Investigating the role of translators in cross-language qualitative research in psychology

by

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DECLARATION

Investigating the role of translators in cross-language qualitative research in psychology

I, J. De Vos, declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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- Family members – especially my husband, Philip, and my parents, Hannes and Amanda, and Ouma Joan – whom have always supported me throughout my studies;
- To a friend who once told me: …Jack of all trades, perhaps; but master of some.

DEDICATION

I'd like to dedicate this dissertation to my late friend Vince, whose strength and support were special and always appreciated. Wish you were here to celebrate with me, but I know you'll be smiling. Cheers.

"*The only limits in our life are those we impose on ourselves.*"

Bob Proctor

"*Whatever we think about and thank about we bring about.*"

Dr. John Demartini

ABSTRACT

Academics in social sciences are increasingly conducting research in multilingual contexts. Researchers in the field of cross-language research agree that issues on the role of translators and translation are often neglected and even omitted in research reports, which may affect the trustworthiness of such a study. The aim of this study was to investigate the role of translators in cross-language qualitative research from the views of master's and doctoral students who conducted cross-language qualitative research in psychology at a selected South African university.

Exploratory qualitative research and methodology were deemed suitable for this study. Key participants were sampled through snowball sampling. Five postgraduates availed themselves to participate. Data were collected by semi-structured e-mail, telephone and/or face-to-face interviews. Semi-structured interviews were audio recorded and transcribed by the researcher after the interviews. As the number of available participants was limited, the researcher also sampled unpublished dissertations (5) and doctoral theses (2) to conduct document analysis.

Transcripts were imported into ATLAS.ti™, whereafter the qualitative data were analysed by means of thematic data analysis. Five main themes emerged from the data. Themes from the transcripts as well as notes in the researcher's reflective journal and relevant literature findings were collated. Finally, a critical discussion was provided.

Key participants believed that translators may play a significant role in several stages of a cross-language qualitative study. Participants reported experiencing several translation challenges, namely: language barriers between them and their research participants; difficulty translating subject terminology from English into Afrikaans; and outdated bilingual scientific dictionaries. Findings also revealed that the credentials of the translator hired may have an impact, whether positive or negative, on the translation product.

Reasons why translators may be excluded from a cross-language qualitative study were also highlighted. Firstly, although some of the participants reported that translators may be valuable in a cross-language study, all of them strongly asserted that they possessed high language competency, and therefore they deemed the inclusion of translators unnecessary.

It also emerged that qualitative researchers may need to be cognisant of ethical issues that may arise in a cross-language study. Translators may further be excluded as translation may not be suitable for the specific research design (for example, phenomenology). Finally, researchers may not have the financial means to hire translators.

None of the key participants reported the language/translation challenges they experienced during their studies and the possible impact it may have had on the methodology or quality of data. They did not deem it an important aspect of their studies. In some of the dissertations and theses sampled, only the mother tongue of participants was often indicated but, in most cases, was discussed very superficially. These researchers mostly mentioned (as part of the biographic information) the language profile of their participants; that the data for that study were collected in either Afrikaans or English; and that the data were translated and analysed. Finally, although some of the sampled research reports were edited by professional language practitioners, translation and grammatical errors were clear throughout in the manuscripts. From this research it was clear that including translators in cross-language qualitative research in psychology is not a common practice in the South African context, and matters relating to translation and how challenges in this regard were dealt with are grossly neglected and mostly omitted in postgraduate research reports. To conclude, limitations of this study were highlighted, and recommendations for future translation research and practice were made.

Keywords: cross-language research; translator; translation; qualitative research; psychology; equivalence; academia; postgraduate; scientific text; education

OPSOMMING

Navorsing in sosiale wetenskappe word toenemend in veeltalige kontekste uitgevoer. Kruistaal kwalitatiewe navorsers is dit eens dat vraagstukke rondom die rol van vertalers en vertaling gereeld oor die hoof gesien word en selfs in navorsingsverslae uitgelaat word, wat uiteindelik die vetrouenswaardigheid van so 'n studie mag affekteer. Hierdie studie het ten doel gehad om ondersoek in te stel na die rol van vertalers in kruistaal kwalitatiewe navorsing vanuit die oogpunt van meestersgraad- en doktorale studente wat kruistaal kwalitatiewe navorsing in sielkunde aan 'n gekose Suid-Afrikaanse universiteit uitgevoer het.

Eksploratiewe kwalitatiewe navorsing en metodologie is as geskik geag vir hierdie studie. Sleuteldeelnemers is deur middel van sneeubalsteekproefneming gekies. Vyf nagraadse studente het hulleself beskikbaar gestel om aan die navorsing deel te neem. Data is deur middel van semi-gestruktureerde e-pos-, telefoon- en aangesig-tot-aangesig-onderhoude ingesamel. Die aantal deelnemers wat aan die studie kon deelneem was beperk en daarom het die navorser ook ongepubliseerde verhandelings (5) en proefskrifte (2) ingesamel ten einde dokumentanalise uit te voer.

Transkripsies is in ATLAS.ti™ ingevoer, waarna die kwalitatiewe data deur middel van tematiese data-analise ontleed is. Vyf hooftemas het uit die data gespruit. Temas uit die transkripsies sowel as die navorser se notas uit haar reflektiewe joernaal en relevante literatuurbevindinge is saamgevat, waarna 'n bespreking gevolg het.

Sleuteldeelnemers was van mening dat vertalers 'n belangrike rol kan speel in verskeie fases van 'n kruistaal kwalitatiewe studie. Volgens deelnemers het hulle verskeie vertaaluitdagings ervaar, naamlik: taalhindernisse tussen hulle (die navorser) en hul navorsingsdeelnemers; uitdagings om vakterminologie van Engels in Afrikaans te vertaal; en verouderde tweetalige vakwoordeboeke. Bevindinge het ook getoon dat die aangestelde vertaler se kwalifikasies 'n impak mag hê, hetsy positief óf negatief, op die vertaalproduk.

Redes waarom vertalers van 'n kruistaal kwalitatiewe studie uitgesluit kan wees, is ook uitgelig. Ten eerste, hoewel enkele deelnemers meegedeel het dat vertalers in 'n kruistaal kwalitatiewe studie waardevol kan wees, het alle deelnemers sterk benadruk dat hulle oor hoë taalvaardigheid beskik, en daarom het hulle die insluiting van vertalers in hul studies

onnodig geag. Dit blyk ook dat kwalitatiewe navorsers bewus moet wees van etiese vraagstukke wat in 'n kruistaal studie mag onstaan. Vertalers kan voorts uitgesluit word indien vertaling nie geskik is vir die spesifieke navorsingsontwerp nie (byvoorbeeld, fenomenologie). Laastens, navorsers beskik moontlik nie oor die finansiële middele om vertalers aan te stel nie.

Geeneen van die sleuteldeelnemers het die taal- of vertaaluitdagings wat hulle in hul studies ervaar het, genoem nie en het ook nie gemeld wat die moontlike impak op die metodologie of kwaliteit van die data mag wees nie. Hulle het dit nie in hulle studies belangrik geag nie. In enkele gekose verhandelings en proefskrifte is die moedertaal van navorsingsdeelnemers in daardie studies aangedui, maar is meestal baie simplisties bespreek. Hierdie navorsers het grotendeels slegs die taalprofiel van hulle deelnemers genoem (as deel van die biografiese inligting); dat data in hulle studies in óf Engels óf Afrikaans ingesamel is; en dat die data vertaal en ontleed is. Laastens, hoewel sommige van die navorsingsverslae deur professionele taalpraktisyns geredigeer is, is vertaal- en grammatiese foute steeds deurgaans in die manuskripte opgemerk. Dit blyk duidelik uit dié navorsing dat die insluiting van vertalers in kruistaal kwalitatiewe navorsing in sielkunde nie algemene praktyk in die Suid-Afrikaanse konteks is nie, en sake wat verband hou met vertaling en hoe uitdagings in dié verband hanteer is, word grootliks nagelaat en meestal in nagraadse navorsingsverslae uitgelaat. Ten laaste is beperkings van die studie uitgelig, en aanbevelings is gemaak vir toekomstige vertaalnavorsing en -praktyk.

Sleutelwoorde: Kruistaal navorsing; vertaler; vertaling; kwalitatiewe navorsing; sielkunde; ekwivalensie; akademie; nagraads; wetenskaplike teks; onderwys

KHUTSHWAFATSO

Batlhatlheledi mo dithutong tsa maaranyana a dikgolagano gareng ga batho ba ba dirang patlisiso ka ga bopuontsi, ba ntse ba oketsega go feta. Babatlisisi mo tikologong ya dipuo tse di fapaaneng ba dumela gore mabaka a a ka ga karolo e e tsewang ke baranodi le diphetolelo, mo nakong e ntsi e tlogelwa kwa morago mme le gone ga e akaretswe gotlhelele mo dipegong tsa patlisiso. Seno, se ka ama boikanyego jwa serutwa. Maikaelelo a serutwa seno e ne e le go batlisisa karolo e e tsewang ke baranodi mo patlisisong ya dipuo tse fapaaneng e e itsegeng ka la 'qualitative', go tswa mo dikakanyong tsa baithuti ba dithuto tsa Masetase le tsa Bongaka, ba ba dirileng patlisiso tsa dipuo tse di fapaaneng mo patlisisong e e itsegeng ka la 'qualitative', mo go saekholoji mo yunibesiting e e kgethilweng mo Aforikaborwa.

Patlisiso e e ka ga ditlhaloso tsa mabaka a a batlisisiwang, ya go utulola mmogo le mokgwa wa go batla tshedimosetso, di fitlhetswe e le tse di siametseng serutwa seno. Batsayakarolo-bagolo ba patlisiso ba ne ba kgethiwa mme ba ne ba tshwanetse go batla batsayakarolo bangwe ba go tla dirwang diteko ka bone. Batsholadidikerii tsa dithuto tse dikgolwane ba le batlhano ba ne ba ithaopa go tsaya karolo. Tshedimosetso e kgobokantswe ka imeile ya seka-thulaganyo, mogala le/kgotsa dipuisano tsa go lebelana ka matlho. Ditherisano tsa seka-thulaganyo di ne tsa gatisiwa mme tsa kwalololwa ke mmatlisisi morago ga dipuisano. Ka ntlha ya fa palo ya batsayakarolo e ne e le e nnye, mmatlisisi o ne a kgobokanya dikao di le 5 go tswa mo dithutong tsa Masetase, le tse 2 go tswa mo go tsa Bongaka, tse di sa phasaladiwang di kanoka.

Dikgatiso di ile tsa tsengwa mo teng ga ATLAS.ti™, mme morago tshedimosetso e e ka ga ditlhaloso e ne ya kanokwa ka mokgwa wa kanoko ya dithitokgang. Go tswa mo tshedimosetsong, go ne tlhagelela dithitokgang di le tlhano. Dithitokgang go tswa mo dikgatisong mmogo le dikwalwa go tswa mo jenaleng ya dikakanyo tsa mmatlisisi le diphitlhelelo go tswa mo dipuisong tsa patlisiso, di ne tsa kgobokanngwa. Mo bokhutlong, go ne ga nna le puisano e e nang le dikakanyo tse di farologaneng.

Batsayakarolo-bagolo ba na ba dumela gore baranodi ba ka tsaya karolo e e botlhokwa thata mo thutong ya ditlhaloso e e ka ga dipuo tse di fapaaneng. Batsayakarolo ba begile fa ba nnile dikgwetlho tsa diphetolelo, e leng: dikganedi tsa puo magareng a bone le

batsayakarolo ba bone mo patlisisong; bothata jwa go fetolela mareo a serutwa go tswa mo Seesimaneng go ya kwa Seaforikanseng; le dibukantswe tse dipuopedi tsa bonetetshi tsa bogologolo. Diphitlhelelo di supile gape gore bokgoni jwa moranodi yo o hirilweng bo nnile le tshusumetso, E ka ne e le e e siameng kgotsa e e sa siamang, mo go lereng phetolelo.

Mabaka a goreng baranodi ba ka tlogelwa kwa morago mo serutweng se se ka ga dipuo tse di fapaaneng, le one a ne a tlhagisiwa. Sa ntlha, le fa ba bangwe ba batsayakarolo ba begile gore baranodi ba ka nna botlhokwa thata mo serutweng se se ka ga dipuo tse di fapaaneng, botlhe ba ne ba dumela gore ba na le bokgoni jwa maemo a a kwa godimo jwa puo, mme ka lebaka leo, ba bone gore go akaretsa baranodi ga go tlhokege. Go ne ga tlhagelela gape gore babatlisisi ba dipatlisiso tse di ka ga ditlhaloso, ba ka tshwanela go ela tlhoko mabaka a a amogelegang ka sengwe se tsewang se siame kgotsa se se siama, a a ka tlhagelelang mo serutweng se se ka ga dipuo tse di fapaaneng. E bile baranodi ba ka nna ba se akarediwe ka gonne diphetolelo di ka fitlhelwa se nne matshwanedi mo mekgweng le mefuta e e dirisiwang go kgobokanya le go kanoka tshedimosetso ka ga dipatlisiso (sekao, serutwa se se ka ga kakanyo kgotsa maitemogelo). Mo bokhutlong, gongwe babatlisisi ba ka se nne le madi a go thapa baranodi.

Ga go ope wa batsayakarolo bagolo yo o begileng dikgwetlho tsa puo/phetolelo tse ba kgatlhaneng le tsona mo dithutong tsa bone le le seabe se di nnileng le sona mo mokgweng wa go batla tshedimosetso kgotsa boleng jwa tshedimosetso. Ga ba a bona seno e le ntlha e e botlhokwa mo dithutong tsa bone. Mo dithutong tsa masetase le tsa bongaka tse di kgobokantsweng, go ne ga tlhagisiwa fela puogae ya batsayakarolo, mme mo mabakeng a le mantsi, puisano ka ga yona e ne e se boteng. Babatlisisi bano ba kaile go le gantsi (jaaka karolo ya tshedimosetso ka ga motho) ka ga puo e e buiwang ke batsayakarolo; gore tshedimosetso ka ga serutwa seo e kgobokantswe ka puo ya Seaforikanse kgotsa Seesimane; le gore tshedimosetso e ne ya fetolelwa mme ya kanokwa. Mo bokhutlong, le fa diphoso tse di ka puo mo go tse dingwe tsa dipegelo tsa dipatlisiso di ne tsa baakanngwa ke baitseanape ba ba dirang ka puo, diphoso tsa phetolelo le thutapuo di nnile teng mo dikwalweng. Go tswa mo patlisisong eno, go ne ga itshupa gore go akaretsa baranodi mo patlisisong ya dithuto tse di ka tlhaloganyo, e e ka ga ditlhaloso mo dipuong tse di fapaaneng, ga se se se diriwang ka tlwaelo go ya ka Seaforikaborwa. Le gona, mabaka a a amanang le phetolelo le mokgwa o dikgwetlho di neng tsa rarabololwa ka teng, di

ikgatolositswe e bile ga di akarediwe mo dipegelong tsa dipatlisiso tsa dithuto tse di kgolwane.

Go konosetsa, dikganedi tsa serutwa seno di ne tsa supiwa mme ga newa dikgakololo ka ga dipatlisiso le tiriso ya phetolelo mo isagong.

Mafoko a a botlhokwa : patlisiso ya dipuo tse di fapaaneng; moranodi; phetolelo; patlisiso e e ka ga ditlhaloso; thoto e e ka ga mogopolo wa motho; tekatekano; ga dithuto; dithuto tse dikgolwane; sekwalwa sa saense; thuto.

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CHAPTER 1
INTRODUCTION, BACKGROUND AND PROBLEM STATEMENT

1.1 INTRODUCTION

Since 1994 multilingualism in South Africa has been encouraged and promoted. Currently, South Africa recognises 11 official languages, which creates numerous opportunities for various language professions, including the interpreting and translation professions, to make ample contributions to the development of all official languages in different contexts, including academia. The researcher was specifically concerned with investigating the role of translators in cross-language qualitative research in psychology from master's and doctoral students' (henceforth, 'postgraduates') points of view. This introductory chapter will cover the definitions of the terms used in this study, the researcher's worldview, the background to the study, problem statement and research questions, and will give a brief overview of the research methodology. Lastly, the chapters in this dissertation will be outlined.

Before providing a background to this study, it is essential that key concepts used in this study should firstly be defined.

1.2 DEFINITIONS

This section will define the concepts that were central to this study, namely: translation; scientific text; psychology; qualitative research; cross-language research; and equivalence.

1.2.1 Translation

The term *translation* stems directly from the Latin word *translatio* – a verb meaning *transferre* or *to carry over* (Munday 2012:8). Translation is defined as a mental activity in which one renders meaning(s) of a certain linguistic discourse from one language to another language (Osman 2017). To translate, according to the Longman Dictionary of Contemporary English (2014:1953), means to "change written or spoken words into another language", or "the process of changing something into a different form" (translation). Specifically in the field of Translation Studies, Newmark (1988:5) defines translation as "rendering the meaning of a text into another language in the way that the author intended the text".

With regard to scientific translation, Vermeer's *skopos theory* and Nord's *loyalty* principle are most strongly linked with this genre (Baker & Saldanha 2011:249). Translators practising according to the skopos theory will take into consideration the specific translation brief, the function of the target text or the sender's intention with the target text, as well as cultural aspects when translating a specific text (Nord 1997). According to Nord (2001:185), loyalty refers to the responsibility of the translator (as a mediator between two cultures) towards her "partners" in translation – that is, the author of the source text, the client, the receivers of the target text, as well as towards himself/herself – especially where there may be different opinions regarding what a 'good' translation is or ought to be.

Yinhua (2011:169) moreover adds that translation is "a kind of cross-linguistic, cross-cultural and cross-social communication." It therefore also entails interpretation, where the source language (SL) message must be interpreted by the translator (or otherwise the researcher) and transferred into the target language (TL) in a manner that the receiver of the message will comprehend the meaning (Van Nes, Abma, Jonsson & Deeg 2010:314). In the South African academic context, this would generally entail translating English texts into Afrikaans, or vice versa (for example, translating scientific literature or collecting data from English- or Afrikaans-speaking participants), or translating from English or Afrikaans into an official African language, or vice versa (for example, translating data collection instruments or data collected from African-language speakers).

1.2.2 Scientific text

Dissertations and theses are considered scientific texts that consist of various components, namely: a literature review and how the study fits into the broader body of scholarship in the specific field; the methodology applied and ethical issues; data collection, analysis and interpretation; limitations of the specific study; and recommendations for further research. A scientific text is defined as a text that discusses, analyses and synthesises information in order to explain ideas, recommend new theories, or evaluate methods (Byrne 2012:2) and is characterised by its impersonal style, simpler sentence structure (or syntax), the use of acronyms and clarity (Nouri 2011:2). The sentence structure of specialised language should be a way of obtaining clarity, univocal character and exactness of thought (Zralka 2007:75). These definitions of scientific texts indicate that the nature of such texts is generally formal and clear, and contrary to other types of texts (for example prose), ambiguousness of any nature is mostly avoided.

A scientific text is further also typically characterised by specific terminology in the particular field of study. Alberts (1999:20) defines terminology as "the collection of terms systematically naming the coherent system of concepts of a specific subject field, discipline, domain, profession or theme". Most documents (in this case, documents comprising specialist knowledge) consist of 30–80% specialist terms (Sonneveld as cited in Alberts 1999:19). Terminology is furthermore always based on specific terms applicable to a specific scientific field (Zralka 2007:75). In the current study, the researcher specifically focused on the field of psychology. A term in this case is one word or a few words together (for example, major depressive disorder); an abbreviation (or acronym, for example, PTSD); combination of words and symbols that express different notions (for example, autism spectrum disorder); and words with Latin or Greek roots (for example, *et alli* or its abbreviation *et al.*) are also used in texts of this nature (examples from psychology adapted from Zralka 2007:75).

1.2.3 Psychology

Literature highlights the problem with defining the subject or discipline of psychology. Reber and Reber (2001:582) claim that the discipline of psychology cannot merely be defined or even characterised. In general, and to summarise, this discipline was created to understand the minds and behaviour of various organisms (Reber & Reber 2001:582). The term "psychology" is a compilation of two Greek words (Brink & De V. Lochner 2011:723): *psukhe* (soul) and *logos*. Brink and De V. Lochner (2011:273) further explain psychology as a broad spectrum of academic and applied branches of the science concerning various aspects of human thoughts, emotions and behaviour. From a theoretical perspective, the meaning and definition of psychology are, however, fragmented, as suggested by Henriques (2004). In Henriques' (2004:1207-1208) view, difficulties with defining psychology are not new and he highlights the problem of determining whether this subject is unified or actually fragmented into specialised (sub)fields.

Over the years, famous theorists have put forward unique definitions and explanations of psychology. Broadly speaking, the explanation of human behaviour can be simplistically divided into and explained by three branches in psychology: the first branch explains human behaviour as being instinctive; the second branch explains behaviour as being determined by environmental triggers; and the third branch explains behaviour as being driven by free will and freedom of decision. A brief overview of these branches of psychology will be given next. Firstly, in his theory on psychoanalysis, Freud was of the opinion that human behaviour is determined by irrational forces, unconscious motivation and biological and instinctive

drives, which develop through psychosexual stages during the first six years of one's life (Corey 2005:56). Researchers in psychology who follow this line of thinking will thus view humans and human behaviour as being motivated and steered purely by instinctual needs. Secondly, in the theory of behaviourism, Skinner experimented with animals to investigate how behaviour is learnt through environmental reinforcement and punishment (McLeod 2007). Researchers who base their studies on this theory will therefore investigate how environmental factors may play a role in forming and determining future behaviour: the reinforcement of certain behaviours will encourage that behaviour, whereas the punishment of certain behaviour will diminish that behaviour in a specific environment (see McLeod 2007). Thirdly, in his book *Man's Search for Meaning: The classic tribute to hope from the Holocaust*, Viktor Frankl (2008) illustrated the belief of human freedom regardless of the circumstances in which individuals find themselves. Researchers who base their research and thinking on this theory thus believe that people control their own destinies and that the way they think about the world determines the nature of their experiences, whether positive or negative.

Moreover, psychology (in practice) in South Africa is divided into the following (Brink & De V. Lochner 2011:723) categories: industrial psychology (for example, organisation and employee behaviour); clinical psychology (for example, psychological disorders, including emotional, behavioural, developmental problems); counselling psychology (for example, normal developmental problems, but occasionally there is an overlapping with clinical psychology); and, lastly, educational psychology (for example, learning processes and psychological problems associated with the teaching and training of learners and students; the manner in which children and adults learn; the effectiveness of educational strategies and methods; and the manner in which schools and tertiary institutions function as organisations). It is important to note, however, that these fields do not necessarily stand isolated and can be combined in multidisciplinary practices and studies.

In this study, former postgraduates (who conducted research between 2013 and 2016) and enrolled postgraduates (who were conducting research at the time of this study [2017]) at a selected South African university were invited and sampled to participate in this study. Sampled postgraduates conducted research in educational contexts (for example, private or public schools, tertiary or other educational institutions in affluent or marginalised, urban or rural contexts), with normal-functioning populations (for example, learners, teachers, education managers, multidisciplinary professionals), or populations with special needs (for

example, psychological disorders in education contexts). This study was further focused on studies that were mainly or partly (in case of mixed methods research) qualitative in nature, involving cross-language research.

1.2.4   Qualitative research

Qualitative research is defined as "a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell 2009:4). Qualitative research depends on language (that is, words, verbal or written) instead of numbers (Polkinghorne 2005:137) and the focus falls on the natural settings in which interaction transpires (Nieuwenhuis 2016b:53). The crux of qualitative research is drawing out meaning from the data (Hesse-Biber & Leavy as cited in Nieuwenhuis 2016b:53), including the social meaning people (in the case of qualitative research, the research participants) ascribe to their experiences, conditions and situations, and the meanings they put in texts and other objects (Nieuwenhuis 2016b:53).

In general, a qualitative research process comprises the following steps: emerging questions and procedures; data are typically gathered in the research participants' setting; data analysis occurs in which the researcher inductively builds from particular to general themes; and the researcher finally makes interpretations of the meaning of the data (Creswell 2009:4). Data is defined as the "body of evidence or facts gathered in an experiment or study" (Reber & Reber 2001:175). In verbal form, data is a product of the interaction between researchers and their research participants and are described as accounts collected by qualitative researchers (Polkinghorne 2005:138). Data are segments of discrete information that can be drawn from the context and, in the case of qualitative research, one works with material that is richly related to the context and would lose its meaning if fragmented into isolated segments (Kelly 2006:286). In this study, for example, data will depict key participants' subjective or lived experiences of the phenomenon being investigated, that is, the role of translators in cross-language qualitative research in psychology, which will, in turn, be supported by literature in the field of translation.

1.2.5   Cross-language research

As alluded to in the above paragraphs, language is central to most qualitative research methods (Inhetveen 2012:28). Inhetveen (2012:30) claims that multilingual research has lately become more regular in social sciences. In such a research context, translation means

to transfer meaning from a SL (which may, in the South African context, be Afrikaans or an African language) to a target language (which is mostly the English language in academia) (Esposito 2001:570). In this case, the translator translates the words and grammatical structure so as to transfer meaning of the initial language to the language of the research (Choi, Kushner, Mill & Lai 2012:654) or the language in which the research report is presented. Research of this nature is more specifically termed as cross-language research, which Piazzoli (2015:80) defines as research entailing collecting data in one language and translating it into another. Translation in qualitative studies may specifically be needed if the languages of the researcher and his/her research participants differ or if the TL differs from the source data when publishing (Nurjannah, Mills, Park & Usher 2014:1). Furthermore, translation can occur in different stages of a cross-language qualitative study (Santos, Black & Sandelowski 2015:135), as is discussed in chapter 2.

As qualitative research revolves around interpretation of meaning (be it on a lexical, sematic, or conceptual level), translators may play a meaningful, supporting role in different stages of a cross-language qualitative study.

1.2.6 Equivalence

Nida (1966:19) claimed that translating entails "producing in the receptor language the closest natural equivalent to the message of the source language, first in meaning and secondly in style." Translators working in academia may regularly be faced with the challenge to transfer meaning from the SL (for example, the translation of literature from one language into another, or the translation of accounts of research participants from their views) to the TL (that is, the language of publication) whilst still preserving the overall message and meaning in the TL that was originally presented or communicated in the SL. However, Yinhua (2011:169) emphasises that the meaning of no words in any language match – therefore, in any translation, there would be a distortion or loss of meaning in the source text. Yinhua (2011:169) more specifically said: "As translation involves at least two languages and since each language has its own peculiarities in phonology, grammar, vocabulary, ways of denoting experiences and reflects different cultures, any translation involves a certain degree of loss or distortion of meaning of the source text." The outcome of a translation may depend on the translator's knowledge of the target culture (or lack thereof), and (mis)interpretation of culture-bound words and phrases in the source text may possibly lead to a loss of meaning. For example, for whatever is being translated in the

research (be it the research instrument or interview schedule), there may be a seemingly familiar term or expression that has a lexical equivalent that carries an "emotional connotation" in the one language but not in the other language(s) (Birbili 2000). Words or phrases in the SL that pose translation challenges due to a dearth of equivalences in the TL, are coined "untranslatables" (Ruitenberg, Knowlton & Li 2016:610). Dordevic (2010:35) considers equivalence as immensely important in scientific translation, because it may be one of the primary causes of inaccurate translations, amongst others. Equivalence between the SL and TL at and above word level (whether in terms of terminology, or subject literature, or qualitative data, to name a few) is undeniably important in postgraduate writing in the field of psychology. The approach to achieve equivalence in such a scientific text will, however, depend on the nature and function of the text: terminologies (specifically in English and Afrikaans) may have standardised lexical equivalents in the target language, whilst, when translating qualitative data, cultural issues or meaning above word level may have to be taken into account to achieve some level of similarity between the SL and the TL. In general, in qualitative research, one may follow the advice of Yinhua (2011:169), who advised that one should rather approach equivalence as a kind of similarity or proximation rather than a "sameness". The next section will provide a brief background on the worldview of the researcher and her position and approach to this study.

1.3   WORLDVIEW OF THE RESEARCHER

Before commencement of this study, the researcher had already worked as a freelance copy-editor and academic-language consultant. She mostly works with qualitative studies conducted in different subfields in social, health, and education sciences, including the field of psychology, in general. The researcher, in addition, has an academic background in both fields of translation and psychology, hence the focus of this study on the role of translators in cross-language qualitative research in psychology.

In language practice, the researcher noticed that most postgraduates do not report on measures taken when working with participants who spoke a language (especially African languages) other than that of the researcher himself/herself (which, in most cases in the South African context, is English and/or Afrikaans). In the researcher's experience, cross-language issues encountered, especially during the data collection process, and how it impacted or may have impacted on the data collection process and/or the quality of data collected, as well as how these language or translation challenges were dealt with, are mostly not reported in dissertations, theses or journal articles in the field. The researcher

had thus far also never read a qualitative research report, conducted in a South African context, which provided an in-depth discussion on the role of a translator(s) at any stage of the research process, the language challenges experienced and/or how such challenges were dealt with in the particular study. Mostly, in isolated cases, language is only mentioned as part of research participants' biographic profile, and it is often only superficially stated in research reports that the data were translated.

Even though the researcher was aware of literature stating that the inclusion of translators in or these professionals' exclusion from a cross-language study of translation may impact on the quality of such a study – as is alluded to later in this chapter and in the literature study in chapter 2 – she was also cognisant of the fact that there may be many factors (especially ethical aspects) that need to be considered in individual studies that may determine how multilingual research groups and language challenges will be dealt with overall.

Moreover, in working with English and Afrikaans scientific texts, the researcher often noted English-Afrikaans mistranslations of terminology related to that specific field of study. She also noted challenges pertaining to lexical equivalents when translating (specifically English-Afrikaans translation) scientific texts in social and education sciences, specifically in studies in the field of psychology.

This above inspired the researcher to conduct an investigation into possible reasons why translators are included in or excluded from cross-language qualitative research in the field of psychology. It made sense that such reasons could only be provided by cross-language qualitative researchers themselves, hence the explorative qualitative research design. Findings may also add to the body of scholarship on cross-language research internationally and may be a start to addressing this gap in research in the South African context.

The next section discusses the problem statement and rationale for the study.

1.4 PROBLEM STATEMENT AND RATIONALE FOR THE STUDY

Several researchers (for example, Temple & Young 2004; Larkin, Dierckx de Casterlé & Schotsmans 2007; Squires 2009; Liamputtong 2010; Van Nes *et al.* 2010) have recognised the role translators may play in the translation of qualitative data in cross-language qualitative research. In this study, the role of translators in cross-language qualitative research in psychology was investigated – specifically, whether translators are included in

or excluded from cross-language qualitative research in psychology, possible reasons for their inclusion in or exclusion from the research process, and how postgraduates in this context possibly deal with translation challenges in research of this nature. Translators may be involved in one or more stages of a qualitative study in psychology (§1.2.5). They may play a significant role in the translation of subject-specific literature and terminology in cases where the research report is written in Afrikaans (therefore, subject-specific literature was translated from English into Afrikaans). Moreover, participants in qualitative studies may share their experiences in their mother tongue or even in a combination of languages (English, Afrikaans, an African language(s), or a combination of official languages in South Africa) in cases where they are not necessarily proficient in one language, which eventually may have to be translated and interpreted (mostly into English or Afrikaans, as these are the two languages used at a postgraduate level in South African universities) for the purposes of the research report on the subject that was investigated in that particular study.

Language particularly fulfils a significant role in qualitative research, since qualitative studies revolve around communication, culture, and the adequate understanding and interpretation of what is heard and observed in the particular context under investigation. Filep (2009:59) claims that academics are facing a growing range of languages and cultures when conducting research locally. As South Africa is a multilingual and multicultural society, cross-language qualitative researchers may find themselves interacting with people from different cultural groups and socio-economic statuses, and the way in which people use language and non-verbal cues to express themselves, may be very different. In addition, the researcher in such a context must not only be proficient in the language(s) used, but must also have "intimate" knowledge of the culture in his/her research (Liamputtong 2010:214).

Furthermore, there is a human dimension in sciences, and language (be it a global language or vernacular languages) forms part of scientists' everyday life (Montgomery 2009:8). Therefore, in Montgomery's view, involvement in the sciences means being some kind of translator, as many scientists frequently work along linguistic borders, which is, in this author's opinion, not a new development at all. Roth (2013) also believes that qualitative research in social sciences comprises translation in diverse guises. In Roth's view, engaging in data coding, transcribing or even speaking constitute some form of translation as the researcher abstracts meaning in some way and translates it into his/her own language. Temple (1997:609) supports the aforesaid, arguing that all researchers in a sense translate others' experiences: they recreate others' experiences in their own terms and from their

points of reference. It is further documented in the literature that researchers in cross-language research may take on a dual role (that is, as researcher, translator or interpreter), which may hold various ethical implications (Shklarov 2007). When assuming such a dual role, numerous mistranslations may occur on different levels of the research as the researcher may not necessarily be skilled in translation. Referring to scientific texts submitted for publication in the field of humanities, Wolfaard-Gräbe (2015) has recently raised concern about the quality of scientific language, specifically in Afrikaans, which according to her, is a problem beyond language editing pertaining to spelling, the use of punctuation or syntax. A committee that was constituted by the South African Academy for Science and Arts (specific year unknown) to support authors writing in Afrikaans, identified certain problems regarding Afrikaans as scientific language, including poor or incorrect translation from English and choice of terminology, among other language problems (Wolfaard-Gräbe 2015). The latter may also be true for texts that are translated from Afrikaans or another indigenous language into English. These translation errors may occur because the researchers translate the texts themselves, instead of involving knowledgeable and skilled translators to assist with the translations. Mistranslation or translation errors may further occur due to reliance on translation technologies or machine translation, such as Google Translate. However, translation technologies pose significant challenges and uncertainty for the translation profession and the translation industry (Doherty 2016:947). Doherty (2016:958) asserts that human intervention is still essential so as to oversee the output achieved from translation technologies to ensure the desired quality for publication or distribution of texts.

Specifically on the subject of qualitative data, Van Nes *et al.* (2010:315) emphasise that the translation of quotes from participants may pose challenges in qualitative research, since participants' use of concepts that are bound to culture in such studies, may be difficult to translate. Therefore, the need to use a professional translator in the translation of qualitative data, predominantly in the interpretation of metaphors, is highlighted (Van Nes *et al.* 2010:316). Concepts pertaining to emotion may also pose translation problems (De Mendoza 2008), as research participants differ significantly in the way they express their lived experiences. Moreover, Temple and Young (2004:168) claim that it is uncommon that a researcher is fluent in the language of communities with whom he/she is working. Many problems may therefore arise when researchers translate their qualitative data themselves. For example, as text is the "vehicle" with which meaning is transported to a reader of such a text, added challenges are brought about, which may hamper the transference of meaning,

possibly resulting in a loss of meaning and thus a loss of validity of the study (Van Nes *et al.* 2010:314).

Research has focused on the role of the translator and translation in qualitative research (for example, Temple & Young 2004; Larkin *et al.* 2007; Regmi, Naidoo & Pilkington 2010; Sutrisno, Nguyen & Tangen 2014). Studies on the role of translation in qualitative research studies have been undertaken in the fields of education (Plugor 2013; Sutrisno *et al.* 2014), mental health (Temple 2002), and nursing (Twinn 1997; Chen & Boore 2010), or healthcare (Esposito 2001). Although the role of translators in qualitative research is generally recognised (for example, Temple & Young 2004; Larkin *et al.* 2007; Squires 2009; Van Nes *et al.* 2010), it is unclear and questionable if the use of translators by postgraduates conducting cross-language qualitative research in psychology is a common practice in South Africa.

According to Piazzoli (2015:81), it is recognised that translation processes are hardly ever discussed in qualitative studies, which has severe costs for the trustworthiness of the study. Trustworthiness in the case of cross-language qualitative research is maintained by minimising mistranslations and providing an exhaustive explanation of the translation process, including more than one translator, and being receptive to persons who want to have access to the translation process (Sutrisno *et al.* 2014:1337). Overall, with regard to research methodology, Squires (2009:285) found that trustworthiness of a study can be improved if researchers pay attention to how they describe the identity and role played by translators and the researcher in their studies.

The significant role of a translator in cross-language qualitative psychological research cannot be ignored. Xian (2008:231) believes the translator is a part of the knowledge-producing system. A translator has the potential to impact research meaningfully by virtue of his/her efforts to convey meaning from a language and culture that might not be familiar to the researcher (Larkin *et al.* 2007:468). In their study, Berman and Tyyskä (2010:187), for instance, noted that the absence of a translator as a research partner limited their data analysis and using a translator may have allowed them to unearth nuances that they, as the researchers in the particular study, have not noticed. Temple and Young (2004:161), however, amongst others raise the question as to whether researchers recognise translation in their research and how far they include translators in their research processes. This is a question also worth investigating in South Africa, not only in cross-language research in

psychology, but also in various other social sciences. It is also imperative to note that including translators in the research process may not be a forthright decision: whether or not a researcher decides to engage with language differences, is an epistemological, political and ethical choice (Temple 2005).

Issues pertaining to language and words used in research that comprise cross-language settings, the researcher's background and the role that interpreters or translators play are unfortunately often neglected (Regmi *et al.* 2010:17), which, in the researcher's experience, is also the case in the South African context. Hence, the aim of this study was to investigate former and enrolled postgraduates' views on the role of translators in cross-language qualitative psychological research – whether they perceived a translator as a role player in the qualitative research process and reasons, in their view, behind the decision(s) to include a translator in or exclude a translator from cross-language qualitative research in the field of psychology, as well as how they dealt with language challenges in such research. The researcher set out to investigate whether findings that emerge from this study are possibly similar to those reported in relevant literature.

1.5   RESEARCH QUESTIONS

In light of the above discussion, the main research question was:
What are postgraduates' views on the role of translators in cross-language qualitative research in psychology?

The secondary research questions were:
  (i)   What translation challenges do postgraduates experience in cross-language qualitative research in psychology?
  (ii) Why do postgraduates include translators in or exclude translators from cross-language qualitative research in psychology?
  (iii) How do postgraduates deal with language challenges when conducting cross-language qualitative research in psychology?

1.6   MAIN AIM AND SPECIFIC RESEARCH OBJECTIVES

The main aim of the study was to investigate postgraduates' views on the role of translators in cross-language qualitative research in psychology.

The specific research objectives were as follows:

(i) to investigate translation challenges postgraduates experience in cross-language qualitative research in psychology;

(ii) to investigate postgraduates' reasons for including translators in or excluding translators from cross-language qualitative research in psychology;

(iii) to investigate how postgraduates deal with language challenges when conducting cross-language qualitative research in psychology.

1.7   KEY PARTICIPANTS, RESEARCH SITE AND SAMPLING

Key participants in this study comprised former postgraduates, who had previously (between 2013 and 2016) conducted cross-language qualitative research, or enrolled postgraduates, who, at the time of data collection in this study (2017), were conducting cross-language qualitative research in psychology (specifically in the education context) at a selected South African university.

After the researcher had obtained permission from the Ethics Committee of UNISA (Appendix A) and the relevant committee of the selected South African university to conduct the research (Appendix B), background information on the study (Appendix C) was voluntarily disseminated by means of e-mail by an administrative staff member at the Faculty of Education of a South African university to 58 postgraduates (subject group Educational Psychology and Learner Support). E-mail responses by potential participants were limited, however, and did not yield participants who fitted the criteria for inclusion to the study. However, individual postgraduates were able to suggest other former and enrolled postgraduates in their networks who could have possibly participated in the study. Key participants in this study were ultimately sampled by means of such referral, specifically referred to as *snowball sampling*, which is applied when those who belong to a specific population are asked to identify other possible research participants with similar characteristics who could be contacted to participate in the study (Maree & Pietersen 2016:198). If a former or enrolled postgraduate showed interest in participating in the study, the researcher e-mailed the background information and informed consent letter to the individual. Participation in this study was voluntary, and postgraduates could decline invitation to participate in the study or could withdraw from the research at any time, even if they had indicated that they would participate. Ultimately, five postgraduates availed themselves to share their views on the role of translators in cross-language qualitative research in psychology.

Furthermore, five dissertations and two theses of former postgraduates who conducted research in the specific subject group at the selected South African university, were retrieved from the university's library database, and document analyses were conducted to investigate how (if they had done so) those former postgraduates had reported on issues with regard to translation challenges, and how they had dealt with those challenges.

1.8 RESEARCH DESIGN AND METHODOLOGY

As the aim of the study was to investigate postgraduates' views on the role of translators in cross-language qualitative research in psychology, an exploratory qualitative research design and methodology were deemed most suitable for this study. Qualitative data were collected by means of semi-structured e-mail, telephone and/or face-to-face interviews, depending on the preference and availability of each key participant. All key participants as well as the researcher in this study were Afrikaans-mother tongue speakers. Data were thus collected in Afrikaans.

Before the main study was conducted, a pilot study had first been undertaken to test the semi-structured interview guide (Appendix D). No significant amendments were made to the interview guide. Based on a statement made by a key participant during the pilot study, a probing question was, however, added to the interview guide to investigate if cross-language researchers' views had possibly changed during the process of advancing from being a beginner researcher (that is, a first-time master's degree student) to an advanced researcher (that is, a doctoral student). Telephone and face-to-face interviews were audio recorded, provided that the key participants gave their consent, and transcribed (Appendix E) for the data analysis process.

Qualitative data were also collected by means of document analysis as the researcher encountered limitations with regard to the number of participants available to participate in the research. Therefore, seven unpublished online research reports (that is, five dissertations and two theses) conducted over recent years (between 2013 and 2016) by former postgraduates were also retrieved from the selected South African university's library database. The research reports were closely analysed to explore how these postgraduates had dealt with language or translation matters in their cross-language qualitative studies, and how (if they had done so) they reported the processes and decisions pertaining to translation and other language issues in their final research reports.

In addition, the researcher also kept a reflective journal during the course of the study in which observations with regard to the translation practice and the role of translators in cross-language qualitative research in psychology were noted. Creswell (2009:181-182) identifies two types of notes, namely descriptive (for example, description of the dialogue with key participants, the setting) and reflective notes (for example, thoughts of the researcher with regard to translation practice and translation issues in academia), which were applicable to this study.

1.9   METHOD OF DATA INTERPRETATION AND ANALYSIS

Audio-recorded semi-structured interviews were transcribed by the researcher. Each research participant was assigned a number (for example, QRP1, QRP2, etcetera) for the reason of anonymity. Data were collected, transcribed and analysed in Afrikaans. Verbatim quotes from key participants were translated by the researcher (who is also trained and knowledgeable in both fields of translation studies and psychology) into English as this research report is presented in English. The translation of the verbatim quotes used to support findings (in chapter 4) were also checked and amended by an independent professional translator (Appendix G). The qualitative data were analysed by means of thematic content analysis. Atlas.ti™, a software program for data analysis, was used to manage and code the data (to identify main themes and subthemes) and to identify relationships between identified themes across all key participants' accounts. Themes from the semi-structured interviews and the document analysis as well as notes in the researcher's reflective journal and relevant literature findings were collated, and a critical discussion was provided regarding the role of translators in cross-language qualitative research in psychology. The discussion was supported with the translated verbatim quotes from participants.

1.10 ETHICAL CONSIDERATIONS

The researcher bore in mind several ethical considerations in this study, including permission to conduct the research and access to the research site, informed consent, voluntary participation and withdrawal, and confidentiality and anonymity (Cohen, Manion & Morrison 2018:111, 125, 134). Before the pilot and main study were conducted, ethical clearance was obtained (UNISA) (Appendix A) and a letter requesting permission to conduct research was sent to the relevant committee of a selected South African university (Appendix B). Moreover, participation in the study was voluntary, and postgraduates could

decline invitation to participate in the study or could withdraw from the research at any time without stating reasons, even if they had availed themselves to participate. Identifiable information of each key participant as well as that of the selected South African university, where the research was conducted, will be kept confidential. Lastly, the data were stored on the researcher's personal computer, which is password-protected, and will be used for the purposes of this study, namely, to report on the role of translators in cross-language qualitative research in the field of psychology from the views of former and enrolled postgraduates at the selected South African university.

1.11 CONTRIBUTIONS OF THE STUDY

The contributions of the study are as follows:
- the study shed light on the current role of translators in academia, specifically in the field of psychology;
- key participants provided significant reasons for including translators in or excluding translators from a cross-language qualitative study;
- the need for and importance of translators in cross-language qualitative research in the field of psychology were highlighted; and
- specific translation issues that may arise in cross-language qualitative research in psychology, were identified, which added value to scientific translation theory and practice in this field of study.

1.12 CHAPTER OUTLINE

Chapters in this dissertation are structured as follows:

- **Chapter 1: Introduction, background and problem statement**. This chapter gave an overview of the research, providing an introduction to the study, a literature review which supported the need for such a study and the problem statement.

- **Chapter 2: Cross-language qualitative research and the role of translators: a literature review**. A literature review is provided on cross-language qualitative research and the role of translators in such research. Language as a unique feature of qualitative research is discussed and peer-reviewed literature is cited to discuss the nature of cross-language research so as to present an overview of the research that has already been conducted in this field and to discuss the role of translators in

cross-language research – specifically why translators are included in or excluded from cross-language qualitative research. Examples are also provided to illustrate how literature findings may relate to the current study.

- **Chapter 3: Research design and methodology**. In this chapter, the research design and methodology (an exploratory qualitative research design) that were applied in this study are discussed. The sample and sampling method are outlined, followed by the qualitative research methods that were used to collect data and the method of data analysis. The researcher also provides a transparent discussion on the time frame of the research and the challenges that were experienced. The chapter concludes by discussing the steps that were taken to ensure trustworthiness of the study and also the ethical considerations that were applicable to this study.

- **Chapter 4: Data analysis**. This chapter presents a discussion on the findings that emerged from the study. Five main themes were identified from the data. Each theme is discussed and supported with verbatim quotes from key participants in this study as well as field notes made by the researcher during the research process. This is followed by interpretation and discussion of the data in which the researcher supports the findings from this study with findings from relevant literature in the field.

- **Chapter 5: Conclusions, limitations of the study, and recommendations**. In this chapter, the background and rationale for this study, the main aim and specific objectives of the study, key participants and sampling, the research design and methodology are summarised, whereafter an overview of the key findings of the study and conclusions drawn from the findings are briefly discussed. Limitations of this study are also highlighted. Finally, recommendations are made for forthcoming research and practice on translation and the role of translators in cross-language qualitative research in general and specifically in the field of psychology.

1.13 SUMMARY

This chapter presented an overview of the study. The key concepts used throughout the study were first defined to put the study into context. These concepts include translation, scientific text, psychology, qualitative research, cross-language research, and equivalence. A brief worldview of the researcher in this study was then provided, whereafter the problem statement and rationale for the study were discussed.

