunaleyo ongakwazi ukuyithola ivela enteleni ejwayelekile. iSikweletu sikahulumeni senzeka uma uhulumeni eboleka imali khona lapha ezweni noma emazweni angaphandle ukuze avale izindleko zakhe. Uma imali engenayo yedlula izindleko, isibonelo uma imali yentela etholakele iningi kunokade kulindelekile, kubanensada.

Indlela Isabiwomali esihanjiswa ngayo

Kuthatha izinyanga ezi-14 ukuhlela isabiwomali. Lokhu kusho ukuthi ngesikhathi kwethulwa Isabiwomali sonyaka ophezulu ePhalamende, Isabiwomali sonyaka olandelayo kusuke sekunezinyanga ezimbili kuqaliwe ngokusihlela. Kukhona iMinyango ehlukeni esebenzana nokuklama isabiwomali. Le Minyango ithumela imiklamo yayo ehambisana nezizathu zakhona eMahhovisi Amakhulu aleyo Minyango. IHhovisi Elikhulu lizokufinqa lokho bese likwethulela uMinyango Wezezimali. UMinyango Wezezimali uzokwenza isifinqo esizokhombisa izindleko zeMinyango ehlukeni. Uphiko Lezobuqondisi Bezokuqoqwa Kwentela Yangaphakathi kanye Nophiko Lezobuqondisi Bokulawulwa Kokungena Kwezimpahla Kuleli lizwe nawo aklama izabiwomali zawo ayaye azithumelele eMnyangweni Wezezimali. UNgqongqoshe Wezezimali kanye noMbusi Webhangengodla bayahlangana ukuze babonisane ngemiklamo yesabiwomali. Lezi zingxoxo zizolawulwa isimo sezepolitiki, esomnotho kanye nesezezimali. UMqondisi Jikelele Wezezimali uhlela isabiwomali.

Ngokujwayelekile, minyaka yonke ngoFebruwari, uNgqongqoshe Wezezimali wethula Inkulumo Yesabiwomali ePhalamende. Ngemuva kwalokho isabiwomali sibe sekuboniswana ngaso ePhalamende. ONgqongqoshe bakahulumeni kudingeka banikezane ngezizathu zezindleko zeMinyango yabo ehlukeni. Inkulumo Yesabiwomali ngokujwayelekile ilandela indlela eyodwa. Iqala ngokubuyekeza imiphumela yezezimali yonyaka odlule, bese ibuyekeza isimo sezwe kwezomnotho, kanye nokubukisisa unyaka wamabhuku ozayo. Siyasho ukuthi imali ekhankanyiwe engenile kanye nezindleko izolinganiswa kanjani. Kungumgomo oseMthethwenisisekelweni wethu wentandoyeningi ukuthi uhulumeni angasebenzisa kuphela imali uma igunyazwe yiPhalamende. Isabiwomali sithathwa njengayo yonke imithetho okufanele igunyazwe yiPhalamende kuqala ngaphambi kokuthi ube yisibopho. Ngemuva kweNkulumo kaNgqongqoshe, aMalungu ePhalamende abonisana ngesabiwomali bese esivotela. Ngemuva kokuthi isabiwomali ngasinye kube nenkulomompikiswano ngaso, zombili iZindlu zePhalamende kufanele zisivotele. Uma isabiwomali sesigunyaziwe, lowo Mnyango unganikezwa imvume yokuqhubeka nohlelo lwawo lwezimali.

Isabiwomali kanye Nokuhlola

Ukuqoqwa kwentela kanye nezindleko kufanele kulawulwe ukuqinisekisa ukuthi imali isetshenziswa ngokulandela inhloso yePhalamende. Umcwaningimabhuku ubikela iPhalamende ngokuthi imiyalelo yokusebenzisa imali iye yalandelwa yini. Isabiwomali yinto ebalulekile yenqubomgomo futhi nethuluzi elibalulekile lokuhlola, ukulandela umgomo wokuziphendulela kukahulumeni ngokuthi izimali zisetshenziswa kanjani.



Editor's Report

Appraisal

The good thing about the Glossary is that most of the translation of the terms that are available here are translated correctly according to our knowledge.

'Deficit' – the Glossary have both translation options of *'engenele'* and *'eshodayo'* which is a good thing.