Translation in cross-language research, especially in qualitative research, was highlighted as an often-neglected issue in academia. It was suggested that a qualitative study be conducted to investigate postgraduates' views on the role of translators in cross-language qualitative research, specifically in the field of psychology. Exploratory qualitative research design and methodology were deemed suitable to investigate the latter. It was anticipated that research of this nature would indicate the current role of translators in cross-language qualitative research in psychology in a South African context, possible research-related reasons why postgraduates include translators in or exclude translators from a cross-language qualitative research process, as well as how they deal with language challenges experienced during their research processes. Chapter 2 presents a literature review on cross-language qualitative research and the role of translators in research of such a nature.

CHAPTER 2

CROSS-LANGUAGE QUALITATIVE RESEARCH AND THE ROLE OF TRANSLATORS: A LITERATURE REVIEW

2.1 INTRODUCTION

As discussed in chapter 1, translation challenges in scientific research, especially in cross-language qualitative research, have been noted in the literature in this field, and according to research findings presented in the literature, the manner in which these challenges were dealt with during the research process are often ignored and/or omitted in research reports, which may ultimately have an impact on the trustworthiness of qualitative data. Hence the need to investigate the role of translators, specifically in the field of psychology, in cross-language qualitative research in the South African context, which was highlighted in this study.

As mentioned in chapter 1, Temple and Young (2004:161) raise the question as to whether researchers recognise translation in their research and how far they include translators in their research processes. Following this question, in this study, the researcher set out to investigate, from postgraduates' view, whether translators are included in or excluded from any stage of a cross-language qualitative study as well as how translation challenges are dealt with in cross-language qualitative studies. In this chapter, the researcher firstly discusses language as a unique feature of qualitative research and then draws on peer-reviewed literature to discuss the nature of cross-language research so as to present an overview of the research that has already been conducted in this field and to discuss the role of translators in cross-language research, specifically why translators may be included in or excluded from cross-language qualitative research. Examples will also be provided to illustrate how literature findings may relate to this study.

2.2 LANGUAGE AS A FEATURE OF QUALITATIVE RESEARCH

Qualitative research is broadly defined as "[a] type of research that refers to an in-depth study using face-to-face or observation techniques to collect data from people in their natural settings" (McMillan & Schumacher 2014:5). Each study has an epistemological underpinning. The term *epistemology* stems from the Greek word *epistêmê*, which is the

term used for knowledge (Krauss 2005:758). *Epistemology* is further also closely related to *ontology* and *methodology*: *ontology* entails the philosophy of reality, whereas methodology refers to the specific practices we use to obtain the knowledge of reality (Krauss 2005:758-759). Epistemology is primarily concerned with comprehending social reality, taking a position and identifying how to study social reality (Kura 2012:4). Knowledge in qualitative research arises from a "local context" where so-called "insiders'" voice is taken into consideration – that is, what they say, how they feel and behave, and how they make meaning of the phenomenon that is being researched (Nieuwenhuis 2016b:67). Generally, qualitative researchers in the field of psychology typically aim to collect snippets of the shared and lived experiences (of a certain phenomenon) of individuals and/or groups, the meaning they make of these experiences, and the multilevel impact these experiences have on their lives and ultimately on the broader community. One of the distinctive features of qualitative research is thus that a qualitative researcher depends on linguistic data (that is, words) (Polkinghorne as cited in Nieuwenhuis 2016b:53). Hennink (2008:21) further adds that language and communication is the "bedrock" of a qualitative investigation.

Ultimately, not recognising and acknowledging the role of language and communication issues may have a bearing on the rigour and reliability of the study (Hennink 2008:21). The problem of rigour, particularly in data analysis, in cross-language qualitative research becomes even more of an important concern when the findings of the particular study are published in a language other than the language the researcher had used to obtain the data (Nurjannah *et al.* 2014:2). Moreover, in order to achieve validity in qualitative research, the researcher should produce accounts that reduce the distance between the meaning of what research participants had said about their experiences and the experienced meaning itself (Polkinghorne 2007:482). In case of cross-language research and translation of data in such a study, the latter may be even more challenging – translation involves interpretation and the message in the SL should be transferred to the TL so that the reader understands what research participants had meant in their accounts (Van Nes *et al.* 2010:314).

According to Larkin *et al.* (2007:468), different languages in research create diverse ways of perceiving social life, which presents methodological and epistemological challenges. Qualitative researchers ought to be clear on the impact that language had had in their studies, how language challenges may have affected the epistemological and methodological underpinning of their study and how such challenges were ultimately dealt with, including whether translators (or interpreters) were included in or excluded from the

cross-language study and the reasons behind such a decision. Temple (1997:614) asserts that using translators in research is not merely a technical matter that has little effect on the outcome of one's study; rather, it holds an epistemological importance as it influences what is found in the research. If a cross-language qualitative researcher neglects language challenges during the research process, it may hinder him/her from obtaining enough or accurate knowledge to represent the research problem and the specific participant group's real-life experiences. Mistranslations or distortions of the language used by research participants may also distort the findings the researcher ultimately presents (in the form of a research report, dissertation or thesis) to other scholars.

2.3 AN OVERVIEW OF LITERATURE ON TRANSLATION IN CROSS-LANGUAGE RESEARCH

This section aims to give a bird's-eye view on the literature about cross-language research, with a specific focus on the role of translators in cross-language qualitative research. The problem of language translation is one of the foremost umbrella themes in the literature on cross-cultural research (Shklarov 2007:529); yet the overall bearing of language on the research process tends to be underestimated and underanalysed (Shklarov 2007:530). This encouraged numerous researchers to embark on research in this field. Worldwide, problems with translation in cross-cultural qualitative and quantitative research have been recognised, and it can be expected that the need for translation and translation services will increase in importance in academia, especially in South African universities, because South Africa is a multilingual and multicultural country with 11 official languages. Overall, literature on cross-language scientific research and translation challenges abound. However, in the researcher's view, there are still many gaps or opportunities in the South African context in various fields of study to investigate translation challenges that occur in such fields, how such challenges may be dealt with and the role translators or interpreters may play in addressing such challenges in cross-language qualitative research.

Nevertheless, in her review of the literature on translation and cross-language research, the researcher in this study noted that the body of scholarship broadly focuses on the following categories:
- general translation challenges or dilemmas in cross-language qualitative research (for example, Temple 1997; Temple & Young 2004; Squires 2009);

- translation and epistemological (for example, Temple & Young 2004) and methodological issues in research (for example, Squires 2009; Chen & Boore 2010; Piazzoli 2015), such as the timing of translation in the qualitative research process (for example, Temple & Young 2004; Santos *et al.* 2015), and if it matters who deals with the translation in cross-language research and whether or not translators should be included in such a research process (for example, Temple & Young 2004);
- criteria for including translation in a cross-language qualitative research process (for example, Squires 2009; Sutrisno *et al.* 2014);
- translation in cross-cultural or multicultural research contexts (for example, Temple 1997; Plugor 2013);
- interpretation or translation and ethics in research (for example, Shklarov 2007; Koulouriotis 2011);
- translator training and education (for example, Pym 2009) and the effect of the translator's personality on the quality of the translation (for example, Pourgharib & Dehbandi 2013);
- the effect of translation on the reliability, validity or trustworthiness of data (for example, Twinn 1997).
- Moreover, several researchers (for example, Berman & Tyyskä 2010; Plugor 2013; Al-Amer, Ramjan, Glew, Darwish & Salamonson 2016; Wechsler 2016) have published their reflections on language and translation challenges they experienced during their cross-language qualitative studies, the implications it possibly had on their research methodology and choices that they had to make in order to deal with those translation (or interpretation) challenges in their individual studies. These studies are most associated with the current study, and salient findings stemming from these studies are also presented in this chapter.

Research on cross-language research, as mentioned above, is mostly conducted internationally, and although South Africa is a multilingual and multicultural country, research on the role of translators in academia, translation challenges and how these challenges are dealt with in this context, are generally lacking and lagging behind other countries.

In light of the above, the following sections focus on the most salient findings from the literature on cross-language research, which may also apply to this study. Examples are

also provided throughout to place the literature findings in the context of cross-language qualitative research in psychology.

2.4 GAPS IN CROSS-LANGUAGE RESEARCH

In this section the researcher highlights the gaps in cross-language qualitative research.

Various researchers (for example, Larkin *et al.* 2007:468; Temple 2008:357; Santos *et al.* 2015:134) agree that methodological issues may emerge when translation or other languages are added to the qualitative research process. Yet, as was highlighted in the previous section, the effect that language may have on the research process, tends to be underestimated and underanalysed (Shklarov 2007:529-530). Temple (2006:2) also agrees, saying that little has been written on the effects that being bilingual have on research and cross-language researchers still do not address the effects of language differences that may possibly emerge in their research. So far, for example, little has also been reported regarding how cross-language researchers convert their data from the SL to the TL(s) (Al-Amer *et al.* 2016:151). It seems from the literature that details around the translation process in cross-language qualitative research are largely overseen by the researchers.

Furthermore, there is still a lack of investigations into methodological issues that arise in multilingual research (Baumgarter 2012:1), and discussions about epistemological and methodological issues pertaining to translation in cross-cultural research, specifically in the field of social sciences, have been ignored (Temple & Young 2004:174). Specifically with regard to the translation of transcripts or data, Nikander (2008:226) is of the opinion that ordinary and practical choices that were made and their analytic and theoretical implications are veiled from the reader and seldom explicitly dealt with in researchers' research reports and written analyses. A qualitative researcher may thus have experienced various language and/or translation challenges during a cross-language qualitative study, for example, challenges experienced during the translation of qualitative data, but the reader of such a research report will never be aware of such challenges if they are not clearly reported in such a study. In general, the epistemological underpinning of a study guides researchers in their decisions on the use of apt research methods, and methods of translation (or interpretation) ought to be open to inspection and mirror the epistemological perspective one had adopted (Croot, Lees & Grant 2011:1002).

The above gaps in literature may be illustrated by a study conducted by Squires (2009). In her study, she purposively selected a group of 40 cross-language qualitative studies from nursing and health sciences' journals so as to evaluate how those researchers had managed language barriers between themselves and their research participants. She found that just six studies out of the 40 articles she had sampled met all criteria as set out by cross-language research methods literature to achieve trustworthiness in their qualitative studies. The remaining studies, according to Squires (2009:277), showed many inconsistencies, and detrimental choices were made by those particular researchers, namely:

- rendering the translator (or interpreter) an invisible part of the research;
- not piloting interview questions in research participants' language;
- providing no description of the translator's or interpreter's credentials;
- not acknowledging translation as a limitation of the study; and
- applying inept methodological frameworks for cross-language research.

In the case of this study, Squires' findings, as listed above, may also apply to cross-language qualitative research in psychology. However, Nikander (2008:227) raises an important point which also needs to be considered: that is, that journals have their own set conventions for the presentation of data, which may bring about the publication of only extracts from the transcribed and translated data in many layouts and levels of detail, consistent with the considerations of the publisher, consequently stripping the data presentation of refinements against what might be the wishes of the author. Qualitative research is known to be elaborate in nature, comprising detailed description of the phenomenon under investigation. However, the limitations (publication style and format, word count) imposed upon prospective authors by peer-reviewed journals may make it increasingly difficult to add detailed descriptions about the translation processes and challenges in the particular study. Croot *et al.* (2011:1010) also share the same opinion, saying that it is an issue that brief accounting strategies still have to be used in order to avert excessively drawn-out descriptions that would possibly never be published.

The researcher in the current study also further agrees with Sutrisno *et al.* (2014:1342-1343), who suggested that, although there are strengths to Squires' criteria, her criteria for achieving trustworthiness in a qualitative study may need to be extended in the following ways in order to address specific concerns of beginner bilingual researchers: firstly, the criteria should incorporate the role of the researcher in the research process; secondly,

resource limitations that should be taken into consideration in the translation process are not explicitly recognised in the criteria; and thirdly, Squires' focus on conceptual equivalence may not be applicable to those researchers who seek to achieve dynamic equivalence.

Generally, the nature of each cross-language qualitative study is unique and has unique challenges. Qualitative researchers should, nonetheless, be transparent in their discussions regarding the implication of language in their study, what decisions have been made to deal with certain language or translation challenges in the study, and why translators may have been included in or excluded from certain stages of the study and the implications thereof. Croot *et al.* (2011:1003) also echo the latter by saying that transparency and critical evaluation of the processes in qualitative research as well as the decision-making behind such processes are needed so that other readers can evaluate the degree to which the methods utilised are suitable from an epistemological viewpoint for the purpose for which they were used and thus the quality of the findings that emerged from such a study. Overall, Croot *et al.* (2011:1010) perceive Squires' criteria as mere basic indicators to judge the standards of cross-language qualitative research, as qualitative studies mirror diverse traditions and paradigms and there is no consensus yet regarding the merging of the criteria for standards in qualitative research. Ultimately, the epistemological standpoint that underpins a study will ultimately inform decisions pertaining to a translator's role in the particular research (Croot *et al.* 2011:1008).

The next section provides an overview of the timing of translation within a cross-language qualitative study should such a researcher indeed decide to include a translator at one or more stages of the research.

2.5   TIMING OF TRANSLATION IN A CROSS-LANGUAGE QUALITATIVE STUDY

A translator may be included at one or more stages of a cross-language qualitative study. In this section, the different phases in a cross-language qualitative research in which a translator might be involved and the possible role that such a person might play at that stage, are discussed.

Firstly, Berman and Tyyskä (2010:186) advise that one should contemplate the involvement of a translator in the initial stages of the research planning. Qualitative researchers might want to critically consider at which stage(s) in the research process it might be necessary to employ a translator and the possible consequences of including such a professional in or

excluding such a professional from the research process, bearing in mind possible ethical considerations as well as problems related to funding for the research process. Ultimately, the translation process in cross-language qualitative research will differ depending on the research methodology employed (Nurjannah *et al.* 2014:2), as is also discussed in paragraph 2.8.3.

According to the literature review conducted by Santos *et al.* (2015:135), translation may generally occur in the following stages of cross-language qualitative research (see Santos *et al.* 2015 for their citations of specific researchers' work on the timing of translation in scientific research):

- before data collection (for example, translation of interview schedules, consent forms) (Esposito 2001:573; Larkin *et al.* 2007:469);
- during data collection (for example, specifically when interpreters are used in instantaneous research to interpret interview questions for research participants) (Wallin & Ahlström 2006);
- during data preparation (for example, the data collected in the SL is translated into the TL, such as transcripts) (Chen & Boore 2010:234);
- during data analysis (for example, the translation of categories and concepts that were generated by means of analysis) (Chen & Boore 2010; Nurjannah *et al.* 2014:6).

Translation may further also occur in the process of team discussion (for example, when the research team comprises members who speak different languages) (Nurjannah *et al.* 2014:7), when disseminating the research findings (for example, publication in scientific journals) (Van Nes *et al.* 2010:316; Santos *et al.* 2015:135), and a translator may also be involved as an editor (Mossop 2010) of the final research report. Temple and Edwards (2002:2) are also of the opinion that the translator (or interpreter in other cases) is crucial in the final research product. To conclude, Berman and Tyyskä (2010:187) suggest that we also recognise other roles that might be played by a translator in a research process, for example, being a group facilitator, transcriber, interpreter or even a community researcher, to name but a few. The next section will focus on the possible role of a translator in cross-language qualitative research.

2.6   THE ROLE OF TRANSLATORS IN CROSS-LANGUAGE QUALITATIVE RESEARCH

This subsection critically discusses the role of a translator in cross-language research, focusing on the translator as a mediator and highlighting the impact that a translator's credentials might have on the quality of the translation produced, should a translator be included in the research process.

2.6.1   The translator as a language and cultural mediator

Temple and Edwards (2002:5) claim that language carries amassed and specific cultural, social, and political meanings that cannot be merely discarded through the translation process and that language further organises and prepares the experience of those who speak it. A translator is essentially a mediator in the translation process who has to ensure that cultural meaning is appropriately transferred from the SL to the TL without losing vital information and meaning expressed by research participants or other cited scientific texts, as information and underlying meaning may add to the depth of knowledge obtained in the particular field of study. Esposito (2001:570) more specifically states that, "[the] translator is actually an interpreter who, when faced with a communication task such as a statement or conversation, processes the vocabulary and grammatical structure of the words while considering the individual situation and the overall cultural context of the SL." It is often suggested that translators form part of the qualitative research process in all phases of such research (Berman & Tyyskä 2010:186). Translators may be incorporated in a cross-language qualitative study to translate texts that are to be analysed in the research process (as indicated in §2.4) as these professionals may have profound knowledge and experiences of the language and particular culture in the research and the relationship between these two concepts.

The relationship between the researcher and the translator may, however, be of importance. Berman and Tyyskä (2010:186) admitted a power relation between them and the translators they employed in that the translators in their study worked for them as opposed to them working with the translators. In keeping with the views of Larkin *et al.* (2007:471), Berman and Tyyskä (2010:187) advised rather considering translators as equal research partners. They admitted that doing so might have led to in-depth analysis and the discovery of nuances that they had overlooked (Berman & Tyyskä 2010:187). Temple, Edwards and Alexander (2006) perceive the translator as part of the data production process. Generally,

a translator may extract meaning from the data (Larkin *et al.* 2007:468) and may bring about knowledge (Xian 2008:231). Larkin *et al.* aver that a translator's role must be more significant in the research process: that is, that the translator should be moved to the role of interpretive guide and co-researcher (Larkin *et al.* 2007:475).

2.6.2 The impact of the translator's credentials

It is important to consider the impact of credentials of a translator when including such a professional in a cross-language qualitative study. The quality of translation is influenced by various factors, namely the (linguistic) competence, the knowledge of the translator regarding the culture of the group under investigation, the autobiography of the translator (Birbili 2000), as well as the so-called "material circumstances" of the translator, which refers to the position held by the translator in relation to the researcher (Temple, 1997:610 as cited in Birbili 2000). The credentials of the translator may impact on the quality of a cross-language study: with regard to the data and the analysis thereof, phrases and concepts that are poorly translated may not reflect participants' accounts, which may threaten the dependability and credibility of the study and form part of the limitations of the particular study (Squires 2009:279).

According to Pym (2009), every person can translate to some degree, but how well one translates might be attributable to one's training. Training could occur on an undergraduate and postgraduate university level as well as short courses that teach the translator various skills, such as translation technology, terminology limited to a specific area (or subject), and project management or specific communication skills, particularly in different types of interpreting (Pym 2009). Nevertheless, it should be borne in mind that, even if the translation is accurate, the language used may not be easy to grasp (Shaw & Ahmed 2004:323). The language used by an inexperienced translator may thus not be appropriate for the specific culture, educational background, or age of the target reader.

Moreover, training on a tertiary level may be limited, while translation in practice may provide the translator-in-training with essential skills on various levels. Verzande (2016:53) agrees with the latter by claiming that, in addition to providing translators with academic knowledge (theory), abundant practical training in the field is needed as a prerequisite for a competent translator. He found that a translator who hold a degree in Translation Studies could perform a translation task better (Verzande 2016:57). However, even translators who hold a degree

in Translation Studies may not necessarily be skilled in all contexts: whereas some may be more skilled in translating literary texts or texts written for social media, others may be more skilled to work with and translate scientific texts in academia. The translator hired may also be a novice or not yet in possession of a degree or certified, working to obtain further experience, but prior experience may have contributed to their knowledge in qualitative research practice or scientific research. Nonetheless, it is important that the researcher notes the background and/or credentials of the translator hired in a reflective journal and provides frank discussion in the 'limitations of the study' section on how the inclusion of the particular translator may have impacted the study at the specific stage(s) this professional was included.

Although some researchers suggest that researchers should use professional, certified translators, as also alluded to in the previous paragraph, challenges may still be experienced with regard to using translated data, as is indicated by Tsai *et al.* (2004) in their paper. It is imperative that researchers discuss how involving others in the research, such as translators, amongst others, could amend the nature of the research (Temple 1997:608) because the translation products produced by different translators may differ. Translators' perspectives are not only formed by their culture and lived experiences, but their knowledge regarding the subtleties of the languages to which they translate also affect their word choice and the transcripts they yield (Tsai *et al.* 2004:8). It is also clear from Temple's writings that the knowledge and experiences of the qualitative researcher influences what they write and for that reason, they cannot be separated from the text, which is the same in the case of the translator (Temple 1997:608). Translations may differ, but that does not mean that the one is right and the other wrong: the researcher should hold discussions with the translator to determine the views of both the researcher and the translator and why texts were translated in a certain way (Temple 1997:616). The researcher(s) or research team may also choose to take control of the translation and meaning of terminology themselves, as was suggested by Berman and Tyyskä (2010:185).

According to Squires (2008:267), many researchers use non-professional translators for the sake of convenience as they are oblivious to how the quality of the translation can affect the research results of the qualitative study. Not describing the relationships and methods that are used to address language challenges in a qualitative study may indicate weakness in the design and rigour of the study (Larkin *et al.* 2007:469). As is also reported and illustrated in a study by Squires (2008:274), the lack of a translation plan or even one that is defective

may ultimately have some impact on the practice in the specific field under investigation. For example, in the health sector, it may give rise to treatment plans and care delivery methods that are not in keeping with the cultural norms of foreign, immigrant or minority groups in any country (Squires 2008:274). The latter example may also be applicable to psychology practice.

In the next section, translation challenges that might arise in cross-language qualitative research – specifically with regard to culture and equivalence at and above word level – are highlighted and discussed.

2.7 TRANSLATION CHALLENGES THAT MAY ARISE IN CROSS-LANGUAGE QUALITATIVE RESEARCH

This subsection sheds light on translation problems that may be experienced in cross-language qualitative research, specifically focusing on culture (for example, the culture of the research participants in a study in the field of psychology) and achieving equivalence at and above word level when translating qualitative data.

2.7.1 Culture in cross-language qualitative research

In general, an increasing amount of empirical and analytic work is conducted in other languages other than English, which is largely unheeded (Nikander 2008:226). Qualitative researchers in South Africa often conduct research with an array of urban and rural communities. Hence, it is likely that such qualitative researchers will encounter research participants from various cultures and backgrounds, speaking languages (that is, any one or more of the official languages in South Africa) other than the qualitative researchers' mother tongue (that is, in South African universities, at the time of this study, mostly English, and Afrikaans to a lesser degree). During their research process, cross-language qualitative researchers may further find other texts (for example, sources of data like documents, books, autobiographies of the population group, international researchers' research findings, to name but a few) that may be presented in a language(s) other than the language(s) (and their underlying culture) in which the researcher is proficient. Ultimately, data collected in a language other than English, or occasionally in Afrikaans, may be translated into either English or Afrikaans, depending on the language of publication or the language requirements set by the relevant higher education institution. But, in general, the English language has been adopted as the language that is most utilised to communicate

research findings across national borders amongst speakers of diverse languages (Santos *et al.* 2015:134).

In the researcher's opinion, regardless from which language texts in a qualitative study have been translated, it should be borne in mind that translation in research does not entail mere transference of words into another language but is accompanied by culture, as also alluded to in the previous paragraphs. According to Guo (2012:243), "culture refers to the entire ways of people". It is recognised in the literature that language and culture are closely related (Abbasi, Zadeh, Jafanza, Assemi & Dehghan 2012:83; Guo 2012:343). Toury (1978:200 as cited in James 2002) – a well-known author in the field of translation – linked culture to translation, saying, "[t]ranslation is a kind of activity which inevitably involves at least two languages and two cultural traditions." Furthermore, metaphorically speaking, De Zulueta (1990:264) claims that language is to culture similar to what DNA is to genetics. Yan and Huang (2014:490) further assert that translation can never occur without culture and that these two terms can never be parted. As each language is underpinned by a certain culture, a qualitative researcher might also face additional challenges in his/her approach to and execution of a cross-language study. Larkin *et al.* (2007:468) support this statement by acknowledging that, "[d]ifferent languages construct different ways of seeing social life, which poses methodological and epistemological challenges for the researcher."

In order to give a true reflection of the lived experiences of research participants, the researcher should be able to accurately grasp and interpret the culture-specific language used by their participants – not only at word level, but also the underlying meaning of the verbal and non-verbal language participants use to express their experiences. It is important, however, that a qualitative researcher is cognisant of the fact that, even though participants may have similar experiences, the language they use to describe or make meaning of their experiences may differ, which may be attributable to various biographical factors, such as their culture (or subcultures to which they belong), social background, educational status, to name but a few. As a qualitative researcher may be faced with language and cultural challenges and considerations, he/she may consider including a translator proficient in the languages used in the research and knowledgeable on the cultures involved in that particular study in one or several stages of the research process. A translator can offer first-hand knowledge pertaining to the culture and community contexts (Berman & Tyyskä 2010:181).

2.7.2 Achieving equivalence at and above word level in cross-language qualitative research

It is important to note that a translator's degree of knowledge of the particular cultures involved in the research may impact on the quality of the translation. It is difficult to produce an accurate translation from the SL to the TL if knowledge of the culture is lacking (Guo 2012:346). According to Eugene Nida, translators should be able to sense "the closest natural equivalent of a text", whether it is in verbal or written form (Nida 2006:11), both in terms of meaning and style (Nida 2006:13). It can be inferred from Guo (2012:343) that equivalence is relatively influenced by cultural differences. In addition, James (2002) also acknowledges that a translator faces the problem of how to deal with cultural aspects, fruitfully conveying those aspects presented in the ST, in the TT.

Generally, various researchers – amongst others, Koller, Nida, Baker, Newman (Baker & Saldanha 2011) – highlight the notion of equivalence in translation, each indicating how equivalence at and above word level may be achieved between the source text and the target text. Equivalence is meant to show that the source text and target text have some "sameness" in common (Panou 2013:2). Dordevic (2010:35) considers equivalence as very important in scientific translation, because it may be one of the chief causes of inaccurate translations. Achieving equivalence may, however, not be an easy task: the researcher in the current study agrees with Temple and Edwards (2002:3), who admitted that, in diverse languages, there is no precise matching of words, and a translator is faced rather with a range of word combinations that he/she could possibly utilise to convey meaning.

Moreover, it is vital that both culture and language be considered in the translation process (Abbasi *et al.* 2012:83). According to James (2002), the cultural implications for translation may assume many forms, ranging from vocabulary (lexis) to sentence structure (syntax) to ideology and ways of life within a certain culture. Ultimately, in the TL, the translator should convey the same message portrayed in the SL, using the vocabulary, grammar and knowledge of the target culture at her disposal. In cross-language qualitative research in psychology, equivalence is firstly of great importance in the translation of literature and subject-specific terminology (in South African universities, at the time of the research, this specifically refers to English-Afrikaans translation), which may mostly involve translation at word level, or otherwise, involve lexical and semantic equivalence. In the case of data collection, analysis, interpretation and reporting, *sameness* (as suggested above by Panou

2013:2) means that the translation accurately reflects the culture and experiences of one's research participants in the language it is translated into (that is, translation from any official South African language into English or Afrikaans).

Furthermore, the approach towards achieving equivalence may differ within a qualitative study in psychology, depending on the specific phase of the study. Zralka (2007:82) supports the latter by identifying two kinds of equivalence in specialised texts, namely formal equivalence and dynamic equivalence. Formal equivalence and dynamic equivalence were advocated by Eugene Nida (CCJK 2017). Formal equivalence means that the linguistic features (for example, vocabulary, grammar, syntax) in the target text are in accordance with that of the source text, which has bearing on the accuracy and correctness; dynamic equivalence is achieved when the target text portrays the same message conveyed in the source text (CCJK 2017). In a cross-language qualitative study in psychology, for example, formal equivalence may be applied when translating subject-specific literature and terminology, and dynamic equivalence may mostly be applied when translating qualitative data, for example, culture-specific meaning or interpretation of research participants' accounts. It is imperative to recognise the challenges that may be experienced when translating terminology in particular. With regard to terminology, often (health-related) terms are accurately described in the English language, but linguistic differences (due to translation) between terminologies may lessen any description of such terms (McMorrow as cited in Al-Amer *et al.* 2016:154). Furthermore, in their study on translating genetics leaflets, Shaw and Ahmed (2004:331) found that the common root of mistakes in translation was the literal or inaccurate translation of terminology. They suggested that, similar to medical practitioners who have to elucidate technical terms to their patients in everyday language, written texts for such audiences must also be clear and simple, using fathomable language (Shaw & Ahmed 2004:338). Although Shaw and Ahmed (2004) and Al-Amer *et al.* (2016) discussed and illustrated challenges with regard to translating terminology in the medical field in particular, the same problem may also be experienced in the fields of psychiatry and psychology.

With regard to meaning above word level, Croot *et al.* (2011:1003) further state that some terms may be translated accurately and literally, but they also remark that a literal translation may not bear the ideas or attitudes inherent in the original choice of words. Al-Amer *et al.* (2016:154) report that a word-for-word translation can rarely capture the cultural meaning of metaphors. The need is emphasised that translation be based on meaning rather than words

(Kapborg & Bertero as cited in Berman & Tyyskä 2010:182). Several researchers (for example, De Mendoza 2008; Van Nes *et al.* 2010; Al-Amer *et al.* 2016:153) have highlighted that culture-bound expressions, emotion and metaphors used in research participants' accounts can pose translation problems. Birbili (2000) is therefore of the opinion that a researcher ought to consider conceptual equivalence. Conceptual equivalence means comparing concepts or ideas between two languages instead of focusing on achieving exact similarity in vocabulary (or lexical meaning) across the languages (Neuman as cited in Sutrisno *et al.* 2014:1339). The literature specifically refers to "cultural adaptation" (in this case, specifically referring to translation of data collection instruments, such as questionnaires) – that is, all language in the translations is conceptually equivalent to that of the original source text and to one another whilst being relevant and culturally suitable to the target population (Breugelmans 2009:1176) in the research.

Al-Amer *et al.* (2016:150) further assert that, since translation is an interpretive process and not just a message transferred directly from the SL to the TL, the translators involved must capture the full meaning of what was said, systematically and accurately. This was illustrated in their study (Al-Amer *et al.* 2016:153-154), where a culturally-loaded statement made by a research participant (in Arabic) was rephrased in the target language (English) whilst still reflecting the cultural meaning of the statement. Van Nes *et al.* (2010:314) also support this conceptual meaning approach to translation, saying that the research results should be communicated in such a manner that the reader of the publication comprehends the meaning that was voiced in the findings originating from the data in the SL.

The following section focuses on possible reasons why translators may be excluded from cross-language qualitative research.

2.8   REASONS WHY TRANSLATORS MAY BE EXCLUDED FROM CROSS-LANGUAGE QUALITATIVE RESEARCH

There may be some logical explanations as to why cross-language qualitative researchers omit details about language and translation challenges in their research reports. In this section, the researcher presents possible reasons, as noted in the literature, why translators may be excluded from a cross-language qualitative research project.

2.8.1 Absence of discussions on translation challenges and processes in research texts, leading to unawareness amongst researchers

Temple and Edwards (2002:2) emphasise that very few researchers working in cross-language research explain in their methodology the effect of using translators (and interpreters) in their studies. Specifically, qualitative research reports tend to say little with regard to the translation issues in their research (Esposito 2001:573) and fail to mention as part of their study limitations the effects the translation process in their studies had on their data collection and the interpretive process that followed thereafter (Lopez, Figueroa, Connor & Miliski 2008:1731). Consequently, when combing through their peers' studies, novice and experienced cross-language qualitative researchers might rarely have a benchmark with which to compare their research that they can use as guidance or framework for their own research methodology. Temple and Young (2004:146) contend that it is hard for a reader to engage with text in which no information has been provided with regard to the research process; and the SL or languages in the research are perceived as issues that have been overcome or managed properly. It is also worthy to note that, in her personal reflection on challenges experienced in cross-language educational research, Plugor (2013:108) acknowledged that she had never thought that language or the transitioning amongst cultures would play the significant role that it had when she embarked on her research. This may also be the case with other cross-language qualitative researchers and, as a result, they may discuss language or translation challenges only superficially or may omit such discussions altogether.

Lastly, research methodology textbooks seldom, if ever, discuss the role of translators and translation challenges that may transpire in cross-language qualitative research. Therefore, qualitative researchers may be unaware that translation and other language challenges may also be chief aspects to consider when conducting a cross-language qualitative study. Ruitenberg *et al.* (2016:610-611) support the aforesaid, saying that translation is not generally discussed as a key point in courses or texts on research methods. This may further contribute to academics' ignorance of translation challenges that may emerge in cross-language qualitative research and the effect it may have on different stages in a study of such a nature.

2.8.2 Lack of methodological guidelines

Literature also indicates that guidelines (methodological or consensual) for interpreting or translating (Lauterbach 2014; Arriaza, Nedjat-Haiem, Lee & Martin 2015:76) may be rare or even absent. Even though there are standards of rigour for other aspects of qualitative research (for example, data collection, analysis, interpretation, reporting), there are no such standards for cross-language qualitative studies (Lopez *et al.* 2008:1729). Researchers might improvise and/or obscure translation (or interpretation) procedures, especially with regard to the translation or interpretation of data, in their research if there are no consensual guidelines for this (Arriaza *et al.* 2015:76). Information about how the researcher dealt with language matters during the research may simply be omitted, or in some cases, verbatim quotes from participants may even be used sparingly to obscure translation or other language challenges experienced during the research process. Methods of translation in cross-language qualitative research are even further concealed as researchers' noted experiences, or otherwise field notes, are rarely found in literature (Arriaza *et al.* 2015:76). Thus, examples and guidelines for qualitative researchers as to how to deal with translation challenges and decisions in this regard that may have to be made during a cross-language research process, may be limited.

2.8.3 Type of qualitative research design

Researchers (for example, Twinn 1997:423; Croot *et al.* 2011; Demuth 2013:34) further imply that qualitative studies comprise different approaches, which makes it difficult to determine a specific set of standards of rigour in qualitative research. The kind of language data gathered through the different qualitative research approaches and the way data are collected differs according to the discipline and the position taken with regard to the philosophy of science (Polkinghorne 2005:137). The use of translators may thus differ in different cross-qualitative research designs: the role of a translator will thus be different in grounded theory studies than the role he/she fulfils in historical research, for example (Squires 2008:270). In some qualitative research designs, such as phenomenology, translation and translators are not part of the research process because participants in phenomenological studies share their experiences through language, and translation is considered a disruption to the process of them sharing their experiences as well as the structure in which they use language (Squires 2009:281). Twinn (1997:423) supports the belief that translation may be problematic in phenomenological research – where one conducts research on the phenomenon from participants' perspectives and the purpose of

the research design is to understand the crux of such a phenomenon – and should be questioned in such a case when considering rigour of the qualitative research process. Depending on the focus of a phenomenological study, one's research participants may use culture-specific and emotionally-loaded words to describe specific life experiences, which may be valuable to understanding and describing their experiences. Translation in a phenomenological study could mean that the language used by participants is altered (Squires 2008:272). Squires (2008:272) recommends that researchers firstly finalise their data analysis, whereafter they can translate their data for the purposes of publication in international journals. However, this does not change the fact that translated data may be misrepresented in a TL. It is crucial that the researcher, in case of such a publication, recognises the translated research results as a limitation in the particular study and carefully contemplates publishing quotes from the research that had been translated (Squires 2008:272).

2.8.4 Ethical considerations in cross-language qualitative research

Translation is a significant variable in the research process that can affect its content, results and ethical adequacy of such a process (Shklarov 2007:530). Issues from informed consent to language and translation in the research may just be some of the important ethical issues in a cross-language qualitative study (Koulouriotis 2011:6-10). Temple (2005) also asserts that, even though there can be no right way in which a researcher can represent people that speak different languages, choices that are made with regard to how to represent such people hold both epistemological and ethical implications. Qualitative researchers should thus make sound decisions with regard to how they are going to obtain data (or knowledge) in a cross-language study, whilst also keeping the best interests of the research participants at heart.

Most importantly, it is important that participants understand what the research entails, are comfortable with sharing their experiences and should not be pressurised, whether directly or indirectly, to share their experiences in a language in which they are not proficient. Specifically, regarding informed consent, the information provided should be written and presented in clear language, comprehensible to potential research participants. According to Koulouriotis (2011:3), one's research participants must completely understand the nature of and their role in and contribution to the research and must also understand that they can withdraw from the study at any stage without being subjected to any penalization. A similar

challenge was also experienced in a study translating consent forms for an under-represented population with diabetes: the interpreters employed were inept in interpreting specific wording, ultimately leading to mistrust among participants that led them to think that something was being omitted (McCabe, Morgan, Curley, Begay & Gohdes 2005:303), which, in similar cases, may lead to potential participants refraining from participating in the study. McCabe *et al.* (2005:300) also agree with the latter, asserting that formal processes in research (such as consent from participants) that have been assigned to protect research participants may create hindrances to research and may dishearten people from participating in the research unless translation and cross-cultural communication are addressed in order to ensure their effectiveness. A competent translator, in such a case, may assist in providing information in the TL(s) in a clear, crisp manner so as to adequately inform prospective research participants about the nature of the research, which could help interpreters and ultimately the cross-language researcher to avoid potential ethical pitfalls.

There may, however, be some good ethical reasons why translators may be excluded altogether from a cross-language qualitative research process. Shklarov (2007:530) claims that the translation function may be omitted from the main research process as it aims to protect research participants from the likely consequences of unethical translation and to sustain research integrity in circumstances of such apparent threats. In cross-language research the community and culture that the researcher and translator (or interpreter) works with must be taken into account, as illustrated by Berman and Tyyskä (2010:183). When conducting research with a specific vulnerable group, or participants come from a certain religious background, for example, a qualitative researcher may also have to consider how a translator's status (gender, religion, ethnicity, worldview) may affect the translation product and ultimately, the quality of the data presented. To illustrate broadly, the topic under investigation may involve something of a political or religious nature which may lead to a translator translating from a subjective standpoint, consequently omitting and/or adding information, be it intentionally or unintentionally. A translator may also misunderstand and misinterpret meaning in the text (for example, the transcripts of the interviews), leading to translation errors or omission of important information.

Finally, specifically in psychology practice, the involvement of an interpreter may infringe upon confidentiality of the patient (Mkhize, Dumisa & Chitindingu 2014:133), which may also be the case in the cross-language research context. In her research, Wechsler (2016) claims that confidentiality may be a concern where the participants may perceive an interpreter as

a third person listening to the interview, possibly leading participants to be less forthcoming. This may especially be the case where the interpreter comes from the same community as the participants, resulting in the participants being concerned that their personal information could be unveiled amongst, for example, family members or friends, bringing about gossip and possible stigma (Wechsler 2016). Research participants from vulnerable populations may want to protect their identities due to the sensitivity of the topic under investigation, and the interpreter or translator might then be seen as an intruder. The latter may also be the case where translators translate textual data – for example, personal journal entries, or any personal information from confidential files – behind the scenes for research purposes.

2.8.5 Lack of funding

To conclude, it emerged from the literature that researchers should also consider the time and costs associated with their cross-language research (for example, Lopez *et al.* 2008:1736; Lee, Sulaiman-Hill & Thompson 2014). For example, in health research, the translation of questionnaires may increase costs and time considerations significantly (Lee *et al.* 2014:2). The translation of questionnaires is merely one example where costs to the study may be increased in terms of translation. Van Nes *et al.* (2010:316), nevertheless, argue that, even though including a translator in cross-language research adds to the costs of the research, such costs contribute to improving the validity of the study as well as the quality of the transfer of the research findings to the readers of such a publication. It is, nevertheless, important to note that the institution (or in this case, the university) may impose limitations (in terms of funding and research deadlines) to the inclusion of translators (or interpreters) as research partners (Berman & Tyyskä 2010:179, 187). If qualitative researchers do not have adequate financial aid to include translators in the cross-language research process, they must play the role of being both researcher and translator (§1.4), which may have ethical implications (Shklarov 2007) and may possibly give rise to a loss of meaning and a loss of validity of the study (Van Nes *et al.* 2010:314) (also see §1.4 and §2.2) of such a cross-language qualitative study.

2.9 SUMMARY

In the literature on cross-language research it is widely recognised that language in research and language problems that may have emerged during a cross-language qualitative study are often neglected and/or absent in research reports (for example, dissertations and/or theses). This may leave readers of such research reports with questions pertaining to how

language or translation challenges were dealt with in the particular study and also, what methodological challenges may possibly arise when embarking on a cross-language qualitative study in social research, in general, and in psychology, specifically. The researcher in this study therefore deemed it important that research be conducted to investigate postgraduates' views on the role of translators in cross-language qualitative research, specifically in psychology, and why translators may be included in or excluded from the qualitative research process in this field of study.

In this chapter, the researcher firstly set out to discuss what has been reported by other researchers in the field on this topic. Language as a unique feature of qualitative research was first discussed and an overview of the research that has already been conducted in cross-language research was presented (§2.2). It was clear from the literature review that, even though literature on translation in cross-language research abounds (§2.3), there are still several gaps in the literature that future researchers might investigate, for example, exploring universal standards for quality when reporting findings in cross-language qualitative research, in general. It is further recognised mostly in cross-language research literature that language and translation problems in qualitative research, the impact of translation on the methodology and findings of the study, and how translations challenges were finally dealt with, are mostly absent in qualitative research reports (§2.4), which may leave readers of such qualitative research reports with questions as to how language and, especially, translation challenges were dealt with.

Literature further indicated that a translator may be involved at one or more stages of a qualitative study, whether before data collection (for example, the translation of informed consent letters and data collection instruments), during the data collection and preparation process (for example, the data are translated into the target language – usually into the language of publication), during data analysis (for example, the translation of categories and concepts that were created through analysis), and even during the finalisation (for example, language editing) of the research report (§2.5). Regardless of the stage at which a translator is included, the translator's role is generally to be a mediator between two or more language groups and the culture underlying the languages (§2.6.1 and §2.7.1). In the case of scientific language, specifically in qualitative research, it was suggested that translators consider conceptual equivalence, where translations are based on the meaning of what research participants had said rather than literal or word-for-word translations (§2.7.2).

The researcher in this study also emphasised possible reasons why translators may be excluded from cross-language research, as noted from the literature. Firstly, translators may be excluded simply because qualitative researchers are unaware that these professionals may play a meaningful role in various stages of a cross-language qualitative study. The reason behind researchers' ignorance in this regard may be because language and translation problems experienced in cross-language qualitative research are mostly not reported by researchers nor discussed comprehensively in research methodology textbooks (§2.8.1). Secondly, it is documented that methodological guidelines for dealing with translation in cross-language qualitative research are generally lacking, which may lead to researchers obscuring important information in this regard, or perhaps omitting it altogether in their final research reports (§2.8.2). Thirdly, some cross-language researchers may exclude translators from their research projects, especially during data collection and analysis, as translation may be a hindrance to the research design employed – for example, in phenomenology, the language or words participants use to describe their experiences are significant and in such a case, translation may possibly lead to distortion or even a loss of meaning (§2.8.3): as language is underpinned by culture, translation in such a case may mean that participants' accounts are distorted or misrepresented, thus threatening rigour in the study. Fourthly, qualitative researchers may have to tread carefully when it comes to research ethics: as can be inferred from the discussion (§2.8.4), both interpreters and translators may come with their own challenges. Specifically, with regard to a translator, the researcher may have to verify that the translator's status (for example, gender, religion, ethnicity, world view) does not affect the translation product in a way that could lead to omission, the adding of information or the distortion of meaning. Finally, a translator may be excluded from a research project due to the researcher's or research team's lack of funding to hire a translator (§2.8.5). Consequently, researchers may translate any texts in the cross-language study themselves.

Chapter 3 discusses the research design and methodology that were followed in this study.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter presented a literature review on cross-language qualitative research and the role of translators in research of such a nature. Methodological, epistemological and ethical challenges pertaining to translation in cross-language qualitative research were highlighted. Reasons why translators may be excluded from a cross-language qualitative study, were also discussed. Against this background, the aim of this study was to investigate postgraduates' views on the role of translators in cross-language qualitative research, why translators may be included in or excluded from cross-language research, and how these postgraduates had dealt with translation challenges in their studies.

In this chapter, the research design and methodology that were applied in this study are discussed. Firstly, the main aim and specific objectives of this study are outlined. This is followed by a discussion on the research design and methods that were employed in this study to investigate postgraduates' views on the role of translators in cross-language qualitative research in psychology. At the outset of the study, a pilot study was conducted to test the feasibility of the research design and the semi-structured interview guide used to collect the data. The pilot study as well as the limitations that may be connected with a pilot study, as indicated by literature, are discussed. A thick description of the time frame of the study, challenges and adaptations as the study progressed, are also provided. To conclude, this chapter also provides a brief discussion of the role of the researcher in the study, the steps that were taken to ensure trustworthiness and the ethical considerations that were applicable to this study.

3.2 THE AIM(S) OF THE STUDY

At the outset, it was clear from the literature review that matters regarding translation in qualitative studies (for example, the role of the translator in the research, translation challenges experienced during the research process, how such challenges were minimised or dealt with by the researcher, and how it may have impacted on the trustworthiness of the study, among others) are generally neglected in qualitative research reports and translators

are mostly excluded in qualitative research processes. Hence, the main aim of this study was to investigate postgraduates' views on the role of translators in cross-language qualitative research in psychology, specifically focusing on enrolled or former postgraduates who conducted cross-language qualitative research in psychology in the South African education context. The specific research objectives of this study (as also stated in chapter 1) were as follows:

(i) to investigate translation challenges postgraduates experience in cross-language qualitative research in psychology;

(ii) to investigate postgraduates' reasons for including translators in or excluding translators from cross-language qualitative research in psychology;

(iii) to investigate how postgraduates deal with language challenges when conducting cross-language qualitative research in psychology.

Next, the key participants, research site and sample size are discussed.

3.3   KEY PARTICIPANTS, RESEARCH SITE AND SAMPLE SIZE

The researcher sampled former and enrolled master's and doctoral students at the Faculty of Education of a selected South African university. In general, postgraduates at this university were bilingual (Afrikaans and English); however, Afrikaans was the mother tongue language of both the researcher and all the key participants. It was anticipated that postgraduates at this university could possibly provide the researcher with their views on and experiences of the English-Afrikaans translation of subject-related terminology as well as insight into the data collection process in a multilingual research context.

With regard to the sample size, in qualitative research, it is an often-debated issue. Qualitative research focuses on the depth of the problem and typically a small number of participants is used (Hartell & Bosman 2016:37). According to Dworkin (2012:1319), a large number of articles, chapters and books give guidance in this regard and advise that anything from five to 50 research participants would be suitable in qualitative research. Morse (2000:3-4) further lists the following factors that should also be considered when determining the sample size in qualitative research:

- The scope of the study: implying that, the more comprehensive the scope of the research question(s), the longer it will take to reach data saturation. Therefore, the

broader the scope of the study, the more participants and data sources, amongst others, may be needed to achieve data saturation;

- The nature of the topic: If the research topic is clear and understandable, and the information is easily attained through interviews, fewer participants are needed in the study and, vice versa, if it is a difficult topic to grasp or the topic is awkward to talk about, more research participants in the study may be required;

- Quality of the data: Some participants may be more expressive and articulate on the topic under investigation, and in such a case, fewer participants will be needed;

- Study design: Some designs, for example longitudinal studies, produce more data than when single interviews are conducted per participant;

- Using shadowed data: This means the research participant also discusses others' experiences – essentially comparing their experiences to that of others – therefore expressing how their experiences differ from others' experiences and possible reasons for the former.

Ultimately, the greater the amount of useable data collected from each research participant (whether it be through the number of interviews or whatever other means), the fewer the number of research participants needed (Morse 2000:4). In this study, five postgraduates, who were sampled through snowball sampling (§1.7 and §3.6), availed themselves to participate in the research through e-mail interviews, telephone interviews or face-to-face interviews, which usually require participants to share in-depth information. Further, as is discussed later in this chapter, since the number of potential participants who could be reached was limited, five dissertations and two theses of former postgraduates from the selected South African university were also sampled for document analysis in order to collect additional, supportive qualitative data.

3.4 INCLUSION CRITERIA

Key participants were included in the study based on the following criteria:
  (i) the postgraduate explored a subject in the field of psychology or learner support (that is, normal-functioning populations and/or populations with special needs/learning difficulties on any level of the education system in the South African context);
  (ii) the study was fully or partly (in the case of mixed-methods research) qualitative in nature; and

(iii) there was evidence of cross-language qualitative data.

In the following section, the specific research design and methods that were used to reach the above research objectives, are discussed.

3.5 RESEARCH DESIGN AND METHODS

As the main aim of the study was to investigate postgraduates' views on the role of translators in cross-language qualitative research, an exploratory qualitative research design was deemed most suitable. This section defines qualitative research and discusses the data collection method used in this study.

3.5.1 Exploratory qualitative research design

Qualitative research is highly contextual, where data are gathered in a "'real-life' setting", regularly over a long period (Gray 2014:161). Further, the objectives of an exploratory study, in particular, are to conduct investigations in an area that is relatively unknown, and to use a flexible, open and inductive approach to the research in order to look for new insights into the phenomenon under study (Durrheim 2006:44). In the case of the current study, an investigation was conducted on the role of translators in cross-language qualitative research in psychology, reasons for their inclusion in or exclusion from cross-language qualitative research, and how language or translation challenges are dealt with in this field of study within the South African context. Postgraduates at a selected South African university were the source of data in this study. Moreover, qualitative research designs are not fixed, but are rather flexible and cyclical, and the qualitative researcher generates the strategies that are best suited to his/her study (Fouché & Schurink 2011:327). Maxwell (2013:2) further adds that any component of the qualitative design may need to be reviewed or altered during one's study in reaction to new developments or changes that have occurred in another component of such a study. Subsequently, in this chapter, the researcher provides a discussion in which it is clear how this study developed during its course.

The following subsection presents the data collection methods that were employed.

3.5.2 Qualitative research methods

Qualitative data for this study were collected through semi-structured interviews (face-to-face, telephone, or by e-mail) (the interview guide is presented in Appendix D) with former

and enrolled master's and doctoral students in the field of psychology in the education context. Generally, semi-structured interviews are used to substantiate data that arose from other sources (Nieuwenhuis 2016c:93). The researcher could thus explore how key participants' views corroborated with findings from the literature on cross-language research as were presented in chapter 2 of this study.

In this study, key participants could respond to the semi-structured interview guide[1] by means of e-mail or they could take part in a telephone or face-to-face interview. These methods were chosen because postgraduates lived far from the campus and they were more accessible in this way. At the outset of the study, the first two participants chose to respond by e-mail. However, their e-mail responses were often void of detail and follow-up telephone interviews had to be conducted to explore interesting statements further, provided these key participants agreed to also participate by telephone. During the follow-up interviews, the following probing strategies (Nieuwenhuis 2016c:94) were used to collect more data:

- elaboration probes: where necessary, key participants were asked to elaborate on their examples or answers given in their e-mail responses;
- clarification probes: at times the researcher paraphrased key participants' responses to check if their initial response was understood accurately by the researcher.

In addition, two other participants (QRP3 and QRP4) preferred semi-structured face-to-face interviews. Regardless of how key participants chose to participate, they had to answer questions from the same interview guide. The researcher developed the interview questions beforehand (Nieuwenhuis 2016c:93), but during telephone or face-to-face interviews also used tailored questions if the participant's response needed to be further explored (Leedy & Ormrod 2015:160).

The overall aim of the semi-structured interview guide was to explore postgraduates' views on the role of translators in cross-language qualitative research and their views on why

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[1] Postgraduates at the selected university were mainly Afrikaans- and English-speaking. Questions in the interview guide were presented in both languages so that key participants could participate in their mother tongue or language with which they felt comfortable. All key participants ultimately shared their experiences in Afrikaans. Verbatim quotes used to support the findings from this study were finally translated into English, and also checked by a professional, independent translator, as the dissertation is presented in English.

translators may be included in or excluded from such research as well as how they had dealt with language or translation challenges that may have arisen during their studies. It was expected that the interview questions would give insight into various ethical and epistemological reasons (among others) for excluding a translator in the research project. In addition, it was also expected that the interview questions would give the researcher insight into other translation problems experienced in the academic context and how language challenges were generally dealt with in cross-language qualitative studies, especially in the field of psychology. All telephone and face-to-face semi-structured interviews were audio recorded with the participants' permission and lasted between 15 and 45 minutes.

The above interview guide was first piloted with the first two participants in the study (QRP1 and QRP2).

3.5.2.1 Pilot study

A pilot study is defined as "small-scale versions of the planned study, trial runs of planned methods, or miniature versions of the anticipated research" so as to "answer a methodological question(s) and to guide the development of the research plan" (Prescott & Soeken, 1989:60 as cited in Kim 2010:191). A researcher can use a pilot study for various reasons, but generally to expose logistical problems before the main study is conducted (Hazzi & Maldaon 2015:53). Pilot studies can generally be applied in four main areas, namely 1) to find problems and hindrances that are related to the recruitment of one's research participants; 2) being engaged in the study as a qualitative researcher; 3) to assess the suitability of observation or the interview protocol; and finally, 4) to determine the epistemology and methodology of one's research (Janghorban, Roudsari & Taghipour 2014:1). More specifically, a pilot study may, amongst others, caution the researcher on aspects where the main research project may fail (Van Teijlingen & Hundley 2002). Engelbrecht (2016:116-117) further claims that a pilot study can be used to gain insight into the research process as well as to eliminate mistakes so that good data can be collected. The results of such a pilot study can moreover inform one with regard to feasibility and identify alterations that could be required in the main study (Hazzi & Maldaon 2015:53).

Suggestions are often made in the literature that a pilot study may make the researcher attend to possible "unpleasant surprises" (for example, Nunes, Martins, Zhou, Alajamy & Al-

Mamari 2010:75). A popular saying that can be seen throughout the literature, cited by numerous researchers like Van Teijlingen and Hundley (2002) and Nunes *et al.* (2010), amongst others, is that of De Vaus (1993:54), who specifically wrote about how to plan and undertake surveys and analyse statistics in social research: "Do not take the risk. Pilot test first". However, the researcher in this study bore in mind that pilot studies may have several limitations, as is also highlighted in literature, which include possibly making erroneous predictions or assumptions based on data collected from the pilot study; problems that emerge from contamination; and problems related to funding (Van Teijlingen & Hundley 2002). While pilot studies are common in quantitative research, they are often perceived to be not only inappropriate but also a hindrance to a qualitative inquiry (Morse 1997:323). Perry (2001:107) also says qualitative researchers might experience some difficulties when pilot testing in a qualitative study. To elaborate, a qualitative researcher suggests a study of such a nature because little is known about the topic under investigation (Morse 1997:323). The data presented by a pilot study is not saturated and therefore results of the pilot study may provide the researcher with incomplete, inaccurate or misleading data (Morse 1997:323). Furthermore, in general, a qualitative study is a developing and spontaneous process. Qualitative researchers investigate participants' experiences in a natural context. Even though research participants may provide the researcher with information on the same topic (that is, the topic under investigation), the extent of their experiences may differ and other individual factors (for example, culture, worldview or general beliefs, anxiety, illness, personality, language proficiency, to name but a few) may impact on the quality and amount of data provided by each. A couple of participants in a pilot study in qualitative research might therefore not reveal or even have the in-depth experience that other participants in later stages of the study might have. Moreover, regarding the testing of the research instrument – in the case of this study, a semi-structured interview – although a general set of questions is developed beforehand, an interview in a natural research context may provide the researcher with opportunities to further explore statements or interesting opinions by the research participant(s). If necessary, probing questions (§3.5.2) are then framed within the context for further exploration. Such probing skills will depend on the researcher's experience, attentiveness and understanding of the topic under investigation, and the response to such probing will depend on the research participant's experience of the phenomenon under study.

Moreover, as was also mentioned earlier in the chapter, qualitative research designs are flexible, and amendments may be made at any stage (§3.5.1). Therefore, even though the researcher may address some obstacles highlighted by a pilot study, the main study may still present unique hindrances that did not necessarily emerge during the pilot study. A qualitative design is in essence a spontaneous process; therefore, the researcher cannot establish a fixed research plan based solely on pilot study interviews and the interview guide used therein and should be open to being flexible and possibly be making amendments to the research plan in the main study when there is a need to do so. In the researcher's view, it should be borne in mind that even the hindrances and surprises that emerge during a qualitative inquiry may contribute to the development of the specific study and the understanding of the topic under investigation and should therefore not be perceived as something to totally avoid.

One of the main concerns in qualitative research is that participants who were part of the pilot study, form part of the main study (otherwise known as "contamination") – this can be a problem particularly in intervention research: if participants in the main study had already been exposed to some kind of intervention (Van Teijlingen & Hundley 2002). However, in Van Teijlingen and Hundley's view, it is in some cases simply not possible to exclude pilot study participants, because the sample in the main study would then be too small and in qualitative research, it is not so much of a problem including the participants that participated in the pilot study. The problem of sample size was undoubtedly also an issue in this study and therefore the pilot study participants (QRP1 and QRP2) were included in the main study as they added significant substance to the understanding of the role of translators in cross-language qualitative research in psychology. Overall, Morse (1997:323) advises that those researchers undertaking qualitative research and other parties (for example, committees) just live with the uncertainty, risks and excitement in such a study.

3.5.2.1.1 Amendments to the interview guide after the pilot study

With the above in mind, the researcher tested the initial interview guide by means of a pilot study involving the first two participants in the research. The two participants thoroughly understood the questions in the interview guide. During her telephone interview, the first key participant (QRP1) had mentioned that, as a beginner researcher (a first-time master's degree student), she did not recognise language as an important factor in cross-language qualitative research and it is only as a doctoral student and, particularly, a key participant in

this research, that she recognised the importance of language in research of this nature. The researcher in this study deemed this statement insightful and added the following question to the interview guide (Appendix D) in order to investigate if key participants' views had perhaps changed during the process of advancing from being a beginner researcher (first-time master's degree student) to an advanced researcher (doctoral student):

k. (PhD candidates, probing question / *PhD-kandidate*): How does your opinion differ now in terms of the role of a translator in qualitative research in comparison to your opinion during your master's degree study? / *Hoe verskil u opinie nou in terme van die rol van 'n vertaler in kwalitatiewe navorsing vergeleke met u opinie gedurende u meestersgraadstudies?*

3.5.2.2 Reflective field notes or memoing

This above data collection method was further also supplemented with reflective field notes – which Nieuwenhuis (2016a:115) also calls "memoing" during the data analysis process – made by the researcher during the study. Field notes ought to contain a comprehensive explanation of the research participants themselves, the events that transpired, the actual discussions and communication that took place, as well as one's attitudes, perceptions and feelings as the observer (Fouché & Schurink 2011:335-336). In addition, Greeff (2011:359) states that field notes are written accounts of the things the qualitative researcher heard, saw, experienced and thought about during the interviewing process. Field notes should contain researchers' reflections on theoretical and ethical issues, methods (Kelly 2006:315), and their emotions, preconceptions, expectations and prejudices so as to develop them in the final product (Greeff 2011:359-360). Creswell (2009:181-182) identifies two specific types of field notes, which were applicable to this study, namely: descriptive (for example, description of the dialogue with postgraduates, the research setting, other events and/or activities related to the research); and reflective notes (for example, personal thoughts of the researcher with regard to translation practice and translation issues in academia). Specifically, during this study, the researcher's field notes covered research challenges at the outset of the study, observations and thoughts during the data collection process, which are covered in the next section. Field notes were infused into the discussion to provide a detailed description of the research process and to supplement findings that emerged from the data presented in chapter 4.

3.6 TIME FRAME OF THE STUDY, CHALLENGES AND ADAPTATIONS AS THE STUDY PROGRESSED

As initially expected, reaching potential key participants to participate in the research was difficult and time-consuming. Permission to conduct the study firstly had to be obtained from the Ethics Committee of UNISA (Appendix A) and secondly, from the relevant committee at the selected South African university (Appendix B). Any amendments to the study firstly had to be submitted to the latter committee by means of e-mail, which had to be approved at official meetings, whereafter they informed the researcher of their discussions, decision and conditions. Apart from the latter requirement, other specific conditions highlighted by the committee were the following: the selected university could not guarantee the participation of the target group (that is, master's and doctoral students); faculty or administrative staff were under no obligation to disseminate information regarding this study during the sampling process, but such dissemination could only occur if done voluntarily; and supervisors and promotors were not allowed to mediate the participation of their postgraduate students. The latter may presumably be due to a power relation that could exist between a supervisor/ promotor and a student – the student may feel compelled to participate if such participation is mentioned or suggested by the supervisor/promotor.

Initially, the study only focused on former and enrolled master's degree students who conducted research in the field of educational psychology. At the outset, this target group was limited. The limited number of master's students at the selected university may have been attributable to the selection criteria to enrol for the specific category of psychology at that particular institution, which is also generally the case at all South African universities. Moreover, not all postgraduate students conducted qualitative or mixed methods research (which has a qualitative component), which may have also limited the number of students that could have possibly been sampled to participate in this research. Suggestions were therefore made to the relevant committees (at UNISA and the selected South African university) to broaden the target group and also sample doctoral students in the field of educational psychology as well as postgraduates who conducted research on learning disabilities or impairments (for example, research on childhood psychological impairments, or support to children with special needs, among others) to ensure that all former and enrolled students who conducted cross-language qualitative research in the subject group (Educational Psychology and Learner Support) could be reached. The researcher again had to submit a written request to the selected South African university to sample doctoral

students as well as postgraduates registered for a master's or doctoral degree in Learner Support. Overall, it took about four months (February to May 2017) before the researcher obtained permission to sample both former and enrolled master's and doctoral students who had conducted (between 2013 and 2016) or, at the time of this study, were conducting research in the field under study. The data collection period lasted from June 2017 to January 2018.

Information about the study and informed consent letters were voluntarily disseminated by e-mail by an administrative staff member at the Faculty of Education in order to sample relevant postgraduates purposefully. These e-mails were sent to 58 former and enrolled postgraduates to whom the researcher could not otherwise gain access as the personal information of these students was protected by the institution in terms of the Protection of Personal Information Act (No. 4 of 2013) (SA 2013), which may, for future similar studies in this field, also be the case at other South African universities. The administrative system of the selected university was thus not accessed and used by the researcher to gain access to potential participants. The disseminated e-mail requested participation (Leedy & Ormrod 2015:171) and contained the researcher's personal contact information, which enabled interested postgraduates to personally contact the researcher if they were interested in participating in the research. This sampling strategy, though, did not yield participants who fitted the criteria for inclusion in the study. However, individual postgraduates were able to suggest other former and enrolled students in their networks who could have possibly participated in the research. If one of these academics (including each key participant in this study) knew a peer who could possibly participate in this study, they were asked by the researcher to first contact the peer to establish if they would be interested in participating in the research. All key participants in this study were ultimately sampled through this means, known as *snowball sampling*, which is applied when those who belong to a specific population are asked to identify other possible participants with similar characteristics who could be contacted for possible participation (Maree & Pietersen 2016:198) to whom the researcher did not have access by way of the initial sampling strategy (Nieuwenhuis 2007:80). If a referred peer showed interest in participating in the study, the letter providing background information to the study and an informed consent letter (as was initially sent by e-mail to the larger group) was sent by e-mail by the researcher to the potential participant. Peers referred by others had the right to decline invitation to participate in the study or otherwise, could withdraw from the study at any time if they wished to do so. Moreover, two

postgraduates, referred by peers, indicated an interest in participating in the research but did not fit the inclusion criteria of the study: one did not conduct significant cross-language qualitative research to provide rich information about the phenomenon; and even though the second potential participant had conducted cross-language qualitative research, it was not research done within the specific field under study, that is psychology. Ultimately, five key participants, who all adhered to the inclusion criteria of the study, availed themselves to participate in the research.

Furthermore, the researcher also had to deal with the following challenges during the sampling and data collection process:

- *Delayed onset of participation*: As also mentioned in the above paragraphs, obtaining permission from the selected South African university to conduct research and sampling potential participants were both drawn-out processes. Also, in some cases, a significant amount of time had passed (up to eight weeks) before key participants returned their signed consent forms in order to participate in the study. This may, in part, be ascribed to participants' lack of electronic resources to ensure the timely return of the consent forms: most key participants did not have immediate access to a printer and a scanner, and therefore they had to print the consent form elsewhere (for example, at a print cafe), sign it, scan it, and then return it to the researcher by e-mail. Moreover, during the study, three key participants had postponed participation due to work and study obligations, but eventually participated at a time and place that suited them. Furthermore, two former master's degree students who were identified by their peers, expressed an interest in the study, but ultimately failed to return the informed consent letter in order to continue with participation in this study.

- *E-mail interviews were initially void of detail, calling for supplementation with telephone interviews for further exploration*: The first two key participants preferred e-mailing as a means of participation as they were full-time employees elsewhere and wanted to respond to the questions in their own time. However, even though e-mailing can be used to obtain responses (Leedy & Ormrod 2015:171), the researcher could not immediately explore interesting statements or thoughts raised by the participants due to the passive nature of this data collection method. In their e-mail responses, these participants also, occasionally, provided brief answers, void of detail. A drawback of e-mailing as a data collection method, according to Creswell

(2009:179), is that some participants may not be as perceptive or able to articulate themselves. In these cases, the researcher asked the particular participants if they would consider participating in a brief telephone interview to further explore interesting views or statements they made in their e-mail responses. Participation in the telephone interviews were voluntary and these participants could decline if they wished to, or otherwise indicate that they rather preferred participating by e-mail than by telephone, as was the case with QRP5. Furthermore, telephone interviews also have some benefit as they cost less, are less time-consuming, and the researcher can reach anyone globally (Leedy & Ormrod 2015:160). The e-mail interviews of the first two participants were supplemented with a semi-structured telephone interview. The drawback of telephone interviews was, however, that the researcher could not make field notes of non-verbal cues during the interview.

One former master's student (QRP3, who was also an enrolled doctoral candidate at that stage) and another doctoral student (QRP4) indicated that they, on the other hand, rather wanted to participate in face-to-face semi-structured interviews, to which the researcher agreed as face-to-face interviews produce a higher response rate (Leedy & Ormrod 2015:160). The latter key participant specifically indicated that she believed she would possibly omit important or significant information should she decide to share her information through e-mail.

- *Adding document analysis as a data collection method*: As the researcher had limited access to the participant group and had sampled a limited number of research participants, document analysis was also used to collect data. Document analysis entails the study of a variety of documents (see Lee 1999:108; Bowen 2009:27-28; Gray 2014:514), both personal and public in nature (Creswell 2014:190-191). Some of the benefits of this research method may include that the researcher can explore the text in the author's own words, be unobtrusive with considerable care, and little transcription is required (Lee 1999:108). Document analysis is a supplementary qualitative research method and is used together with other research methods or sources of data (that is, triangulation) (Bowen 2009:28). Qualitative researchers may analyse documents for various reasons, but in this study this data collection method was used to provide data on the context in which the target group operates and to gain information and insight, which can be a valuable addition to the knowledge base

(Bowen 2009:29-30). Unpublished online dissertations (5) and theses (2) of former postgraduates from the selected university were sampled in order to explore how the students dealt with language or translation matters in their cross-language qualitative studies, and how (if they had done so) they reported the processes and decisions pertaining to translation and other language issues in their final research reports. Permission and ethical approval were not needed for the document analysis as these dissertations and theses were accessible to the public and/or scholars. Document analysis as a data collection method in this study is discussed in the next section.

3.7   DOCUMENT ANALYSIS

Documents (in this case, unpublished dissertations and theses) can be used to substantiate evidence from other sources, for example, findings from literature with regard to the role of translators in cross-language qualitative research, which may contribute to the trustworthiness of findings (Bowen 2009:30). Document analysis entails skimming (that is, superficial examination); reading (that is, comprehensive examination), and interpretation (Bowen 2009:32). The text is then analysed by means of a combination of elements of content and thematic analysis (Bowen 2009:32). The following steps in document analysis, provided by O'Leary (2004:179), were adapted to this study:

1. Plan

a. Make a list of documents to explore (in this study, unpublished online dissertations and theses representative of cross-language qualitative research in psychology at a selected South African University).

b. Obtain ethical approval if needed (especially in case of 'sensitive' documents) (in this study, ethical approval was not needed as dissertations and theses are accessible to the public).

c. Do preliminary groundwork with regard to the accessibility of the documents (in this study, dissertations and theses were easily available through the selected university's online library).

d. Develop a sampling strategy in case of many documents.

e. Consider and plan for translation.

f. Consider types of data to be gathered from documents (data that will answer the primary and secondary research questions as presented in chapter one of this dissertation).

2. Gather

    g. Gather documents and prepare for obstacles.

    h. Develop and employ a system to organise and manage documents.

    i. Make copies for purpose of annotation (in this study, annotation and notes could be done electronically or in PDF copies of the manuscripts).

3. Review

    j. Assess authenticity and credibility of text.

    k. Explore agenda of the text and seek biases.

4. Interrogate

    l. Extract information on the author, audience, purpose, and style of the texts used.

    m. Explore content (for example, incidences, themes or issues).

    n. Look for "witting evidence" (that is, what the document was meant to communicate) and "unwitting evidence" (that is, everything else picked up from documents).

5. Reflect/Refine

    o. See the process of document analysis as iterative and ongoing.

    p. Reflect on any problems related to gathering the data, reviewing sources, and exploring content.

    q. Amend the plan based on above reflections.

    r. Gather, review, and interrogate other documents as may be required.

6. Analyse the data (see chapter 4)

A faculty librarian at the selected South African university advised the researcher on online 'filtering' in order to retrieve recent, unpublished online dissertations and theses (PDF format) on this university's library database. Appropriate online manuscripts were retrieved by means of the following Boolean keywords: 'subject' ([educational] psychology AND qualitative research) or (learner support AND qualitative research), and 'date' (2013–2016). Online dissertations and theses were further filtered and selected based on the following criteria:

    (i) the student explored a subject in the field of psychology or investigated a psychology-related topic, that is, normal-functioning populations and/or populations with special needs/learning difficulties on any level of the education system in the South African context);

(ii) the study was fully or partly (in the case of mixed-methods research) qualitative in nature; and

(iii) there was evidence of cross-language qualitative data.

Through the appropriate filtering, the researcher initially sampled 22 dissertations and theses. The researcher further sifted through the list to ensure that the collection of dissertations and theses adhered to the inclusion criteria of this study. Ultimately, the researcher identified seven manuscripts (five dissertations and two theses) that suited the inclusion criteria of this study.

Online manuscripts were easily retrievable as the public generally had access to this South African university's dissertation and theses database. The PDF copies of manuscripts that suited the criteria of the study were saved on a personal computer of the researcher, which was password-protected. The only obstacle in retrieving these documents was that the most recent studies that were finalised in the year before (2016) the year of data collection (2017) would not have been available, since they still had to be uploaded to the database and would only be accessible the following year (2018).

Undoubtedly, the drawback of document analysis was that the researcher would not be able to obtain the postgraduates' personal views on why translators may be included in or excluded from cross-language qualitative research in psychology, and the role of these professionals, in these postgraduates' views, in cross-language qualitative research in psychology. Another disadvantage may be that the data presented in these manuscripts may have been incomplete or biased (Gray 2014:515). The researcher could thus only note or check information and, at times, make inferences from some observations. Also, unlike the semi-structured interviews, the researcher could not explore the specific researcher's choices in regard to language and translation in cross-language qualitative research in general and specifically in the field of psychology. Some crucial information on the language and/or translation may also have been omitted as the researcher and/or study supervisor may have not deemed such information an important aspect of the research. However, the content of the dissertations and theses provided the researcher with real-life examples of how cross-language research in psychology was reported. The researcher could obtain rich information by recording the behaviour and activities of these postgraduates through field notes (Creswell 2014:190). Finally, the researcher infused her observations and

interpretations of the document analysis into the discussion about the role of translators in cross-language qualitative research in psychology, as will be presented in chapter 4.

The next section provides a brief discussion of how data were analysed.

3.8 METHOD OF DATA ANALYSIS

According to Schurink, Fouché and De Vos (2011:397), qualitative data analysis entails reducing the volume of raw data, sorting through significance from the trivialities, identifying important patterns, and creating a framework for communicating what was disclosed in the data. Firstly, the researcher conducted the semi-structured interviews in Afrikaans, transcribed them in Afrikaans and worked with the Afrikaans transcriptions during the thematic content analysis process to code and interpret the data. As the participants (that is, in this study postgraduates) and the researcher in this study spoke the same language (that is, Afrikaans), no language differences were present in data gathering, transcription and during the first analyses, since generally, the initial coding phase stays closely to the data (Van Nes *et al.* 2010:314).

Transcripts (Appendix E) of the audio-recorded semi-structured interviews and e-mails were then imported into ATLAS.ti™, a qualitative data analysis software program. In ATLAS.ti™, data were analysed mainly by means of thematic data analysis. According to Alhojailan (2012:40), thematic analysis "is used to analyse classifications and present themes (patterns) that relate to the data". Further, with regard to data analysis software (ATLAS.ti™ in this case), Nieuwenhuis (2016a:126) emphasises that, although software may support the intellectual processes of the researcher, it cannot think on behalf of the researcher and it cannot expose deeper meaning in the transcripts. The researcher should therefore still identify themes, compare themes across cases or participants, make meaning of the data, triangulate the findings with those reported in relevant literature, and also possibly compare the findings to practice. ATLAS.ti™ further may provide a qualitative researcher with some convenience in terms of coding, interpreting and analysing the data on computer as opposed to working with large amounts of hard copy transcripts and field notes.

Screenshots from the Atlas.ti™ program during the data analysis process in this study are presented in Appendix F. These screenshots are simple illustrations that the researcher used to understand the links between the main themes and subthemes that emerged from

the data and served as a guide for the discussion of the topic under investigation (as is presented in chapter 4). The following screenshot is an example of Main theme 1 (§4.5.1):

Theme 1: Postgraduates' views on the role of translators
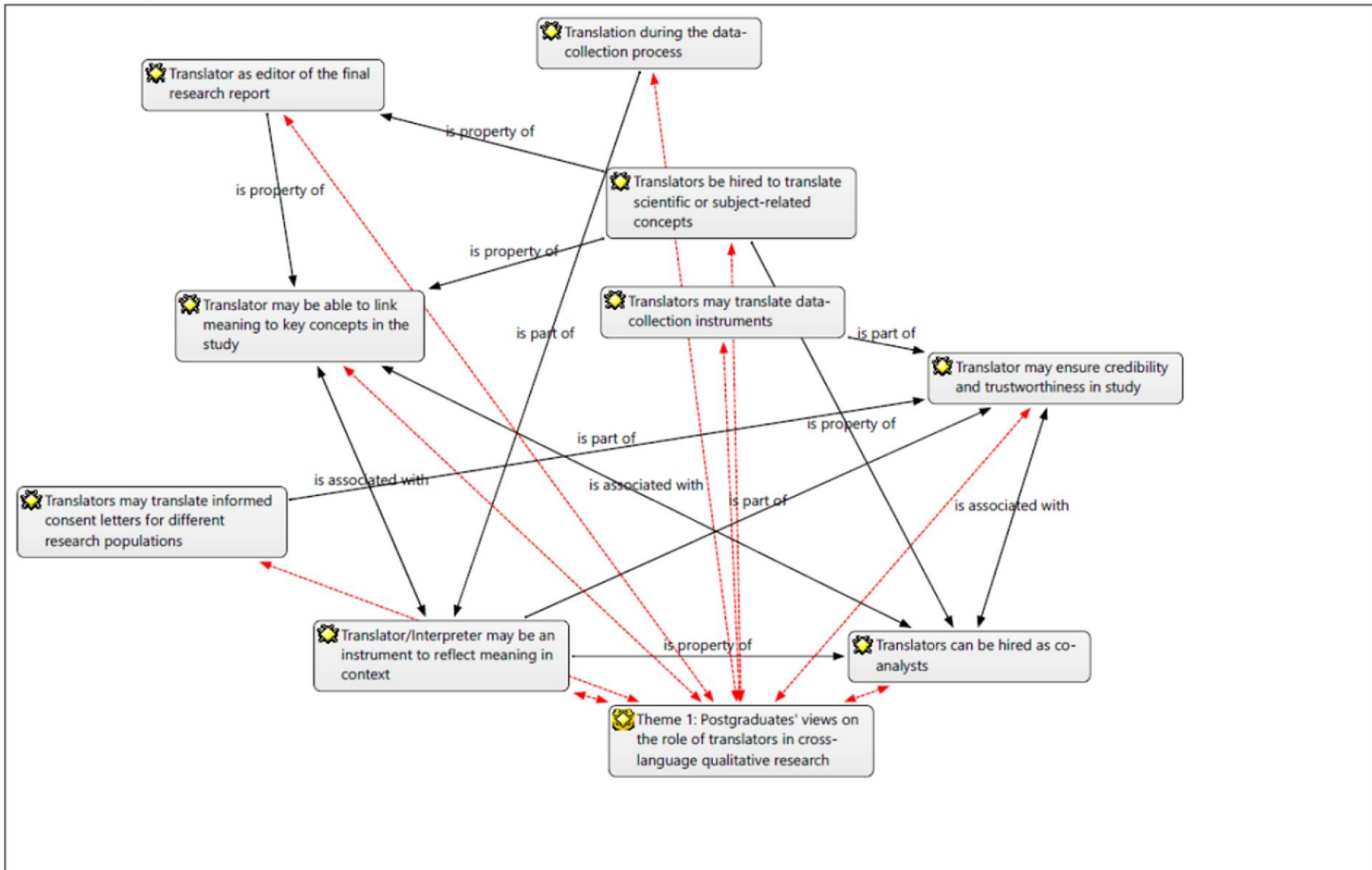
Furthermore, the verbatim quotes (as cited in chapter 4) were translated into English at a later stage, as this dissertation is presented in English. The researcher bore in mind possible translation issues that may emerge during Afrikaans-English translation of transcripts. However, she noted no significant translation problems at and above word level which could have possibly be misconstrued during the translation of transcripts. Nevertheless, an independent, professional translator was hired to check and amend (where necessary) the Afrikaans-English translation of verbatim quotes used to support findings (Appendix G) in order to ensure that an accurate reflection of key participants' experiences is presented.

Moreover, the transcripts were also supported with reflective field notes (or "memos") made during the research process (Nieuwenhuis 2016a:115). The researcher further saved all transcriptions and field notes as Microsoft Word documents on a personal, password-protected computer, whereafter the data were analysed by means of ATLAS.ti™. Participants had many shared views, and no views significantly differed from others. All expressed views could further be supported with relevant literature (chapter 2) on cross-language qualitative research. In addition to the semi-structured interviews, the researcher also conducted document analysis so as to observe if and how translation or language challenges are reported in cross-language qualitative research in psychology, specifically within the subject group under study. Common themes observed from these documents were also noted and tabulated (Table 4.2) and discussed in chapter 4 (§4.3).

In addition, at a later stage in the study, the researcher added her observations made during the document analysis, which comprised former unpublished dissertations and theses, which served as supporting data for the semi-structured telephone and face-to-face interviews and e-mail interviews.

The following sections discuss validity and trustworthiness in this study.

3.9   VALIDATION OF THE STUDY

Validation is attained by being open and transparent about one's research process, thus, leaving a clear "audit trail" (Nieuwenhuis 2016a:122) of the decisions and interpretation during the research process. According to Nieuwenhuis (2016a:122), the reader of the research needs to be able to follow the research process, and the data collection instruments and processes need to be available in order to be inspected. In this study, the researcher provided a detailed description of the whole research process from its

commencement (as also presented in the previous sections in this chapter) including: the process of obtaining permission to conduct research at the selected South African university; sampling and challenges related to sampling and data collection; and the data analysis and interpretation process, which are presented in chapter 4. Moreover, by providing a detailed description of the research process, transferability was also attained, which could lead readers of this research to determine if the findings can be transferred to other similar contexts (Nieuwenhuis 2016a:123-124). The steps and processes in this study highlight important issues or challenges that need to be taken into consideration by other researchers when conducting similar future studies. This may thus inform these researchers' choice of research design and methodology.

3.10 TRUSTWORTHINESS IN THE STUDY

This section discusses how trustworthiness in this study was ensured by focusing on credibility, dependability and conformability.

3.10.1 Credibility

Credibility in a qualitative study can firstly be achieved by clarifying the role(s) the researcher plays in the qualitative study (Unluer 2012:1). A qualitative researcher can be an "insider-researcher" (Breen 2007; Unluer 2012), an "outsider-researcher", or neither in particular (Breen 2007:165). According to Breen (2007:163), insider-researchers are those researchers who choose to study a group of which they are part, whereas outsider-researchers do not belong to the group being investigated. At the time of this research, the researcher was well known as a freelance copy-editor and academic-language consultant among some academics at various South African universities in various subject fields, including the university and faculty where this research was conducted. The researcher worked in a professional capacity with numerous academics and postgraduates, regularly translating scientific texts and terminology, editing and assisting with academic-language usage, and occasionally advising on qualitative research writing in various subject areas within the broad field of education. Although the researcher was known in the academic community at this faculty, and academics and postgraduates were part of her network, as a freelancer, she also practised independently of the particular academic communities. This was also the case with those postgraduates who participated in this research: although they formed part of the specific academic community (as former or enrolled postgraduates), they also functioned independently as teachers, counsellors and academics elsewhere. Similar

to Breen (2007), the researcher in this study was neither an insider-researcher nor an outsider-researcher in the setting under study, which in this case, had advantages and disadvantages.

In their literature review, Bonner and Tolhurst (2002:2) identified some advantages of being an insider-researcher, namely: having an understanding of the culture under study; not changing the flow of social interaction in an unnatural way; and having a set social intimacy with the participants under study, which encourages voicing and judging of truth. Being an insider-researcher may assist in establishing rapport with one's research participants and gaining their trust quicker than an outsider would (Bonner & Tolhurst 2002:2). At the time of this research, the researcher had already established networks and rapport with academics within the education faculty at the selected South African university. The latter is the reason snowball sampling (§3.6) was effective in this study. In line with the conditions of selected university's committee, key participants in this study were, however, not sampled through their supervisors or promotors; rather, they formed part of the postgraduate group (peers enrolled at the time of this study, or enrolled students who were befriended by former students). Postgraduates under study asked peers if they would be interested in participating in the research and often also encouraged them to participate in the research; some of these peers, however, often did not fit the inclusion criteria of this study (§3.4).

Also, the researcher had to check her objectivity as she had previous knowledge and experience (Breen 2007:163-164) as both a qualitative researcher and freelancer working with scientific texts. Nevertheless, qualitative researchers are known to be subjective to a degree, since they are considered the instrument through which data is collected and analysed (Terre Blanche, Kelly & Durrheim 2006:276). During this study, the researcher was cognisant of the current findings on the role of translators in cross-language qualitative research as reported in relevant literature by well-known researchers. In addition, the researcher's prior knowledge of and experience in the field may have further added to her understanding of translation in qualitative research and the role translators might play in such research; however, she made sure that her presentation and discussion of the research findings (as is presented in chapter 4) were a saturated representation, presented as objectively as possible, and reflected the topic under investigation from all angles.

Credibility in this study was further achieved by verifying with the key participants during interviews whether what they shared was correctly interpreted by the researcher at that time

(when it was necessary to do so), and later, by providing a "thick description" of the phenomenon under study (Nieuwenhuis 2016a:122). Thick descriptions do not only involve the inclusion of detailed observational data and data regarding meaning, but also the interpretations of the research participants of situations and unseen factors (Cohen *et al.* 2018:289). In this study, verbatim quotes and field notes on observations were used by the researcher to present a thick description on the topic under investigation – that is, the role of translators in cross-language qualitative research from the views of postgraduates in the field of psychology (chapter 4) – to ensure that she ultimately presented a research report that reflected these postgraduates' views on as well as the nature of this topic as accurately as possible.

3.10.2 Dependability

According to Nieuwenhuis (2016a:124), one's initial research design may change as the research is being conducted, and new sources of data or data collection techniques may be incorporated to strengthen one's study. Dependability (in qualitative research, this term is preferred over the term "reliability") is attained by making notes or keeping a clear reflective journal in order to document changes (especially with regard to data collection and analysis) that may occur in the research design or during the research process, which will also let others follow the researcher's reasoning (Nieuwenhuis 2016a:124) during the study. This was done throughout the course of the study to present a detailed account of the research process, challenges that may have occurred during this research process, and how possible challenges were dealt with or could present challenges for future studies in the field.

3.10.3 Conformability

Conformability entails reducing researcher bias and the researchers admitting their own predispositions (Nieuwenhuis 2016a:125). According to Nieuwenhuis, the researcher should provide the clear audit trail and know why certain quotes have been used as support for the findings. In this study, all the findings that emerged from the data were triangulated with relevant literature presented in chapters 1 and 2. These findings were then illuminated with the most supporting or descriptive verbatim quote from the transcripts.

To conclude, the following section discusses the ethical considerations applicable to this study.

3.11 ETHICAL CONSIDERATIONS

The following ethical considerations were applicable to this study: permission to conduct the research and access to the research site, informed consent, voluntary participation and withdrawal, and confidentiality and anonymity (Cohen *et al.* 2018:111, 125, 134). These ethical considerations are briefly discussed.

3.11.1 Ethical clearance and permission to conduct research

The researcher first obtained ethical clearance (Appendix A) from the Ethics Committee of UNISA to conduct the research (#TS_JDV022_2017). After ethical clearance was obtained, a South African university was approached to request permission from the relevant committee to conduct the research involving former postgraduates, who had conducted cross-language qualitative research between 2013 and 2016, or enrolled postgraduates who, at the time of this study (2017), were conducting cross-language qualitative research in psychology (Appendix B). The researcher further specifically focused on sampling key participants who conducted research in educational contexts, investigating normal-functioning and special needs populations (§1.7 and §3.3). The approved research proposal, ethical clearance certificate and a motivation letter for the study were submitted to the relevant committee of the selected South African university to provide more information about the nature, focus, and aim of this study. After the committee granted permission that the study may be conducted (Appendix B), background information about the study (Appendix C) was voluntarily disseminated by means of e-mail by an administrative staff member at the Faculty of Education Sciences of the selected university to 58 postgraduate students in the subject group under study. As the main languages used at the selected South African university were mainly Afrikaans and English, the e-mail was written in both languages in order to accommodate both Afrikaans-speaking and English-speaking students.

3.11.2 Voluntary participation

Participants were aware and reminded that participation in this study was voluntary and that they were allowed to decline invitation to participate in the study or could withdraw from the study, even if they initially agreed to participate. Ultimately, two participants, who were referred by peers, fitted the inclusion criteria of the study, indicated that they would participate in the research, but did not continue with their participation in the study (§3.6).

3.11.3 Informed consent

The information letter disseminated by an administrative staff member (§3.6) provided a brief background about the study, requested participation in the study, and also contained the consent letter with the contact details of the researcher (Appendix C). If the participant wanted to participate in the research, he/she could have returned the signed consent form to the researcher by means of e-mail or in person. Key participants who knew a peer who could possibly participate in the research, were asked by the researcher to first contact the peer to establish if they would be interested in participating in the research. If they were interested in participating in the research, they were also sent an e-mail containing information on the background of the study and the consent letter. After the informed consent letter with participants' signature was received, the interview questions were sent to them by e-mail, and they could have responded to the questions either by e-mail and/or by means of a telephone or face-to-face interview, depending on their personal preference.

3.11.4 Confidentiality and anonymity

Key participants were ensured that their identities and the name of the selected university would not be disclosed in the research report. To protect key participants' identities, a numbering system was used to identify each participant (that is, QRP1, referring to the first key participant, QRP2, referring to the second key participant, and so forth).

The researcher also had to take some steps to minimise any identifiable text that could be traced back in any way (especially through online/internet searches) to individual participants and the selected university. As suggested by Nieuwenhuis (2016a:125), the researcher took steps to eliminate specific details that could identify participants in this study, even if the details had been unintentional. The researcher paraphrased specific, identifiable detail provided by key participants in e-mail communications, for example: specific research titles, specific little-researched disorders investigated under very specific populations in the study; the name of the institution or specific sites where the research was conducted; and text copied and pasted as is from their own dissertations or theses, which could be traced back online to the specific key participants.

3.12 SUMMARY

The research design and methodology that were applied in this study, were discussed in this chapter. An exploratory qualitative research design (§3.5.1) was deemed suitable to

investigate the role of translators in cross-language qualitative research in psychology, from the views of former and enrolled master's and doctoral students at a South African university who had previously conducted, or, at the time of this study, were conducting cross-language research in this field in the education context (§3.3 and §3.4). Qualitative data were collected by means of e-mail communication and/or face-to-face interviews, and the researcher made field notes throughout the research process, which were used to support key findings in the study (§3.5.2). The semi-structured interview guide used to collect data was first piloted with the first two key participants in the study (§3.5.2.1). In both the pilot study and main study, interviews were audio recorded, and later transcribed and analysed by the researcher (Appendices E and F). Transcriptions of the semi-structured interviews, e-mails as well as the researcher's field notes were assembled and analysed simultaneously. Unpublished online dissertations (5) and theses (2) of former postgraduates from the selected university were also sampled so as to investigate how the students dealt with language or translation matters in their studies, and how (if they had done so) they reported the processes and decisions pertaining to translation and other language issues in their final research reports (§3.6 and §3.7). Thematic content analysis was applied to analyse and interpret the data. ATLAS.ti™ was used to manage data electronically.

Furthermore, this chapter also elaborated on the time frame of the study as well as challenges experienced with regard to sampling and the delayed onset of participation (§3.6). A discussion was also presented with regard to the steps the researcher took to ensure trustworthiness in the study (§3.10). The chapter was concluded with some ethical considerations that applied to this study (§3.11).

In chapter 4, the data analysis process and interpretation of findings that emerged from this study – namely, postgraduates' views on the role of translators in cross-language qualitative research in psychology, reasons why translators may be included in or excluded from a cross-language qualitative study, and how language challenges are dealt with in research of this nature – are discussed.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

Findings that emerged from this study are discussed in this chapter. A brief discussion is firstly provided of the research site and characteristics of the key participants who availed themselves to participate in the study. An overview of the data analysis process is then provided, followed by a discussion about the themes that emerged during the data collection process. Findings are further supported with verbatim quotes from participants' accounts (Appendix G), observations by the researcher obtained during the document analysis, and the researcher's field notes made during the research process. Findings are triangulated with relevant literature (as presented in chapter 2). This chapter is concluded with a summary of the key findings and limitations of the study.

4.2 THE RESEARCH SITE AND KEY PARTICIPANTS IN THE STUDY

In this section, the research site and the key participants in this study are briefly discussed. This study was conducted at the Faculty of Education of the selected South African university. The researcher specifically focused on former and enrolled postgraduates who had conducted, or, at the time of the study, were conducting, cross-language qualitative research in psychology in the education context (§1.7 and §3.3). Ultimately, five postgraduates availed themselves to participate in this study (§3.3). Four of the key participants were off-campus, Afrikaans-speaking females, and they also shared their experiences of the topic under investigation in the Afrikaans language. As a group, these key participants' studies involved various groups of research participants within the education context in urban and rural areas, focusing on normal-functioning populations as well as populations with special learning or education needs. A brief background description of each key participant is provided in Table 4.1:

Table 4.1: A brief background description of key participants

KEY PARTICIPANT	DESCRIPTION
QRP1	This key participant (former master's student and doctoral candidate at the time of this research) conducted a qualitative study to explore features in teachers' workplace that may influence their personal well-being. Qualitative data in this study were collected by means of focus group interviews. The participant group comprised teachers who spoke English as second language and they also mostly shared their experiences in the English language, while their first language was an African language. She mostly translated literature and verbatim quotes (English-Afrikaans) herself and did not make use of a translator during the initial stages of the study. She reported experiencing language barriers between her and research participants, because they spoke a language other than English. She utilised lay interpreters (other participants in the group) to interpret what other participants had said. Even though she had experienced language barriers between her and her participants, no discussion was included in her final research report about the languages differences in the study, how she approached language barriers, possible translation problems that may have emerged and how these problems were dealt with. This participant and her supervisor did not deem it necessary to provide such information in her final research report.
QRP2	This key participant (former master's student) conducted a qualitative study to explore young adults' experiences of a specific psychological disorder, how they coped with such a diagnosis, and the effects of such a diagnosis on various aspects of their lives, including social and emotional level and

	their academic lives. Qualitative data were collected by means of focus group interviews as well as mobile communication. Participants in the study were both Afrikaans- and English-speaking. This participant left verbatim quotes as is and did not translate any quotes into the language in which the research was reported to maintain the authenticity of quotes and her research participants as it was a phenomenological study. She did not want to lose cultural and experiential meaning through the process of translation. Moreover, this participant mostly translated subject literature and terminology (from English into Afrikaans) herself and did not make use of a translator during the initial stages of the study. No discussion was included in her final research report about the approach to language matters, possible translation problems related to the translation of literature and terminology in the field of study, and how possible translation issues were dealt with. The researcher relied on the support of the language editor in the final stages of the research to assist with checking the translation of literature and terminology.
QRP3	This key participant (former master's student and doctoral candidate at the time of this study) conducted a qualitative study to explore primary school children's experiences of a specific early childhood disorder, the presentation of this disorder among diagnosed children, and the type of support that can be provided at school and home in order to support these children. Qualitative data in this study were collected by means of focus group interviews, and stakeholders involved in the support of children with this disorder, (teachers and parents) participated in the research. According to this key participant, translation problems were mostly experienced during the process of translating literature

	and terminology in the specific subject field. The researcher mostly translated literature and terminology (from English into Afrikaans) herself and did not make use of a translator during the initial stages (from writing up the literature to the data collection and data analysis process) of the research. No discussion was further included in the final research report about the languages of the research participants, language barriers that may have emerged, and how language challenges were dealt with. This key participant also relied on the support of a language editor at the final stages of the research to assist with checking the translation of subject literature and terminology.
QRP4	This key participant (doctoral student at the time of this study) conducted a mixed methods research study to explore primary school children's acquired social skills. The quantitative part of the study comprised the translation of standardised questionnaires; and the qualitative component comprised translation of qualitative written evaluations by the research participants as well as group interviews. Various professional translators were employed to translate a standardised English questionnaire into Afrikaans and the African languages which were spoken by the community in the specific district where the research was conducted. Following the data collection, an intervention programme was developed and presented at various selected schools in the district, whereafter participants were asked to evaluate the programme qualitatively through qualitative questionnaires. This participant's efforts to use lay interpreters (such as learners or teachers who were part of the participant group) while presenting the programme had failed. Verbatim qualitative feedback was superficially interpreted by the

		researcher (QRP4). Barring the involvement of translators in the quantitative component of her study, the researcher asserted that the role of translators in qualitative research is futile as she perceived herself as generally already proficient in languages, able to understand the main languages used in research, namely Afrikaans and English.
QRP5		This key participant (former master's student) conducted a qualitative study to explore theoretical aspects with regard to transferring primary school children with learning disabilities to classes where they can receive support in order that they can get the best from their education. Qualitative data were collected by means of focus group and individual interviews with different stakeholders involved in ensuring learners with special learning needs are transferred to classes where they receive relevant support. This key participant mostly translated literature and terminology herself and did not make use of a translator during the initial stages of the research. No discussion was included in the final research report on the languages involved in the research, approach to language matters, possible translation problems, and how possible translation issues were dealt with. She only included a language editor in the final stages of the research but said that the editor lacked knowledge about translation in the field of the study and so introduced translation errors, which QRP5 had to correct before submitting the manuscript for examination.