I have also noted that, generally, the Glossary is good at providing more meanings of the terms and that these terms are accurate according to our knowledge. For example: terms like *'contempt of parliament'* is *'ukudelela iphalamende'*; *'ukweyisa iphalamende'* and *'ukugcwanekela iphalamende'*.

'Exchequer' is available in the Glossary and not *'exchequer account'* which is not a problem because *'account'* is a commonly used term and not technical.

The term **'Budget speech'** is also available in the Glossary though the translators did not verbalise it like other terms that they consulted the Glossary for and this term is translated correctly as we know it although we do not agree with its third equivalent where the Glossary states that it is *'inkulumo yohlahlomali'* as *'uhlahlomali'* is an isiXhosa word.

Governor of the reserve bank

Governor of the reserve bank has two translation options;

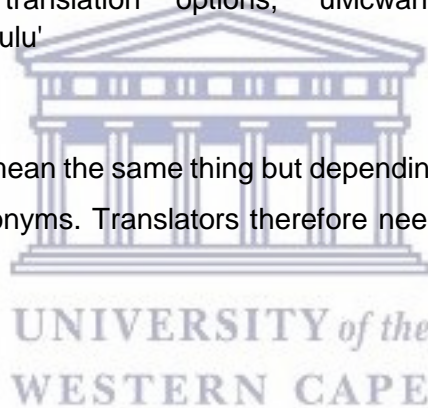
- a) uMbusi Webhangengodla
- b) uMbusi Webhange Lombuso

Auditor General

This term has two translation options, 'uMcwaningimabhuku Omkhulu' or 'uMphenyimabhuku Omkhulu'

State / government

'uMbuso and Hulumeni' may mean the same thing but depending on the context. They are not always equal substitutes/synonyms. Translators therefore need to be very accurate in their selection.



Negative report

'Excise duties' and **'Excise tax'** – I feel that it is important for such terms to be translated by the subject experts because a layman can easily be confused when trying to explain the difference between the two. And it is a pity that the Glossary could not assist as the terms are not available in it.

'Sin tax' too, should be translated by the subject experts for the translators did not come up with an equivalent for that but improvised by explaining what they think the 'sin tax' is. So, the Glossary must be upgraded to ensure that such terms' equivalents are available.

'Oversight' is not available in the Glossary and I feel that this is not good for the Glossary since this term is *all* what Parliament is about – to conduct oversight on the executive. So, if the Glossary is meant to assist the target group in doing their work properly it needs to include

as many parliamentary/political terms as possible. And the term 'oversight' has two translation options, 'ukugapha' and 'ukuhlola'. It is also not included in the Glossary.

I have also noted that, generally, there are terms that are not technical or economic in the Glossary. I picked up terms like 'pray'; 'create' and 'conflict' but I do not mean that these are the only ones that are there or that there are more of these.

I also have to mention that though I have stated that the Glossary should be commended for its on point translation with regards to the equivalents that we were looking for, for this project, but I have to mention that I have spotted something to the contrary. Because the Glossary's first equivalent for '*conflict of interest*' is tantamount to direct translation when it refers to '*udweshu ngokokwenzelela*' as an equivalent for it. I say this because the term '*udweshu*' means '*conflict*'; 'riot'; 'protest' and stuff like that. This is misleading and not correct. Even the accompanying term '*ngokokwenzelela*' is not suitable for this context. And I suggest that, in this context, the Glossary should have used '*ukuphikisana*' or '*ukuphambana*' for '*conflict*' or totally do away with the first equivalent all together as it does not make sense at all. It is unacceptable and wrong.

Lastly, the Glossary provided too few solutions for such a technical document of three (3) pages, which means that it really needs to be upgraded in order for it to achieve its full potential.

Terms not available in the Glossary

Directorate of inland Revenue

Directorate of Customs

Minister of Finance

Financial year

State income

Tax-liable body

Excise duties

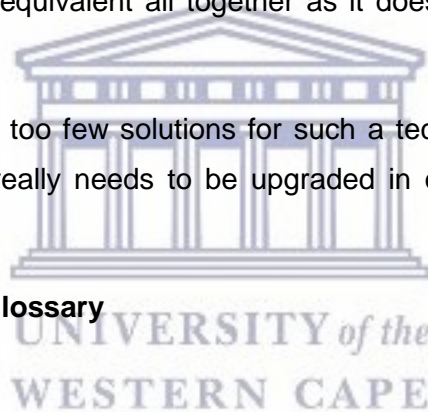
Excise tax

Sin tax

Public debt

cabinet ministers

accountable



Houses of Parliament
Members of parliament
Governor of the Reserve Bank
Financial factors
Oversight

Observation on translators

Department

The translators said that '*department*' is not in the Glossary and yet it is there. Again, the translators followed the source text to qualify the department in their translation by saying 'iMinyango kahulumeni' and yet there is no need to add 'kahulumeni' because in this context it is known what 'Mnyango' is being referred to. This is no fault of theirs as the source document should not have qualified the departments either because it is known in this setting that the 'departments' refer to the government departments.