In addition, as the participants in this study were hard to reach and only a small number of participants availed themselves to participate in the study, the researcher also conducted document analysis, combing through unpublished dissertations (5) and theses (2) of former postgraduates from the selected university (§3.7).

4.3 DOCUMENT ANALYSIS: UNPUBLISHED ONLINE DISSERTATIONS AND THESES

In this study, seven unpublished online manuscripts – that is, five dissertations and two theses – representative of cross-language qualitative research in psychology (or learner support) in the education context at the selected South African university were sampled (§3.6). All the documents were typed and presented in a formal style of writing, comprising a literature review, a methodology chapter, presentation of data, and a conclusion chapter. Verbatim quotes of research participants were mostly used to support themes that emerged in those studies, therefore, in addition to subject-related terminology, colloquial language was also noted in the presentation and discussions of data.

In this study, the researcher combed through the documents, specifically focusing on:
- the target population in that study and the language in which the qualitative data were collected and reported;
- notes and/or discussions (if included) on language challenges experienced during the data collection process, how these challenges were dealt with and how it may have affected trustworthiness in the study;
- translation of terminology and general language usage throughout the manuscript (in the case of Afrikaans dissertations or theses).

Table 4.2 provides a summary of and the observations made from these dissertations and theses ("R" refers to "research report") during the document analysis:

Table 4.2: Observations made from the dissertations and theses

SUBJECT OF RESEARCH	TARGET POPULATION AND THE LANGUAGE(S) IN WHICH DATA WERE COLLECTED	NOTES AND/OR DISCUSSIONS (IF INCLUDED) ON LANGUAGE CHALLENGES EXPERIENCED DURING THE DATA COLLECTION PROCESS, HOW THESE CHALLENGES WERE DEALT WITH AND HOW THEY MAY HAVE AFFECTED TRUSTWORTHINESS IN THE STUDY	TRANSLATION OF TERMINOLOGY AND LANGUAGE USE (IN THE CASE OF AFRIKAANS DISSERTATIONS OR THESES)
R1: Psychological wellbeing and fortes of teachers	Teachers	Consent forms seemed to have been presented only in Afrikaans. Semi-structured interviews were conducted. The data collection instrument (especially an English questionnaire) seemed like it was not piloted with participants. It seemed as if the researcher translated data from English into Afrikaans. There may be a possibility that African-language speaking participants' understanding of the psychological concepts used in the study	Even though the manuscript was reviewed by a SATI-accredited language editor/translator, there were still errors with regard to Afrikaans syntax and English-Afrikaans translation.

| | | could have differed from the researcher's knowledge and understanding. The researcher specified each participant's home language. Some of the participants spoke an African language, and most were proficient in Afrikaans. The researcher made a note of participants' language differences, but ultimately, interviews seemingly were conducted in English and later translated into Afrikaans. No mention was made regarding who translated the qualitative data.

No mention was made about the implications of the African-language speaking research participants on the quality of the data. Reportedly, participants in the study were asked to verify transcripts; however, no mention was made regarding how their | |

		experiences or culture was transferred to Afrikaans.	
R2: The perceptions of teachers regarding barriers to learning	Teachers	The researcher conducted phenomenological interviews. The profile of the research participants indicated that they had spoken English as well as African languages. A pilot study was conducted to test the research instruments. Ultimately, all interviews seemed to have been conducted only in English. No notes were made with regard to how language challenges were dealt with and how language differences between the researcher and African-language speaker may have impacted the quality of data that had been sampled.	The language of the manuscript was reviewed by an accredited language practitioner. During analysis of this manuscript, it was noted that the English-Afrikaans translation of terminology was very well dealt with and the manuscript as a whole was well written and presented, and subject terminology and literature were adequately translated.
R3: Providing appropriate classes for special needs children	Learners and parents	Face-to-face and focus group interviews were conducted. This researcher briefly noted in the discussion that the research participants had difficulty understanding	This manuscript seemed to have been edited by a non-accredited language practitioner. No obvious language errors were noticed.

		certain concepts in psychology used in the study, as they did not participate in their mother tongue. No detailed discussion or notes were presented with regard to how language differences may have impacted on the quality of the data or what the research team did to minimise or avert language barriers. During the data collection process, this researcher made use of examples to illustrate the terms to his/her participants. Admittedly, the researcher had recognised that some of his/her data may be lacking as some participants were not interviewed in their mother tongue. Thus, participants in the study could not fully express themselves using their first language. This researcher recommended that quality data can in prospective studies	

		be obtained by including an interpreter in the research process.	
R4: Helping teachers implement a certain teaching strategy	Teachers	All participants in the study were Afrikaans-speaking. Texts provided by them were translated into English (before coding) as the manuscript was presented in English. Even though the researcher asked the participants to verify the codes in English, it is possible that the participants may have not necessarily understood the codes formed and would also not have necessarily told the researcher if they disagreed with a certain code. The researcher seemed to have translated texts himself/herself. No notes were made with regard to how language differences may have impacted on the quality of data that had been sampled. It seemed from the appendices that consent forms may only have been	

		presented in English – however, the reason for this may have been because the manuscript was presented in English and Afrikaans consent forms were possibly omitted.	
R5: The nature and effect of violence on educators	Teachers	The researcher chose to collect data in English as participants who spoke English were more accessible. It was not clear in the discussion whether interviews were conducted in English or Afrikaans. The researcher did not mention how the participants, as a specific cultural group, understood the complex, loaded psychological concepts used in the study. Afrikaans quotes were translated into English as the manuscript was presented in English, but no notes were made regarding at what stage this was done and by whom. This researcher provided no detailed notes or discussion regarding the impact of language on quality of data. During	Even though a SATI-registered translator was involved, presumably during the finalisation of the manuscript, punctuation errors, translation and syntax errors could be observed throughout the text.

		the analysis of this manuscript, it was noted that certain translations were used that may possibly be culture-sensitive.	
R6: How teachers deal with challenging conduct by learners	Teachers	This researcher admitted that not all the research participants were English-speaking, but it seemed as if the participants were given no choice but to communicate in English. This researcher included participants from various cultures, gender etcetera; however, he/she did not mention how language barriers were overcome and the possible effects they may have had on the quality of the data. It is possible that the psychological concept used in the study may be complex and not understood by some of the participants.	
R7: Assistance to senior school learners to make good choices after school	Teachers	This researcher listed the biographic information of the participants and indicated that the home language of all participants was an African language. However, there is no clear indication if	

		there were language barriers between this researcher and the research participants and how the language barriers may have been dealt with.	

The next section discusses the process of data analysis the researcher followed to draw themes from the data and to present a coherent discussion on the role of translators in cross-language qualitative research in psychology.

4.4   PROCESS OF DATA ANALYSIS

In this study the researcher analysed obtained qualitative data following the seven steps of qualitative data analysis as presented by Cohen *et al.* (2018:316-318):

- Step 1: Establish units of analysis of qualitative data, indicating how the units are similar to and different from one another. In this study, the researcher combed through the transcripts of the semi-structured telephone and face-to-face interviews and e-mail communication (Appendix E) in ATLAS.ti™ to identify meaningful units (codes) across the key participants' accounts. Reflective notes were made of recurring themes across the interviews as well as observations during the document-analysis process.

- Step 2: Create a "domain analysis". Identified meaningful units (or codes) were grouped in ATLAS.ti™ to form subthemes and main themes or "families". Meaningful units were named, using descriptive wording indicating the content of the particular unit.

- Step 3: Establish relationships and linkages between aforementioned domains. In ATLAS.ti™, the researcher determined which themes were connected and how they could be linked to or associated with each other (Appendix F). In the discussion of the findings (§4.5 and §4.6), the researcher took steps to explain as clearly as possible how the identified themes link with or relate to each other, and furthermore, how they relate to relevant literature on cross-language qualitative research in the social sciences and specifically, in the field of psychology. The following main themes and subthemes emerged from the data:

Table 4.3: Main themes and subthemes

MAIN THEMES (OR "FAMILIES")	SUBTHEMES
MAIN THEME 1: **POSTGRADUATES' VIEWS ON THE ROLE OF TRANSLATORS IN CROSS-LANGUAGE QUALITATIVE RESEARCH IN PSYCHOLOGY**	o Translation of data collection instruments o Translation during the data collection process o Editor of the final research report
MAIN THEME 2: **TRANSLATION CHALLENGES IN CROSS-LANGUAGE QUALITATIVE RESEARCH**	o Language barriers between researchers and participants during data collection o Lack of equivalents for terminologies in target language o Lack of translation aids o Impact of translators' credentials and/or work experience on the quality of the translation o How key participants dealt with translation challenges
MAIN THEME 3: **SPECIFIC REASONS WHY TRANSLATORS MAY BE INCLUDED IN OR EXCLUDED FROM CROSS-LANGUAGE QUALITATIVE RESEARCH**	o Translators may be included in various phases of the research (refer to Main theme 1) o Key participants believe they have mastered the languages used in research o Ethical considerations may determine if translators are included in or from a qualitative study o Lack of awareness among key participants on the role of translators o Theory used in qualitative research may render the involvement of a translator unnecessary

	o Financial limitations to hire a translator
MAIN THEME 4: **THE NATURE OF FINAL RESEARCH REPORTS IN CROSS-LANGUAGE QUALITATIVE RESEARCH**	o Language challenges are mostly omitted in final research reports
MAIN THEME 5: **RECOMMENDATIONS FOR THE TRANSLATION PRACTICE IN CROSS-LANGUAGE RESEARCH**	o Development of translation resources for researchers o More visibility of and access to translators

- Step 4: Draw speculative inferences. Based on the evidence that emerged, the researcher posited possible explanations or inferences which could explain the role of translators in cross-language qualitative research in psychology at the time of this study.

- Step 5: Summarise. A summary (or in this case, a discussion) was presented on the key findings in the study.

- Step 6: Search for negative and discrepant cases. During the data analysis and interpretation process, the researcher also took into consideration how key participants' accounts supported and/or even refuted each other, which were presented in the discussion.

- Step 7: Generate theory. Theory was generated about the role of translators in cross-language qualitative research in psychology in the South African context.

In the next section, the main themes and codes under each theme, as tabulated in Table 4.3, are presented and discussed, supplemented with verbatim quotes from key participants in the study and field notes made by the researcher throughout the research process.

4.5 FINDINGS

This section firstly presents a discussion on the codes and the five main themes identified from the data. This is followed by a discussion in which the findings are triangulated with the literature so as to indicate similarities or differences between the findings of this study and findings reported in relevant literature.

4.5.1 Main theme 1: Postgraduates' views on the role of translators in cross-language qualitative research in psychology

Under this theme, the key participants' general views on the role of translators in cross-language qualitative research in psychology are presented. In key participants' views, translators may have a vital role to play in three stages of a qualitative research process, specifically the translation of data collection instruments, during the data collection process, and during the finalisation of the research report (dissertation, thesis, or article) before submitting for examination or publication (§2.5). These stages are discussed respectively and are illustrated with verbatim quotes.

4.5.1.1 Translation of data collection instruments

Pertaining to translation before the qualitative data are collected, participants considered translators as having an important role to play in the translation of standardised questionnaires in quantitative or mixed methods research (QRP2 and QRP4), or other data collection instruments in qualitative research, such as interview guides or open-ended qualitative questionnaires (QRP2). According to QRP2:

> … with the translation of questionnaires, I would say, and … also the interview schedule [role of translator].

Furthermore, QRP4 deemed the role of a translator more important when translating questionnaires for quantitative studies than such a person's role in a qualitative study. QRP2, contrariwise, believed that a translator may equally play a significant role in a qualitative study when interview schedules and intervention programmes must be translated, and also noted that such a professional may strengthen the validity and reliability of the study:

> … it is important that the translator carefully go through the interview schedule or different versions of the intervention programme, whether Afrikaans or English and/or any other language, to ensure that the questions or content of the program respectively correspond semantically as closely as possible. In ensuring this, the validity and reliability of the study will be strengthened. Secondly, it is important that the questions or

content of the intervention programme be translated in such a manner that the participants of the different language groups will understand the content of the questions.

Although QRP2 acknowledged that translators may play an important role in the translation of data collection instruments, she did not make use of a translator before collecting her qualitative data, whereas QRP4 made use of certified translators to translate standardised questionnaires to collect quantitative data, but she did not deem it necessary to hire translators to translate qualitative data collection instruments (interview guides and qualitative evaluation forms). However, it is important to note that QRP4 was the only participant who hired translators to translate consent forms so that participants who spoke Afrikaans could understand the nature of the research:

> … the committee's [informed consent letters] were in English and because one works at Afrikaans schools and wants to accommodate the teachers, the letters were also translated into Afrikaans (QRP4).

The consent forms in the above study were, however, not translated for those research participants whose first language was an African language. Consent forms in this case were presented in the English language as the researcher (QRP4) was of the view that, if these participants were given an option to participate in the language of their choice, they would have preferred the English language, because they perceived this language as the global language and therefore wanted to learn English.

4.5.1.2 Translation during the data collection process

Key participants in the study recognised that a translator may be involved during the data collection process. However, it is important to note that they were not knowledgeable about the differences between the terms "translator" and "interpreter", as indicated in the literature (§4.6.1). Findings indicated that key participants (with some exceptions) were generally under the impression that a translator interprets during individual or focus group interviews. They were nonetheless allowed to express their views on the role of translators regardless of their lack of knowledge about the differences between a translator and an interpreter or their interchangeable use of the two terms. The researcher deemed participants' lack of knowledge in this regard as significant as it showed that their understanding of the role of a

translator was limited, which may be the reason translators are excluded from or not included earlier in a research project. When necessary, the researcher added a probing question(s) during semi-structured interviews to explore their views on the role of a translator in working with texts, such as the translation of scientific literature and qualitative data. Key participants' understanding of the role of a translator in the data collection process are reflected in the following quotes:

According to QRP3:

> I think there is indeed perhaps a place [for an interpreter] … if the translator accompanies you when you speak to someone in a language that is not his mother tongue, I believe that one could have perhaps made use of one [an interpreter].

QRP1 specifically described an interpreter as a "sounding board" that helps the qualitative researcher understand concepts within the context. According to QRP1:

> The translator assists in unlocking certain meaningful information in a specific language in context.

QRP2 further asserted that a translator can be the instrument (a "grindstone"), essentially the co-analyst, to help the researcher to make sense of and unfold meaning in different research participants' accounts:

> The translator serves as the grindstone to sharpen the instrument of the researcher to understand the qualitative diversity of participants' experiences so as to unfold the essential meaning of their experiences.

Furthermore, during their data collection processes and as the situation called for it, some participants made use of lay interpreters (someone within the participant group) to interpret when a language barrier arose between them and participants who spoke another language, as indicated by the following verbatim quotes:

I did not formally make use of a translator [meaning an interpreter], but in an informal way by using people who could speak Sepedi and English so that I could understand what they [research participants] meant during the data collection (QRP1).

If it did indeed happen [that the researchers had no idea what the participants were saying due to language constraints] we asked an older child to repeat it [experience shared by a participant in the group] in English, then we asked the whole group afterwards whether it was accurate, and if they agreed, then we assumed it was okay (QRP4).

To add to this, QRP4 said that in her study, using lay interpreters to interpret what participants had said in their mother tongue seldom happened, but when it did, she was not really worried about the accuracy of the interpretation given; whereas QRP1 was of the opinion that an interpreter (or "translator" in this participant's view, as she used the terms interchangeably) who was proficient in the languages in such a case may have extracted more information from the participants and ultimately, from the data (§2.6.1).

4.5.1.3 Editor of the final research report

Four out of the five key participants felt strongly that a translator may play a significant role in the editing of a dissertation or thesis in the final stages of a study, before submitting for examination and further publication (§2.5). QRP4 asserted that, in her view, this may be the only stage in which a translator may play a valuable role in a qualitative study:

I think the translator or language practitioner actually only plays a role just before submission [of the final copy for examination], to me [the role of a translator is] the language editor.

This participant also later said that she would be sending her research report for language editing to the professional translator who translated her quantitative data collection instruments:

… everything will be language edited before submission and, of course,

before publication, it should also be done.

Pertaining to the editing of final research reports, key participants claimed that a translator may play a valuable role in the reviewing of English-Afrikaans translation of terminology and other subject-related literature as translators generally have the ability to use the appropriate word(s) in context, adding to transparency of meaning in the text and minimising mistranslations:

> I think I would have made less errors [English-Afrikaans translation of literature and terminology] if I had used a translator from the start. […] I also think the quality of work would have been high from the beginning so that one does not have to make so many corrections. You [the researcher] would have presented your sentences or type of vocabulary on a higher level from the beginning (QRP1).

> It was thus important to involve a competent language editor in my study to ensure that generally accepted and semantic transparent translations for subject terms are provided to transfer the meaning as accurately as possible. […] The language editor helped me to express my ideas and understanding of the phenomenon of [psychological disorder] in a manner that is more accessible to the reader, as meaning could have been lost with the translation from English sources [into Afrikaans] (QRP2).

> I translated it myself, but the translator I used [for proofreading during the finalisation of the research report] has done a lot to translate the terms [subject-related terminologies] in the correct way (QRP3).

With regard to the translation and interpretation of qualitative data, participants QRP1 and QRP2, respectively, felt that a translator may be an instrument to give more meaning to or extract meaning (§2.6.1) from participants' accounts:

> I used the translator … from the senior department of the School of Languages, Department of English as a sounding board so that she could

ensure that I understood the concepts in context (QRP1).

The translator assists to unlock certain information in context in a specific language (QRP1).

Key participants (QRP1, QRP2, and QRP3) were also of the opinion that a translator may promote overall the quality of scientific work, including the quality of scientific language as well as the quality of their qualitative data, as illustrated in the following quotes:

The translator is further of cardinal assistance to provide a structured reference framework of comprehension and meaning to key concepts (QRP1).

… to a certain degree it [including a translator] could have contributed to the richness and more in-depth analysis [of data] (QRP2).

… I really think they could make a significant contribution in terms of language editing to make it more efficient, to increase the quality of your work [text/subject language] (QRP3).

Findings in this section indicated that qualitative researchers may to a degree be aware of the valuable role translators (and interpreters) may play at various stages of a qualitative study when it is brought to their attention. From the participants' accounts it was also clear that their understanding of the diverse roles that a translator can play was limited, as they mostly perceived a translator as fulfilling the role an interpreter usually fulfils, namely doing on-site, real-time interpreting (§4.6.1). Four of the key participants in this study only made use of a translator as language editor during the finalisation of their research reports and did not include translators earlier in their studies. In this case, the absence of translators in earlier stages of their qualitative studies may be ascribed to their lack of knowledge about the role such a professional can play in cross-language qualitative research. Due to the absence of a translator in their studies, key participants reported experiencing various translation challenges in their studies, which are addressed in the next section.

4.5.2 Main theme 2: Translation challenges in cross-language qualitative research

Specific translation challenges experienced and highlighted by key participants are discussed under this theme. The way key participants dealt with translation challenges is also highlighted.

4.5.2.1 Language barriers between researchers and participants during data collection

In some instances, during key participants' data collection processes, the mother tongue of their participants was a language other than English (for example, a regional African language), but participants were also proficient (to a lesser degree) in English (§2.7.1). Key participants were not cognisant of or informed about the biographical information of their target population before they conducted their research. They also did not take into account the potential language pitfalls that may occur during the data collection process. They conducted interviews in English, whilst their participants actually spoke an African language as their mother tongue but were to a lesser degree proficient in English. Three out of the five key participants, mostly former master's degree students (QRP1, QRP2, QRP3), expressed that, as beginner qualitative researchers, they did not realise the importance and/or ripple effects of language challenges in their studies:

> … You do not know this [that an interpreter may be part of the research] before you are there (QRP1).

> The researcher may be inadequately informed about the role a translator can play in such a study to enhance the validity and reliability of the study (QRP2).

> I did not really consider finding someone to help … with the translation at that stage [in the beginning of the study] (QRP3).

Furthermore, key participants' lack of awareness about the role that can be played by a translator in a cross-language qualitative study may have, per se, limited what they reported in their final research reports (§2.8.1) as their knowledge about the role of translators or interpreters in cross-language qualitative research may have been limited at the time of their

studies. It appears from the data that key participants only realised the possible role of language professionals during and mostly after their data collection processes:

> You do not know these things [that an interpreter could be part of the research] before you are there […] you think it is not necessary [making use of translator/interpreter], but afterwards you think, 'wouldn't I have perhaps obtained more if I had used someone like that?' […] those [participants] who were not fluently bilingual or who could not express themselves in English […] that was quite a problem. In that case, I would have liked ... if I could, to make use of an interpreter, so that the interpreter tells me exactly what the [participant] actually meant by something. It felt to me she did not have the vocabulary to exactly say what she meant (QRP1).

> English was her [participant's] second language, so it was difficult for her to understand, but I think a translator [an interpreter] would have made it easier, if the person had translated the questions, I would have asked, in English beforehand (QRP3).

> I always let the children write evaluations so that they can say afterwards what they had learnt, what they liked, what they did not like. The writing is not extremely good, but one should realise that it is a second language and that the children are still young. You understand what they say, sometimes you must use your imagination and think carefully, but what they say does come through. […] I think if I had known that I would be working in a Sesotho school when I submitted my budget for funding, then I would have let the children write the evaluations in Sesotho every time and would have sent it to someone to translate in English, because I just think, the children could have expressed themselves easier (QRP4).

> During the interviews with the parents of the learners I did experience a gap with the parents who did not always understand what I had asked them. Many a time I had to explain what I meant, and often felt that I perhaps forced my own opinion onto them. […] They did not understand

the [interview] question (QRP5).

The above may have had an impact on the amount and quality of data collected by these researchers, as also suggested by QRP1. She (QRP1) reported that, even though participants in her study had shared their experiences in the English language, there were some language barriers because, occasionally, they spoke to each other in their mother tongue (an African language), while she could not understand the language. At that point in her research, she had not included an interpreter to interpret the conversation(s) that took place between the participants.

4.5.2.2 Lack of equivalents for terminologies in target language

Key participants (QRP1, QRP2, QRP3, and QRP5) also reported struggling with the English-Afrikaans translation of terminology related to their particular fields of study in psychology. This is supported by the following verbatim quotes:

> … vocabulary [scientific terminology] was not that easy to [translate] in Afrikaans […] I think it is rather the lack of vocabulary. It seems to me the English language is more flexible to describe something; whereas Afrikaans… my vocabulary does not always have the best words to use as you have in the English language (QRP1).

> I experienced challenges with the translation of subject terminology in the field [psychology] as the vast majority of literature studied has been written in the English language (QRP2).

> … the whole DSM-5 [about the specific disorder] … is difficult and the language used is difficult to understand. I think if one does not have a medical background, it is difficult to understand the writing in context. So, for me, who did not have medical background, to really understand what exactly they [scholars or authors] meant and to find the correct Afrikaans word, to understand the English meaning in Afrikaans [was difficult] (QRP3).

> I had problems with the accurate translation of [specific terminology from English in Afrikaans]. This is a terminology mostly used in the English language (QRP5).

Key participants also noted that terminology and words expressing emotion may be difficult to translate in African languages (§1.2.6), as expressed by these participants:

> I know that not all the subject terms exist in Sesotho (QRP2).

> In both Sesotho and Setswana, words for emotions are extremely limited. Translators then normally use the word closest to the emotion, but if you back-translate, it is not a hundred per cent equivalent (QRP4).

Participants' perceived lack of equivalents may be due to the lack of regularly-updated bilingual translation aids that can be consulted by researchers to look up the translation and definitions of subject-related terminology.

4.5.2.3 Lack of translation aids

It emerged from the data that translation difficulties pertaining to terminology, as alluded to in the above paragraph, may be ascribed to a lack of updated bilingual scientific dictionaries or subject-specific English-Afrikaans corpora, as highlighted by QRP2 and QRP3. According to QRP2, she experienced a lack of bilingual subject-specific (in this case, in the field of psychology) scientific dictionaries, and the only dictionary that she could find at that stage, was outdated. Both QRP2 and QRP3 further expressed the need for online databases (English-Afrikaans corpora) for qualitative researchers conducting cross-language research in the field of psychology (see §4.5.5.1, Main theme 5).

4.5.2.4 Impact of translators' credentials and/or experience on the quality of translation

The data in this study also revealed that the credentials and/or experience of the translators used in key participants' studies had an impact on the quality of the translations (§2.6.2), as expressed by QRP1, QRP2, QRP3, QRP4, and QRP5. When these key participants indeed hired a translator during their research processes, they generally knew little about the

person's qualifications and/or experience in translating qualitative data or other scientific texts and also did not obtain more information regarding this. According to QRP2:

> As my supervisor recommended the language editor, I assumed that the person has adequate experience. I myself did not ask the language editor about her experience.

QRP4 also supported the latter finding when she said:

> I know the lady who runs the organisation, she is a professor, and therefore she has a PhD, and it must be language-related, I do not know exactly what. […] I don't think those who translated into African languages were lay persons with regard to the words. But I doubt that they necessarily hold Psychology III or a similar qualification.

Moreover, in this study, there were indications, although limited, that the qualifications and experience of a translator in a qualitative research process may perhaps either contribute to the quality of or introduce hindrances to the study (§2.6.2), as can be inferred from key participants' experiences. According to QRP4, one of her translators produced a translation which, in her opinion, was not fitting or age-appropriate for the population it was intended for, even though the translator held a PhD degree, had previously been a professor at a South African university, and had some experience in translating questionnaires. QRP4 reported that the vocabulary used in her translated questionnaire was possibly too difficult for the participants (that is, primary school learners) under study. It may also be possible that the translator in this case was not adequately or properly briefed by the researcher. QRP4 said:

> … somewhat, yes [the translator's lack of experience had an impact]. I picked up on it with the Afrikaans translations. We [the researcher and translator] spoke and debated about it, and there were amendments after I said, 'What about this and that'. […] I recall … when I had the scales translated and received the back-translations, I was not impressed, and I contacted the translator, and remarked, 'I do not think the texts/translations

correspond to the original English text'. […] I felt … that the translation of the scales in Afrikaans, the language, was too difficult for the children. It was not appropriate for the target group, and we [the researcher and translator] had some disagreement, because she felt that a child of that age ought to understand the word.

In the above case, a translation that was not age-appropriate may have had a severe impact on the quality of data collected. In addition to the standardised questionnaires, participants in QRP4's study also filled in qualitative evaluation forms, which she translated herself, since she did not deem it important to include translators in a qualitative study. She reported that, in her participants' (learners) evaluations on what they have learnt from the intervention programme, they provided answers that were not related to the questions asked in the evaluation form. This meant that she had to either interpret what was written or possibly discard meaningless data as it did not contribute to her data, and also had to repeat efforts to collect data. It could also have been possible that these learner participants' reading and writing skills may not have been developed at the appropriate level for their age group.

QRP4 further added:

> …she [the translator] knows her language well and she wants to translate it [items in the questionnaire] beautifully, but yet again, she had been an academic for many years. These questionnaires are meant for children; they are not meant for an academic audience. So, in this case, I've argued with her somewhat to translate the text as simple or easy as possible.

Later during the semi-structured interview, QRP4 said that she did not think that the translation problems may be ascribed to a lack of experience of the translator, but can rather be ascribed to arrogance on the translator's part:

> No, I do not think so [that the translator's lack of experience in the subject field led to translation challenges]. I think it is a type of arrogance that I noticed with the translator, an attitude of, 'listen, this is the most beautiful Afrikaans word. If a child does not understand this word, then they don't know'. But I hardly understand the word [laughs] – of course the child will

not understand it! To me, for a lack of a better word, the language is too formal. It [the language] is too complicated.

Moreover, QRP4, nevertheless, could not review the translation in the African-language questionnaires as she could not read nor understand the particular language, so she had to put her trust in the hired translators:

> Unfortunately, with regard to the African languages, there is a lack of words, so it didn't help debating about it at all. […] As is my case, where I am not proficient in African languages, the language practitioner plays a bigger role and you almost also have to trust them blindly.

As also reported earlier, QRP4 during her data collection process made use of lay interpreters (mostly teachers or children/peers in the research group) to interpret other children's experiences, as illustrated by the following quote:

> … at some stage, when a teacher interpreted something for us, he misinterpreted, so we also felt that it is too much of a struggle, and those children receive schooling in English from Grade 3. So, one hopes that they should understood it [the English language] well by that time. Although they were not fluent and did make mistakes, you [the researcher] did understand what they meant.

QRP4 further felt that the interpretation by lay interpreters in the group did not have a significant impact on the quality of the data that were collected.

With regard to the translation of text and terminology, it emerged from the data that a translator knowledgeable on the subject field and/or terminology used in the specific subject (§2.6.2) may have a positive impact on the translation or quality of work, as illustrated by the following verbatim quotes:

> The language editor [who is also a translator] helped me to express my ideas and understanding of the phenomenon [psychological disorder] in a

> manner which is more accessible to the reader as meaning could have
> been lost with the translation from English sources [into Afrikaans] (QRP2).

> … he [supervisor] referred me to the translator who he thought could have
> helped because she had some background information [on the subject]
> (QRP3).

However, in the case of QRP5, the professional who had translated subject-related literature for her qualitative study was also reportedly a certified language practitioner, but she was not knowledgeable on the language usage in the subject field and as a result, she mistranslated terminology, which QRP5 had to correct after the translation and language editing process. According to QRP5:

> For example, she [language practitioner] mistranslated [terminology] and I
> had to carefully check to identify similar mistranslations. […] If my finances
> allow me to do so, I will, in future, definitely use (the services) of a language
> editor or translator who knows more about the subject/field of study.

4.5.2.5 How key participants dealt with translation challenges

According to key participants, they used various translation aids when they encountered translation challenges, but as inferred from the data obtained from this study, they seldom approached professional (scientific) translators for advice, if ever. As also discussed in paragraph 4.5.2.2, key participants (QRP1, QRP2, QRP3 and QRP4) reported that they experienced English-Afrikaans translation of literature or terminology as challenging. In this case, they reported that they generally asked the advice of peers or lay translators (QRP1, QRP2, QRP3, and QRP4), or made use of general bilingual (English-Afrikaans) dictionaries (QRP2, QRP3, and QRP4). Some participants also reported using online translation resources (§1.4), such as Google Translate (QRP2, QRP3), which may in itself produce mistranslations as cultural sensitivity, metaphoric meaning or meaning above word level may be overlooked by qualitative researchers and something that may only be picked up by a competent translator. The latter was also supported by QRP2:

> … that is why people use Google Translate. They forget that they do not

have enough language knowledge, so they think that they can translate a word as given by Google Translate or the first word in the dictionary as synonym or any other word, and they do not consider all the contexts and nuances that society links to it.

QRP4 further reported using whichever word she could find first when experiencing a problem translating a word. It was clear that she generally lacked insight into the contextuality of words and expressions and generally perceived the role of translators in qualitative research as futile and unnecessary.

The next section focuses on reasons why translators may be excluded from a cross-language qualitative study in psychology.

4.5.3 Main theme 3: Specific reasons why translators may be included in or excluded from cross-language qualitative research

Aside from key participants' views on the potential role of translators in translating data collection instruments or editing the research report in the final stages of a study, as discussed under Main theme 1, they mostly played a double role – as both the researcher and translator – in their research processes (§1.4). This section highlights some instances where it may be valuable to include a translator in one or more stages of a cross-language qualitative study, but the emphasis falls more on reasons why translators may possibly be excluded from such a study.

4.5.3.1 Key participants believe they have mastered the languages used in research

A finding that was most strongly expressed by the participants is that they considered themselves to be skilled in language and therefore generally deemed the inclusion of a translator in a cross-language qualitative study fruitless. Four of the key participants (QRP1, QRP2, QRP3, and QRP4) were of the opinion that they were proficient especially in English and Afrikaans, which are the two main languages used in postgraduate studies in South African universities, and they did not otherwise see the need for the inclusion of a translator in other stages of the research process besides those mentioned earlier (that is, the translation of data collection instruments and language editing of the final research report). These key participants were generally of the opinion that, as they could speak and understand English and Afrikaans, they were proficient enough to also be able to translate

between the languages and pick up on underlying meaning. This finding is illustrated by the following verbatim quotes:

> […] in my opinion, a translator is not involved in a cross-language qualitative study when the researcher is a master in the language of what is being researched. Thorough insight and understanding and in-depth meaning must be part of the researcher's progress (QRP1).

> … [the] researcher may be convinced that he/she has adequate knowledge of the relevant language or languages to translate themselves […] no, I did not consider it [using a translator during the study]. Perhaps because I also feel I have good degree of language competency (QRP2).

> I think the [interpreter] is not necessarily present when you conduct the interview, and one [the researcher] picks up on many things during the interview that is not necessarily expressed […] the intonation somebody [the participant] uses or the manner in which he speaks, where he perhaps does not use the correct words (QRP3).

> … one actually speaks the language [used in the research] like that, and it is not so formal … I want to say it is not really that necessary [i.e. use of a translator in qualitative research] (QRP4).

Furthermore, the researcher made a field note that, at another South African university where QRP4 was employed at the time of the study, providing funding was not an option for any language services of any kind (§2.8.5), because as an institution they were of the view that postgraduates ought to already be proficient in the languages used in research. QRP4 further added that, in her view, academics in general hold the view that they are skilled in languages and may not deem it necessary to consult or hire a translator:

> I also think people [academics] feel, 'I can speak the language; why do I also need a translator?' […] Academics think they do not have problems with language.

The researcher noted during her semi-structured face-to-face interview with QRP4 that she was amused by the question on whether she thought a translator could contribute to the understanding of one's qualitative data. Although she did not elaborate on her answer ("no"), it was clear that she deemed it ludicrous that a translator could possibly play such a role in the translation of qualitative data. This is in contrast with QRP1, QRP2 and QRP3, who expressed that a translator may unearth meaning from the qualitative data (§4.5.1.2), thus taking on the role of co-analyst.

Key participants QRP2 and QRP4, however, respectively admitted to being narrow-minded and arrogant when it came to considering a translator as part of the cross-language qualitative research process:

> I was very narrow-minded … regarding the role a translator could have played, if I answer the question, in my process' interpretation and also the person's knowledge if the language and also the meaning attached to certain words. So, yes, I think that to a certain degree it could have contributed to the richness and more in-depth analysis (QRP2).

> … because I feel that I'm actually also good in languages, that's why I also say I have somewhat of an arrogance (QRP4).

Participants QRP3 and QRP4 also mentioned that translators (or interpreters) may be needed more when research is conducted in rural areas, where an African language may be the mother tongue of one's research participants.

> I think I would maybe use my translator [interpreter] more in rural areas (QRP3).

> I think the role of translators in South Africa are more significant for African languages – a more important role (QRP4).

4.5.3.2 Ethical considerations may determine if translators are included in or excluded from a qualitative study

Key participants mentioned several ethical reasons why translators (or interpreters) may be included in or excluded from a qualitative study at various stages, as discussed below.

4.5.3.2.1 Before data collection

An important research ethics issue only mentioned by one participant (QRP4), namely the translation of informed consent letters and background information of the research to accommodate research participants who speak different languages, were mostly omitted by key participants in this study. Before embarking on the data collection process, a researcher generally provides prospective participants with background information of the particular study. The language used in such a document should be culturally- and age-appropriate, and the participants should be aware of the nature of the study and the nature of their participation, as well as their right not to participate or to withdraw from the research if they wish to do so (§2.8.4). The aforementioned can be achieved by a translator who is familiar with academia and research ethics. QRP4 was advised by the university's ethics committee to hire professional translators to make certain that all participants were adequately informed about the study as well as their rights as participants (§4.5.3.2.1).

4.5.3.2.2 During data collection

Key participants QRP1, QRP4, and QRP5 mentioned ethical and perhaps political reasons that may affect cross-language qualitative researchers' choice whether to use an interpreter (in particular) during their data collection process or a translator at a later stage when working with transcripts. As also reflected in these participants' accounts, a researcher's choice in this regard is vital and may have a significant impact on the quality and amount of data to be collected during the data collection process (§2.8.4). From a research ethics point of view, a researcher's choice in this regard will depend on the nature and sensitivity of the phenomenon under study, as was asserted by QRP4:

> … the role of the translator in qualitative research may be very significant, but it can also be very insignificant, depending on with whom you work and what your study is about (QRP4).

According to QRP4, when one investigates a sensitive issue which can potentially give rise to stigma (§2.8.4), it would be better to involve an interpreter who is not known to the research participants in the study:

> …like when you work with AIDS, then you must remember that there is stigmatisation. So, if you send someone in within the immediate community [to interpret], the participants will not really provide information, because you will have trouble [breaching research ethics]. So, then you will have to get someone [an interpreter] from another area/community whom they [participants] will not really see again afterwards.

QRP5 further expressed that the presence of an interpreter would have had an impact on the communication and interaction with her research participants and that spontaneity would have been lost during the interviews (§2.8.4) – thus, participants would have been cautious to share certain information or experiences:

> I would just be cautious, because I feared that I would not have the same communication and personal interaction with the parents [research participants] if a third party [an interpreter] was present.

Then again, in cases where research participants have shared experiences as a community, they may want to share their experience with someone they trust or can relate to, like an immediate community member or leader, because they may perhaps feel intimidated by the researcher, with whom they are not familiar, which may impact on the amount and possibly the quality of the information they share:

> …with research, people are generally cautious if they have not had much exposure [to research] and suddenly they have to be interviewed by a researcher. They get a fright and all the information that they could have possibly given, is gone. … perhaps use a leader in their community [as an interpreter] with whom they still feel comfortable (QRP4).

Key participants also shared that the language spoken between the researcher and research participants may just be a matter of mutual respect, culturally and politically. QRP1 and QRP4 also reported that they did not include an interpreter in their data collection processes because they were cautious that they may evoke feelings of (cultural or ethnic) inferiority among their participant groups:

> … because especially here [in the school community] where politics are incredibly rife […], so, you need to be very careful that, firstly, they [research participants] do not feel threatened, and secondly, they should not feel that you regard them as inferior and therefore you use an interpreter (QRP1).

> … in the black communities, they [research participants] feel that they have to speak English when they work with white people – it is as if African languages make them feel inferior. […] we again found that if a child has the option to speak English or Afrikaans, then they would rather take that [option], because they feel inferior if they participate in an African language (QRP4).

QRP4 further claimed that research participants may want to accommodate the researcher in his/her language (in most cases, English) out of respect for the researcher. According to QRP4, her participants preferred the English language over their mother tongue as they were keen to learn the English language and were sensitive to culture:

> … the children decided they want it [the questionnaire] in English, they like English words very much. Some of them even said that English is the global language, 'we want to get better in English, we would like to be taught in the language'. Some [learners] also felt that we do not speak to them in Afrikaans, so why would they speak to us in their language […] as everyone understands English, so we stick to English.

Lastly, research participants may also need to be informed beforehand with regard to who will be working with the data behind the scenes and need to be guaranteed that their

identities will not be disclosed in some way by role players in the research process unknown to them (such as a translator).

4.5.3.2.3 After data collection

To add to the previous paragraph, even though the key participants in this study used the terms "translator" and "interpreter" interchangeably (§4.5.1.2), a translator is someone who translates texts from one language to another – often working in the background when the data collection process has already been completed and may therefore be hired to translate the transcripts or verbatim quotes of participants (§1.2.5) – akin to the role identified by Squires (2009:279). None of the key participants hired translators to translate transcripts or verbatim quotes or recognised that translation pitfalls may also occur at this stage. Verbatim quotes were translated by participants themselves (§1.4 and §4.5.3).

Furthermore, if hiring a translator at this stage, steps should also be taken by the researcher or research team to ensure that data have not been distorted or misrepresented during the translation process (§2.5 and §2.6.2). If a researcher decides to include a translator to translate transcripts, it should ideally be someone with background knowledge on and/or experience in the subject under study so that research participants' experiences can be reflected accurately.

4.5.3.3 Lack of awareness among key participants on the role of translators

It emerged from the data (QRP1, QRP3, and QRP5) that key participants, as beginner researchers (master's degree students), were generally unaware that translators and interpreters, in particular during their data collection processes, may be involved as role players in a cross-language qualitative study:

> I would have liked ... if I could, to use an interpreter so that the interpreter tells me exactly what the Sepedi-speaking participant actually meant by something. […] I felt that she did not have the vocabulary to say exactly what she meant (QRP1).

> I have never really thought about it ... I think it [including a translator in the study] could perhaps have been useful (QRP3).

No, I did not [hire an interpreter], but after the interviews, I thought that it would have been good if I took along a person proficient in Tswana to such interviews (QRP5).

It was noticeable that key participants were not open-minded to other roles that may be played by a translator (or interpreter) at various stages of a cross-language qualitative study in psychology; they had rigid ideas regarding the role such a professional might play in qualitative research – mostly that a translator may act as an interpreter or language editor. These qualitative researchers' lack of awareness on the role a translator may play in a cross-language qualitative study and the impact that the translation may have on the overall quality of a cross-language study may be the reason why translators may not be generally included in research of this nature.

The next section discusses how participants in this study dealt with reporting their research, particularly whether they reported on language challenges that may have emerged during their research.

4.5.3.4 Theory used in qualitative research may render the involvement of a translator unnecessary

Interestingly, QRP2 decided to use the verbatim quotes of her English-speaking participants as is, despite the language in which her manuscript was written, which was in the Afrikaans language. When asked about this, she said:

I feel that a meaning … a type of impact on the meaning [when quotes are translated] ... meaning is lost ... especially the slang, especially [language usage of the participant] … that is why I directly quoted the English quotations […]. And also, with qualitative [research], it is to unlock the life world of ... that student, and language is part of his life world.

The decision of this key participant not to hire a translator to translate her participants' experiences was, according to the literature (for example, Twinn 1997:423; Squires 2009:281), the right one, because participants' use of language in a phenomenological study like hers is significant (§2.8.3) and translation in such a case may have an impact on the quality of data presented.

4.5.3.5 Financial limitations to hire a translator

Three participants (QRP2, QRP4, and QRP5) reported that translator(s) may be excluded from a cross-language qualitative process due to the costs involved when hiring a translator and researchers' lack of financial aid to cover such costs (§2.8.5). This is reflected in the verbatim quotes below.

> Financial limitations may lead to a translator not being involved. […] So, then they [researchers] think it is actually an easy task – to save money, 'let me rather translate it myself, and use my knowledge that I have of the language' (QRP2).

QRP4 added:

> I think if I had known that I would work in a Sesotho school when I submitted my budget for funding, then I would have let the children write the evaluations in Sesotho every time and would have sent it to someone to translate in English, because I just think the children could have expressed themselves that much easier. So, I would have liked it, but it was not indicated in the budget, and to have it translated is really very expensive. […] I think people merely perceive it as extra cost that could perhaps be avoided. […] My PhD [is] much broader, so therefore, yes, or unfortunately, you cannot merely turn a blind eye to the role of the translator, or the language editor, or the interpreter, or whoever. It is necessary. If only I had made provision in my budget…, but my budget is of such nature, if it is not indicated in your budget, it is not allowed.

According to QRP5:

> I think the main consideration would be my finances. A postgraduate degree is very costly, and I wouldn't have been able to afford it [the services of a translator]. Language editing is in itself, already very expensive.

4.5.4 Main theme 4: The nature of final research reports in cross-language qualitative research in psychology

Although some of the key participants in this study reported experiencing language challenges during their data collection processes, none of the participants reported on their experiences or detail of these language challenges and the possible impact it had on the research methodology or may have had on their research findings (§2.4 and §2.8.2). Although key participants became aware of language challenges in their studies, they still did not deem it necessary to report it as part of the research project and did not perceive it as possibly having an impact on their findings. QRP1 said:

> … no, it was not reported in the research at all [language barrier experienced during data collection]. I merely attached everything she [participant] said, in her inadequate English… only the answers she had given were attached as is.

Overall, the information provided by key participants in this study on the translation problems they experienced in their research only emerged during their participation in this study and would otherwise be hidden from other scholars who read and cite their research afterwards (§2.4). Other scholars who may perhaps intend to conduct similar research may be unaware of the possible language challenges or translation problems within such a context and the impact it may have on the methodology followed in such a cross-language study. Transparency on language challenges or translation problems that one may have experienced during cross-language research may serve as a guideline or framework for other researchers.

Surprisingly, from the document analysis (see Table 4.2), the researcher noted that some postgraduates mentioned language challenges they observed during their studies. However, the sampled dissertations (5) and theses (2) did not differ significantly in how they reported on language or translation challenges. Overall, across the sampled dissertations and theses, whenever language challenges were discussed, it was done so superficially. General statements were made about language matters experienced in these studies: the researchers mostly only mentioned the language profile of their research participants (as part of the biographic information); that the data were collected in either Afrikaans or English; and that the data were translated and analysed. It can be presumed that data in these

studies were translated by the researchers themselves, as no additional information was provided in any of these cases in this regard. Only one researcher (R3 in Table 4.2) in this group mentioned that language was a hindrance to the collection of data – reportedly, participants in this study could not adequately express themselves as their mother tongue was a language other than English. It seemed as if this researcher only realised this hindrance at an advanced stage of the research study and finally recommended that an interpreter be included in future studies.

Moreover, in the sampled dissertations and theses, no mention was made of culture and how participants of different cultures to that of the researcher may have impacted the data collection process: none of these researchers mentioned the possible impact language differences may have had on the quantity and quality of the data collected from their participants. Similar to the key participants' accounts in this study, interviews were often conducted in languages in which these researchers were proficient, namely English and Afrikaans, despite some of their research participants often speaking another language (§2.4). It also seemed as if consent forms were often presented in one language, despite the research group comprising participants speaking other official African languages.

It was further also noticeable that SATI-accredited language practitioners/translators were involved in the final stages of these studies; however, often, English-Afrikaans translation of terminologies in the sampled manuscripts were undesirable (concepts were translated too directly, for example, Anglicism, confidentiality ~ *konfidensialiteit* instead of the more natural *vertroulikheid*) and some Afrikaans syntax errors were noticeable. In some instances, the Afrikaans language usage seemed unnatural: the vocabulary and grammar in these Afrikaans texts seemed akin to that of English. However, it should also be borne in mind that, as the researchers have access to the documents, they may amend texts themselves, possibly introducing language errors. It may therefore be difficult to determine what role the accredited translators in some instances may have played in observable language errors.

4.5.5 Main theme 5: Recommendations for translation practice in cross-language qualitative research

During semi-structured interviews, key participants made some recommendations for future translation practice, focusing on cross-language qualitative research in psychology. These recommendations are briefly mentioned below.

4.5.5.1 Development of translation resources for researchers

QRP2 suggested that subject-specific scientific dictionaries be published as those that were available at the time of her research, specifically for psychology, were outdated:

> … definitely more upgraded subject dictionaries. … The one I consulted [names of authors omitted], was … it was published like 19, 20 years ago.

Both QRP2 and QRP3 respectively expressed a need for online translation resources for qualitative researchers, or mobile applications, which can nowadays be easily accessed, to serve as a translation aid when a researcher encounters (English–Afrikaans) translation challenges:

> … perhaps at universities, perhaps create a standardised forum or database for those words [terminology]. […] similar to what they [universities] do with references lists… a kind of standardising guide, they can also create such a database (QRP2).

> … if there was an app available, I would purchase one tomorrow (QRP3).

4.5.5.2 More visibility of and access to translators

It also came to light that (scientific) translators, as translation aids, may not be as 'visible' to or easy to reach for the academic population as they ought to be. QRP1 emphasised that:

> Translators are not as freely available in smaller places like where I live […] Here, the English teachers are the highest qualified translators, and they are also not really translators.

As also highlighted in paragraph 4.5.2.5, key participants reported using perceived easily accessible translation aids, including asking the advice of peers or lay translators (QRP1, QRP2, QRP3, and QRP4) consulting general bilingual (English-Afrikaans) dictionaries (QRP2, QRP3, and QRP4), and using Google Translate (QRP2, QRP3) when they encounter translation challenges. The perceived inaccessibility of translators may lead to cross-language qualitative researchers using other possibly unreliable translation

resources, which could have a negative impact on the quality of translated scientific literature, terminology, and qualitative data.

In the next section, a discussion is presented in which the above qualitative findings are triangulated with relevant literature on translation in cross-language research.

4.6   DISCUSSION

In this section, the findings that emerged from this study are triangulated with relevant literature on cross-language qualitative research (chapters 1 and 2).

4.6.1   The role of a translator in cross-language qualitative research

When key participants in this study were asked about their views on the role of translators in cross-language qualitative research, it seemed that they automatically thought of a translator fulfilling the role that an interpreter would – that is, interpreting in the research context (real-time translation) during face-to-face or focus group interviews with research participants during the data collection process of a qualitative study (§4.5.2.1). Mostly, key participants used the terms "translator" and "interpreter" interchangeably, even though these professionals provide different services, namely that translators work with different types of documents or texts, whereas interpreters interpret during interviews or focus groups (Squires 2009:279) and act as mediators between SL and TL speakers (Squires 2008:268). Berman and Tyyskä (2010:187) do, nevertheless, advise that researchers should reconceptualise translators as professionals who may play several roles in the research process, including being focus group facilitator, transcriber, interpreter, or community researcher. Key participants' interchangeable use of these two terms was initially significant as it indicated that they were not knowledgeable about the exact role of a translator and the various stages in a cross-language qualitative study in which such a professional may be involved (§2.5). This may be the foremost reason why translators are absent in cross-language qualitative research in psychology in the South African context.

Key participants did share their thoughts on the role translators may play in a cross-language qualitative study in psychology (§4.5.1). In their view, a translator may be included in a study to translate questionnaires in quantitative or mixed methods research (Lee *et al.* 2014:2) or data collection instruments in qualitative research (Choi *et al.* 2012:653) and/or qualitative data (Ruitenberg *et al.* 2016:610), or the translation of texts for publication purposes

(Squires 2008:268; Nurjannah *et al.* 2014:1; Santos *et al.* 2015:135), which could include the translation of texts for dissertations and theses before examination or for publication in scientific journals. As was also indicated by key participants, translators may also be involved in the editing (Mossop 2010) of a final research report (in this case, a dissertation or thesis). Findings showed that participants deemed translators valuable in the editing of their final research reports and therefore most of these participants included translators in their studies to fulfil this role (§4.5.1.3). It is important to note that only one participant (QRP4) recognised the role of translators in the translation of letters of informed consent before the data collection process (§4.5.1.1). The researcher also noted that the subject group and faculty where this research was conducted had also begun to require that letters of informed consent be translated and edited to ensure that the language used therein is appropriate for the target group in a particular study.

Key participants, except one (QRP4), expressed that translators may have the skill to draw underlying meaning from the data which may not necessarily be noticed by the qualitative researcher (§1.4 and §4.5.2.4). QRP1 described an interpreter as being a researcher's "sounding board" during the data collection process, and QRP2 described a translator as being a "grindstone" when working the texts to refine or hone meaning. This finding is also supported by the literature. Squires (2008:265) asserts that qualitative researchers who are experienced recognise that a translator can produce data through the translation process and through participating in the data analysis process. Larkin *et al.* (2007:468) further say that a translator has the potential to affect the research meaningfully by means of their efforts to convey meaning from a language and culture with which the researcher is not acquainted. In a study conducted by Berman and Tyyskä (2010:187), they recognised that if they had included a translator in their research process, such a person may have elicited deeper aspects ("nuances") in the research which they, as the researchers, did not notice. Even though key participants also recognised that an interpreter (during interviews) and a translator (during the translation of qualitative data) may draw more valuable meaning from the context (§4.5.2.1), none of them included professional interpreters and/or translators in their studies and, consequently, they experienced several translation challenges at various stages of their cross-language qualitative studies (§4.5.2).

4.6.2 Translation challenges in cross-language qualitative research

Firstly, key participants in this study reported experiencing language barriers during their data collection processes. Occasionally in their studies, they encountered participants whose mother tongue was a language other than English, especially an African language (§4.5.2.1). This was also evident in the research reports that were sampled for the document analysis (Table 4.2). Key participants in this study generally were not cognisant of or informed about the biographical information of their target population before they conducted their studies. Furthermore, it seemed that, in most cases, these researchers used the English language to communicate with their participants as this was the language that both had in common. QRP1 did recognise that she was worried about the quality of the data collected in the end, whereas QRP4 claimed that using lay interpreters did not significantly impact on the quality of the data she had collected. However, Murray and Wynne (2001:158) warn that, unless one's research participants are fully proficient in speaking the English language, it may have some consequences for the information that is collected. As found in a study conducted by Koulouriotis (2011:9), sometimes research participants' language proficiency thwart them from sharing their whole experience. The latter was also noticeable in key participants' studies. It is clear from data that research participants whose mother tongue was not English occasionally did not understand the language and/or subject-related (psychology) concepts used by the researchers, and the researchers, on the other hand, did not always understand what their participants had expressed. According to Mkhize *et al.* (2014:132), it may be complex to preserve meaning of concepts in the field of psychology from one cultural context to the next, which is the reason why psychologists have resorted to using translators. They further highlighted a crucial point and support the finding above – that is, that the researcher's perception of the subject under study (in the field of psychology), and the participant's perception of the subject may not be the same at all (Mkhize *et al.* 2014:132-133). Murray and Wynne (2001:159) recommend that one should contemplate using an interpreter to manage communicative exchanges between the researcher and participants so as to allow those participants whose first language is not English to express themselves fully. Nevertheless, none of the key participants in this study reported revising their methodology or hiring an interpreter to overcome these language barriers.

Moreover, the translation of research participants' quotes, particularly when culture-bound, metaphors (Van Nes *et al.* 2010), and concepts related to emotion (De Mendoza 2008) may present some challenges when it comes to translating them (§1.4 and §2.7.2). According to

Van Nes *et al.* (2010:315), the translation of quotes bring about specific challenges as it may be difficult to translate concepts for which culturally-bound words were used by the research participants in one's study. When translating quotes, one may reduce or add to the meaning of what has been expressed by the participant, possibly changing the voice of the participant as a result (Van Nes *et al.* 2010:315). None of the key participants provided detailed discussions in their dissertations or theses with regard to who specifically translated verbatim quotes, how they dealt with such challenges if they arose, and what the impact may have been on the amount and quality of data collected in their studies (§4.5.4) – an observation that is also highlighted by several researchers (for example, Nikander 2008:226; Piazzoli 2015:81) in cross-language research. Qualitative researchers can easily misconstrue their participant's meaning, and when working in a language other than their first language, they need to find ways to confirm the accuracy of their data and that the richness thereof had not been lost in the process of translation and interpretation (O'Leary 2004:49-50). Squires (2008:265) warns that a qualitative researcher's failure to systematically address language barriers during cross-language research in the end threatens the credibility, transferability, dependability and confirmability of the findings that emerge from such a study.

Key participants reported experiencing difficulty translating terminology from English into Afrikaans (§4.5.2.2). Poor or incorrect translation of terminology in the field of humanities was highlighted by Wolfaard-Gräbe (2015) (§1.4). Participants in this study generally felt that translators as language editors of the final research report before examination play an important role as these professionals can pick up on meaning that the researcher might have overlooked and may also address terminology translation and terminology use in the research report. A (scientific) translator may ensure that terminology is used consistently, especially in the literature review chapters of a cross-language qualitative study. It is vital that terminology be documented in a systematic way so as to enable subject specialists, language practitioners, and lay persons to communicate by way of standardised terminology (Alberts 1999:19). However, it is also necessary to bear in mind that terminology used in previously published literature may be mistranslated and may lead researchers and even inexperienced translators to re-use and repeat mistranslated terminologies. Terms may be translated literally or too directly, consequently leading to the loss of specialised meaning (Shaw & Ahmed 2004:331) (§2.6.2). The researcher in this study made note of the following

translation challenges which may arise in the English-Afrikaans translation of terminology in psychology:

- The translation of terminology and acronyms is often inconsistent as different English-Afrikaans translations are used in subject literature and in practice, making the choice of which translation to use difficult, for example:
  - disorder ~ *versteuring* or *steuring* or *stoornis*;
  - suicide ~ *selfmoord** or *selfdood**;
- The use of punctuation in translated terminology is often also used inconsistently, for example:
  - attention-deficit hyperactivity disorder ~ *aandagtekort-hiperaktiwiteit-versteuring* or *aandagtekort-hiperaktiwiteitsversteuring*;
- There may not be an accurate or standardised English-Afrikaans translation for some terminology, for example:
  - *mindfulness,* and *coach* or *coaching* (in a counselling context) – leading to different translations and paraphrases of the meaning in the literature;
- Anglicism may occur, where terminology is translated into Afrikaans by borrowing from the English language, or otherwise, texts are translated into Afrikaans with an obvious English influence:
  - confidentiality ~ *konfidensialiteit* instead of *vertroulikheid*;
  - *grounded theory ~ gegronde teorie* instead of *begronde teorie*.

Mistranslations of terminology or the use of non-standardised or outdated terminology may have ripple effects as it may impact on the quality and/or accuracy of information that is presented to potential future readers of the research as well as other language users in the field such as other researchers or language professionals in search of accurate translation of scientific terminologies. In this study, it also appeared that translation resources such as scientific (or LSP) bilingual dictionaries may sometimes be outdated. This highlights the need for terminologists, lexicographers and publishers to keep bilingual scientific dictionaries updated.

During their studies, key participants did not consult with translators when they initially came across challenges translating literature or terminology. Due to a perceived lack of translation resources, they reported consulting peers, general bilingual dictionaries and even Google

Translate when they experienced translation challenges. Online translation, in particular, such as Google Translate may be used often by researchers due to easy access. However, as Doherty (2016:958) asserts, human intervention is still vital in translation technologies to guarantee that the desired quality for publication or distribution of the text be reached (§1.4). Translation technology can essentially be "taught" or programmed to produce translation equivalents on a lexical level; however, computer technologies can never be taught to understand culture and to adapt style and register for a specific target population – this may be true for texts throughout a qualitative study, from terminology to colloquial language in qualitative data.

In cases where key participants did make use of translators – mainly to translate informed consent letters and quantitative data collection instruments, and to language edit final research reports – they were not knowledgeable about the qualifications and/or background of the translators (§4.5.2.4). They reportedly used any translator available, without being cognisant of the possible limitations and/or the contributions that the chosen translator may introduce to the research. In general, researchers who include translators need to carefully consider and note the role this professional will play at a particular stage as well as the possible limitations and/or contributions he/she may allocate. Squires (2008:267) claims that the use of a non-professional translator may have an effect on the quality of a qualitative study. She claims that many researchers use non-professional translators for the sake of convenience because they do not know how the quality of the translation can affect the research results of a qualitative study (§2.6.2). In Squires' (2008:267) opinion, the technical and conceptual accuracy of translators' work affects the credibility of qualitative findings from the study. However, key participants in this study did not seem to be aware of this. Several researchers (for example, Pym 2009; Squires 2009:279; Verzande 2016:57) agree that the translators employed in cross-language studies should have some kind of training on a tertiary and post-tertiary level, especially in Translation Studies (Verzande 2016:57). Concepts and phrases that are poorly translated will change what themes surface from the data and may not mirror what was actually stated by research participants, which threaten the credibility and dependability of a cross-language study and is part of the limitations of that study (Squires 2009:279). Squires (2009:279) is of the opinion that a certified translator[2]

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[2] In the South African context, this would mean being registered with the South African Translators' Institute (SATI).

or a person who meets the standards of a certified translator in cases where a certified translator cannot be employed[3] be used. It may be possible that higher qualified translators with practical experience and knowledge in the field in which their client's research is conducted, may produce a more accurate translation product; however, although it is reported that the translator's qualifications may play a role (Verzande 2016:57), further research on this matter is needed and will provide more clarity on the impact of the qualification and experience of the translator on the final translation product. Participants (QRP2 and QRP3) in this study were of the opinion that translators who were especially knowledgeable in those fields under study made a valuable contribution with the translation and revision of terminology in the final stages of their studies. However, even a certified translator, who perhaps mostly works in fields other than academia or who has no or limited background knowledge of language usage in specific subjects – in this case, psychology and/or other related multidisciplinary fields – may make a limited contribution to the research process and may also have an undesirable impact on the data collection process, analysis and ultimately, the research findings. Van Nes *et al.* (2010:314) support the latter argument by claiming that challenges pertaining to translation may even occur with the support of a professional translator. Shaw and Ahmed (2004:324), for example, reported that, even if the translation is accurate, it is not necessarily easy to understand. This may be because a highly educated translator who uses language pedantically – language that is often not the language used by the target population – may have been employed to translate texts (Sechrest *et al.* as cited in Shaw & Ahmed 2004:323). This was also experienced and reported by one of the key participants (QRP4) (§4.5.2.4): even though her data collection instruments were translated by a professional, certified translator, the translations, in her opinion, were not age appropriate for the primary school learners who were to participate in the research.

Findings that emerged from the data did indicate reasons why translators may be excluded from cross-language qualitative research in psychology. These reasons are discussed next.

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[3] For example, perhaps a qualified person working towards certification or with adequate experience of translating texts in a particular field.

4.6.3 Reasons why translators may be excluded from cross-language qualitative research in psychology

Although most participants were of the view that translators may play some role in research, as discussed in the previous paragraphs, most of them played a dual role (§1.4 and §2.8.5) as both researcher and translator (Shklarov 2007). Key participants did not explain their choice in this regard as a specific social-cultural positioning they take in qualitative research (Temple & Young 2004:168); they simply perceived themselves as being proficient or skilful in language, particularly the languages (Afrikaans and English) used in academia in the South African context (§4.5.3.1). It seemed from the participants' views that merely being able to speak and write the languages qualifies them to play a dual role as both the researcher and translator in the qualitative research process. Temple and Young (2004:168) emphasise, however, that it is uncommon that a researcher is fluent in the language of communities he/she is working with. Participants in this study may have perceived further translation as the mere transference of words from one language into another – they mostly did not consider the possible interpretive nature of translation, keeping in mind that meaning may be lost during the translation process (Van Nes *et al.* 2010:313).

Liamputtong (2010:214) suggests that researchers working in such contexts should, in addition to being proficient in the language(s) used, also have "intimate" knowledge of the culture in their research. Researchers are of the view that culture and language (De Zuleuta 1990:264) or translation (Yan & Huang 2014:490) are interconnected and cannot be separated (§2.7.1). None of the key participants in this study recognised and planned for language and cultural barriers in their studies (§4.5.2.1). According to them, the English language was mostly used as language of communication between them and participants during their data collection stage. However, in all cases, English was not the mother tongue of either the researchers or the participants: as researchers, key participants were Afrikaans-speaking, and their participants mostly spoke an official African language. Each party was slightly proficient in English, and as findings from the data also showed, this may have had an impact on the information that was collected in those studies, which is in line with what Murray and Wynne (2001:158) reported. As expressed by QRP1, English was not the mother tongue of one of her participants, which led to the participant finding it difficult to express her experiences – something Wechsler (2016) in her research attempted to avoid – in the end sharing her views in her mother tongue (an indigenous language), which the researcher (QRP1), in turn, did not understand. QRP1 understandably had her concerns

about the effects this may have had on the quantity and quality of the data collected. QRP1's concerns are confirmed in the literature, in which it is stated that research participants' degree of proficiency in the language in which they share their experiences may hinder them from sharing their whole experience (Koulouriotis 2011:9). Research participants' vocabulary in the language in which they share their experiences may be limited and as a result, they may omit information that could have potentially been valuable to the study (§4.5.2.1).

Moreover, as evident from the data, the researcher's decision whether to include translators in the research process may be an epistemological, political, and ethical decision (Temple 2005). As also expressed by the key participants in this study, translators may be particularly excluded from a qualitative data collection process due to the sensitivity of the research topic under investigation (§4.5.3.2). Researching a sensitive issue may affect the choice of whether to use a translator, and if including a translator (or, in other cases, an interpreter), whether such a person should be known or unknown to the research participant(s) in the particular study. When investigating a sensitive issue, an unknown interpreter or translator may be experienced as an "outsider" and the researcher may not gather the in-depth data he/she hoped for, since the lack of trust or familiarity with the unknown role player may place a limit on what research participants share and the detail of what they share. As is also supported by literature (Mkhize *et al.* 2014:133; Wechsler 2016), confidentiality may not be fully adhered to when research participants share their experiences in the presence of a third party, particularly an interpreter. However, this may also be applicable to a translator who works with textual data afterwards, especially if the research participants do not know if their names will initially be disclosed in transcripts (or in video footage in case interviews were recorded on videotape).

Furthermore, translators may also be intentionally excluded from certain qualitative designs. Only one key participant (QRP2) reported that she did not deem a translator and the translation of qualitative data necessary as she conducted a phenomenological study (§4.5.3.4). According to the literature, this is an accurate decision as research participants' language usage plays a significant role in a study of such nature (§2.8.3). Translation in this case is deemed a disruption to the process of participants sharing their experiences and the structure in which they use language (Squires 2009:281). The language used by research participants may be characteristic of the culture and current context in which they find themselves.

Data from this study have also shown that the exclusion of translators in cross-language qualitative research may occasionally be unintended. Key participants in this study (especially master's degree students as beginner researchers) reported that they were not knowledgeable about the role translators may play in cross-language qualitative research (§4.5.3.3) and that they had never really thought about this matter. This finding is also supported by Plugor (2013:108) (§2.8.1). It seemed that participants only really thought about and discussed language and translation challenges in their studies during their participation in this study and omitted discussions on these challenges in their final research reports (§4.5.4). Readers (such as other scholars or prospective cross-language qualitative researchers) of these final research reports would otherwise be unaware of language and translation challenges that may have occurred in the respective studies. Nikander (2008:226) supports this, saying that daily and practical choices as well as the analytic and theoretical implications of the choices made are veiled from the reader and are seldom clearly dealt with in researchers' research reports.

Key participants' lack of knowledge about language/translation matters that ought to be borne in mind during a cross-language qualitative study can possibly be ascribed to the absence of this topic in research methodology textbooks and possibly, postgraduate training programmes or processes. Although it is reported in the literature that translation in qualitative research may introduce methodological issues (for example, Larkin *et al.* 2007:468; Temple 2008:357; Santos *et al.* 2015:134) (§2.3), even the most popular research methodology textbooks rarely discuss issues on the subject of cross-language research and translation. It is also further noted that there are no standards for translation (Lopez *et al.* 2008:1729) and guidelines to interpretation and translation (Lauterbach 2014; Arriaza *et al.* 2015:76) in cross-language qualitative research.

Finally, researchers (for example, Van Nes *et al.* 2010:316; Lee *et al.* 2014:2) agree that the costs involved in hiring a translator may be a factor to consider in cross-language qualitative research (§2.8.5). As was also reported by the key participants in this study, the services of a translator may be costly, and cross-language qualitative researchers may have limited funding for a research project, which may urge them to exclude other important role players, amongst others, interpreters and translators, from a cross-language qualitative study (§4.5.3.5).

4.6.4 The nature of final research reports

None of the key participants in this study in their final research reports reported on the translation (or interpretation) challenges experienced during their studies or the translation process they had followed (§4.5.4). This tendency with regard to both interpretation and translation processes in cross-language qualitative research is also in line with what is reported in the literature (for example, Esposito 2001:573; Nikander 2008:226; Squires 2009:281; Vara & Patel 2012:76; Piazzoli 2015:81; Ruitenberg *et al.* 2016:610-611). The language barriers key participants had experienced during interaction with their research participants only emerged through their participation in this study. In their final research reports, they further made no mention of these language challenges, how it may have affected the quality and amount of qualitative data collected, who had handled the translation of transcriptions, and the possible impact the language or translation challenges may have had on the trustworthiness of their studies. In general, translation tends to be absent in qualitative research reports – such research reports tend to provide little information with regard to translation problems (Esposito 2001:573) and the effect it had on data collection and the interpretive process that followed (Lopez *et al.* 2008:1731). In a study conducted by Squires (2009:277), she also found that translation as a limitation of the study is seldom reported in research reports. During the document-analysis process, the researcher in this study did, however, notice that those postgraduates did on occasion mention issues related to language in their research and language barriers experienced during their data collection processes, but these statements were very superficial and did not provide any explanations as to how language challenges and translation processes were dealt with. Piazzoli (2015:81) admits that the translation process is seldom openly deliberated and that this has grave consequences for the trustworthiness of one's study. These researchers' omission to recognise the importance of the translation of data may have negative consequences for the interpretation of the findings that arose from their studies (Choi *et al.* 2012:653). However, at this stage, it seems that the latter may not be realised by qualitative researchers, and more research and intervention in this regard is needed to raise awareness among researchers about the importance of this issue.

4.7 SUMMARY

In this chapter, the data that emerged from this study were presented. The research site where this study was conducted as well as key participants who availed themselves to participate in this study were firstly described. Observations made from the document

analysis – in which the researcher observed unpublished dissertations and theses of former postgraduates from the selected university – were tabulated. The data from the semi-structured interviews, e-mails and document analysis as well as the researcher's field notes were then collated, presented and discussed.

Overall, from the start it was clear that key participants were not knowledgeable about and did not fully understand the role(s) of a translator in cross-language qualitative research in psychology. In their views, they perceived a translator as someone who mostly does real-time interpretation in context during personal or focus group interviews, akin to the role of an interpreter. Key participants did, however, deem the role of a translator valuable in the translation of quantitative data collection instruments and as language editor of the final research report, before examination. It also emerged from key participants' accounts that they were mostly unaware of the role translators may play in the translation of qualitative data, specifically the translation verbatim quotes by research participants (§4.5.1).

Although participants in this study acknowledged that translators may make a valuable contribution to a qualitative study, they generally deemed the inclusion of such a person unnecessary as they perceived themselves to be proficient in the languages (Afrikaans and English) used in research (§4.5.3.1). So, initially, they translated texts themselves, but also admitted that translators (in the final stages of their studies) particularly helped with the checking and accurate translation of subject-related terminologies. It was also noticeable that key participants also only relied on the Afrikaans and English languages to communicate with their research participants before (in informed consent letters) and during data collection. In cases where their research participants were not Afrikaans-speaking, they used the English language as medium of communication between them and their participants, even if English was not the mother tongue of their participants (§4.5.2.1). Before embarking on their studies, the key participants did not consider the biographical information of their target population and language challenges that may possibly arise in their respective studies. Consequently, they often experienced language barriers between them and research participants whose mother tongue was not English. Although they had experienced language challenges in context, they did not adapt their methodology and no mention was made in final research reports regarding the effects of language challenges or barriers on the quality and amount of data collected in the study and/or translation processes followed in the study. This was also noticed during the document analysis of unpublished research reports (§4.5.4).

Chapter 5 concludes by summarising this study, highlighting the key findings, listing the limitations of the study, and making recommendations for future research and practice.

CHAPTER 5

CONCLUSIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter, the background of and rationale for this study, the main aim and specific objectives of the study, key participants and sampling, and the research design and methodology are summarised. Thereafter, an overview of the key findings (chapter 4) and the conclusions of the study are presented. Specific similarities between findings that arose from this study and those reported in relevant literature, are highlighted. Limitations of this study are also highlighted. In conclusion, recommendations are made for upcoming studies and practice on translation and the role of translators in cross-language qualitative research in general and specifically in psychology.

5.2 SUMMARY OF THE STUDY

This section provides a brief summary of this study.

5.2.1 Background and rationale for the study

As discussed in chapters 1 and 2, researchers are in accord that cross-language qualitative research reports are mostly lacking details of and discussion on translation challenges experienced, the translation processes followed in studies of this nature, and how translation problems were dealt with (§1.4). Such information is essential because, as reported by various researchers, it may add to the trustworthiness of the study (§1.4 and §2.4). It thus shows that the researcher has taken language differences into account, has considered the effects language might have in the research, and has taken steps to ensure that findings of the study are accurately reflected in the language of publication. Transparent discussions in this regard may also offer guidance, a framework or a benchmark for readers of such studies or other scholars who intend on undertaking cross-language qualitative research. In addition, the accurate translation (for example, translation from English into Afrikaans) of subject terminology or subject-related literature in the specific study may be a benchmark for scientific translators or other language practitioners in search of translation options in the specific field of study.

5.2.2 Aim and specific objectives of the study

Despite the benefits of discussing language matters in a cross-language qualitative study, the researcher in this study realised that cross-language qualitative researchers in the South African context mostly neglect or omit such discussions and are lagging behind in this regard. Therefore, in light of the above, the main aim of this study was to investigate master's and doctoral students' (referred to as 'postgraduates' in this study) views on the role of translators in cross-language qualitative research in psychology. The specific research objectives were:

(i) to investigate translation challenges postgraduates experience in cross-language qualitative research in psychology;

(ii) to investigate postgraduates' reasons for including translators in or excluding translators from cross-language qualitative research in psychology;

(iii) to investigate how postgraduates deal with language challenges when conducting cross-language qualitative research in psychology.

5.2.3 Key participants and sampling

Before the researcher embarked on this research, she had first obtained permission to conduct the research from the Ethics Committee (UNISA) (§1.7). The key participants in this study comprised former and enrolled master's and doctoral students, from a selected South African university, who had previously (between 2013 and 2016) conducted, or, at the time of this study (2017), were conducting cross-language qualitative research in psychology, specifically in the education context. After obtaining permission from the relevant committee of the selected university, an administrative staff member at the Faculty of Education of the South African university sent an e-mail (written in Afrikaans and English) with background information to this study and the researcher's contact details to potential participants (in total 58 postgraduates in the subject group Educational Psychology and Learner Support). These postgraduates were contacted by this means as the personal information of these students was protected by the selected university in terms of the POPI Act (No. 4 of 2013) (SA 2013). Postgraduates who were interested in participating in the research could contact the researcher personally. Individual postgraduates were able to suggest other former and enrolled postgraduates in their networks who could have possibly participated in the research. If such a peer showed interest to participate in the study, an e-mail providing information to the study and an informed consent letter was sent to him/her (§3.3). All participants (or referred peers) had the right to decline invitation to or withdraw from the

study at any time if they wished to do so (§3.11.2). Ultimately, five participants availed themselves to participate in this study.

5.2.4 Research design and methodology

Exploratory qualitative research was deemed most appropriate to investigate postgraduates' views on the role of translators in cross-language qualitative research in psychology (§3.5.1). After the key participants had given their informed consent, the qualitative data were collected through semi-structured interviews – be it face-to-face, by telephone, and/or by e-mail – depending on the preference of each key participant (§3.5.2). However, responses by key participants that were provided by means of e-mail had to be supplemented with telephone interviews (if the participant was available or agreed to such an interview) as their responses in e-mails were often void of detail or could be explored further. All key participants in the study were Afrikaans-speaking, and hence all participants also chose to be interviewed in Afrikaans.

Semi-structured interviews conducted by telephone or in person lasted between 15 and 45 minutes. The interview questions were piloted with the first two participants, in case alterations to the questions, or even the research design or methodology, were needed; however, in line with the literature, the researcher bore in mind that, in qualitative research, amendments can be made at any time because of the nature of such a study (§1.2.4, §3.5.1 and §3.5.2.1). Key participants had fully understood all questions. If it was necessary, the researcher asked probing questions to further explore interesting statements or thoughts by the key participants (§1.8 and §3.5.2). The first participant had mentioned that she did not really consider language or translation as a significant factor during her master's degree studies and only realised the importance thereof as a doctoral student and through participating in this study. Therefore, a question was added to the interview guide to investigate if doctoral candidates since their master's degree studies had realised the importance of language, specifically translation, in cross-language qualitative research (§3.5.2.1.1).

Semi-structured interviews were conducted at a time and place as preferred by each key participant. With the permission of each key participant, semi-structured interviews were audio recorded in order to be transcribed by the researcher after the interviews.

Later in the study, through the online library archive of the selected university, the researcher also sampled seven unpublished research reports (that is, five master's dissertations and two doctoral theses) of former postgraduates from the selected university to conduct document analysis so as to investigate if and how language and translation matters are reported in such research reports (§3.7).

5.2.5 Data analysis

Semi-structured, audio-recorded interviews were transcribed by the researcher and saved on a password-protected personal computer (§3.8). Transcripts of the semi-structured interviews and e-mails were imported into ATLAS.ti™, whereafter the qualitative data were analysed by means of thematic data analysis. Key participants' responses were compared and themes and subthemes, which were descriptive of a particular finding across the transcripts, were identified. The researcher also took note of statements by key participants that supported or refuted each other. Each theme and subthemes were also supported by quotes by participants. As all key participants in this study were Afrikaans-speaking and had shared their experiences in Afrikaans, the data were also analysed and interpreted using the verbatim Afrikaans transcriptions. Verbatim quotes were later translated into English by the researcher, as this study is presented in the English language. The researcher in this case was knowledgeable on and qualified in both translation studies and qualitative psychology. The researcher did not discover any translation dilemmas whereby the translation of Afrikaans verbatim quotes could possibly be distorted or misrepresented when presented in English. However, an independent professional translator was also hired to revise the Afrikaans-English translation of verbatim quotes so as to ensure that meaning (as expressed by key participants in this study) was not lost or distorted through translation (Appendix G).

Semi-structured interviews were also supplemented with document analysis of seven sampled manuscripts, specifically, five dissertations and two doctoral theses obtained from the selected university's online library catalogue (§4.3). The researcher specifically made notes on: how language matters in those cross-language studies were dealt with; if notes of discussions were possibly included regarding language challenges that were experienced, and if so, how these challenges were dealt with and how they may have affected trustworthiness in the study; and the translation of terminology and general language use throughout the manuscript (in the case of Afrikaans dissertations or theses). The findings

that emerged from this study were also supported with field notes made by the researcher during the research process.

Findings were triangulated with peer-reviewed literature on cross-language research. The findings of this study were presented in chapter 4, but the following paragraph gives a brief overview of key findings that emerged from this study.

5.3 SUMMARY OF THE KEY FINDINGS FROM THE STUDY

This section provides a brief overview of the key findings from this study (as presented in chapter 4). Five main themes emerged from the study, which are discussed next.

5.3.1 Main theme 1: Postgraduates' views on the role of translators in cross-language qualitative research in psychology

The first main theme (§4.5.1) entailed postgraduates' views on the role of translators in cross-language qualitative research in psychology. Key participants were mostly of the opinion that translators may play a significant role in three specific stages of a cross-language qualitative research process, namely the translation of data collection instruments (for example, questionnaires or interview guides), during the data collection process, and especially during the finalisation of the research report (for example, the language editing of a dissertation, thesis, or article) before submitting for examination or publication.

The researcher further noted that, in key participants' views, a translator and interpreter were one and the same and therefore, they used these terms interchangeably, suggesting that a translator may be supportive during the data collection process, doing real-time interpreting. In the researcher's view, these participants' rigid understanding of a translator's role may be the reason why translators are mostly not hired in other stages of cross-language qualitative studies. Nevertheless, two key participants recognised that translators may be valuable as they are able to draw meaning from texts that is not necessarily noticed by the researcher.

5.3.2 Main theme 2: Translation challenges in cross-language qualitative research

The second main theme (§4.5.2) highlighted translation challenges that may occur in cross-language qualitative research, as experienced by key participants in the study. Key participants firstly reported experiencing language barriers between them and their research

participants during the data collection process. In most cases, the English language was not the mother tongue of the researcher nor the participant(s). However, English was used as medium of communication as both the research and participant(s) were proficient (although to a lesser degree) in this language. Key participants reported only recognising the ripple effects of these language barriers after collecting their data. Secondly, key participants reported that English-Afrikaans translation of terminology often caused problems, as subject literature and terminology are mostly written in the English language and often, standardised Afrikaans equivalents for English terminology are lacking. Thirdly, it also emerged that the lack of translation aids and outdated bilingual scientific dictionaries add to the difficulty of translating subject terminology from English into Afrikaans. Key participants in this study generally did not hire translators to translate terminology and verbatim quotes from their participants during their studies. When they encountered translation challenges in this regard, they rather consulted academic peers or used online translation aids such as Google Translate. When key participants experienced language barriers during their data collection processes, they used lay interpreters from their participant group to interpret what another participant had said, rather than hiring an interpreter. Some participants did, however, report that translators played a vital role during the finalisation (that is, during the language-editing process) of their studies by checking the translation of terminology. Fourthly, findings also indicated that, in cases where translators were hired (in case of this study, specifically to translate data collection instruments and editing the final manuscript before examination), their credentials and/or experience played a significant role in the quality of the translations, whether positive or negative. In one case, for example, a highly qualified and accredited translator reportedly translated a data collection instrument, using vocabulary that was too difficult and not age-appropriate for the target group (primary school children). In another key participant's experience, the editor she had hired was not familiar with the language used in the particular subject field and therefore she mistranslated terminology, even though she was a certified language practitioner. Other key participants reported that the language practitioner they had hired made a significant contribution to the value of their studies as these professionals were knowledgeable on or had experience in their particular fields of study in psychology. The latter possibly highlights that a language practitioner's or translator's experience of the subject language and register together with a high language proficiency (whether or not such a person is accredited or certified) may outweigh another language practitioner who is merely accredited or certified but has no knowledge with regard to the subject language and register used in a particular study. It is important to note that

key participants did not check the credentials, experience or background of the language practitioners prior to hiring them.

5.3.3 Main theme 3: Specific reasons why translators may be included in or excluded from cross-language qualitative research

Under the third theme (§4.5.3), reasons why translators may be included in or excluded from cross-language qualitative research, in the view of key participants, were highlighted. As also alluded to in the previous paragraphs, key participants indicated that translators may play a valuable role in translating data collection instruments and editing a research report before submitting for examination. However, in general, participants in this study strongly asserted that, as researchers, they have mastered the languages used in research in South Africa (Afrikaans and English) and hence they deemed the inclusion of translators in cross-language qualitative research futile. Two participants acknowledged the value a translator might add to a cross-language qualitative study and admitted that they may have been narrow-minded and arrogant by thinking that a translator can be excluded because of his/her belief that he/she is proficient enough in language in the research context. Key participants did, however, emphasise that interpreters may be valuable in cross-language research that involves participants in rural areas, where an African language may be the mother tongue of such participants.

Furthermore, findings revealed that translators or interpreters (where applicable) may be excluded from a cross-language qualitative study due to several ethical considerations. The sensitivity of the topic under investigation (for example, when working with victims of violence) may warrant the exclusion of an interpreter during the data collection process in order to protect the anonymity of participants. Two key participants said that they excluded an interpreter from their data collection processes as they were careful not to evoke feelings of cultural or ethnic inferiority among their participants. In one of these key participant's view, African research participants may choose to communicate with the researcher in the English language out of respect for the researcher and therefore including an interpreter might not be necessary.

Also, as mentioned earlier, key participants' understanding of what the role of a translator entails (that is, specifically that such a person mainly fulfils the role an interpreter would, namely real-time interpreting during interviews) may be the main reason why translators are excluded from cross-language qualitative studies.

One key participant recognised that translation in her study, specifically the translation of data or verbatim quotes, did not fit her particular research design (phenomenology) as the language research participants use to describe their experiences is deemed significant. It is recognised that translation in such a case might lead to a loss of meaning, as the language participants use to describe their experiences is also underpinned by the cultural context from which they come.

Finally, translators may not be hired because researchers may not have the financial means to do so. Translation services are perceived to be expensive and researchers often do not make provision for such services in their research budgets, and therefore, they handle most language matters themselves.

5.3.4 Main theme 4: The nature of final research reports in cross-language qualitative research in psychology

The fourth theme (§4.5.4) entailed a discussion on the nature of final research reports in cross-language qualitative research in psychology. It was noticeable that, in their final research reports, none of the key participants in this study reported on language challenges experienced in their studies and the possible impact it had on the research methodology or qualitative data. They did not deem it an important aspect of a qualitative study. In essence, the information provided by these participants in this study on the translation challenges they had experienced during their studies were only reported during their participation in this study and would otherwise be hidden from other scholars who read their research reports (dissertation, theses, or articles). This might leave prospective cross-language researchers uninformed with regard to the challenges that might arise when conducting research of this nature. In addition, in some of the research reports sampled in this study to conduct document analysis, the language or mother tongue of the participants in their studies were often discussed, however, very superficially. In sampled research reports, only one or more of the following general statements were made about language matters in those studies: the researchers mostly only mentioned (as part of the biographic information) the language profile of their research participants; that the data for the study were collected in either Afrikaans or English; and that the data were translated and analysed. Only one researcher (R3, see Table 4.2) mentioned in their research report that language was a hindrance to the collection of data, since participants in that study could not adequately express themselves as their mother tongue was a language other than English. This researcher ultimately

recommended that an interpreter be included in future studies in the same field. Moreover, in the sampled dissertations and theses, no mention was further made of culture and how participants of different cultures to that of the researcher may have impacted the data collection process. Similar to the key participants' accounts in this study, interviews were often conducted in languages in which these researchers were proficient (English and Afrikaans) despite some of their research participants often speaking an official African language. And, finally, although some of the sampled manuscripts were edited by SATI-accredited practitioners, translation and syntax errors were observable in these texts. In some cases, the Afrikaans language usage seemed unnatural as the vocabulary and grammar in these Afrikaans texts seemed akin to that of English, or otherwise, the influence of English was observable in Afrikaans texts that were translated from English. It is important to bear in mind, however, that researchers may have access to the documents after the editing, and therefore they may amend texts themselves, possibly introducing various language errors.

5.3.5 Main theme 5: Recommendations for translation practice in cross-language qualitative research

Lastly, two key participants also made recommendations, specifically regarding translation practice (§4.5.5). One participant suggested that subject-specific scientific dictionaries be published as those that were available at the time of her research to look up the translation of terminology in psychology, were outdated. It was further suggested that online translation resources or mobile applications (*apps*) be developed for cross-language qualitative researchers so that they have translation aids available when encountering English-Afrikaans translation challenges during their studies. Another key participant emphasised the need for translators to make themselves more visible, and therefore accessible, to the academic university, as academics do not always know where to find translators when such services are needed.

To summarise, from this research it was clear that including translators in cross-language qualitative research is not a common practice among the participant group under study, and matters concerning translation and how challenges in this regard were dealt with in such a research project are grossly neglected and mostly omitted in postgraduate research reports. However, as this study comprised a small participant group, the findings cannot be generalised to the broader postgraduate student population in South African universities and

more research needs to be conducted to investigate this topic at different universities and subject groups.

5.4 SIMILARITIES BETWEEN FINDINGS FROM THIS STUDY AND PREVIOUS STUDIES

Findings that emerged from this study are mostly similar to findings reported in the literature on cross-language qualitative research. Three main similarities can be highlighted:

- Generally, cross-language qualitative researchers do not recognise cross-language issues in qualitative research and the bearing these issues might have on the quality of their studies and as a result, translation is neglected or overlooked, and translators are mostly excluded from such studies;
- Cross-language qualitative researchers mostly play a double role (as both researcher and translators) in their studies;
- Disregarding translation issues and processes in a cross-language qualitative study impact the quality of the data collected and the trustworthiness of the study.

The next section lists the limitations of this study.

5.5 LIMITATIONS OF THE STUDY

The limitations were noted:

- The number of students within the different categories of psychology may be limited due to limited resources and the availability of appropriate supervisors, and therefore sampling participants for similar studies might be a challenge;
- Potential participants may be hard to reach, especially in a university setting where the researcher is not known to the population. In accordance with the Protection of Personal Information Act (No. 4 of 2013) (POPI Act), the university is not allowed to disclose the contact information of potential participants to any researcher, and hence the researcher depends on potential participants (after hearing of the research directly from their university or faculty) to contact him/her to participate in the research project. However, this sampling strategy did not yield participants who fitted the inclusion criteria of this study. Individual postgraduate students were able to suggest other former and enrolled students in their networks who could have possibly participated in the study (snowball sampling). Nevertheless, even the network of

potential participants in snowball sampling may be limited, as was the case in this research.

- Potential participants may further be limited in cases where postgraduates only conduct quantitative research, or even qualitative research where the only medium of communication in all stages of the research process was English and involved no cross-language matters;

- Participants may not be aware of possible mistranslations (for example, the English-Afrikaans translation of subject terminology or literature) or other translation pitfalls in their own studies;

- Potential participants may not know that they are eligible to participate in the research due to their unfamiliarity or lack of awareness or knowledge regarding the role that translators may play in different stages of a cross-language qualitative study in psychology. Those students who do participate may also have limited knowledge and experiences to share, since their knowledge on this topic may also be limited;

- Participants may also not be interested in participating as they may view themselves as being proficient in languages and having the ability to act as both researcher and translator, and may therefore deem the involvement of translators in the research process unnecessary;

- The use of qualitative (online or e-mail) questionnaires as a research method to collect data from participants may yield limited data. In some cases, as in this study, the researcher may, for example, also need to conduct follow-up telephone (or personal) interviews – with those participants who agree to such an interview or who can be reached – in order to further explore participants' views.

5.6 RECOMMENDATIONS FOR FUTURE TRANSLATION RESEARCH AND PRACTICE

In light of the research findings, the following recommendations can be made for future research and practice on translation and the role of translators in cross-language qualitative research in general and specifically in the field of psychology:

5.6.1 Recommendations for future research

- Similar research may be conducted, focusing on African-language mother-tongue postgraduate students to explore their views on the role of translators (or interpreters)

in cross-language qualitative research. Research in this regard can be extended to other fields of study in social sciences.

- Educational programmes can be developed and presented to inform cross-language qualitative researchers about the role of language and translators (and interpreters) in studies of this nature;

- More research may be conducted on possible ethical dilemmas that might emerge when considering including translators (or interpreters) in different stages of a cross-language qualitative study in psychology;

- More research may be conducted on the impact of the quality of the data collected and reported in cases where neither the researcher nor the participants communicate in their mother-tongue language and English is used as medium of communication, even though both parties' proficiency in English is limited.

- Research may be conducted on the marketing strategies of scientific translators, or otherwise those who prefer working with scientific texts, to market their services to academic communities.

5.6.2 Recommendations for translation practice

The following recommendations can be made for translation practice:

- Translators may collaborate with different subject groups to conduct a needs analysis regarding the needs of academics in terms of translation or interpretation in cross-language qualitative research;

- Researchers and practitioners in the field of translation may also develop translation resources that can be used by cross-language qualitative researchers in psychology or other subject fields in social sciences, for example, bilingual scientific, subject-specific dictionaries/corpora (whether printed and/or electronic), or even applications (that is, apps for mobile devices).

- As is indicated in the findings of this study, key participants were generally unaware of the role translators may play in different stages of a cross-language qualitative study. Supervisors/promoters to cross-language qualitative researchers could also be educated on possible cross-language issues that may arise in such studies, and the role of scientific researchers. They should then encourage students to make use of translation services if applicable in their particular study.

5.7 SUMMARY

The background and rationale for this study, the main aim and specific objectives, key participants and sampling, and the research design and methodology were first discussed in this chapter. An overview of the key findings that emerged from this study and conclusions were also provided, followed by three main findings from this study that are similar to relevant literature on cross-language qualitative research. Limitations of this study, which may possibly inform future scholars on limitations that may emerge during similar studies, were also highlighted. To conclude, recommendations were made for forthcoming research and practice regarding translation in cross-language qualitative research in general and specifically in psychology.

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APPENDIX A: ETHICAL CLEARANCE CERTIFICATE

UNISA | university of south africa

DEPARTMENT OF LINGUISTICS AND MODERN LANGUAGES:

RESEARCH ETHICS REVIEW COMMITTEE

06 February 2017

Ref #: TS_JDV022_2017

Dr J de Vos

Student #: 45177600

Dear Dr De Vos

Decision: Ethics Approval

Name: Dr J de Vos
4 Scheepers
Pothefstroom

Tel: 072 435 8024

Supervisor: Dr ABB Nokele

Proposal: The role of translators in cross-language qualitative research in psychology.