Addendum B: Translated text and the Editor's report: IsiXhosa HOW THE BUDGET WORKS FOR US

LUSISEBENZELA NJANI UHLAHLO-LWABIWO-MALI

Yintoni uHlahlo-lwabiwo-mali?

Uhlahlo-lwabiwo-mali sisicwangciso esibonakalisa ubungakanani bengeniso efumanekileyo nendlela eza kusetyenziswa ngayo kwixesha elibekiweyo. Njengabantu senza izicwangciso ezininzi ngengeniso nangenkcitho eyeyethu. Ukwenza uhlahlo-lwabiwo-mali kubalulekile kuba nangona sinokunqwenela ukuthenga izinto ezininzi, asisoloko sinemali eyaneleyo yokuzithenga. Oko ke kuthetha ukuba sineemfuno ezingapheliyo nemithombo embalwa yokukhawulelana nezinto esizifunayo. Ukwenza uhlahlo-lwabiwo-mali kunento yokwenza nokuthengiselana kwanokukhetha indlela esiyisebenzisa ngayo imali yethu. Ukuba imali siyisebenzisa kwinto enye, kuza kufuneka sazi ukuba sise nokungayifumani enye into.

URhulumente uluqulunqa njani uHlahlo-lwabiwo-mali lwakhe?

Ngokufanayo, uRhulumente naye ujongene noluhlu lwezinto amakakhethe kuzo. Amaqumrhu kaRhulumente kufuneka alungelelanise imithombo ekhoyo ihambelane neemfuno zabantu.

Uhlahlo-lwabiwo-mali lwenziwa luthelakiswa nezinto ezingundoqo nekugqitywe ngazo kuloo nyaka. Uhlahlo-lwabiwo-mali lwesizwe lubonelela ngoqikelelo lwengeniso kwanenkitho ykaRhulumente elindelekileyo kuloo yonyaka-mali, ukusukela ngowoku-1 ku-Apreli wonyaka ukuya kutsho kowama-31 kuMatshi wonyaka olandelayo. Uhlahlo-lwabiwo-mali lwesizwe alufani nalo naluphi na olunye, kuba lubonakalisa indlela eza kusetyenziswa ngayo imali, luze lunike iinkcukacha ngendlela eza kunyuswa ngayo ingxowa-mali ukukhawulelana nenkcitho yelizwe.

URhulumente uyinyusa njani ingxowa-mali yakhe?

Owona mthombo uphambili wengeniso-mali kaRhulumente yirhafu. Irhafu ziintlawulo ezisisinyanzelo ezihlawulwa kubaQokeleli beRhafu ngabantu, amashishini nawo nawuphi na umbutho ofanele ukuhlawula irhafu. IiNkonzo zeNgeniso zoMzantsi Afrika (South African Receiver of Revenue - SARS) zizo ezinoxanduva lokuqokelela irhafu. Kukho iindidi ezahlukeneyo zerhafu. URhulumente ufumana ubukhulu berhafu yakhe kwingeniso yabantu. Umntu ngamnye elizweni ofumana ingeniso engaphezulu kwemali ethile unyanzelekile ukuba ahlawule irhafu. Olu hlobo lwerhafu lubizwa ngoku yirhafu yengeniso. Ezinye iintlobo zerhafu zibandakanya iRhafu-ntengo(Value-Added Tax - VAT) neyezinto eziveliswe kweli. Abantu abaninzi bayazi nge-VAT, kwanokuba ezinye izinto ezithengwayo azifakelwa iVAT. Kwelinye icala, irhafu ezongezelelweyo ngamanye amaxesha zibizwa kwiimpahla zobunewenewu. Olu hlobo lwerhafu yezinto eziveliswe kweli lubizwa ngokuba “yirhafu yesono (yezinto ezineziphumo ezibi)”. UMgaqo-siseko uyayichaza indlela uMongameli ekufuneka ayilawule ngayo ingeniso. Nayiphi na ingeniso efunyanwa lilizwe ifakwa kwi-akhawunti yeSebe likaNondyabo weSizwe. Kufuneka kusetyenziswe uMthetho wePalamente xa kukhutshwa imali kule akhawunti. Naluphi na uhlahlo-lwabiwo-mali kufuneka lube necala lenkcitho nelengeniso.

Lusebenza njani uHlahlo-lwabiwo-mali?

Uhlahlo-lwabiwo-mali lukaRhulumente lwahlulwa lube yiNgeniso kunye neNkcitho, iMali eShotayo (intsilelo) ngaphambi kweMali-mboleko kunye naMatyala kaRhulumente. Ingeniso nenkcitho ikwabizwa ngokuba yi-Akhawunti yeNgeniso yeSizwe. Uhlahlo-lwabiwo-mali lukaRhulumente luqala ngenkcitho ngeli lixa ezinye iintlobo zohlahlo-lwabiwo-mali ziqala ngengeniso. Umahluko wemali xa kuthelakiswa nengeniso kunye nenkcitho ibizwa ngokuba yimali eshotayo okanye imali eseleyo. Imali eshotayo yenzeka xa uRhulumente ecwangcisele ukuchitha ngaphezulu kunoko anakho ukukufumana kwiirhafu nje eziqhelekileyo. Ityala

likarhulumente lenzeka xa urhulumente eboleke imali ngaphakathi kweli okanye kwamanye amazwe ukuze akhawulelana nenkcitho yakhe. Xa ingeniso ininzi kunenkcitho, umzekelo xa kuqokelelwe irhafu yabantu yabe ngaphezulu kunoko bekulindelwe, kubakho imali eshiyekayo.

Inkqubo yoHlahlo-lwabiwo-mali

Uhlahlo-lwabiwo-mali luthatha iinyanga ezili-14 ukulungiselela. Oku kuthetha ukuba ngexesha kusaziswa uHlahlo-lwabiwo-mali lwalo nyaka ePalamente, olonyaka ozayo sele luneenyanga ezimbini lulungiselelwa. Amasebe awohlukeneyo ayabandakanyeka xa kuqikelelwa uhlahlo-lwabiwo-mali. Athumela uqikelelo lwawo kunye nezizathu ezilukhaphayo kwii-Ofisi zawo eziPhezulu. I-ofisi ePhezulu iya kuqulunqa isishwankathelo ze isifake kwiSebe lezeziMali. ISebe lezeziMali liza kukhupha isishwankathelo esibonakalisa inkcitho yamasebe awohluka-hlukeneyo. ICandelo loLawulo lokuQokelela iNgeniso yaNgaphakathi kunye neCandelo loLawulo lokuQokelela iRhafu yeeMpahla eNgenayo nawo akwaqulunqa uqikelelo lohlahlo-lwabiwo-mali athi aluthumele kwiSebe lezeziMali. UMphathiswa wezeziMali kunye neRhuluneli yeBhanki enguVimba bayahlangana baze baxoxe ngoqikelelo lohlahlo-lwabiwo-mali. Ingxoxo iza kuthi ifuthelwe yimiba yezopolitiko, ezoqoqosho neyemali. UMLawuli-Jikelele wezeziMali ulungiselela uhlahlo-lwabiwo-mali.

Ngokwesiqhelo ngoFebruwari, nyaka ngamnye, uMphathiswa wezeziMali wenza iNtetho yoHlahlo-lwabiwo-mali ePalamente. Emva koko kuxoxwa ngohlhlo-lwabiwo-mali ePalamente. AbaPhathiswa kufuneka bazathuze ngenkcitho yamasebe abo. Ngokwesiqhelo le ntetho kuilandela indlela ethile emiselweyo. Iqala ngokuphengulula iziphumo zonyaka-mali odlulileyo, ize yenze uphengululo jikelele lwemicimbi yezoqoqosho yelizwe, kunye nophengululo lonyaka-mali olandelayo. Ithi ichaze nendlela eza kulungelelaniswa ngayo ingeniso kunye nenkcitho eqikelelwayo. Ngokomgaqo-sikhokelo okuMgaqo-siseko wedemokhrasi yethu uRhulumente angasebenzisa imali kuphela xa oko kuthe kwaphunyezwa yiPalamente. UHlahlo-lwabiwo-mali luthathwa njengawo nawuphi na umthetho okufuneka uphunyezwe yiPalamente ngaphambi kokuba ube neembophelelo. Emva kweNtetho yoMphathiswa, amaLungu ePalamente axoxa ngohlhlo-lwabiwo-mali aze aluvotele. Emva kokuba kuxoxiwe ngevoti nganye yohlhlo-lwabiwo-mali, iziNdlu zombini zePalamente kufuneka ziyivotele. Ukuba lwamkelwe uhlahlo-lwabiwo-mali, elo sebe lichaphazelekayo lingalini kwa ilungelo lokusebenza ngenkqubo yalo yezemali.