Qualification: MA – Translation Studies

Thank you for the application for research ethics clearance, first received on *28 November 2016* by members of the Department of Linguistics and Modern Languages Research Ethics Review Committee (RERC) for the above-mentioned research, and then revised in January 2017. Approval is granted for the research undertaken for the duration of your master's studies.

For full approval: The application was reviewed in compliance with the Unisa Policy on Research Ethics by the Department of Linguistics and Modern Languages Research Ethics Review Committee on 02 February 2017.

The proposed research may now commence with the proviso that:

1) *The researcher will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*

2) *Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the*

3) Department of Linguistics and Modern Languages Research Ethics Review Committee Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.

4) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note:

The reference number (top right corner of this communiqué) should be clearly indicated on all forms of communication (e.g. Webmail, e-mail messages, letters) with the intended research participants, as well as with the Department of Linguistics and Modern Languages RERC.

On behalf of the departmental RERC, we wish you everything of the best with your research study. May it be a stimulating and fruitful journey!

Kind regards

Prof EJ Pretorius

Chair: Department of Linguistics and Modern Languages RERC
Tel: (012) 429 6028
pretoej@unisa.ac.za

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APPENDIX B: LETTERS REQUESTING PERMISSION TO CONDUCT RESEARCH, AND PERMISSION FROM THE SELECTED SOUTH AFRICAN UNIVERSITY TO CONDUCT RESEARCH

Dr J de Vos
Postgraduate student
MA in Linguistics (Translation Studies)
UNISA

Cell phone: 072 435 8024
email:
acadwritingconsult@icloud.com

Ethics nr: TS_JDV022_2017

Student nr: 45177600

28 March 2017

Dear colleagues

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT THE FACULTY OF EDUCATION ███████████████████ SUBJECT GROUP – ███████████████ EDUCATIONAL PSYCHOLOGY)

Literature in translation studies emphasise the significant role of translation and translators in qualitative research. However, the research in this field of study also indicates that qualitative researchers neglect to report on the translation process and translation issues when they have conducted cross-language qualitative research (i.e. studies that involve the translation of textual data). Research indicates that researchers may translate texts themselves, which may lead to translation errors, and specifically in the case of qualitative data (gathered through different methods, such as interviews, personal journals, etc.), mistranslation may have affect the trustworthiness of qualitative data (see research proposal for literature on the above-mentioned).

It is unclear to what extent researchers include translators, specifically in the field of psychology. Therefore, I have proposed conducting research on the role of translators in cross-language qualitative research in psychology. This is a Master's degree (Translation Studies) at the

Department of Linguistics and Modern Languages, Unisa, supervised by Dr ABB Nokele. This qualitative study will specifically focus on Master's students conducting qualitative research that may involve translation (e.g. transcripts, the translation of data collection instruments, etc.) during their research process. The aim of this study will be to investigate these students' views on the role of translators in cross-language qualitative research in psychology, whether they include(d)/exclude(d) translators from their research process, and the possible reasons for their decision in this regard.

I hereby request permission to conduct research with Master's degree students (for this study it was decided to focus on the specific category of Educational Psychology) ████████ ███████████████ specifically those students who are – at the time of this research – at the stage of collecting and/or analysing qualitative data, finalising their qualitative studies, or who have finalised their studies in 2016. The researcher primarily proposed to conduct research at this specific campus since she also lives in ███████████ and can request to access the research site should it be necessary. However, although data for the proposed study will be gathered at this particular campus, the identity of participants and the specific institution will be confidential.

With your permission, a pilot study will first be undertaken in the first semester (February–June 2017). Findings of the pilot study will indicate whether amendments (if any) have to be made to the proposed research process (e.g. the sampling method, research methods). The main study will be conducted in the second semester (July–December 2017) (please see details on the research process and ethical considerations in attached research proposal).

The anticipated contributions of this research are as follows: the findings may shed light on the current role of translators in the academia, specifically in cross-language qualitative research in psychology; participants may provide significant research-related reasons for including/ excluding translators from their qualitative research process; the need for and importance of translators in cross-language qualitative research in psychology may be highlighted; and specific translation issues that may arise in cross-language qualitative research in psychology may be identified. Awareness regarding the role of translation/translators in qualitative research may create a research culture at the ██████ that places great value on the use of translators in qualitative research and the role they may play in producing quality research, specifically in the field of psychology.

Should you have any enquiries regarding the intended research, you may contact Dr J de Vos at 072 4358 024 or acadwritingconsult@icloud.com, or my supervisor, Dr ABB Nokele, at 012 429 6928 or nokelbba@unisa.ac.za.

Yours sincerely.

Jackie de Vos

Dr J de Vos
Postgraduate student
MA in Linguistics (Translation Studies)
UNISA

Cell phone: 072 435 8024
email: acadwritingconsult@icloud.com

Ethics nr: TS_JDV022_2017

Student nr: 45177600

5 May 2017

Dear ▮▮▮▮▮▮ and colleagues

REQUEST FOR PERMISSION TO ALSO INCLUDE PHD STUDENTS IN PROPOSED STUDY

I want to thank you for your permission to conduct research at the ▮▮▮▮▮▮▮▮▮▮▮▮▮▮

After careful consideration, we have decided to request your permission to also include PhD candidates in the study. I have realised that the number of students in various subcategories of Psychology, and especially on a postgraduate level, may be limited – therefore the number of potential participants may possibly also be limited, especially since the study is focused on only one context in which studies in Psychology are conducted. Including PhD candidates in the proposed study (in addition to MEd students in the same category of Psychology) will possibly minimise limitation with regard to the number of potential participants that can be sampled for the proposed study. The proposed sampling methods, research design and methods, method of data analysis, and the anticipated timeline of the study are still as initially proposed.

My supervisor and the Chair of the Higher Degrees Committee at Unisa approved the amendment to the study.

Should you have any enquiries regarding the intended research, you may contact me, or my supervisor, Dr ABB Nokele, at 012 429 6928 or nokelbba@unisa.ac.za.

Yours sincerely.

Jackie de Vos

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
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J de Vos

Per email: acadwritingconsult@icloud.com

Tel: ▮▮▮▮
Fax: ▮▮▮▮
Web: ▮▮▮▮

INSTITUTIONAL REGISTRAR
Tel: ▮▮▮▮
Fax: ▮▮▮▮
Email: ▮▮▮▮

18 April 2017

▮▮▮▮ PERMISSION GRANTED

Based on the documentation provided by the researcher specified below on **29/03/2017**, the ▮▮▮▮ ▮▮▮▮ Committee ▮▮▮▮ hereby grants permission for the specific project (as indicated below) to be conducted at the ▮▮▮▮.

Project title: The role of translators in cross-language qualitative research in psychology.

Project leader: J. De Vos
Supervisor: Dr ABB Nokele

▮▮▮▮ reference no: ▮▮▮▮GK-2017-004

Specific Conditions:
- Emphasis is placed on the voluntary nature of participation.
- The availability of prospective participants will not be mediated by the ▮▮▮▮ personnel, but is the responsibility of the researcher him/herself.
- The permission to access the ▮▮▮▮ for the recruitment of participants do not entail that ▮▮▮▮ Academic or Support staff are obliged to assist with the distribution of the recruitment documentation. Such assistance can occur if voluntary.
- The ▮▮▮▮ can (with assistance from the Department of Research Support) advertise/ publish a notification of your research project (provided by the researcher) on various web-based mediums through which interested parties may contact the researcher.

Approval date: 04/04/2017   **Expiry date**: 04/04/2018

General Conditions of Approval:
- The ▮▮▮▮ will not take the responsibility to recruit research participants or to gather data on behalf of the researcher. This committee can therefore not guarantee the participation of our relevant stakeholders.
- Any changes to the research protocol within the permission period (for a maximum of 1 year) must be communicated to the ▮▮▮▮ Failure to do so will lead to withdrawal of the permission.
- The ▮▮▮▮ should be provided with a report or document in which the results of said project are disseminated.

Please note that under no circumstances will any personal information of possible research subjects be provided to the researcher by the ▮▮▮▮ The ▮▮▮▮ complies with the Promotion of Access to Information Act 2 of 2000 (PAIA) as well as the Protection of Personal Information Act 4 of 2013 (POPI).

The ▮▮▮▮ would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the ▮▮▮▮ for any further enquiries or requests for assistance.

J de Vos
Per email: acadwritingconsult@icloud.com

Private Bag █████████
South Africa ████████

Tel: ████████████
Faks: ███████████
Web: ████████████

████████ **PERMISSION GRANTED / DENIED LETTER**

Based on the documentation provided by the researcher specified below, on **08/05/2017** the ██████████████████ ███████████████████ hereby grants permission for the amendments requested by the project leader of the project (as indicated below):

Project title: The role of translators in cross-language qualitative research in psychology.

Project leader: J. De Vos
Supervisor: Dr ABB Nokele

████ **reference no**: ████ GK-2017-004

Specific Conditions: Given that the specific conditions are met as was specified in the original approval letter from the █████ meeting of 04/04/2017 the researcher may also recruit Phd candidates as well as relevant students from Learner Support for her research.

Approval date: 04/04/2017   **Expiry date: 04/04/2018**

General Conditions of Approval:

- The ████████ will not take the responsibility to recruit research participants or to gather data on behalf of the researcher. This committee can therefore not guarantee the participation of our relevant stakeholders.
- Any changes to the research protocol within the permission period (for a maximum of 1 year) must be communicated to the ████████ Failure to do so will lead to withdrawal of the permission.
- The ████████ should be provided with a report or document in which the results of said project are disseminated.

Please note that under no circumstances will any personal information of possible research subjects be provided to the researcher by the ████████ The ████ complies with the Promotion of Access to Information Act 2 of 2000 (PAIA) as well as the Protection of Personal Information Act 4 of 2013 (POPI). For an application to access such information please contact ██████████████████████████ for the relevant enquiry form or more information on how the ████ complies with PAIA and POPI.

The ████████ would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the ████████ for any further enquiries or requests for assistance.

Yours sincerely,

APPENDIX C: BACKGROUND INFORMATION AND INFORMED CONSENT LETTERS

I hereby invite you to participate in my research study. The background information of the study and informed consent letter is attached. Participation is voluntary. Should you want to participate in the study, you can contact Dr Jackie de Vos at acadwritingconsult@icloud.com. *Participation will make a significant contribution to the knowledge regarding translation/translation practice in the academic context. Your participation will be much appreciated!*

Dr J de Vos
Postgraduate student
MA in Linguistics (Translation Studies)
Unisa

072 435 8024
acadwritingconsult@icloud.com
Ethics nr.: TS_JDV022_2017
Student nr.: 45177600

Dear former/current Postgraduate Student

(M and PhD students in Educational Psychology and Learner Support/Special Needs in Education)

RESEARCH STUDY: BACKGROUND INFORMATION

I am conducting research on former and current postgraduate students' views on the role of translators in cross-language qualitative research in psychology (Faculty of Education).

As postgraduate students may conduct psychological-related research in various social and educational contexts in South Africa, they may collect data that might have to be translated from any official language to English or Afrikaans in their research reports. This study intents to investigate your views on the role of translators in the cross-language qualitative research process, if you have included or excluded translators at any stage of your study, and if not, your reasons in this regard. You may also provide examples of possible translation problems you may have experienced at any stage of your research.

Your participation in this study will be appreciated.

The approved research title is:

"The role of translators in cross-language qualitative research in psychology[4]"

conducted by

Dr Jackie de Vos from the **University of South Africa (Unisa)**,

supervised by

Dr ABB Nokele at the **Department of Linguistics and Modern Languages (Unisa)**.

Permission to conduct the study was also requested from and granted by the [name omitted] (ref nr.: [name omitted]-GK-2017-004).

Details of participation

The data will be collected by means of a semi-structured telephone and/or email interview (depending on personal preference). Interviews will be conducted at a time which is comfortable for you. The duration of interviews may be approximately half an hour.

Should you want to participate in this study, you can complete the informed consent letter below and send it back to me via email (acadwritingconsult@icloud.com). Please do not hesitate to contact me if you have any questions regarding the study.

---

[4] The title of the dissertation was amended before submission.

Kind regards.

Jackie de Vos

INFORMED CONSENT

Participation in:

"The role of translators in cross-language qualitative research in psychology"

1. I understand that my participation is voluntary and that I may withdraw at any stage of the research without stating reasons;
2. I may use a pseudonym if I wish to. My identity and that of the institution will be confidential;
3. I am aware of what my participation in the study will involve;
4. I am aware that no remuneration is involved for my participation in this research;
5. I am aware that there are no risks involved in participation;
6. All questions that I have regarding the research have been answered satisfactorily.

I, the undersigned, hereby agree to participate in the research.

Participant's full names and signature:

Contact number and/or email address:

Date:

Hiermee nooi ek u vriendelik uit om aan my navorsingstudie deel te neem. Die agtergrondinligting van die studie en ingeligte toestemmingsbrief is hierby aangeheg. Deelname is vrywillig. Indien u sou belangstel om deel te neem, kan u dr. Jackie de Vos kontak by acadwritingconsult@icloud.com. Deelname aan die studie sal 'n groot bydrae lewer tot die kennis oor vertaling/vertaalpraktyk in die akademiese konteks. U deelname sal opreg waardeer word!

Dr J de Vos
Nagraadse student
MA Linguistiek
(Vertaalstudies)
Unisa

072 435 8024
acadwritingconsult@icloud.com
Etieknommer:
TS_JDV022_2017
Studentenr.: 45177600

Beste voormalige/huidige Nagraadse Student

(M- en PhD-studente in Opvoedkundige Sielkunde en Leerderondersteuning/Onderwys vir Spesiale Behoeftes)

NAVORSINGSTUDIE: AGTERGRONDINLIGTING

Ek doen tans navorsing oor voormalige en huidige nagraadstudente se sienings oor die rol van vertalers in kruis-taal kwalitatiewe navorsing in sielkunde studies (Fakulteit Opvoedkunde).

Nagraadse studente kan sielkunde-verwante kwalitatiewe navorsing in verskeie sosiale en opvoedkundige kontekste in Suid-Afrika uitvoer en daarom kan hulle data insamel wat moontlik in hul navorsingsverslae van enige amptelike taal in Engels of Afrikaans vertaal moet word. Die doel van hierdie studie is om ondersoek in te stel na u siening oor die rol van vertalers in kruis-taal kwalitatiewe navorsing in sielkunde, of u 'n vertaler(s) in enige stadium in u studie ingesluit of ingesluit het, en om ondersoek in te stel na die redes vir u keuse in dié verband. U mag ook voorbeelde gee van moontlike vertaalprobleme wat u in enige stadium van u navorsing ervaar het.

U deelname aan hierdie studie sal opreg waardeer word.

Die goedgekeurde titel van die navorsing is:

"The role of translators in cross-language qualitative research in psychology"

(Afrikaanse vertaling: Die rol van vertalers in kruis-taal kwalitatiewe navorsing in sielkunde)

onderneem deur

dr Jackie de Vos aan die **Universiteit van Suid-Afrika (Unisa)**,

onder leiding van

dr ABB Nokele in die **Departement van Linguistiek en Moderne Tale (Unisa)**.

Toestemming om die studie uit te voer, is ook versoek van en toegestaan deur die [naam uitgelaat] (ref no.: [naam uitgelaat]-GK-2017-004).

Besonderhede van deelname
Die data sal deur middel van semi-gestrukureerde telefoon- en/of epos-onderhoude ingesamel word (na gelang van persoonlike voorkeur). Onderhoude sal gevoer word op 'n tyd wat vir u gemaklik is. Onderhoude kan ongeveer 'n halfuur duur.
Indien u sou belangstel om aan die studie deel te neem, kan u die onderstaande ingeligte toestemmingsbrief invul en weer per epos (acadwritingconsult@icloud.com) aan my terugstuur. Moet asseblief nie huiwer om my te kontak indien u enige vrae rakende die studie het nie.

Vriendelike groete.

Jackie de Vos

INGELIGTE TOESTEMMING

Deelname aan:
"The role of translators in cross-language qualitative research in psychology"
(Die rol van vertalers in kruis-taal kwalitatiewe navorsing in sielkunde)

1. Ek verstaan dat my deelname vrywillig is en dat ek te eniger tyd aan die navorsing kan onttrek sonder om redes te verskaf;
2. Ek mag 'n skuilnaam gebruik indien ek wil. My identiteit en dié van die instelling sal vertroulik bly;
3. Ek is bewus van wat my deelname in die studie behels;
4. Ek is bewus dat daar geen vergoeding sal wees vir my deelname aan die navorsing nie;
5. Ek is bewus dat daar geen risiko's verbonde is aan my deelname nie;
6. Alle vrae wat ek rakende die navorsing het, is bevredigend beantwoord.

Ek, die ondergetekende, stem hiermee in om aan die navorsing deel te neem.

Deelnemer se volle name en handtekening:

Kontaknommer en/of epos-adres:

Datum:

APPENDIX D: INTERVIEW GUIDE

The interview guide comprised the following questions:

a. Please provide a general summary of your study. What is the general focus of your study (phenomenon investigated, educational context, data collection methods used)? *Verskaf asseblief 'n algemene opsomming van u studie. Wat is die algemene fokus van u studie (fenomeen wat ondersoek word/is, opvoedkundige konteks, data-insamelingsmetodes gebruik, moedertaal van deelnemers)?*

b. In your opinion, what role, if any at all, can a translator play in a cross-language qualitative study in psychology? / *Na u mening, watter rol, indien enige, kan 'n vertaler speel in 'n kruis-taal kwalitatiewe studie in sielkunde?*

c. Did you involve a translator(s) in your study to translate and/or interpret qualitative data? Please give reasons for your answer. / *Het u 'n vertaler(s) by u studie betrek om kwalitatiewe data te vertaal en/of te interpreteer? Verskaf asseblief redes vir u antwoord.*

d. If you have involved a translator(s), what were his/her qualifications or experience? / *Indien u wel 'n vertaler(s) betrek het, wat was sy/haar kwalifikasies of ervaring?*

e. If you have involved a translator(s), has he/she in any way contributed to your understanding of the phenomenon you investigated? *Indien u wel 'n vertaler(s) betrek het, het hy/sy op enige manier bygedra tot u begrip rakende die fenomeen wat u ondersoek?*

f. In your opinion, what are the possible reasons, if any, for not involving a translator in a cross-language qualitative study in psychology (in general)? / *Na u mening, wat is die moontlike redes, indien enige, waarom 'n vertaler nie in 'n kruis-taal kwalitatiewe studie in sielkunde betrek word nie (in die algemeen)?*

g. What other translation problems (of any nature, possibly literature, terminology, during the data collection process, verbatim quotes, etc.), if any, have you encountered at any stage of your research study? / *Watter vertaalprobleme (van enige aard, moontlik in die literatuur, terminologie, tydens die data-insamelingsproses, verbatim aanhalings, ens.), indien enige, het u in enige stadium van u navorsingstudie teëgekom?*

h. Can you give examples of the translation problems (of any nature) you have encountered at any stage of your research study? (examples from your manuscript may also be used). / *Kan u voorbeelde verskaf van vertaalprobleme (van enige aard) wat u in enige stadium van u navorsingstudie teëgekom het? (voorbeelde uit u manuskrip mag ook gebruik word).*

i. In general, what translation resources (for example, dictionaries, colleagues, professionals, online resources), if any, do you consult when you encounter a translation problem at any stage in your research study? / *In die algemeen, watter vertaalhulpbronne (bv. woordeboeke, kollegas, kundiges, aanlynhulpbronne), indien enige, raadpleeg u wanneer u 'n vertaalprobleem in enige stadium van u navorsingstudie teëkom?*

j. Are there any other comments that you can/want to add regarding the use and role of translators in qualitative studies in psychology? / *Is daar enige ander kommentaar wat u wil/kan byvoeg rakende die gebruik en rol van vertalers in kwalitatiewe sielkundestudies?*

k. (PhD candidates, probing question / *PhD-kandidate, ondersoekende vraag*): How does your opinion differ now in terms of the role of a translator in qualitative research in comparison to your opinion during your master's degree study? / *Hoe verskil u opinie nou in terme van die rol van 'n vertaler in kwalitatiewe navorsing vergeleke met u opinie gedurende u meestersgraadstudies?*

APPENDIX E: TRANSCRIPTS

QRP1 (VERBATIM E-MAIL RESPONSES)

a. Please provide a general summary of your study. Wat is the general focus of your study (phenomenon investigated, educational context, data collection methods used)? *Verskaf asseblief 'n algemene opsomming van u studie. Wat is die algemene fokus van u studie (fenomeen wat ondersoek word/is, opvoedkundige konteks, data-insamelingsmetodes gebruik, moedertaal van deelnemers)?*

[Identifiable information omitted]

Kwalitatiewe navorsing met 'n interpretivistiese paradigma is in hierdie fenomenologiese studie gebruik. Die deelnemers verteenwoordig die diversiteit in Suid-Afrika. Die deelnemers was Afrikaans, Engels en Sepedi. Data is by drie verskillende skole ingesamel deur middel van semi-gestruktureerde individuele onderhoude, oop-einde-vraelyste en observasie. [Identifiable information omitted].

b. In your opinion, what role, if any at all, can a translator play in a cross-language qualitative study in psychology? / *Na u mening, watter rol, indien enige, kan 'n vertaler speel in 'n kruis-taal kwalitatiewe studie in sielkunde?*

'n Vertaler speel 'n baie groot rol in 'n kruis-taal kwalitatiewe studie. Die vertaler is van hulp om sekere betekenisvolle inligting in konteks in 'n spesifieke taal te help ontsluit. Die vertaler is verder van kardinale hulp om 'n gestruktureerde verwysings raamwerk van betekenis en sin aan sleutelkonsepte te verskaf.

c. Did you involve a translator(s) in your study to translate and/or interpret qualitative data? Please give reasons for your answer. / *Het u 'n vertaler(s) by u studie betrek om kwalitatiewe data te vertaal en/of te interpreteer? Verskaf asseblief redes vir u antwoord.*

Ek het nie op formele vlak van 'n vertaler gebruik gemaak nie maar wel op 'n informele wyse in terme van die Sepedi/Engelse sprekers sodat ek presies kan verstaan wat hulle tydens die data-insameling bedoel. Bogenoemde was nodig sodat die korrekte

interpretasie vanuit die deelnemer se verwysings raamwerk korrek verstaan en interpreteer word.

d. If you have involved a translator(s), what were his/her qualifications or experience? / *Indien u wel 'n vertaler(s) betrek het, wat was sy/haar kwalifikasies of ervaring?*

Die "informele" vertaler(s) het albei B.Ed. Onderwysgrade gehad.

e. If you have involved a translator(s), has he/she in any way contributed to your understanding of the phenomenon you investigated? *Indien u wel 'n vertaler(s) betrek het, het hy/sy op enige manier bygedra tot u begrip rakende die fenomeen wat u ondersoek?*

Ja die "informele" vertaler het bygedra tot 'n beter begrip rakende die fenomeen wat ek ondersoek het.

f. In your opinion, what are the possible reasons, if any, for not involving a translator in a cross-language qualitative study in psychology (in general)? / *Na u mening, wat is die moontlike redes, indien enige, waarom 'n vertaler nie in 'n kruis-taal kwalitatiewe studie in sielkunde betrek word nie (in die algemeen)?*

Die enigste geldige rede, na my mening sou wees waarom 'n vertaler nie in 'n kruis-taal kwalitatiewe studie betrek word nie, is wanneer die navorser 'n meester op die taal gebied is van dit wat nagevors word. Deeglike insig en begrip en diepgaande betekenis moet deel wees van die navorser se vordering.

g. What other translation problems (of any nature, possibly literature, terminology, during the data collection process, verbatim quotes, etc.), if any, have you encountered at any stage of your research study? / *Watter vertaalprobleme (van enige aard, moontlik in die literatuur, terminologie, tydens die data-insamelingsproses, verbatim aanhalings, ens.), indien enige, het u in enige stadium van u navorsingstudie teëgekom?*

Die enigste probleem was om presies weer te gee wat die Sepedi-deelnemers bedoel het met dit wat hulle verbaliseer. Insig en begrip as verwysingsraamwerk moes deeglik oor besin word.

h. Can you give examples of the translation problems (of any nature) you have encountered at any stage of your research study? (examples from your manuscript may also be used). / *Kan u voorbeelde verskaf van vertaalprobleme (van enige aard) wat u in enige stadium van u navorsingstudie teëgekom het? (voorbeelde uit u manuskrip mag ook gebruik word).*

Geen vertaalprobleme nie.

i. In general, what translation resources (e.g. dictionaries, colleagues, professionals, online resources), if any, do you consult when you encounter a translation problem at any stage in your research study? / *In die algemeen, watter vertaalhulpbronne (bv. woordeboeke, kollegas, kundiges, aanlynhulpbronne), indien enige, raadpleeg u wanneer u 'n vertaalprobleem in enige stadium van u navorsingstudie teëkom?*

Woordeboeke, kundige kollegas, kundige vakadviseer

j. Are there any other comments that you can/want to add regarding the use and role of translators in qualitative studies in psychology? / *Is daar enige ander kommentaar wat u wil/kan byvoeg rakende die gebruik en rol van vertalers in kwalitatiewe sielkundestudies?*

Geen.

k. (only for PhD candidates/ slegs vir PhD-kandidate): How does your opinion differ now in terms of the role of a translator in qualitative research in comparison to your opinion during your master's degree study? / *Hoe verskil u opinie nou in terme van die rol van 'n vertaler in kwalitatiewe navorsing vergeleke met u opinie gedurende u meestersgraadstudies?*

Ek gaan nou meer gebruik maak van 'n vertaler tydens my PhD studies. 'n Vertaler kan 'n groot rol speel in die daarstel van 'n skripsie.

QRP1 (E-MAIL INTERVIEW: ENGLISH TRANSLATION)

a. Please provide a general summary of your study. Wat is the general focus of your study (phenomenon investigated, educational context, data collection methods used)?

[Identifiable information omitted]

Qualitative research with an interpretivistic paradigm was used in this phenomenological study. The participants represent the diversity in South Africa. The participants were Afrikaans-, English- and Sepedi-speaking. Data were collected at three different schools by means of semi-structured individual interviews, open-ended questionnaires and observation.

[Identifiable information omitted].

    b. In your opinion, what role, if any at all, can a translator play in a cross-language qualitative study in psychology?

A translator plays a major role in a cross-language qualitative study. The translator assists to unlock certain information within context in a specific language. The translator is further of cardinal assistance to provide a structured reference framework of meaning and meaning to key concepts.

    c. Did you involve a translator(s) in your study to translate and/or interpret qualitative data? Please give reasons for your answer.

I did not formally make use of a translator, but in an informal way by using Sepedi-/English-speakers so that I could understand what they meant during the data collection. Abovementioned were necessary in order that the correct interpretation could be made (understood and interpreted) from the participant's frame of reference.

    d. If you have involved a translator(s), what were his/her qualifications or experience?

The "informal" translator(s) both had B.Ed. degrees in Education.

    e. If you have involved a translator(s), has he/she in any way contributed to your understanding of the phenomenon you investigated?

Yes, the "informal" translator contributed to a better understanding regarding the phenomenon I investigated.

    f. In your opinion, what are the possible reasons, if any, for not involving a translator in a cross-language qualitative study in psychology (in general)?

The only valid reason, in my opinion, a translator is not involved in a qualitative study, is when the researcher has mastered the language of the topic being researched. Thorough insight and understanding and in-depth meaning must be part of the researcher's progress.

g. What other translation problems (of any nature, possibly literature, terminology, during the data collection process, verbatim quotes, etc.), if any, have you encountered at any stage of your research study?

The only problem was to accurately reflect what the Sepedi participants meant by what they expressed. Insight and understanding as a reference framework had to be carefully considered.

h. Can you give examples of the translation problems (of any nature) you have encountered at any stage of your research study? (examples from your manuscript may also be used).

No translation problems.

i. In general, what translation resources (e.g. dictionaries, colleagues, professionals, online resources), if any, do you consult when you encounter a translation problem at any stage in your research study?

Dictionaries, expert advisors, expert colleagues, expert subject advisor.

j. Are there any other comments that you can/want to add regarding the use and role of translators in qualitative studies in psychology?

None.

k. (for PhD candidates): How does your opinion differ now in terms of the role of a translator in qualitative research in comparison to your opinion during your master's degree study?

I am going to make more use of a translator during my PhD studies. A translator can play a major role in the preparation of a manuscript.

QRP1 (FOLLOW-UP TELEPHONE INTERVIEW)

N: Vraag 5 […] het die vertaler op enige manier bygedra rakende die fenomeen van die ondersoek?

QRP1: Ja

N: Dan was die antwoord hierso, ja, die informele vertaler het bygedra tot 'n beter begrip rakende die fenomeen wat ek ondersoek het.

QRP1: Ja

N: Hoe?

QRP1: Dit was in konteks. Dit was goed wat ek in… oor gelees het op internet, en ek het net die vertaler – en dit was sommer van die senior departement van die skool van tale, departement van Engels – het ek net as klankbord gebruik laat sy net vir my moet kyk, verstaan ek die begrip in konteks

N: [Affirm], o okay […]

QRP1: Ja, dit is waaroor dit daar gegaan het, want… veral as jy dit van die een taal na die ander taal doen dan, dan wonder jy soms maar is dit wat jy verstaan. Is dit regtig wat jy moet verstaan? Is dit so? En dit was vir my soos 'n klankbord. Verstaan ek dit in konteks?

N: Okay. Hier by vraag 7, watter vertaalprobleme tydens die data-insamelingsproses of op enige stadium, indien enige, het u in enige stadium van u navorsingstudie teëgekom? Hierso was die antwoord – die probleem was om presies weer te gee wat die Sepedi-deelnemers bedoel met wat hulle verbaliseer […]

QRP1: Ja […] want hulle – die Sepedi-onderwysers – dié wat nie goed tweetalig was nie of wat nie hulleself baie goed in Engels kon uitdruk nie […] dit was nou nogal 'n probleem. Daar sou ek wou, sou ek graag wou, as ek kon, 'n tolk van gebruik te gemaak het. Dat die tolk vir my presies sê wat die Sepedi-dame eintlik daarmee bedoel het. Dit het vir my gevoel sy het nie die taal om presies te sê wat sy bedoel nie.

N: Okay, so haar woordeskat was bietjie beperk?

QRP1: Haar woordeskat was beperk. So dit sou so wonderlik gewees het as mens 'n tolk [kon insluit], want nou moet jy baie versigtig wees dat hulle nie moet aanstoot neem as jy vir hulle 'n Sepedi… of vir 'n tolk moet vra nie…

N: Ja, ja […]

QRP1: … want veral hier by ons, wat politiek vreeslik hoogty vier […], so jy moet baie versigtig te werk gaan dat hulle in die eerste plek nie bedreig voel nie, en in die tweede plek, dat hulle nie moet voel jy beskou hulle as minderwaardig, daarom maak jy gebruik van 'n tolk.

N: En die onderwysers wat as informele vertalers gebruik is… was hulle by in die hele proses?

QRP1: Nee, nee, glad nie. Nee, hulle was nie by, by die onderhoudeproses nie. Hulle was by in die navorsingsdeel. Nie by nie… as ek byvoorbeeld 'n stuk gelees het, soos daai [teorie] vertaal na Afrikaans toe nie. Dit was baie makliker om dit in Engels oor te vertaal, want die woordeskat was nie vir my so maklik om dit in Afrikaans, omdat ek my studie in Afrikaans gedoen het, en dit was byvoorbeeld een ding wat ek vir [naam uitgelaat] gesê het… kom sit net gou saam met my hier, kom bymekaar, is dit presies wat ons bedoel hier?

N: okay…

QRP1: … ja, laat jy nie van die pad af gaan, van die Engels na die Afrikaans toe nie. […] Daarom dink ek dis baie beter. My M, ag my PhD, doen ek in Engels en dis vir my beter […] dis vir my beter, want nou moet mens eintlik dubbeld werk: jy lees nou in Engels, jou navorsing wat jy doen, en dan moet jy dit vertaal in goeie akademiese Afrikaans…

N: Hmm, en hoe's die vertaling van Engels na Afrikaans met betrekking tot die vaktaal?

QRP1: [pouse] Dit was vir my moeilik […] ja, dit was vir my moeilik van Engels na Afrikaans. Dis vir my makliker om dit in Engels te doen, Engels op te lees en Engels weer te gee.

N: 'Skuus ek vra…

QRP1: Nee…

N: Wat is moeilik van die vertaal van Engels na Afrikaans? – Is dit die tekort aan vertaalhulpbronne of die tekort aan woordeskat?

QRP1: Ek dink eerder dis die tekort aan woordeskat. Dit voel vir my die Engelse taal is vir my so meer vloeibaar om iets mooi in te beskryf; waar Afrikaans… my woordeskat daar is nie altyd vir my so goeie weergawe soos wat die Engels dit vir jou gee nie.

N: O okay… ons is nou nog steeds by die vraag van die Sepedi-deelnemers wat hul verbaliseer…

QRP1: Ja, ek weet nie altyd of dit wat hulle gesê het, die taal was wat hulle geken het om hulle gevoel weer te gee nie, en of daar 'n dieper betekenis [is] wat hulle eintlik in hulle eie taal op 'n ander manier sou kon weergegee het.

N: … dis wat ek wou vra, is daar dalk iets metafories of iets spesifieks van die Afrikataal na Engels toe, of na Afrikaans toe eerder, wat julle gesukkel het om te vertaal?

QRP1: Nee, daar was nie so iets nie. Haar antwoorde was baie kort en bondig. Sy't nie lekker uitgebrei nie, en dan weet ek nie, want ek kan haar mos nou nie leiding gee nie. Ek mag haar nie beïnvloed nie. Daar was net vir my 'n gevoel dat daar was 'n tekort aan Engelse woordeskat om uit te brei op die vraag.

N: Met betrekking tot die Sepedi-deelnemers… was daar 'n rede hoekom julle dit uit die navorsingsverslag uitgelaat het… die taalproses?

QRP1: Nee, daar… nee, dit is glad nie in die navorsing ingeskryf nie. Ek het net alles wat sy gesê het, het ek ingebind en haar gebroke Engels. Net die antwoorde wat sy verskaf het, is alles net so ingebind…

N: Okay…

QRP1: Ja, want kyk, my navorsing het gegaan oor die [terminologie] welstand, en dit het sy weergegee, maar sy het byvoorbeeld nie uitgebrei hoekom ondervind sy alles in spanning, hoekom is dit vir haar moeilik in die klasse nie. Waar, as dit in haar eerste taal dalk was, 'n Sepedi-onderhoud, het sy dalk meer uitgebrei.

N: Okay, julle het nie gedink om die taalkwessie as deel van die navorsingsverslag nie?

QRP1: Nee, nee ons het dit nie so gedoen nie.

N: Het julle net nie dit oorweeg nie?

QRP1: Ons het wel, ons het wel by van die vrae het ons wel die probleme wat daar tans ondervind word, is jou eerstetaal leerders wat in 'n tweede taal onderrig word, dit het ons wel aangedui. Ja, dis wel so aangedui, want dit het ons gekry by die township skole. Weet jy, hulle sit daar, hulle kan nie 'n woord Engels verstaan nie, maar hulle word in Engels onderrig.

N: Ja… [simpatiseer]

QRP1: Dis moord hoor. Dis moord. Dit was een van die aspekte, maar daar is nie uitgebrei daarop of dieper gedelf daarin nie […], ja…

N: … hierdie nommer 9, vertaalhulpbronne wat jy gebruik. Hierso staan woordeboeke, kundiges, kollegas, kundige vakadviseurs…

QRP1: Ja

N: Is daar dalk 'n tekort aan vertaalhulpbronne of wat kan beter ontwikkel word in terme van vertaalhulpbronne?

QRP1: Vertaalhulpbronne?

N: [Bevestig]

QRP1: Weet jy, ek het maar vanuit my studie uitgepraat. Ek het nou nie so… want dit is maar wat ek gebruik het. Ek het woordeboeke gebruik, en ek het die internet gebruik, en dan het ek een van die vakadviseurs, wat 'n buitegewone onderwyseres… sy't haar PhD gedoen vir leerders met spesiale onderwysbehoeftes en ek het maar by haar gaan kers opsteek, maar ek het nie ander goed eintlik nodig gehad nie.

N: O, okay, so jy het nie gevoel daar's dalk 'n tekort aan hulpbronne?

QRP1: … nie vir daardie studie nie, nee… nie vir dit nie.

N: Okay […] wat is hier nog […] hierdie heel laaste vragie… is hoe verskil u opinie nou in terme van die rol van 'n vertaler, in die PhD-studies vergeleke met die Meestersgraadstudies, en dat jy hierso sê… ek gaan nou meer gebruik maak van 'n vertaler – 'n vertaler kan 'n groot rol speel in die daarstel van 'n skripsie. Op watter maniere?

QRP1: Ja, ek sal verseker as ek weer nou moet gaan onderhoude voer, met tweede taal, met Sepedi, spesifiek met Sepedi-onderwysers, sal ek vooraf vra of hulle sal omgee as ek 'n tolk saambring. Dit sou definitief my nommer 1 aanbeveling gewees het, want ek dink, ek dink dit sou baie meer oopgekrap het, as wat hulle aanvanklik net vir ons kon gegee het.

N: Ja, verseker.

QRP1: Ja, so dit was regtig vir my 'n leemte en dit sou ek… ek sou dit verseker gedoen het, maar 'n mens weet dit nie. Jy weet nie hierdie goed voor jy nie daar is nie.

N: Ja, jy sien…

QRP1: … ongelukkig, jy dink nie dit is nodig nie, maar agterna as jy dit gedoen het, dan dink jy, 'joe, kon ek nie dalk meer gekry het as ek van so iemand gebruik gemaak het nie?', want hulle praat in Sepedi met mekaar.

N: Ja, ja…

QRP1: … en dan antwoord hulle jou in Engels, maar jy weet nie wat het hulle eintlik in Sepedi gepraat nie, en het hulle dit wat hulle daar gepraat het, weergegee? Óf gee hulle net weer wat hulle dink jy moet hoor? So dit is nogal 'n, dit is nogal 'n ding, né?

N: … dis 'n belangrike dink ja…

QRP1: Dis 'n baie belangrike ding, dis regtig 'n baie belangrike ding. Ek sal verseker meer gebruik maak daarvan [van tolke].

N: En jou mening oor die rol van 'n vertaler in vaktaal?

QRP1: Ek dink dis baie belangrik. Ek dink ek sou baie minder foute gemaak het as ek 'n vertaler van die begin af gebruik het. Ek dink jou kwaliteit van werk sou ook van die begin af baie hoër gewees het, dat 'n mens nie soveel keer moet gaan regmaak, jou sinsnedes of jou tipe woordeskat wat jy gebruik het, sou jy dan van die begin af op 'n hoër vlak kon aangebied het. Ek dink eerlikwaar so, maar weereens, jy weet dit nie.

N: Jy vind dit eers later uit?

QRP1: Jy vind dit eers later uit. Jy leer dit op die duur manier, né? Op die moeilike manier. […] Maar, dit was baie oorskryf, en weer skryf en herskryf en weer formuleer, en daar is 'n korter pad. Maar, ook weer dan, vertalers is nie so vrylik beskikbaar in plekkies soos wat ek bly nie.

N: [Bevestig]

QRP1: … so dit is die ander probleem waarmee ons sit. Dis nie dat ons gelukkig is soos julle in [dorpsnaam uitgelaat] daar's vertalers en noem en noem en noem in een stad nie, né?

N: ja …

QRP1: Hierso is die hoogste vertaler die Engelse onderwysers, en hulle is ook nie eintlik vertaler nie. So jy sien, dis nie net só maklik, dis nie so toeganklik nie, maar dit is nie oorontkominglik [sic.] nie, want jy kon dit [skakel met 'n vertaler] per epos ook gedoen het. 'n Mens moet maar net plan maak, en eintlik, jy moet maar net buite die boksie dink. Maar, so verbreed verdere studie jou horisonne. Dit leer jou om buite die boksie te dink.

QRP1 (FOLLOW-UP TELEPHONE INTERVIEW: ENGLISH TRANSLATION)

R: Question 5 […] did the translator contribute to the investigated phenomenon in any way?

QRP1: Yes.

R: Your answer was 'yes, the "informal" translator contributed to a better understanding regarding the phenomenon I investigated.'

QRP1: Yes.

R: How?

QRP1: It was in context. It was a topic [using translators/interpreters in qualitative research] I read about on the internet..., and I used the translator … from the senior department of the School of Languages, Department of English as a sounding board so that she could ensure that I understood the concepts in context.

R: [Affirm], okay.

QRP1: Yes, that what it was about, because, especially if you translate from the one language to another, you often wonder if that is what you understand. Is this really what you need to understand? Is this the case? And it was like a sounding board to me. Do I understand it [the phenomenon being investigated] in context?

R: Okay. Question 7, What other translation problems, if any, have you encountered at any stage of your research study? Your answer was – the only problem was to accurately reflect what the Sepedi participants meant by what they expressed.

QRP1: Yes, because they, the Sepedi teachers, those [participants] who were not fluently bilingual or who could not express themselves in English … that was quite a problem. In that case, I would have liked ... if I could, to use an interpreter so that the interpreter tells me exactly what the Sepedi-speaking participant actually meant by something. … I felt that she did not have the vocabulary to say exactly what she meant.

R: Okay, her vocabulary was limited?

QRP1: Her vocabulary was limited. So, it would have been wonderful if there was an interpreter… because now you have to be very careful that they [participants] are be offended if you get them a Sepedi... or ask for an interpreter.

R: Yes.

QRP1:   … because especially here [in the school community] where politics are incredibly rife […], so, you need to be very careful that, firstly, they [research participants] do not feel threatened, and secondly, they should not feel that you regard them as inferior and therefore you use an interpreter.

R: The teachers used as informal translators… were they involved in during the whole process [of data collection]?

QRP1:   No, no, not at all. No, they weren't present at the interview process. They were present during the research [literature review and verbatim quotes] part. Not present… for example, If I read something, like the [theory], specifically the [theory], because it was not that easy to translate [theory] into Afrikaans. It was much easier to translate it into English, because for me, the vocabulary [scientific terminology] was not that easy to [translate] into Afrikaans, and that was, for example the first thing I said to [name omitted] … come and sit with me, come together, is this what we mean?

R: Okay…

QRP1:   … yes, so that you don't take a wrong turn [translation choices] from English into Afrikaans. For that reason, I think it is better. My Master's, I mean my PhD, is in English, and that is better, in my opinion, it is better, because now you have to do double the amount of work: you read in English, your research you are going to conduct, and then you must translate it into good academic Afrikaans…

R: Hmm, and how is the translation from English into Afrikaans with regard to scientific language?

QRP1:   [pause] It was difficult for me […] yes, it was difficult for me [translating] from English into Afrikaans. It was easier for me to do it [writing literature] in English […] Reading and presenting in English…

R: I apologise for asking…

QRP1:   No…

R: What was difficult of the translation from English into Afrikaans? – Is it the lack of translation resources or lack of vocabulary?

QRP1:   I think it is rather the lack of vocabulary. It seems to me the English language is more flexible to describe something; whereas Afrikaans… my vocabulary does not always have the best words to use as you have in the English language.

R: O okay… we are still working on the question regarding the Sepedi participants that express themselves…

QRP1:   ...yes, I'm not sure if what they expressed was the language they knew to reflect their feelings, and if there is a deeper meaning that they could have reflected in another manner in their own language.

R: … this is what I wanted to ask, is there perhaps something metaphorically or something specific from the African language into English, which was difficult to translate?

QRP1:   No, there was not something like that. Her [participants] answers were very short and concise. She did not elaborate […] then I didn't know, because I cannot give her guidance. I'm not allowed to influence her. I just felt there was a lack of English vocabulary to elaborate on the question.

R: With regard to the Sepedi-speaking participants… was there a reason why you omitted this in the research report… the language process?

QRP1:   No… no, no, it [the language barrier experienced during data collection] was not reported in the research at all. I merely attached everything she [participant] said, in her inadequate English… only the answers she had given were attached as is …

R: okay…

QRP1:   Yes, you see, my research entailed the [terminology] wellbeing […] and she shared that, but she, for example, did not elaborate on why she experiences everything stressful, why it was difficult for her in the classrooms. Whereas, if it was perhaps in her first language, an interview in Sepedi, she perhaps would have elaborated more…

R: Okay, you did not think about reporting the language problem as part of the research report…

QRP1:   No, we didn't do it like that.

R: Didn't you consider it?

QRP1:   We did, in the questions where problems are currently experienced, 'are there first language learners that are being taught in a second language […], we have indicated that. Yes, that was indicated […], because we found this in township schools […] you know, they [learners] sit there, they do not understand a word in English, but they are taught in English…

R: Yes… [sympathise]

QRP1: It is heart-breaking. It is heart-breaking. That was one of the aspects, but this was not further elaborated or investigated […], yes…

R: [Question] number 9 […] translation resources you use. You wrote dictionaries, experts, colleagues, expert subject advisors…

QRP1: Yes

R: … is there perhaps a lack of translation resources that can be developed better?

QRP1: translation resources?

R: [Confirm]

QRP1: you see, I expressed from the point of view of my study. That is what I had used. I used dictionaries, and I used the internet, and then I [consulted] one of the subject advisors, who is an extraordinary teacher ... she did her PhD for learners with special educational needs and I consulted her, but I did not really need other things.

R: O, okay, so you did not feel that there is perhaps a lack of translation resources…

QRP1: … not for that study, no … not for that.

R: Okay […] the last question … how does your opinion differ on the role of a translator … in the PhD study in comparison to master's degree studies, and you say … from now, I'm going to make more use of a translator – a translator can play a major role in the establishment of a manuscript […] – in which ways?

QRP1: Yes, I will, for certain, if I going to conduct interviews in a second language, in Sepedi, specifically with Sepedi-speaking teachers, I will ask them beforehand if they would mind if I bring along an interpreter. That would definitely be my most important recommendation, because I think, I think it would have uncovered more [data/experiences] … than what they could have given us in the first place …

R: Yes, definitely …

QRP1: yes, so I think this was a gap … I would have definitely done it [make use of an interpreter], but one is not aware of this. You do not know this [that an interpreter may be part of the research] before you are there.

R: yes…

QRP1: …unfortunately, you think it is not necessary [making use of translator/interpreter], but afterwards you think, 'wouldn't I have perhaps obtained more if I had used someone like that?', because they [participants] speak in Sepedi to each other …

R: yes …

QRP1: … and then they answer you in English […], but you do not know what they have actually said in Sepedi […] and did they reflect [in English] what they have spoken about [in Sepedi]? Or do they just tell you what they think you should hear? […] So, it is quite something?

R: … it is an important thing…

QRP1: It is an important thing, it is really an important thing. I would certainly use it [translators/interpreters] more.

R: And … your opinion on the role of a translator in scientific [subject] language?

QRP1: I think it is very important. I think I would have made less errors [English-Afrikaans translation of literature and terminology] if I used a translator from the start. […] I think I would have made less errors [English-Afrikaans translation of literature and terminology] if I had used a translator from the start. […] I also think the quality of work would have been high from the beginning so that one does not have to make so many corrections. You [the researcher] would have presented your sentences or type of vocabulary on a higher level from the beginning. I honestly think so, but again, you do not know [this at that stage] …

R: You only find out later?

QRP1: You only find out later. You learn this the hard way, is it not so? in the difficult way. […] But it entailed rewriting regularly, reformulating, and there is an easier way. But then again, translators are not as freely available in smaller places like where I live …

R: [Confirm] …

QRP1: … so this is another problem we experience. We are not as lucky as you in [name omitted], there are a lot of translator in one city, né?

R: yes…

QRP1: Here, the English teachers are the highest qualified translators, and they are also not really translators […]. So, you see, it is not that easy … it is not that accessible, but it can be overcome, because you could have done it [contact a translator] by e-mail as well […] one should just plan, and actually … you just have to think outside the box. But, this is the way further studies expand your horizons. It teaches you to think creatively.

QRP2 (VERBATIM E-MAIL RESPONSES)

a. Please provide a general summary of your study. Wat is the general focus of your study (phenomenon investigated, educational context, data collection methods used)? *Verskaf asseblief 'n algemene opsomming van u studie. Wat is die algemene fokus van u studie (fenomeen wat ondersoek word/is, opvoedkundige konteks, data-insamelingsmetodes gebruik, moedertaal van deelnemers)?*

[Identifiable information omitted]

b. In your opinion, what role, if any at all, can a translator play in a cross-language qualitative study in psychology? / *Na u mening, watter rol, indien enige, kan 'n vertaler speel in 'n kruis-taal kwalitatiewe studie in sielkunde?*

'n Vertaler kan 'n belangrike rol speel om te verseker dat die resultate van 'n kwalitatiewe studie geldig en betroubaar is. Byvoorbeeld, dit is belangrik dat die vertaler die onderhoudskedule of intervensieprogram se verskillende weergawes, hetsy Afrikaans en Engels en/of enige ander taal, versigtig deurgaan om te verseker dat die vrae of die inhoud van die program, respektiewelik, semanties so na as moontlik ooreenstem. Sodoende sal die geldigheid en betroubaarheid van die studie versterk word. Tweedens, dit is belangrik dat die vrae/inhoud van die intervensieprogram op so 'n wyse vertaal word dat die deelnemers van die verskillende taalgroepe die inhoud van die vrae sal begryp – 'n direkte vertaling van sekere woorde of frases sal nie altyd geskik wees nie, aangesien sekere tale soms terme het wat in 'n ander omskryf moet word weens 'n tekort aan 'n soortgelyke term in die taal.

c. Did you involve a translator(s) in your study to translate and/or interpret qualitative data? Please give reasons for your answer. / *Het u 'n vertaler(s) by u studie betrek om kwalitatiewe data te vertaal en/of te interpreteer? Verskaf asseblief redes vir u antwoord.*

Ek het my navorsingstudie in Afrikaans geskryf aangesien ek my akademiese onderrig in Afrikaans ontvang het en grootliks in 'n Afrikaanse werkskonteks werksaam is. Nietemin, het ek uitdagings ervaar met die vertaling van vakterme in die veld van Opvoedkundige Sielkunde aangesien die oorgrote meerderheid van die literatuur wat bestudeer is in Engels geskryf is. Dus was dit belangrik om 'n bekwame taalversorger by my studie te betrek om te

verseker dat algemeen aanvaarde en semanties deursigtige vertalings vir vakterme voorsien is om die betekenis so akkuraat as moontlik oor te dra. Alhoewel ek my eie kwalitatiewe data geïnterpreteer het, het die taalversorger verseker dat ek die dat die tyd (verlede tyd of teenswoordige tyd) waarin ek rapporteer deurgaans op konsekwente wyse weergegee word.

d. If you have involved a translator(s), what were his/her qualifications or experience?
/ *Indien u wel 'n vertaler(s) betrek het, wat was sy/haar kwalifikasies of ervaring?*

Die taalversorger beskik oor [nagraadse kwalifikasies]. Tydens my studie was sy besig om aan [graad] te werk. Aangesien my studieleier die betrokke taalversorger aanbeveel het, het ek aangeneem dat sy oor die voldoende ervaring beskik. Ek het haar nie self uitgevra oor haar ervaring nie.

e. If you have involved a translator(s), has he/she in any way contributed to your understanding of the phenomenon you investigated? *Indien u wel 'n vertaler(s) betrek het, het hy/sy op enige manier bygedra tot u begrip rakende die fenomeen wat u ondersoek?*

Die taalversorger het my gehelp om my idees en begrip van die fenomeen van [versteuring] in [populasie] op so 'n wyse uit te druk dat dit vir die leser meer toeganklik is aangesien daar met die vertaling uit die Engelse bronne van die betekenis verlore kon gaan. Sy het voorts sinstrukture aangepas om die hoofidee duidelik na vore te bring.

f. In your opinion, what are the possible reasons, if any, for not involving a translator in a cross-language qualitative study in psychology (in general)? / *Na u mening, wat is die moontlike redes, indien enige, waarom 'n vertaler nie in 'n kruis-taal kwalitatiewe studie in sielkunde betrek word nie (in die algemeen)?*

Die navorser kan oortuig wees dat hy/sy oor die voldoende kennis van die betrokke taal/tale beskik om die vertaling self te behartig.

Finansiële beperkinge kan veroorsaak dat 'n vertaler nie betrek word nie.

Die navorser kan onvoldoende ingelig wees oor die rol wat 'n vertaler in sodanige studie kan speel om die geldigheid en betroubaarheid van die studie te versterk.

g. What other translation problems (of any nature, possibly literature, terminology, during the data collection process, verbatim quotes, etc.), if any, have you encountered at any stage of your research study? / *Watter vertaalprobleme (van enige aard, moontlik in die literatuur, terminologie, tydens die data-insamelingsproses, verbatim aanhalings, ens.), indien enige, het u in enige stadium van u navorsingstudie teëgekom?*

[Identifiable information omitted]

h. Can you give examples of the translation problems (of any nature) you have encountered at any stage of your research study? (examples from your manuscript may also be used). / *Kan u voorbeelde verskaf van vertaalprobleme (van enige aard) wat u in enige stadium van u navorsingstudie teëgekom het? (voorbeelde uit u manuskrip mag ook gebruik word).*

(sien hier bo)

i. In general, what translation resources (e.g. dictionaries, colleagues, professionals, online resources), if any, do you consult when you encounter a translation problem at any stage in your research study? / *In die algemeen, watter vertaalhulpbronne (bv. woordeboeke, kollegas, kundiges, aanlynhulpbronne), indien enige, raadpleeg u wanneer u 'n vertaalprobleem in enige stadium van u navorsingstudie teëkom?*

Ek maak gebruik van 'n Tweetalige woordeboek; soek raad by 'n vriendin wat as taalversorger gekwalifiseer is; raadpleeg manuskripte of artikels wat 'n soortgelyke onderwerp bestudeer het; raadpleeg my studieleier.

j. Are there any other comments that you can/want to add regarding the use and role of translators in qualitative studies in psychology? / *Is daar enige ander kommentaar wat u wil/kan byvoeg rakende die gebruik en rol van vertalers in kwalitatiewe sielkundestudies?*

Fenomenologiese studies het ten doel om 'n betroubare interpretasie van die belewing van die deelnemers weer te gee om 'n dieper begrip van die leefwêreld van die deelnemers te verkry. Taal is die instrument wat die navorser in staat stel om die subjektiewe leefwêreld van die deelnemers te verken, te analiseer en te verstaan. Die vertaler dien as't ware as die slypsteen om die instrument van die navorser skerp te maak om die kwalitatiewe

diversiteit van deelnemers se belewing te begryp om die essensiële betekenis van hulle belewing te ontvou.

QRP2 (E-MAIL INTERVIEW: ENGLISH TRANSLATION)

a. Please provide a general summary of your study. Wat is the general focus of your study (phenomenon investigated, educational context, data collection methods used)?

[identifiable information omitted]

b. In your opinion, what role, if any at all, can a translator play in a cross-language qualitative study in psychology?

A translator can play an important role in ensuring that the results pf a qualitative study is valid and reliable. For example, it is important that the translator carefully go through the interview schedule or different versions of the intervention programme, whether Afrikaans or English and/or any other language, to ensure that the questions or content of the program respectively correspond semantically as closely as possible. In ensuring this, the validity and reliability of the study will be strengthened. Secondly, it is important that the questions or content of the intervention programme be translated in such a manner that the participants of the different language groups will understand the content of the questions – a direct translation of certain words or phrases will not always be suitable, as certain languages sometimes contain terms that have to be defined due to a lack of a similar term in the language.

c. Did you involve a translator(s) in your study to translate and/or interpret qualitative data? Please give reasons for your answer.

I wrote my study in Afrikaans as I received my academic education in Afrikaans and I mostly work in an Afrikaans work context. Nevertheless, I experienced challenges with the translation of subject terminology in the field [educational psychology] as the vast majority of literature studied has been written in the English language. It was thus important to involve a competent language editor in my study to ensure that generally accepted and semantic

transparent translations for subject terms are provided to transfer the meaning as accurately as possible. Even though I interpreted my own qualitative data, the language editor ensured that I provide the tense (past tense or present tense) in which I reported [the findings] throughout in a consistent manner.

d. If you have involved a translator(s), what were his/her qualifications or experience?

The language editor had [postgraduate qualifications]. During my study, this person was working towards [degree]. As my supervisor recommended the language editor, I assumed that the person has adequate experience. I myself did not ask the language editor about her experience.

e. If you have involved a translator(s), has he/she in any way contributed to your understanding of the phenomenon you investigated?

The language editor [who is also a translator] helped me to express my ideas and understanding of the phenomenon [psychological disorder] in a manner which is more accessible to the reader as meaning could have been lost with the translation from English sources [into Afrikaans]. The language editor further adapted the sentence structures to clearly bring the main idea to the fore.

f. In your opinion, what are the possible reasons, if any, for not involving a translator in a cross-language qualitative study in psychology (in general)?

[the] researcher may be convinced that he/she has adequate knowledge of the relevant language or languages to translate themselves.

Financial limitations may lead to a translator not being involved.

The researcher may be inadequately informed about the role a translator can play in such a study to enhance the validity and reliability of the study.

g. What other translation problems (of any nature, possibly literature, terminology, during the data collection process, verbatim quotes, etc.), if any, have you encountered at any stage of your research study?

[Identifiable information omitted]

h. Can you give examples of the translation problems (of any nature) you have encountered at any stage of your research study? (examples from your manuscript may also be used).

(see above)

i. In general, what translation resources (e.g. dictionaries, colleagues, professionals, online resources), if any, do you consult when you encounter a translation problem at any stage in your research study?

I use a bilingual dictionary; seek advice from a friend who is qualified as a language editor; consult manuscripts or articles in which the same subject has been investigated; consult my supervisor.

j. Are there any other comments that you can/want to add regarding the use and role of translators in qualitative studies in psychology?

Phenomenological studies aim to reflect a reliable interpretation of the experiences of participants in order to obtain a deeper understanding of the life world of the participants. Language is the instrument that enables the researcher to explore, analyse and understand the subjective life world of the participants. The translator serves as the grindstone to sharpen the instrument of the researcher to understand the qualitative diversity of participants' experiences so as to unfold the essential meaning of their experiences.

QRP2 (FOLLOW-UP TELEPHONE INTERVIEW)

N: Op die onderhoudvrae wat jy vir my teruggestuur het, het ek sulke rooi teks… sulke *probing* vrae wat ek jou wil vra.

QRP2: Okay.

N: Hier by vraag 2 […], na u mening, watter rol kan 'n vertaler speel in kruis-taal kwalitatiewe sielkunde, en jy het hier basies gesê […] sekere tale het terme wat in ander omskryf moet word weens 'n tekort aan soortgelyke term(e) in die taal…

QRP2: Ja…

N: Kan jy dalk so 'n voorbeeld noem? Het jy op so iets afgekom?

QRP2: Uhm… ek het eintlik nou… ek wonder in my eie studie… ek sal bietjie moet dink [naam uitgelaat], maar ek weet in Sesotho, is daar nie al die vakterme nie. Hulle het baie… omdat ek Sesotho-agtergrond het, en hulle het baie omskrywing. Maar, ek gaan my eie studie, moet self dink… ek het maar eintlik so in ander tale gedink wat nie al die vakterme het nie en wat nie akademiese tale is nie […], jy hoor, so dan vat hulle… dan moet dit omskryf word.

N: Ja…

QRP2: In my eie studie… wel dis soos [terminologie], ja so 'n woord. Ons het dit mos eerder omskryf, soos wat ek vir jou gesê het... die omskrywing van die [terminologie]. Jy weet, waar jy vaardighede kan inoefen.

N: Jy het gesê Sesotho – waste tipe woorde, as mens sou vertaal van Sesotho, sê nou maar in Engels, is daar spesifieke tipe woorde?

QRP2: Uhm […], okay, laat ek gou-gou dink […]. Kan ek terugkom na jou toe? Ek sal moet gaan kyk.

N: Ja.

QRP2: Dit sal goed wees as ek dit doen, ek weet mens wil nie lig praat nie [lag].

N: Dis reg… Hier by vraag 6, wat is die rede waarom 'n vertaler nie in kwalitatiewe sielkunde betrek sal word nie, in die algemeen, en dan het jy hier laaste genoem dat die navorser kan oningelig wees oor die rol wat 'n vertaler in so 'n studie kan speel. Nou, na jou mening, hoekom kan navorsers dalk oningelig wees?

QRP2: Ek dink hulle kan… dit sluit ook aan by die eerste punt wat ek genoem het… hulle dink hulle kan maar net reguit… so dis hoekom mense Google Translate gebruik… hulle vergeet hulle het nie genoeg taalkennis nie, so dan dink hulle hulle kan 'n woord net vertaal soos wat Google Translate óf die eerste woord in die woordeboek wat uitgegooi word as 'n sinoniem óf ander woord en hulle neem nie al die kontekste en nuanses wat die… wat die samelewing aan dit koppel, hulle neem nie dit ingedagte nie. So, laat ek net gou dink wat ek nog wou gesê het van dit… ja, so dan dink hulle [navorsers] dit is eintlik 'n maklike takie, om geld te spaar, 'laat ek dit eerder self vertaal, en gaan met my kennis wat ek het van die taal'. Ja.

N: Okay… Dan is ons hier by vraag 7… vertaalhulpbronne, watter vertaalhulpbronne het u gebruik en vertaal probleme wat u teëgekom het? Dan het ek nou net 'n vraag hieronder geskryf… ek dink nou nie dis vertaalprobleme noodwendig nie, maar kom ons hoor. Ek sien in die verhandeling is daar verbatim aanhalings van

Engelssprekende deelnemers wat jy net so in die teks gesit het. Is daar enige redes hoekom julle dit nie vertaal het nie?

QRP2: O, dis oulik. Okay, ja, dis oulik dat jy dit nou uitgelig het. Ek dink die… ja, dit voel vir my daar gaan 'n betekenis… 'n tipe van 'n impak op betekenis verlore as mens nie daai… net die manier… amper daai… hoe sê… daai *slang*, veral die studentetaal – ek dink dit gaan verlore, so ja, dis hoekom ek direk die Engelse aanhalings gesit het daarso […]. En ook by kwalitatief, is ook om daai leefwêreld oop te sluit van daai Engelse… daai [deelnemer], en taal is mos deel van sy leefwêreld.

N: Ja, ja…

QRP2: so dis hoekom ek besluit het … dit voel vir my dit sal die leser direk plaas, jy weet, amper transporteer in sy wêreld in …

N: … dis oulik…

QRP2: ja, ja …

N: Okay, hier by vertaalhulpbronne… hier's ons nou by die vertaalhulpbronne… waar jy hier gesê het wat gebruik jy, en jy het hier gesê tweetalige woordeboek, taalversorger, raadpleeg manuskripte wat dieselfde onderwerp bestudeer het – dit is nogal goed – en raadpleeg my studieleier. Nou, is daar dalk na jou mening 'n behoefte aan ander vertaalhulpbronne of area waar dit kan verbeter?

QRP2: Ja, verseker meer opgedateerde vakwoordeboeke, verseker […]. Jy moet nou help … Die een wat ek geraadpleeg het [naam van outeurs uitgelaat], was … was dit 19 *what what*. Twintig jaar terug. Kom ons sê nou maar breedweg so.

N: ja …

QRP2: … ekskuus, maar hy is in die vorige eeu [lag] … ja die vorige eeu, ek herhaal. En ons weet dat kennis vierverdubbel elke jaar. So, dis eintlik belaglik.

N: Ja, ja, o okay […]

QRP2: … en dalk ook 'n tipe … dalk by universiteite, dalk 'n gestandaardiseerde forum of databasis kan skep, vir daardie woorde. Al die universiteite, as ons praat van [terminologie], dan praat ons almal van [terminologie] as jy in Afrikaans vertaal. Want die universiteite… net soos wat hulle met hulle bronnelyste, jy weet, 'n tipe standaardiseringsgids het, kan hulle so tipe databasis ook skep

N: Ja, dit sal nogal oulik wees, né?

QRP2: Ja…

N: Okay, hierso… bo en behalwe jou taalversorgingsproses, voor jou teksversorgingsproses, wat was jou standpunt oor die betrokkenheid van 'n vertaler? Het jy dit noodwendig oorweeg om so 'n persoon in jou studie in te sluit?

QRP2: […] weet jy dit was nie… ek moet sê, die proses was klaar vir my baie oorweldigend, net tussen my en my professor, so nee, ek het nie dit oorweeg nie. Dalk ook omdat ek voel ek het 'n goeie mate van taalaanleg, maar ek dink, nadat ek my manuskrip deur my taalversorger gestuur het, het ek agtergekom dat ek, ek kon baie leer en ek dink dit sou vreeslik insiggewend gewees het as ek… ek was baie *narrow-minded*, ekskuus nou, daar is nie 'n ander woord nie… vir die rol wat die taalversorger kon speel… as ek die vraag nou beantwoord… by my proses se interpretasie en ook die persoon se kennis van taal en ook die betekenis wat aan seker woorde geheg word. So, ja, ek dink tot 'n sekere mate kon bydra tot die rykheid en meer indiepte-analise […], veral by Hoofstuk 5 [van verhandeling – data-interpretasie-hoofstuk] se betekenis […]. Ek het nie geweet dis deel van die taalversorger se rol nie. […] Of 'n moontlike bydraende rol wat sy kon byvoeg tot haar dienste

N: […] interessant…

QRP2: ja…

N: Okay, en dan die laaste vragie, dink jy daar is sekere kontekste in kwalitatiewe sielkundestudies waar [vertalers] meer benodig word, of noodwendig meer gebruik sal word as in ander [kontekste]?

QRP2: O, ja nee, laat ek dink… […] veral waar vraelyste vertaal word, dit het ook uitgekom in my eerste antwoorde, waar ons moet seker maak dat ons nog steeds in kwalitatief nog steeds die beginsel van geldigheid en betroubaarheid behou, wat alles maar bydra tot mekaar… ja, by die vertaling van vraelyste sal ek sê want… dis baie belangrik, en natuurlik dan die onderhoudskedule ook, nie net vraelyste nie. […] laat ek net dink… en soos ek gesê het, die analise [interpretasie van kwalitatiewe data] van tekste ook.

QRP2 (FOLLOW-UP TELEPHONE INTERVIEW: ENGLISH TRANSLATION)

N: Based on the interview questions you have sent back, I have indicated probing questions in red that I want to ask you.

QRP2: Okay.

N: Question 2, in your opinion, what role, if any at all, can a translator play in a cross-language qualitative psychology, you basically said "certain languages sometimes contain terms that have to be defined due to a lack of a similar term in the language" ...

QRP2: Yes.

N: Can you perhaps give an example of this? Have you encountered something like this?

QRP2: Uhm… I wonder with regard to my own study… I will have to think about it, but I know that not all the subject terms exist in Sesotho. They have many, because I have background in Sesotho, and they define a lot. But, in my own study, I will have to think about it. I actually thought about other languages that do not have all the subject terms and which are not academic languages, then they take… they define [i.e. provide an elaboration of the meaning].

N: Yes.

QRP2: In my own study… like [terminology], yes, a word like that. We rather defined it, as I mentioned to you, the definition of [terminology], where you can practise.

N: You said Sesotho – what type of words, if one translated from Sesotho, say into Engels, are there specific words?

QRP2: Uhm […], okay, let me think […]. Can I come back to you? I will have to check…

N: Yes...

QRP2: It will be good if I did that. I know one does not want to mention examples lightly [laugh].

N: Okay... Question 6, what is the reason why a translator is not involved in qualitative psychology, in general, and you mentioned, as a final point, that the researcher may be uninformed about the role a translator can play in such a study. In your opinion, why may the researchers possibly be uninformed?

QRP2: I think they can, and it also links to the first point I have made, they can simply use ... … that is why people use Google Translate. They forget that they do not have enough language knowledge, so they think that they can translate a word as given by Google Translate or the first word in the dictionary as synonym or any other word, and they do not consider all the contexts and nuances that society links to it... they do not keep it in mind. So… let me think what I wanted to say about this... So, then

they [researchers] think it is actually an easy task – to save money, 'let me rather translate it myself, and use my knowledge that I have of the language'. Yes.

N: Okay, then question 7, translation resources, which translation resources did you use, and which translation problems did you encounter? I have written a question below… I do not necessarily think it is translation problems, but let's see – I see the verbatim quotes in your dissertation of English-speaking participants, you have inserted it as is [English quotes in Afrikaans text]. Is there any reason why you have not translated these quotes?

QRP2: Oh, that's nice. Okay, yes, it's nice that you have highlighted this. I think the… yes, I feel that a meaning … a type of impact on the meaning [when quotes are translated] ... meaning is lost ... especially the *slang*, especially [language usage of the participant] … that is why I directly quoted the English quotations […]. And also, with qualitative [research], it is to unlock the life world of ... that [participant], and language is part of his life world.

N: yes, yes...

QRP2: …therefore, I have made that decision … I feel that that will place the reader directly, you know, almost transport [the reader] into his [the participant's] world.

N: … that's nice…

QRP2: … yes, yes …

N: Okay, with regard to translation resources, where you said what you use – a bilingual dictionary, language editor, consult manuscripts in which the same subject has been investigated – which is good – and consult my supervisor. Furthermore, is there perhaps, in your opinion, a need for other research resources or area in which it can be improved?

QRP2: Yes, … definitely more upgraded subject dictionaries. … The one I consulted [names of authors omitted], was … it was published like 19, 20 years ago.

N: yes …

QRP2: … I apologise, it is from the previous century [laughs] … yes, the previous century, I repeat. And we know that knowledge increases fourfold yearly. So, it is actually ridiculous.

N: yes, okay ...

QRP2: … and perhaps also a type of … perhaps at universities, perhaps create a standardised forum or database for those words [terminology]. All the universities, if

we refer to [terminology], then all refer to [terminology] if you translate into Afrikaans. Because the universities… similar to what they [universities] do with references lists… a kind of standardising guide, they can also create such a database.

N: That would be nice?

QRP2: Yes.

N: Okay, apart from your language editing process [at the finalisation of the dissertation], before your text-editing process, what was your view on the involvement of a translator? Did you necessarily consider involving such a person in your study?

QRP2: […] it was not… I must say, I already experienced the process as very overwhelming, just between my professor and I, so no, I did not consider it [using a translator during the study]. Perhaps because I also feel I have good degree of language competency. But, I think, after I had sent the manuscript to my language editor, I realised that I could have learnt a lot and that it could have been very insightful if I did [involve a translator]. I was very narrow-minded … regarding the role a translator could have played, if I answer the question, in my process' interpretation and also the person's knowledge if the language and also the meaning attached to certain words. So, yes, I think that to a certain degree it [including a translator] could have contributed to the richness and more in-depth analysis [of data], especially chapter 5's [of the dissertation – data interpretation chapter] meaning […]. I did not know it is part of the language editor's role, or a possible contributing role in the person's services.

N: interesting…

QRP2: yes…

N: Okay, and the last question, do you think there are certain contexts in qualitative psychology studies in which a translator is needed more, or will be necessarily be utilised more than in other contexts?

QRP2: yes, let me think, especially where questionnaires are translated – it also arose in my initial answers – where we must ensure that we still maintain the principle of validity and reliability, which all contribute to each other. Yes, with the translation of questionnaires, I would say, because it is very important, and, of course, also the interview schedule, not only questionnaires. ... and also, as I've said, the analysis [interpretation of qualitative data] of texts.

QRP3 (FACE-TO-FACE INTERVIEW)

N: Okay […], 'n agtergrond van die studie. Wat was die fokus van die studie? Net so algemeen… opvoedkundige konteks, en die moedertaal van die deelnemers, hoe is die data ingesamel?

QRP3: Ja, die studie het maar meer gehandel oor [kinders met 'n sielkundige steuring], om te kyk wat is hulle [vaardighede] en watter bevoegdhede het die onderwysers om hulle te ondersteun met die aanleer van [vaardighede] in [skole]. En daar was een Engelse een, en die res van die deelnemers was almal Afrikaans.

N: okay […]. In jou opinie, indien enige, watter rol kan 'n vertaler speel in kwalitatiewe navorsing?

QRP3: Wel, verseker kan hulle 'n mens help… ek het juis gevind toe ek met die Engelse deelnemer gewerk het… was dit nogal vir my 'n uitdaging om altyd mooi vir haar te kon help sodat sy verstaan presies wat ou ek vra. So ek dink met 'n vertaler sou dit dalk maklik vir haar gewees het om te verstaan… sy was eintlik… eintlik was Engels haar tweede taal, so dit was eintlik moeilik vir haar om te verstaan, maar ek dink 'n vertaler kon dit dalk maklike gemaak het as jy die vrae wat ek sou gevra het, jy weet, klaar vertaal het in Engels.

N: En in terme van kwalitatiewe data? As kwalitatiewe data, transkripsies nou vertaal word, dink jy daar is enige bydrae wat 'n vertaler kan lewer?

QRP3: Ja, ek dink verseker so, want ek dink hulle kan partykeer 'n meer beskrywende woord [in die vertaling] gebruik, as wat ek wat net 'n moedertaal-persoon is gebruik het… iets meer in die regte konteks gebruik.

N: Waarom was daar nie 'n vertaler in die studie ingesluit nie?

QRP3: Weet jy, my studie was maar Afrikaans. Meeste van my bronne was maar Engelse werk, so ek het dit maar basies self vertaal, maar die vertaler wat ek van gebruik gemaak het, was iemand wat bietjie agtergrond gehad met die sielkundeterme wat ek gebruik het en sy het baie moeite gedoen om die regte terme op die regte maniere te vertaal, en… ek het nie op daai stadium regtig gedink om iemand te kry om my te help, om te vertel, met die vertaling nie. Ek en die studieleier het nog probeer vertaal, toe het hy my na die vertaler toe verwys wat hy gedink het ons sal help omdat sy self 'n bietjie agtergrondinligting [oor die onderwerp] het.

N: Wat was die kwalifikasies van die vertaler?

QRP3: Sjoe, ek gaan nou jok as ek vir jou moet sê. Ek dink amper sy het al 'n PhD gehad …, dink ek, ek is nie seker nie, ek gaan nou vir jou jok.

N: Okay, as jy nou algemeen, jou algemene mening oor kwalitatiewe navorsing, sal jy sê daar's 'n rede hoekom hulle nie ingesluit word nie?

QRP3: Hoekom vertalers nie ingeluit word nie?

N: [Bevestig]

QRP3: Sjoe, ek dink nou… praat jy nou van die data wat mens analiseer… ek dink, die vertaler is nie noodwendig teenwoordig wanneer jy die onderhoud voer nie, en mens tel baie dinge op tydens die onderhoud wat noodwendig nie gesê word nie. Ek dink, die intonasie wat iemand gebruik, of die manier waarop hy praat, wat hy miskien nie die regte woorde gebruik nie… maar ek dink daar is miskien tog 'n plek [vir 'n vertaler]… as jou vertaler saam met jou gaan as jy dalk met 'n persoon… wat nie sy huistaal is nie, glo ek mens kan dalk gebruik gemaak het. Ek self het nog nooit so daaroor gedink nie. Ek dink dit kon dalk nuttig gewees het.

N: Het jy in enige stadium van jou studie, hetsy dit nou met literatuur, terminologie, die data, enige iets moeilik gevind om te vertaal?

QRP3: Ja, ek moes die DSM-5, moes ek uit Engels uit vertaal het na Afrikaans toe, en dit was regtig vir my problematies om die vertaling in die regte konteks… laat dit dieselfde betekenis nog het, om dit reg te vertaal, en dáár het my vertaler [taalversorger van die studie] my baie, baie gehelp.

N: Okay […] hierdie een sal seker dieselfde antwoord wees, kan jy dalk 'n voorbeeld noem van 'n terminologie wat moeilik was?

QRP3: Kyk, dit het gegaan oor [steuring], en dit was moeilik somtyds van die terminologie wat hulle daarbinne gebruik het… ek kan nou nie vinnig aan goed dink op hierdie stadium nie, maar om dit [literatuur van Engels in Afrikaans] so te vertaal het… eintlik is dit moeilik geskryf [literatuur], die hele DSM-5, die deel wat oor [vakveld] handel is moeilik en dis nie mooi in verstaanbare [taal]… ek dink as mens nie mediese agtergrond het nie, is dit moeilik om in konteks mooi te verstaan presies wat daar staan. So, dit was vir my, wat nie die mediese agtergrond gehad het nie, om regtig te verstaan presies wat hulle bedoel en die regte Afrikaanse woord te gevind het om die Engelse betekenis van Afrikaans af te verstaan [sic.] dat dit korrek was.

N: [...] In die algemeen, as jy nou moet vertaal, want waste vertaalhulpbronne maak jy gebruik?

QRP3: [Lag] Man ek is baie eerlik, ek gebruik maar Google Translate en dan kliek ek op regs en ek kyk vir sinonieme, en dan kan mens partykeer hier vir jou kollegas in die gang vra, 'kyk bietjie, hoe lyk dit, pas dit in 'n konteks in?' [Lag] Daai Google Translate is vir my baie erg, maar… en dan natuurlik, gebruik mens maar woordeboeke, verklarende woordeboeke, om te kyk of is dit die regte woord.

N: Is daar enige behoefte aan vertaalhulpbronne?

QRP3: Verseker, ek sal more een koop as daar 'n *app* of 'n ding op die mark kom…

N: Okay, so elektroniese goeters…

QRP3: Ek dink net in 'n navorsing… of mense wat navorsing doen en goed moet skryf wat dit nie jou taal, jou eerste taal is nie, sal dit wonderlik wees as mens iets kan kry wat vir jou die vertaling kan gee, want ek meen Google Translate is wat almal maar meeste gebruik. Dis maar direkte vertaling, jy kan hom nie rêrig so gebruik nie.

N: Is daar enige ander kommentaar oor die rol van vertaalkundiges in kwalitatiewe navorsing?

QRP3: Ja, ek dink regtig hulle kan 'n groot bydra lewer om, ten opsigte van taalversorging, om dit meer keuriger, die kwaliteit van jou werk [teks/vaktaal] te verhoog. Ja.

N: Jy is nou besig met 'n PhD?

QRP3: Ja.

N: En hoe verskil jou opinie nou in terme van 'n vertaler… toe jy jou M gedoen het? Gaan jy nou van vertalers gebruik maak?

QRP3: Ja, ek sal verseker van vertalers gebruik maak nou, want die fokus van my studie het so klein bietjie verander. Ek is nog steeds… ek werk nog steeds op [steuring], maar ons gaan kyk meer na die [onderwerp] gebruik. Sekere benaderings wat jy kan gebruik om die [kind] te onderrig. Maar binne dit gaan ek spesifiek fokus op die [kind], [steuring]… en ek dink die kwaliteit van 'n ou se studie, moet darem beter lyk as 'n M, so ek sal beslis van 'n vertaler gebruik maak.

N: In watse kontekste gaan dit wees? Gaan dit plattelands, dorp?

QRP3: Weet jy, ek is betrokke in 'n navorsingsprojek, en ons moet twee… dis alles nog baie in die beginstadium, en hier in Julie-maand kom ons weer bymekaar, maar ons moet, en een moet in 'n *rural* of plattelandse gebied wees, en 'n ander moet nou 'n

meer in 'n gebied wees waar bevoorregte, kan ek sê, onderskei tussen die twee groepe.

N: Okay…

QRP3: Ons gaan dan kyk na verskillende benaderings wat mens kan gebruik, hoe haan dit, watter invloed gaan dit hê.

N: Dit gaan nou interessant wees om te hoor… Dink jy 'n vertaler sou meer benodig word in een van die kontekste as die ander, of dieselfde in albei kontekste.

QRP3: Dis moeilik op die stadium vir my om te sê, maar ek dink miskien meer in die plattelandse gebied, gaan ek my vertaler meer gebruik, van gebruik gaan moet maak.

QRP3 (FACE-TO-FACE INTERVIEW: ENGLISH TRANSLATION)

R: Okay […], please provide a background of the study. What was the focus of the study? Generally, … educational context, and the mother tongue of the participants, how was data collected?

QRP3: Yes, the study was about [children with psychological disorder], to investigate their [skills] and teachers' skills to support these learners to learn [skills] in [schools]. And there was one English-speaking participant, and the other participants were all Afrikaans-speaking.

R: Okay, in your opinion, what role can a translator play in a qualitative study in psychology, if any?

QRP3: Well, they can definitely help one. When I worked with the English-speaking participant, I especially found that it was somewhat challenging to help her so that she could understand precisely what I wanted to ask her. So, I think with a translator, it would have perhaps been easier for her to understand. She actually was ... English was her [participant's] second language, so it was difficult for her to understand, but I think a translator [an interpreter] would have made it easier, if the person had translated the questions, I would have asked, into English beforehand.

R: In terms of qualitative data? If qualitative data/transcriptions are translated, do you think there is any contribution a translator can make?

QRP3: Yes, I definitely think so, because I think sometimes they have a more descriptive word [in the translation] that can be used, than I as a mother-tongue person have used ... use something in the right context.

R: What is the reason why you have not involved a translator in this study?

QRP3: You see, my study was in Afrikaans. Most of the references were in English, so I translated it myself, but the translator I used [for proofreading during the finalisation of the research report] has done a lot to translate the terms [subject-related terminologies] in the correct way, and I did not really consider finding someone to help … with the translation at that stage [in the beginning of the study]. My supervisor and I tried to translate, then he [supervisor] referred me to the translator who he thought could have helped because she had some background information [on the subject].

R: What was the qualification of the translator?

QRP3: I'm really not sure. I think perhaps a doctorate […], but I'm not sure.

R: Okay, your general opinion regarding the role of translators, would you say there is a reason why they are not included in qualitative studies?

QRP3: Why translators are not included?

R: Yes…

QRP3: I think… are you referring to data that one analyses… I think, the translator is not necessarily present when you conduct an interview, and I think the [interpreter] is not necessarily present when you conduct the interview, and one [the researcher] picks up on many things during the interview that is not necessarily expressed […] the intonation somebody [the participant] uses or the manner in which he speaks, where he perhaps does not use the correct words. I think there is indeed perhaps a place [for an interpreter] … if the translator accompanies you when you speak to someone in a language that is not his mother tongue, I believe that one could have perhaps made use of one [an interpreter]. I have never really thought about it ... I think it [including a translator in the study] could perhaps have been useful.

R: Did you find something difficult to translate during any stage of your study, be it literature, terminology, or the data?

QRP3: Yes, I had to translate the DSM-5 [terminology and diagnostic criteria of disorder] from English into Afrikaans, and it was really problematic to translate in the right context so that it still has the same meaning, to translate it correctly, and my

translator [language editor in the finalisation of the study] helped be very much in this regard.

R: Okay, this question may possibly yield the same answer. Can you perhaps give an example of terminology that were difficult to translate?

QRP3:   You see, the study was about [disorder], and it was sometimes difficult to use it [terminology in the study]. I cannot recall examples at this stage, but the translation [literature from English into Afrikaans] … it [literature] is actually written difficult, the whole DSM-5 [about the specific disorder] … is difficult and the language used is difficult to understand. I think if one does not have a medical background, it is difficult to understand the writing in context. So, for me, who did not have medical background, to really understand what exactly they [scholars or authors] meant and to find the correct Afrikaans word, to understand the English meaning in Afrikaans [was difficult].

R: Generally, if you have to translate, which translation resources do you use?

QRP3:   [Laughing] I'm very honest, I use Google Translate, and then I click right [in MS Word] for synonyms, and sometimes you ask your colleagues, 'please look at this, is it appropriate for the context?' [Laughing]. I use Google Translate a lot, but… and of course, one uses dictionary, explanatory dictionaries, to check if it is the correct word.

R: Is there any need for translation resources?

QRP3:   Definitely, if there was an *app* available, I would purchase one tomorrow…

N: Okay, so electronic resources…

QRP3:   I think, in research… it would be wonderful if something could provide the translation if researchers write something in a language that is not your first language, because, in my opinion, Google Translate is what everyone use most often. It is actually direct translation. One cannot really use it as is.

R: Do you have any other comments about the role of translators in qualitative research?

QRP3:   Yes, I really think they could make a significant contribution in terms of language editing to make it more efficient, to increase the quality of your work [text/subject language]. Yes.

R: You are currently working towards a PhD?

QRP3:   Yes.

N: And how does your opinion differ now in terms of a translator… in comparison to your [opinion] during your Master's degree? Will you make use of translators?

QRP3:   Yes, I will now definitely make use of translators, because the focus of my study [PhD] has changed a bit. I still work with [disorder], but we are going to focus more on the [subject] one uses. Certain approaches you can use to teach a [child]. But within this, I will specifically focus on the [child], [disorder]… and I think the quality of one's study [at PhD level] has to be better than a Master's degree, therefore I will definitely use a translator.

R: In which contexts will your study be conducted? Rural or urban?

QRP3:   It is still in its infancy and we will meet again in July. In the specific research project, we have to use one rural [school], and another [school] has to be located in an affluent area. We must distinguish between the two groups.

R: Okay.

QRP3:   We will then investigate the different approaches wat one uses, how it plays out, and the influence thereof.

R: This will be interesting to hear… Do you think a translator will be needed more in one context than the other, or will be needed equally in both contexts?

QRP3:   It is difficult to say at this stage, but I think I would maybe use my translator more in rural areas.

QRP4 (FACE-TO-FACE INTERVIEW)

N: Okay, die eerste vragie […] Gee asseblief 'n algemene opsomming van jou studie. Wat is die fokus, wat het jy ondersoek, die opvoedkundige konteks, die deelnemers, jou data-insamelingsmetodes en die moedertaal van jou deelnemers?

QRP4:   Okay, ons gaan dit so een vir een… die eerste een was die fokus gewees?

N: Die fokus…

QRP4:   Okay, so dit gaan oor [vaardighede] program… ek gaan maar so Engels en Afrikaans deurmekaar praat…

N: Dis reg.

QRP4:   … en die ding is nou ontwikkel en ons wil nou die effektiwiteit daarvan meet. Nou aanvanklik het ek fokusgroepe gehad met onderwysers dat mens nou hoor wat voel

hulle is die tekortkominge met betrekking tot die kinders se [vaardighede] en dan het ek ook in die literatuur gaan kyk wat normaalweg in sulke programme is en dit is hoe die program toe nou saamgestel is, en ook omdat die kinders nog kleinrig is, deur middel van speel. Daar's 'n ou kort lessetjie elke keer, dan probeer ons dit nou in te *drill* deur middel van speel, om te doen of te dans, so tipe van ietsietjie. En ja, dit gaan nou… ons het 'n voortoetsing gedoen op die kinders, daar's 'n natoetsing ook nou gewees, dan is daar weer 'n opvolgtoetsing. So ons wil weet of die program oor 'n tydperk effektief gewees het en dit gaan dan drie maande wees. Okay, so dit is die fokus. Die volgende enetjie?

N: Opvoedkundige konteks?

QRP4:   Goed, so die fokusgroepe was by vier skole gewees. Dit was die [streek]-area wat ek gebruik het. Hy is in streke ingedeel. So ons het 'n skool uit elke streek uitgevat. Twee van die skole was in Afrikaanse gewees, en by die een skool… ja, was maar baie blanke kindertjies gewees, en die ander skool was redelik gemeng, en dan nou die township-skole uit die aard van die saak, wat ek gehad het, dis maar swart kindertjies, en die tale is grotendeels Setswana, Sesotho en IsiXhosa. Hier en daar is daar ook outjies wat Sepedi as moedertaal het.

N: O okay, dis nou in die township-skole…

QRP4:   Dis in die township-skole. Dit was die eerste fase. Die tweede fase was net die ontwikkeling van die program. Die derde fase was nou net in die township, die een township-skool, en dit was in [dorpsnaam] waar die program aangebied is.

N: okay, dis laerskole?

QRP4:   Dis laerskole. Die kindertjies is 10 tot 12 jaar veronderstel om oud te wees. Dis bitter moeilik. Dis asof die kindertjies nie regtig weet in watter jaar hulle nou gebore is en die skool het ook nie noodwendig die inligtings beskikbaar, so ek het as ek die toetsing doen, hulle hul geboorte datums laat opskryf met al die toetsings laat ek kan sien as daar deelnemers is wat ek… bietjie ouer of te jonk is, laat mens hulle so… net heeltemal kan uitgooi, laat jy nie tieners ook in die studie het nie.

N: Okay, data-insamelingsmetodes?

QRP4:   Goed, my eerste fase het ek van fokusgroepe gebruik gemaak by vier skole. Per fokusgroep was daar so 8 tot 10 personeellede en dit sal dan nou outjies wees wat met 10- tot 12-jariges werk. Nie noodwendig voogonderwysers nie, maar wat vir hulle klasgee, so dié wat nou kan sien hoe is hulle [leerders] se [funksionering]. In

my tweede fase was die ontwikkeling van my program, so daar was nie regtig data-insameling nie. In my derde fase, ja daar was redelike data-insameling. Dit was grotendeels kwantitatief gedoen, waar die eerste fase nou kwalitatief was. En met die data-insameling, ons het vooraf laat die kinders 'n klomp metingsinstrumente invul, die onderwysers het 'n langerige een ingevul en dan die kinders 'n korterige enetjie. Dan is daar 'n natoetsing gewees vir die kinders nadat die program aangebied is en die programme het so bietjie minder as 'n maand geloop en dan is daar weer 'n opvolgtoetsing in drie maande, dan is dit weer die kinders wat getoets word, maar dan kry ons ook weer vraelyste van die ouers en van die onderwysers af, so ek het dan eintlik drie groepe deelnemers.

N: Okay, en die moedertaal het ons nou klaar…

QRP4:   … die moedertaal ja, in my eerste fase was dit nou by twee van die skole grotendeels Afrikaans, en van die ander, of die ander rasse is die meeste van die tyd Sets… ja, Setswana as hulle dan nou in die Afrikaanse skole is; maar daai kindertjies, hulle praat eintlik maar vlot Afrikaans. Hulle kan maar net sowel deurgaan, maar dis nie regtig die moedertaal nie, en ja, soos ek gesê het, dit is maar Sesotho, grotendeels by die skool waar ek nou in die derde fase die program aanbieding-evaluering doen. Die skool waar ek in [dorpsnaam] was die taal IsiXhosa gewees. So ja, dit is maar Setswana, Sesotho, IsiXhosa, dan is daar Afrikaans… daar was nie werklik Engels [nie]. Ja, daar was nie werklik Engelse kinders betrokke nie.

N: Okay, so hierdie is nou meer 'n algemene vraag. Na jou mening, watter rol, indien enige, kan 'n vertaler speel in kwalitatiewe navorsing?

QRP4:   Okay, kwalitatief… goed, ek dink mens moet besef as jy met ouens werk wat nie noodwendig jou taal praat nie… soos, kyk toe ek nou by die Afrikaanse skole gewerk het, daar doen jy… daar het ek die fokusgroepe in Afrikaans gedoen, so uit die aard van die saak, ja, jy kan seker 'n taalversorger of so kry om te sien dat jy jou vragies mooi stel. Tot 'n groot mate dink ek, okay, mens praat maar die taal, so, en dit is nie so formeel nie. So ek wil nou daar sê dis [vertaler in kwalitatiewe navorsing] nou nie verskriklik nodig nie, maar goed… Dan as mens gaan na skole in informele nedersettings, en jy nou eintlik met ouens in 'n taal praat wat dit nie jou eerste taal is nie, maar dit hulle eerste taal is, en dan… dit is eintlik goed as jy dan maar die vragies wat jy stel in hulle taal ook kan gee, maar dit raak ook kompleks, want ons

het verskeie Afrikatale en hulle is mos maar almal baie naby aan mekaar, eintlik. So, ja kyk, ek dink mens praat maar met hulle in Engels of as hulle die vrae wat jy vra, jou onderhoudsgidsie, as hulle dit in hulle eie taal kan sien is dit goed. Dit sal natuurlik wonderlik wees om 'n tolk ook daar te kon gehad het, sodat hulle in enige taal kon gepraat het wat die tolk net weer kon vertaal het vir my. Maar nou het ek ook agtergekom dat… in die swart gemeenskappe, die ouens voel dat as hulle met blanke mense werk dan praat hulle Engels – dis asof die Afrikatale hulle minderwaardig laat voel…

N: O?

QRP4:   Ja, ek het dit by die kindertjies en by die onderwysers opgetel. So, ek dink mens kan tot 'n mate as daar vertaling in 'n ander taal in moet wees, dalk vir hulle die vraag in die taal ook gee, dalk voor die tyd; maar of hulle regtig bereid sal wees om hulle moedertaal met jou te praat, ek betwyfel dit nogal sterk

N: O okay, interessant. En as mens nou spesifiek met transkripsies werk wat vertaal moet word? Dink jy daar is enige rol wat 'n vertaler daar kan speel of enige bydrae wat hy kan lewer of nie rêrig nie?

QRP4:   Okay, die goed word nou getranskribeer, dan is dit nou maar in Engels. Ek dink as jy die taal verstaan, dan die rol van die vertaler ongelukkig bietjie beperk…

N: Okay.

QRP4:   Dis maar nog net by die data-insameling né. Ek dink die vertaler of die taalkundige persoon se rol kom eintlik by net voor die goed ingegee word [finale navorsingsverslag vir eksaminering], die taalversorging vir my. Jy weet, ek kan ook seker, as ek wou, die program vir die kinders in hulle taal gesit het, maar die rede hoekom ek dit nie gedoen het nie, is omdat ek nie regtig die taal kan praat nie, dan gaan ek nie regtig as hulle vir my sê, 'luister wat gaan hier aan? Verduidelik dit vir ons', gaan ek nie noodwendig vir hulle kan sê, waarskynlik nie vir hulle kan sê wat gaan daar aan nie. So, en die kinders in allergeval wil ook maar die Engels leer en hulle hou van die groot woorde en vertel dit vir hulle maatjies [lag], so dis te oulik.