Uhlahlo-lwabiwo-mali kunye noOngamelo

Ukuqokelelwa kwengengeniso kunye nenkcitho kufuneka zilawulwe ukuqinisekisa ukuba imali isetyenziswa ngokwendlela enqwenela ngayo iPalamente. UMphicothi-zincwadi-Jikelele wenza ingxelo ePalamente malunga nokuba ithotyelwe kusini na imiyalelo yenkcitho. Uhlahlo-lwabiwo-mali sisixhobo esibalulekileyo somgaqo-nkqubo kwanesixhobo esibonakalayo solongamelo, esithi sisetyenziselwe ukugcina urhulumente ephendula ngendlela esetyenziswe ngayo imali.

How does the State draft its Budget?

State: The term is available in the Terminology List provided. However, the translator did not use it and the substitute term used could be mistaken for “nation”.

Structure: Although the term is available in the List, the meaning refers to a built structure and the other meanings are not provided, for instance “iqumrhu” as in an institution of government or “ubume” as in the structure of written work.

Resources: As indicated in the earlier project, “imithombo” is the better alternative to “izixhobo” in this context.

Provide: There is no translation for this term in the List, and the alternative term used by the translator, although correct, is not appropriate in this context.

How does the State raise its funds?

Main: Translation of the term is not available in the term List. In the translation the translation term was not provided. This could be translation by omission, but in this case it deprives the essence of the sentence.

VAT: There is no translation for this term in the List. Although the translation provided by the translator is correct, there is a widely used term that would be easy to understand for many people, and that is “iRhafu-ntengo”.

Excise tax: There is no translated term provided in the List. The translation provided by the translator is ambiguous in the sense that it could refer to “household goods”. The alternative I provided better captures the meaning, namely “irhafu kwizinto eziveliswe kweli”.

Exchequer: There is term in the List but the translator did not use it, namely “iSebe likaNondyebo”.

How does the Budget work?

Deficit: “iMali eShotayo” is available in the term List, but was not used by the translator.

Locally: There is no translation of the term in the term List. In the context it is used in the text, I would suggest “ngaphakathi kweli” because the translation provided “kwiindawo ezikufutshane” (in nearby places) is ambiguous. It can refer to other countries that are nearby.

Abroad: “kwamanye amazwe” is not available in the term List. The one provided by the translator “kwiindawo ezingaphandle” means “in outside places”. Although not completely wrong, it does not catch the essence of the actual meaning.

Collected: “kuqokelelwe” is not available in the term List. “kongezwe” (added), as a translation provided by the translator, means something else and is therefore incorrect.

The Budget process

Directorate: The term is available in the term List. The translator did not use the full term which is “iCandelo loLawulo” but just “iCandelo.”

draft: The term is available in the term List, namely “qulunqa”, in this context to be used as “akwaqulunqa”.

influenced: The term is not available in the term List. The translator provided a translation which means “affected” and is therefore incorrect.

Cabinet Ministers: The term is available in the term List as “abaPhathiswa”. The translator gave the translation “abaPhathiswa besiGqeba”, with “isiGqeba” referring to the “executive”, a term that is also available in the list. In the list the translation is given as simply “abaPhathiswa”.

Review: The term is not available in the term List. The translation provided by the translator is “jonga” when it should be “phengulula”.

General review: In the context of the above explanation, “general review” should therefore have been translated as “uphengululo jikelele”.

Particular: The term is not available in the term list. In this context, “lichaphazelekayo” is the better option than “kubhekiselwa kulo”.

The Budget and Oversight

Oversight: The term is not available in the list. “ULongamelo” is the term to be used instead of “solawulo” as used by the translator.