N: Okay, hier kom nou die ding […]. Het jy in enige stadium van jou studie vertalers gebruik?

QRP4:   Ek het 'n paar kere. Jy weet, dat ek die toestemmingsbriewe gehad het wat in 'n taal… dit was, die komitee se goed is in Engels en omdat mens nou maar, as jy by Afrikaanse skole werk, die onderwysers wil akkommodeer, dan word dit ook maar

Afrikaans toe vertaal. By die skole in die informele nedersettings het ek besluit dat die vraelyste nie vertaal moet word nie, want die ding is net na watter taal toe vertaal jy? Dit wat hulle praat. Dit beteken nie as 'n ou by 'n Sesotho-skool werk, dat hulle moedertaal noodwendig Sesotho is nie, so dan kom dit op diskriminasie neer. So… okay goed, so dit is dan toestemmingsbriewe gewees. Dan, die skale wat ek gebruik het… dis nou oorsese goed. Hulle is almal na Afrikaans toe vertaal vir die kinders wat in Afrikaans dan nou skoolgaan. Hulle is in Sesotho vertaal vir 'n skool wat verkies het dat die kinders die vraelyste in Sesotho moet doen. Die skool waar ek gewerk het, wat eintlik 'n isiXhosa-skool is, het die Engels verkies, so ons het nie daai vertaling enigsins na isiXhosa gedoen nie, omdat die taal van die meeste swartmensies in die omgewing maar Tswana is, is al die vraelyste en skale na Setswana ook vertaal en van dit is dan nou by die Afrikaanse-skole gebruik waar daar nou kindertjies is van wie dit die moedertaal is en ook by ander skole waar die kind dit sou verkies het, maar ons het weereens gekry dat as 'n kind die opsie het vir Engels of vir Afrikaans, dan wat hulle liewer dit, want hulle voel minderwaardig as hulle dit in 'n Afrikataal doen, behalwe by die skool waar die onderwysers gesê het ons gaan beter resultate kry as ons alles net eenvoudig in Sesotho. Daar het al die kinders dit in Sesotho gedoen, maar ek is oortuig daarvan as jy daar vir die kinders gesê het, 'soek jy Engels of Sesotho', sou hulle waarskynlik gesê het, ons soek maar die Engels. En dan uit die aard van die saak, voordat ek my werk ingee, gaan alles ook getaalversorg [sic.] word, en natuurlik voordat publikasies is, moet dit ook gebeur.

N: Jy het op 'n stadium genoen dat, ek dink dit was emosionele konsepte, as jy dit vertaal van Engels of Afrikaans na 'n [Afrikataal] toe. Watse taal was dit en watse tipe probleme is ervaar?

QRP4: Ja, as mens van Engels… kyk Engels is eintlik 'n baie ryk taal. Daar's baie woorde en emosies word baie mooi beskryf. Afrikaans is ook 'n goed ontwikkelde taal. So, meeste van die tyd kon jy alles baie mooi akkuraat vertaal het Afrikaans toe. Óf as jy nou regtig nie kon nie, kon jy dit sodanig so verduidelik dat hy presies dieselfde beteken as wat hy beteken het in die Engelse vraelys. Met beide Sesotho en Setswana is woorde vir emosies is bitterlik, bitterlik beperk. Wat hulle dan doen met die vertalings, is hulle vat die woord wat die naaste daaraan is, maar as jy vir hom terug vertaal dan is hy regtig nie honderd persent in die kol nie. En dit is dan ook

hoekom, wanneer ons die skale op die kinders afneem, dan sê ons vir hulle 'luister, dit is die situasie. Hierdie is vertaal. Daar is nie altyd 'n goeie woord in Sesotho of Setswana vir elke Engelse woord nie, so as julle optel in Engels klink hy dalk 'n bietjie anders, hy kom dalk 'n bietjie anders oor', en die onderwysers help ons ook daarmee, dan gaan ons volgens die Engels, want anders gaan die antwoorde nie aan die einde reg wees nie.

N: Ja, jy het ook op 'n stadium genoem dat julle van die onderwysers gebruik het om te vertaal of om te tolk?

QRP4:   Dit was in my derde fase. Ongelukkig, dit het nie baie suksesvol uitgewerk nie… ja, want op 'n stadium het ek besluit om maar die mediator te kry om die tolking te doen, want ek dink, wat ek agtergekom het by die skole in die informele nedersettings is die onderwysers praat nie noodwendig baie goed Engels nie. Hulle sukkel maar so bietjie met dit, want hulle oefen dit nie regtig nie. Hulle gebruik dit nie geweldig nie. Nou, die mediator is 'n departementshoof en hy het ook redelik bietjie verder geswot, so hy was baie gemaklik met die Engels. En ek het hom toe nou probeer kry om vir ons nou maar net te tolk, indien dit nodig sou wees, maar die probleem wat daarmee saamgegaan het, was die kinders was nie baie gemaklik om te praat regtig met die onderwyser wat dan in die klas heeltyd is nie. Dit gaan oor emosies en die onderwysers kon ook… hy het verskriklik elke keer belowe hy sal elke keer daar wees en die tolking doen en dan gebeur dit net daar's 'n vergadering of hy moet dié kant toe of daai kant toe, dan kon hy regtig nie gekom het nie, en dan probeer 'n mens iemand anders maar reël en sê die ouens hulle wil dit nie regtig gedoen het nie. En ja, wat ons toe nou op die ou eind gesê het om die probleem te oorkom, is die kinders is welkom om Sesotho te praat, wat nou maar die taal van daai omgewing en van die skool is, en dan moet iemand in die klas of die hele klas net nou vir die aanbieder sê wat dit nou beteken, want ons verstaan nie die taal nie, en die kinders het net besluit hulle soek hierdie goed in Engels, hulle hou verskriklik baie van die Engelse woorde. Party van hulle het tot gesê maar Engels is die wêreldtaal, 'ons wil beter en beter in Engels word, ons wil graag daarin leer'. Party het ook gevoel ons praat nie met hulle in Afrikaans nie, so hoekom wil hulle, hulle taal met ons praat, want almal verstaan mooi Engels, so ons bly by die Engels. Wat ek wel opgetel het – ek het die kindertjies altyd evaluerings laat skryf, laat hulle het na die tyd sê okay, dit is wat ons vandag geleer het, dis waarvan ek hou, dis waarvan

ek nie gehou het nie. Die skryf is nie baie, baie goed nie, maar mens moet nou onthou dis 'n tweede taal en mens moet ook onthou die kinders is eintlik nog kleinerig. Jy kan agterkom wat hulle sê, partykeer moet jy bietjie jou verbeelding gebruik en mooi dink, maar dit kom regtig deur wat hulle sê. Uhm, ek dink as ek betyds geweet het toe ek my begroting vir die befondsing ingegee het dat ek in 'n Sesotho-skool sou gewerk het… dan sou ek die kinders elke keer die evaluerings in Sesotho laat skryf het en vir iemand gestuur het om vir my terug te sit in Engels, want ek dink net jy… die kinders sou hulle baie makliker uit kon gedruk het. So, ek sou daarvan gehou het, maar toe is dit nie in die begroting nie, en om dit te laat oor vertaal is regtig peperduur. So, ja.

N: Okay, die, die mense wat jy wel gebruik het om te vertaal, die tekste […], wat is hulle kwalifikasies, of hulle ervaring of hulle agtergrond.

QRP4:   Goed, die outjies wat my skale vertaal het. Ek het 'n maatskappy gebruik in [dorpsnaam]. Nou die dame aan wie die maatskappy behoort, sy was 'n professor by [universiteit] gewees, en sy is nou afgetree en nou doen sy die vertaalwerk. Die mense in haar netwerk… die meeste van hulle, as ek nou reg onthou, het honneursgrade. Uhm, ja. Kyk die vroutjie self, sy het vanaf Engels na Afrikaans altyd gedoen en haar dogter het dan die terugvertalings gedoen. Haar dogter was 'n homeopaat gewees, en ek dink sy het waarskynlik kwalifikasies in tale hier aan die kantlyn gedoen, maar omdat ek ook maar Afrikaans- en Engels-magtig is, kan ek ook mos nou sien okay, dis hoe hy vertaal is, dit hoe hy terug vertaal is. So ek is nie seker wat haar kwalifikasie in tale, die dogter nou, maar ek weet ook sy't redelik baie ervaring met die vertaling van vraelyste. Nou die enetjie wat my Sesotho gedoen het, dit is 'n lektor by die [universiteit] en die persoon is by die taledepartement. Ek weet nie of daar nou 'n spesifieke departement is vir Sesotho of hoe dit werk nie, maar die persoon het ook taalkwalifikasies. Die Setswana het iemand in die [provinsie]-regering gedoen. Dit is 'n persoon, ek dink die persoon het 'n graad waarskynlik in tale, en dan het die persoon ook baie vertalingservaring, maar ek praat onder korreksie. Ek is nie honderd persent seker nie, maar ek weet die vrou wat nou die eienaar is van die maatskappy, sy is 'n professor, so uit die aard van die saak is nou maar 'n PhD, en dit moet in 'n taalverwante, ek weet nie presies in wat nie, maar, ja. En die vrou het jare se ervaring en sy sê ook dat sy net mense gebruik wat betroubaar is en wat goeie werk lewer en die noodsaaklike

kwalifikasies het. En dan ook, met die vraelyste, baie keer as die kopiereg by een of ander maatskappy lê, dan stel hulle ook vereistes oor wie die goed mag vertaal en wie dit nie mag vertaal [nie], en hulle soek ook 'n sekere kwalifikasie en toe ek die mense se besonderhede deurgegee het, was hulle tevrede daarmee. Dit was 'n Amerikaanse maatskappy wat die uitgewer is. So ek kan nie presies die ouens se kwalifikasies onthou nie, maar soos ek sê, die Amerikaanse uitgewer was gelukkig en tevrede daarmee so ek neem aan dit was in orde en die maatskappy wat ek gebruik het, hulle is ook van so aard, hulle gee vir jou die sertifikaat waar jy nou mooi kan sien van hulle BEE-status en verskeie ander dinge. Dis 'n baie *reputable* maatskappy. So, ja.

N: Sou jy sê daar is, hoe sal ek dit nou stel, […] die spesifieke vertalers het dalk 'n tekortkoming of dat daar probleme ingesluip het oor hulle nie gespesialiseer is in jou vakveld nie?

QRP4:   Uhm, ek dink tot 'n mate ja. Met die Afrikaanse vertalings kon ek dit opgetel het. Ons kon daaroor gepraat het en dit beredeneer het en daar is nou wel goed wat verander is, nadat ek gesê het, maar luister, wat van dit of wat van dat. Met die Afrikatale is daar ongelukkig net 'n gebrek aan woorde, so daar het dit nie gehelp om enigsins te wil stry nie… ja…

N: baie interessant…

QRP4:   Maar ek dink ook die vrou in die maatskappy, vir sekere vakgebiede gebruik sy sekere mense wat oor die jare al maar uitgeklaar is. So, ek glo darem nie die ouens wat na die Afrikatale toe vertaal het, is heeltemal leke wat die woord, wat die woorde aanbetref nie. Maar of hulle dan noodwendig soos Sielkunde III of so iets gaan hê, ek twyfel.

N: Het die vertalers in enige manier bygedra tot die interpretasie van die data, of tot die begrip van die data?

QRP4:   Nee [lag].

N: Hierdie is ook 'n algemene vraag, jou mening, as jy nou algemeen moet dink, oor die algemeen… wat is die moontlik redes hoekom vertalers nie in kwalitatiewe navorsing betrek word nie?

QRP4:   Ek dink ouens sien dit bloot as 'n ekstra koste wat dalk vermy kan word. En ek dink ook baie mense voel, 'ek kan die taal praat, hoekom het ek 'n vertaler ook nodig?' [bevestiging]. Ja, ek dink dit is dalk maar waarskynlik die belangrikste redes.

N: Goed, is daar enige ander vertaalprobleme wat jy teëgekom het, dalk in jou literatuur, jou terminologie, enige iets, data-insamelingsproses?

QRP4:   Vertaalprobleme sê jy…

N: Iets wat moeilik was om te vertaal, iets waarmee jy gesukkel het?

QRP4:   Weet jy, ja. Ek onthou toe ek die skale laat vertaal het, toe ek die terugvertalings kry, was ek glad nie baie ingenome nie en ek het toe die persoon gekontak wat dit gedoen het, en vir haar gesê, 'luister, die goed kom nou nie vir my… dit praat nou nie vir my watwonders met wat die taal nou oorspronklik, of wat die Engels nou oorspronklik gesê het nie', en… so toe is ek nou na die vrou toe in [dorpsnaam] en sy het toe nou vir my… sy het sulke woordeboeke op haar rekenaar wat baie keer ook vakspesifiek is wat sy vir my gewys het, 'weet jy, dit is die opsies wat ek het. As jy dalk 'n ander opsie wil hê, dan kan ons daaroor praat', en so het ons dit maar tussen ons uitgesorteer en ons het 'n hele paar veranderings wel gemaak. Wat vir my ook 'n bietjie problematies was, is ek het gevoel die vertaler, veral met die vertaling van die skale na Afrikaans toe, die taal is te hoog vir die kinders. Dis nie reg vir die teikengroep gewees nie, en ek en sy het nogal redelik maar… 'n bietjie geskuur met mekaar, want sy het dan nou gevoel 'n kind van daai ouderdom behoort hierdie woord te verstaan en dan het ek nou weer gevoel, haai weet jy, die kinders deesdae, hulle kan nie meer suiwer Afrikaans of suiwer Engels, hulle meng al die tale. Hulle praat dit onderstebo en deurmekaar. So ja, wat ons ook dan nou baie keer gedoen het, dan het ons 'n woord gebruik wat sy nou dink die woord moet wees, en dan het ons in hakies net 'n verduideliking daarvan gesit, dat die kind ook nou verstaan wat die item dan nou veronderstel is om vir hulle te sê. Maar ja, dit was vir my nogal 'n groot krisis. Ek het gevoel die taalgebruik is net te hoog. Sy's hom vir my te hoog vertaal. Hy moes maar meer van toepassing wees op die vlak waarop die deelnemers eintlik maar is. En ek dink ook baie keer, wat dalk die probleem is, veral mense wat ouer is, hulle onthou nog wat kinders 'n paar jaar terug was, wat hulle vaardighede toe is [sic.], maar dis nie noodwendig meer die geval nie, veral nie wat tale aanbetref nie.

N: Sou jy weer se dat die tekort aan agtergrond in die vakveld dalk 'n rol speel?

QRP4:   Nee, ek dink nie so nie. Ek wil amper sê dis 'n tipe arrogansie wat ek by die vertaler opgetel het, van 'luister, hierdie is nou die pragtigste, mooiste Afrikaanse woord. As die kind nou nie hierdie ding verstaan nie, dan weet hulle nie'. Maar ek verstaan

hom skaars [lag], natuurlik gaan die kind hom nie verstaan nie! Dis net vir my… dis vir my, by gebrek aan 'n beter woord, die taal is te deftig. Dis te gekompliseerd…

N: ja…

QRP4:   so, ja kyk, ek dink die vrou, sy ken die taal nou baie goed en sy wil hierdie goed pragtig, pragtig stel, maar weereens, sy's 'n akademikus gewees vir baie lank en die vraelyste is vir kinders, dis nie vir 'n akademiese gehoor nie… so daar het ek maar nog 'n met haar 'n bietjie gesukkel om die goed eenvoudig genoeg te kry.

N: [...] Okay, ook weer 'n algemene vraag, as jy enige vertaalprobleme teëkom, van enige soort, watse vertaalhulpbronne mak jy van gebruik?

QRP4:   [lag], daar wil ek amper vir jou sê, my eie arrogansie. Ja, kyk die ding is net, uit die aard van die saak, ek het nie kennis van Sesotho en Setswana nie. Daar kan ek nie taalprobleme optel nie. As jy 'n skale-terugvertaling kry, dan kan jy sien, ja okay, dis nie dieselfde nie, dan weet jy ook, dis omdat daar 'n gebrek aan woorde is, dan los 'n mens dit nou maar. Wanneer dit van Engels na Afrikaans of Afrikaans na Engels, as ek nie hou van wat die vertaler sê nie, dan los ek dit bloot soos wat ek dink die beste is.

N: Okay.

QRP4:   [lag] ja, want ek voel ek is eintlik ook goed in tale, dis hoekom ek ook sê dis dalk maar 'n bietjie 'n arrogansie wat ek by my het; maar ook van tyd tot tyd sal ek darem 'n tweede of 'n derde mening hoor en bietjie in 'n woordeboek gaan kyk of bietjie op die internet en so aan… ja.

N: Okay, internet, watse databasisse?

QRP4:   [lag], wat ook al eerste voorkom

N: Is daar dalk enige ander kommentaar wat jy kan byvoeg oor die rol van 'n vertaler in kwalitatiewe sielkundestudies?

QRP4:   Kyk, ek het nou baie gepraat oor die vraelyste. Dis nou eintlik baie kwantitatief, né. Kwalitatief, ek wil weereens se dit hang af van jou teikengroep, want die sing is net, sê nou maar net jou wil nou in [dorpsnaam] met mense persoonlike onderhoude gaan voer en so aan, afhangend van hierdie ouens se opleidingsvlak, gaan hulle die Engels kan verstaan en dit wil praat, 'n taal wat jy magtig is, of hulle gaan nie kan nie, of hulle gaan sukkel om dit te praat en jy gaan nie al die inligting kry noodwendig wat jy wil hê nie. So ja, ek dink dit hang regtig af van jou teikengroep, die mens. Kyk, as dit regtig soos *deep rural* is, die outjies is erg plattelands en hulle

het nog nooit van Afrikaans of Engels nou regtig gehoor nie, dan gaan jy daai goedjies moet vertaal. Jy gaan eintlik daar iemand moet instuur wat met hulle in hulle taal al die vragietjies kan hanteer, dan moet dit nou maar opgeneem word en getranskribeer word en weer oorvertaal word. So, ek dink dit hang regtig af… kyk as dit met… 'n akademikus, as dit jou deelnemer is, dan is die vertaler se rol beperk, dink ek; maar as jy met ander ouens dalk, ek wil amper sê, minder gegoede gemeenskappe, ouens met minder blootstelling, dan gaan jy beslis jou vertaler baie, baie nodig hê.

N: [...]

QRP4: … ek dink né, in kwantitatiewe navorsing is die rol van die vertaler eintlik op die taalversorging baie groter as wat dit is 'n kwalitatiewe navorsing…

N: Okay, hoe so?

QRP4: Die metingsinstrumente wat jy gebruik, uit die aard van die saak, dit moet vertaal word. Ek ook as ek nou terugdink, toe ek by die [universiteit] en toe ek my internskap gedoen het, was daar 'n projek waarop ek gewerk het. Wat daar tyd gebeur het, jy wil seker inligting uit 'n gemeenskap uit hê, maar jy wil hulle ook nie traumatiseer in die proses nie. So, nou basies, lei jy mense van die gemeenskap op, en hulle word dan nou ook 'n bedraggie betaal, dan werk hulle nou met jou deelnemers, en uit die aard van die saak, as daai inligting terugkom, dan is dit nou in die deelnemer se taal, die Afrikataal. So uit die aard van die saak, dan moet die goedjies dan terugvertaal word sodat die navorser dit kan verstaan en dit kan interpreteer.

N: dink jy in só geval, jy het nou gesê jy wil nie die deelnemers traumatiseer nie…

QRP4: Ja, wat ek daarmee bedoel is, jy wil nie ingaan en met hulle gaan Engels praat nie, hierdie moeilik… want dan klink al die vrae vir hulle verskriklik moeilik, en hulle skrik al klaar as jy hoor… of as hulle hoor navorsing, want dit klink vir hulle verskriklik intelligent, dis 'n universiteit wat betrokke is, en so aan, so daarom voel ek, in plaas daarvan dat die navorser gaan en iemand saamvat wat die heeltyd kan vertaal, is dit eintlik beter stuur 'n persoon in met wie hulle gemaklik is, en na die tyd, dan word daai goed net oorgesit in 'n taal wat die navorser weer kan verstaan. Ja, en ek dink ook, jy weet, met navorsing, oor die algemeen is ouens bang, as hulle nie verskriklik al blootstelling gehad het, as hulle… eweskielik moet hulle 'n onderhoud met 'n navorser doen. Hulle skrik hulle dood en al die inligting wat hulle kon moontlik gegee het, is weg. So, as jy dalk iemand wat dalk 'n leier in hulle gemeenskap is, en hulle

nog steeds mee gemaklik woel. Maar nou hang dit ook baie af van die studie, né. Want as jy soos met VIGS nou werk, dan moet jy onthou daar's nou baie stigmatisering, so as jy dan iemand van die onmiddellike gemeenskap daar gaan instuur, gaan die ouens nie vir jou die regte inligting gee nie, want dan gaan julle probleme optel. So dan moet jy nou weer iemand uit 'n ander omgewing uit kry wat hulle nooit na die tyd weer gaan sien regtig nie. So, die rol van 'n vertaler in kwalitatiewe studies kan baie groot wees, maar dit kan ook bitter klein wees, afhangend van met wie jy werk en waaroor jou studie gaan.

N: Interessant. En hierdie laaste vragie is net vir PhD-kandidate…

QRP4: … [lag] okay

N: Hoe verskil jou opinie nou dat jy 'n PhD kry, PhD gaan kry…

QRP4: PhD gaan kry, hopelik [lag]…

N: … teenoor wat jou mening van 'n vertaler was toe jy 'n M gedoen het?

QRP4: Okay, toe ek my M gedoen het, het ek met studente van die [universiteitsnaam uitgelaat] gewerk. Alhoewel, goed, ek het geweet dis Afrikaanse studente, maar ek is toe daar in met my Engelse vraelysis. Dit was 'n ou kort vraelysie, dit was net een. En ek het geweet hulle handboeke is maar in Engels, hulle verstaan Engels. Dit gaan geen invloed nou regtig hê nie op die data wat ek insamel nie. So, daar het ek half gevoel wat moet ek nou met 'n vertaler doen. Nee, die vertaler het nie… of ek het nie toe gedink die vertaler het 'n baie groot rol nie. My PhD het baie meer aspekte, baie meer fasette, fases as wat my M gehad het. Hy's baie breër, so daarom gelukkig, ja, of ongelukkig, jy kan nie regtig die rol van die vertaler of die taalversorger of die tolk of wie ook al net eenvoudig miskyk nie. Dit is nodig. [...] as ek tog net in my begroting voorsiening gemaak het, maar my befondsing is van so aard, as daai ding nie in jou begroting staan nie, dan mag hy nie gebeur nie. Dan sou ek regtig dat hulle in hulle eie taal geskryf het [leerlinge se evaluering van die spesifieke aktiwiteit], dat iemand net die goed vir my oor vertaal het. Al was daar baie groot koste aan verbonde. Ek sou meer… 'n baie beter gehalte inligting gekry het."

N: Ek het hier op 'n stadium 'n nota gemaak. Jy het op 'n stadium gesê julle het sommer die kinders gebruik om te vertaal wat die ander se. Was jy nie bekommerd oor die detail van die inligting of die akkuraatheid van die inligting wat hulle oordra nie?

QRP4:   Weet jy, nee, nie regtig nie. Kyk tot 'n groot mate wil ek se die kinders was nie baie gemaklik om in Sesotho te praat nie so dit het bitter, bitter min gebeur. As dit wel gebeur het, dan sou ons vir 'n kind gevra het wat jy nou weet is dalk 'n bietjie grote, 'okay, so sê dit gou vir ons in Engels', dan sou ons na die tyd gevra het vir die hele groep, 'is dit wat sy gesê het, reg?', en as hulle dan sê ja, dan aanvaar ons okay goed, die saak is reg. Dis nie die ideaal nie. Die ideaal sou maar 'n tolk gewees het, maar die ding ook nou weer, omdat mens in 'n tweede taal met die kinders werk, en dit is nou maar wat ons kan verstaan, so dit vat baie lank om die goedjies mooi te kan verduidelik, jy weet, en as ons nou nog 'n tolk ook ingekry het, sou 'n sessie vier ure gevat het en ek weet nie of ek dit genoem het nie, maar ons het op 'n stadium, toe 'n onderwyser 'n ding vir ons getolk het, het hy dit verkeerd vertolk, so, toe het ons ook gevoel weet jy [nee], dit is net te veel van 'n gesukkel, en nou is daai outjies, hulle gaan van graad 3 af in Engels skool. So mens hoop dat hulle dit regtig al mooi kan verstaan, en hulle praat hom krom en skeef maar jy kan agterkom wat hulle vir jou wil sê… En weet jy wat ek dalk nou vir jou kan by se né, ek dink soos my kollegas nou, wat nou kan Engels praat, baie van hulle, hulle kan nie Afrikaans praat nie, maar hulle verstaan dit. En hulle verstaan grotendeels al die swart tale ook omdat die tale so naby mekaar is. Ek dink regtig daai ouens is in 'n ideale posisie wanneer dit by navorsing kom. Die maak nie saak in watter taal jy gaan nie, hulle verstaan dit basies. Dan wil ek saam dit sê, dan is die rol van die taalpersoon weer kleiner, afhangend van wat die vaardigheid van die navorser is, dink ek, is die rol van die taalpersoon groter of kleiner. Soos met my, wat nie die swart tale magtig is nie, dan het die persoon met die tale 'n groterige rol te speel en jy moet hulle dan amper blindelings vertrou ook. Maar as jy die tale magtig is van jou deelnemer, dan krimp die ou rolletjie maar baie.

Veldnotas

Na die onderhoud vergelyk deelnemer taal in kwalitatiewe navorsing met statistiek. Akademici dink hulle kan die tale praat, hulle weet wat daar moet staan, so die onkostes daaraan verbonde is onnodig en hulle kan daarsonder klaarkom. Maar statistiek kan hulle nie doen nie. "Akademici dink nie hulle het taalprobleme nie". Maar daar's 'n groter rol [vir vertalers] in Suid-Afrika vir Afrikatale, 'n belangriker rol.

QRP4 (FACE-TO-FACE INTERVIEW: ENGLISH TRANSLATION)

R: Okay, the first question […] Please give a general summary of your study. What is the focus, what did you investigate, die educational context, the participants, your data collection methods, and the mother tongue of your participants?

QRP4:   Okay, I'm going to answer each one at a time. The first one was the focus?

R: The focus…

QRP4:   Okay, it is about a [skills] programme… I'm going to speak English and Afrikaans altogether.

R: That's fine.

QRP4:   … it [the skills programme] is now developed and we want to measure its effectiveness. Initially, I had focus groups with teachers so that one determines what are the gaps concerning the children's social skills, and then I've also consulted the literature what such programmes normally consist of, and that is how the programme has been developed, and also, because the children are still young, by means of playing [nature of activities in the programme]. Each time, there is a brief lesson, then we try to practise it [skills] by means of playing, by doing or dancing, or something like that. And yes ... we have pre-tested the children, there was a post-test recently, and then there will be follow-up testing. So, we want to know if the programme was effective, and the duration will be for three months. So, that is the focus. The following question?

R: Educational context?

QRP4:   Okay, the focus groups were conducted at four schools. I used the [district] area. It is divided into regions. So, we selected a school from each region. Two of the schools were Afrikaans, and at the one schools, yes, there were many white children, and the other school was quite mixed, and then the township schools consisted of African children, and the languages are mostly Setswana, Sesotho and IsiXhosa. Here and there, there are children whose mother tongue is Sepedi.

R: O okay, that is in the township schools…

QRP4:   [confirm] It is in the township schools. That was the first phase. The second phase only entailed developing the programme. The third phase was only in the township, the one township school, and that was in [city name] where the programme was presented.

R: Okay, they were primary schools?

QRP4:   They were primary schools. The children are supposed to be 10 to 12 years old. It was extremely difficult. It seems that the children do not really know in which year they were born and the school does not necessarily has the information available, so I did the testing, had their birth dates written up with all the tests so that I can see if there are participants who were a bit older or too young ... so that one does not have teenagers in the study.

R: And the data collection methods?

QRP4:   Okay, in my first phase, I used focus groups at four schools. There were approximately 8 to 10 staff members in each focus group, and they work with the children aged 10 to 12. Not necessarily their class teachers, but who teach them, thus those who can see what the learners' [functioning] is. In my second phase, my programme was developed, so data were not really collected during this phase. In my third phase, yes, the data were collected. It was mostly quantitative, while the first phase was qualitative. And with the data collection, beforehand, the children completed many measurements [questionnaires] – the teachers completed a longer one and the children a shorter one. Then there was a post-testing for the children after the programme had been presented, and the programme lasted less than a month. And then there is a follow-up testing in three months' time, then the children will be retested, but then we again receive questionnaires from the parents and teachers. So, I actually have three groups of participants.

R: Okay, we already have the mother tongue…

QRP4:   … yes, in my first phase, in my first phase it was mostly Afrikaans at two of the schools, and the others, or the other races, are mostly Sets… yes, Setswana if they are in Afrikaans schools; but those children actually speak Afrikaans fluently. They can just as well be Afrikaans, but it is not really their mother tongue, and like I've said, it is actually Sesotho, mostly at the school where I'm currently doing the programme presentation-evaluation in the third phase. The school in [city] was IsiXhosa. So yes, the languages were Setswana, Sesotho, IsiXhosa, and then there was Afrikaans… there wasn't really English. Yes, English-speaking children were not really involved.

R: Okay, so this is a more general question. In your view, which role, if any, can a translator play in qualitative research?

QRP4:   Okay, qualitative… okay, I think one has to realise, if one works with participants who do not necessarily speak your language … like, when I worked at the Afrikaans schools, there, one does… I conducted focus groups in Afrikaans at those schools, so actually, yes, you can perhaps use a language editor to review of you ask your questions efficiently. To a large extent, I think, okay, one actually speaks the language [used in the research] like that, and it is not so formal … I want to say it is not really that necessary [i.e. use of a translator in qualitative research], but okay… Then one goes to schools in informal settlements and you speak a language with the participants that is not your first language, but it is their first language, and then … it is actually a good thing if you can ask the questions in their [participants'] language as well, but it becomes difficult, because we have various African languages and they are actually very closely related. So, yes, I think one speaks with them [participants] in English, or if they can see the questions you ask, your interview schedule, in their own language, that would be a good thing. It would also be wonderful to have had an interpreter so that they could have spoken any language, which the interpreter, in turn, could have translated for me. But I've realised that, in the black communities, they [participants] feel that they have to speak English when they work with white people – it is as if African languages make them feel inferior.

R: Oh?

QRP4:   Yes, I've picked up on this by the children and the teachers. So, I think one can, to a degree, if there has to be translation into another language, give the question in the [African] language, perhaps beforehand; but I strongly doubt if they would really be willing to speak to you [the researcher] in their mother tongue.

R: Okay, interesting, and if one specifically works with the transcripts that must be translated? To you think there is any role that a translator can play in this case, or a contribution that a translator can make, or not really?

QRP4:   Okay, the data are transcribed, then it is in English. I think if you understand the language, the role of the translator is unfortunately limited.

R: Okay…

QRP4:   This is still applicable to the data collection. I think the translator or language practitioner actually only plays a role just before submission [of the final copy for examination], to me [the role of a translator is] the language editor. You know,

maybe I could have also, if I wanted to, translated the programme into the children's language, but the reason I have not done so, is because I could not really speak their language, then, should they have asked a question where I had to explain to them, I would not have necessarily been able to explain to them. So, anyway, the children also want to learn in English, and they like big words and they tell their friends about it [laugh]… it is too precious.

R: Did you make use of translators at any stage of your study?

QRP4: Several times. You know, I had the permission letters. The committee's [informed consent letters] were in English, and because one works at Afrikaans schools and wants to accommodate the teachers, the letters were also translated into Afrikaans. With regard to the schools in the informal settlements, I decided that the questionnaires do not have to be translated, because the thing is, into which language does one translate? The language they speak? If one works at a Sesotho school, it does not necessarily mean that their mother tongue is Sesotho, so, then it comes down to discrimination. So ... okay, it was informed consent letters. Then, the scale that I used ... it is an international scale. They were all translated into Afrikaans for the children who receive schooling in Afrikaans. They were translated into Sesotho for the school that preferred that the children complete the questionnaires in Sesotho. The school where I worked, which is actually an isiXhosa school, preferred the English [questionnaires], so I have not translated those questionnaires into isiXhosa. As the language of most people in that environment is Tswana, the questionnaires and scales were also translated into Setswana and some of it were used in the Afrikaans schools where it [Afrikaans] is some of the children's mother tongue and also at schools where the children preferred it; however, we again found that if a child has the option to speak English or Afrikaans, then they would rather take that [option], because they feel inferior if they participate in an African language, except at the schools where the teachers were of opinion that we would obtain better results if we simply do everything in Sesotho. There, all the children did it [questionnaires] in Sesotho, but I'm convinced that if you asked the children, 'do you want English or Sesotho', they would probably have said they wanted English questionnaires. And then, for that reason, everything will be language edited before submission and, of course, before publication, it should also be done.

R: You mentioned, I think it was emotional concepts, translation of emotional concepts from English or Afrikaans into an African language. Into which language was the translation and what type of problems did you experience?

QRP4: Yes, from English… English is actually a very rich language. There are many words and emotions are described very nicely. Afrikaans is also a well-developed language. So, we were mostly able to translation everything accurately into Afrikaans. Or if you really experienced challenges, you could have precisely described what is meant, equivalent to what is meant in the English questionnaire. In both Sesotho and Setswana, words for emotions are extremely limited. Translators then normally use the word closest to the emotion, but if you back-translate, it is not a hundred per cent equivalent. And this is also the reason why, when we conduct the scales, then we tell the children, '...this is the situation. This was translated. There isn't always a good word in 'Sesotho or Setswana for each English word, so the English may possibly have a different meaning', and the teachers help us with it, then we work according to the English, because otherwise, the answers will not be correct in the end.

R: Yes, you also mentioned that you used some of the teachers to translate or to interpret?

QRP4: That was in my third phase. Unfortunately, it was not successful. Yes, because, at some stage, I decided to get the mediator to do the interpretation, because I realised that the teachers at the schools in informal settlements do not necessarily speak English well. They do struggle a bit, because they do not really practise [speaking English]. They do not really use the language. The mediator is a head of department and he also studied a bit further, so he was comfortable with English. And I wanted him to interpret for us, but a problem accompanied the interpretation, and that was that the children were not always comfortable with the presence of a teacher in the class. It [the programme] entails emotions ... He also promised that he will be there every time to interpret and then it so happens that he has to attend a meeting or something else, then he was not able to come interpret, then one tries to arrange someone else, but they say they do not really want to interpret. And yes, what we said in the end, to overcome the problem, the children were welcome to speak Sesotho, which is the language of that environment and the school, and then someone in the class or the whole class had to translate the meaning to the

presenter, because we did not understand the language, and the children decided they wanted it [the questionnaire] in English, they liked English words very much. Some of them even said that English is the global language, 'we want to get better in English, we would like to be taught in the language'. Some [learners] also felt that we do not speak to them in Afrikaans, so why would they speak to us in their language, as everyone understands English, so we stick to English. What I did picked up on – I always let the children write evaluations so that they can say afterwards what they had learnt, what they liked, what they did not like. The writing is not extremely good, but one should realise that it is a second language and that the children are still young. You understand what they say, sometimes you must use your imagination and think carefully, but what they say does come through. I think if I had known that I would work in a Sesotho school when I submitted my budget for funding, then I would have let the children write the evaluations in Sesotho every time and would have sent it to someone to translate in English, because I just think the children could have expressed themselves that much easier. So, I would have liked it, but it was not indicated in the budget, and to have it translated is really very expensive. So, yes...

R: Okay, the people that you did use to translate the texts, what are their qualifications, or did they have background?

QRP4:   Okay, the people who translated the scales. I hired a company in [city]. The lady who runs the company, she was a professor at [university] and she is currently retired and now she does translation. The people in her network … most of them, if I'm correct, have Honours degrees. Uhm, yes. The lady herself always translated from English into Afrikaans, and her daughter did the back-translations. Her daughter was a homeopath, and I think she probably worked towards qualifications in languages on the sideline, but since I'm also Afrikaans- and English-speaking, I'm also able to see, that is how it was translated, and how it was back-translated. So, I'm not sure of her qualifications in languages, I'm referring to the daughter, but I do know that she has some experience with the translation of questionnaires. The person who did my Sesotho [translation into Sesotho], is a lector at [university] and the person is at the language department. I'm not sure if there is a specific department for Sesotho or how it works, but this person also has language degrees. Someone in the [province] translated into Setswana. It is a person ... I think this

person probably has a degree in languages, and the person also has experience in translation, but I'm not sure. I'm not a hundred percent sure, but I know the lady who runs the organisation, she is a professor, and therefore she has a PhD, and it must be language-related, I do not know exactly what. And this lady has years' experience and she also says that she only uses people who are reliable and who do good work and have the necessary qualifications. And also, with the questionnaires, often, if a company has copyright to the questionnaire, then they also set requirements with regard to who is allowed to translate and who may not, and they also want certain qualifications, and when I submitted the people [translators' qualifications], they were satisfied. The publisher was an American company. So, I cannot remember the precise qualification of the translators, but like I said, the American publisher was satisfied, so I assume it was alright, and the company I used, they are of such nature, they give you a certificate where you can see their BEE status and various other things. It's a very reputable company.

R: Would you say that problems could have emerged if the translators did not specialise in your subject field?

QRP4:   Uhm, I think, … somewhat, yes [the translator's lack of experience had an impact]. I picked up on it with the Afrikaans translations. We [the researcher and translator] spoke and debated about it, and there were amendments after I said, 'What about this and that'. Unfortunately, with regard to the African languages, there is a lack of words, so it didn't help debating about it at all.

R: very interesting…

QRP4:   But, I think the lady with the [language] organisation uses certain people for certain subject fields, which has been decided on over the past few years. So, I don't think those who translated into African languages were lay persons with regard to the words. But I doubt that they necessarily hold Psychology III or a similar qualification.

R: Did the translators, in any way, contribute to the interpretation or understanding of the data?

QRP4:   No [laughing].

R: This is also a general question, in your opinion, what are possible reasons why translators are not involved in qualitative research?

QRP4: I think people merely perceive it as extra cost that could perhaps be avoided. I also think people [academics] feel, 'I can speak the language; why do I also need a translator?' Yes [confirming], I think that is probably the most important reasons.

R: Are there any other translation problems you have encountered, perhaps in your literature, terminology, anything, data collection process?

QRP4: translation problems…

R: something that was difficult to translate?

QRP4: You know, yes. I recall … when I had the scales translated and received the back-translations, I was not impressed, and I contacted the translator, and remarked, 'I do not think the texts/translations correspond to the original English text', and… so I visited the lady in [city] and she showed me dictionaries on her computer, many of which were subject-specific, and she showed me, 'these are the options I have. If you perhaps prefer another option, then we can talk about it'. And so, we sorted it out between us and made numerous changes. Something that was also problematic for me – I felt … that the translation of the scales in Afrikaans, the language, was too difficult for the children. It was not appropriate for the target group, and we [the researcher and translator] had some disagreement, because she felt that a child of that age ought to understand the word, and on the other hand, I felt that the children these days, they are not proficient in pure Afrikaans or pure English, they mix their languages. So, what we have done in many instances, we used the word that she preferred and gave an explanation of the word in brackets so that the child also understands what the item is supposed to mean. But, it was a major issue. I felt the language usage was too difficult. She translated it too difficult. It should have been more applicable to the level of the participants. And I also feel the problem, especially with older people, they still remember children as they were many years ago, their skills, but it is not necessarily the case now, especially not what languages are concerned.

R: Would you say a lack of background of the translator in the subject field perhaps play a role?

QRP4: No, I do not think so [that the translator's lack of experience in the subject field led to translation challenges]. I think it is a type of arrogance that I noticed with the translator, an attitude of, 'listen, this is the most beautiful Afrikaans word. If a child does not understand this word, then they don't know'. But I hardly understand the

word [laughs] – of course the child will not understand it! To me, for a lack of a better word, the language is too formal. It [the language] is too complicated.

R: yes…

QRP4: so, yes, she [the translator] knows her language well and she wants to translate it [items in the questionnaire] beautifully, but yet again, she had been an academic for many years. These questionnaires are meant for children; they are not meant for an academic audience. So, in this case, I've argued with her somewhat to translate the text as simple or easy as possible.

R: If you encountered translation problems, what translation resources do you use?

QRP4: [laugh], I want to say to you, my own arrogance. Yes, you see, obviously I do not have knowledge of Sesotho and Setswana. In these languages, I cannot pick up on language problems. When you receive the back-translations, you can see, okay, it is not the same [the translations are not equivalent], and one also knows this is due to a lack of words in the languages, then you just leave it. When it is from English into Afrikaans or from Afrikaans into English, if I don't like the translator's translation, I leave it the way I think best.

R: Okay…

QRP4: [laughs] yes, because I think that I'm good in languages as well, that's why I also say I have somewhat of an arrogance; but also, from time to time, I'll obtain a second or third opinion and will also consult the dictionary and internet, etcetera.

R: Okay, internet, which databases?

QRP4: [laughs], whatever I find first.

R: Do you perhaps have any other comments with regard to the role of a translator in qualitative research in psychology?

QRP4: I've spoken a lot about the questionnaires, which is largely quantitative. With regard to the qualitative, I want to say again that it will depend on your target group, because the thing is, let's say you want to conduct personal interviews in [city] and so forth, depending on these persons' level of education, they will be able to understand English and will want to speak this language, a language in which you [as the researcher] are also proficient; or they wouldn't be able to speak the language or they will not be able to speak the language and you will not necessarily collect all the information that you want. So, … yes, I think it really depends on your target group, the human. If it is really *deep rural*, those people have never really

heard of English or Afrikaans, then you will have to translate your texts. There, you will actually have to send in someone who can go through all the questions with them [participants] in their language, then you will have to audio record, transcribe and translate it. So, it really depends. If an academic is your participant, then the translator's role is limited, I think; but if you work with others, I almost want to say impoverished communities, those with less exposure, then you will definitely need your translator very much. [...] I think, in quantitative, the role of the translator is more significant than in qualitative research.

R: Okay, why do you say that?

QRP4: The measurement instruments one uses must be translated. If I think back, when I did my internship at [university name omitted], there was a project I worked on. What happened, you want certain information from the community, but you also do not want to traumatise them in the process. So, basically, train people in the community, and they are also paid a small amount, then they work with your participants, and if that information comes back, then it is in the participant's language, the African language. So, then it should be back-translated so that the researcher can understand and interpret.

R: You said you didn't want to traumatise the participants ...

QRP4: Yes, what I mean by that, you do not want to go in and speak English with them, because then all the questions will seem difficult, and they will be cautious if they hear it, or if they hear research, it sound very intelligent, it's a university that is involved etcetera, and therefore I feel that, instead of the researcher taking someone along who translates the whole time, it is actually better to send in someone they [participants] know and afterwards, it is translated to a language the researcher can understand. Yes, and I also think, you know, with research, people are generally cautious if they have not had much exposure [to research] and suddenly they have to be interviewed by a researcher. They get a fright and all the information that they could have possibly given, is gone. … perhaps use a leader in their community [as an interpreter] with whom they still feel comfortable. So, it greatly depends on your study. Because, like when you work with AIDS, then you must remember that there is stigmatisation. So, if you send someone in within the immediate community [to interpret], the participants will not really provide information, because you will have trouble [breaching research ethics]. So, then you will have to get someone [an

interpreter] from another area/community whom they [participants] will not really see again afterwards. So, the role of the translator in qualitative research may be very significant, but it can also be very insignificant, depending on with whom you work and what your study is about.

R: Interesting, the last question is for PhD candidates.

QRP4: … okay

R: How does your opinion differ now in terms of the role of the translator in comparison to your opinion during your master's degree.

QRP4: Okay, when I did my master's, I worked with students from [university]. However, I knew they were Afrikaans students, but I went in with my English questionnaires. It was only one brief questionnaire. And I knew their textbooks were in English – they understand English. It does not really have an effect on my data that I collect. So, there I was of opinion, why do I need a translator? Then, I though the translator did not have a significant role. My PhD has much more aspects, much more facets and phases than my Master's degree had. My PhD [is] much broader, so therefore, yes, or unfortunately, you cannot merely turn a blind eye to the role of the translator, or the language editor, or the interpreter, or whoever. It is necessary. If only I had made provision in my budget…, but my budget is of such nature, if it is not indicated in your budget, it is not allowed. Then I would have let them [participants] participate in their own language [specifically referring to the qualitative evaluation of programme activities by the learners] and let someone just translate it for me. Even if it was expensive. I would have obtained more quality information.

R: At some stage I made a note: you mentioned that you used the learners to translate what the others said? Weren't you worried about the information or the accuracy thereof that they translated?

QRP4: No, not really. To a great extent, the children were not very comfortable speaking Sesotho, so it seldom happened. If it did indeed happen [that the researchers had no idea what the participants were saying due to language constraints] we asked an older child to repeat it [experience shared by a participant in the group] in English, then we asked the whole group afterwards whether it was accurate, and if they agreed, then we assumed it was okay. It is not ideal. The ideal would be using an interpreter, but then again, because one works with the children in a second language, and it is what we can understand, so it takes a while to explain everything

clearly, you know, and if we also used an interpreter, it would have taken four hours. And I don't know if I mentioned it, but at some stage, when a teacher interpreted something for us, he misinterpreted, so we also felt that it is too much of a struggle, and those children receive schooling in English from Grade 3. So, one hopes that they should understood it [English] well by that time. Although they were not fluent and did make mistakes, you [researcher] did understand what they meant. And they do make mistakes, but you do understand what they mean. Like my colleagues, they cannot speak Afrikaans, but they understand it. I mostly understand all the African languages, because they are so closely related. I think those guys [participants] are really in an ideal position when it comes to research. It does not matter which language you use, they [participants] basically understand it. Then, in addition, I want to say the language professional's role is again minor; depending on the skill of the researcher, the role of the translator is greater or smaller. As is my case, where I am not proficient in African languages, the language practitioner plays a bigger role and you almost also have to trust them blindly. But if you are proficient in the languages of your participant, the role of the translator shrinks very much.

Fieldnotes/Participant's opinions afterwards

After the interview, the participants compared the language in qualitative research with statistics. Academics think they can speak the languages, they know what has been said, and therefore the costs associated with this is unnecessary and they can go without it. But they cannot do statistics. Academics think they do not have problems with language. But, I think the role of translators in South Africa are more significant for African languages – a more important role.

QRP5 (VERBATIM E-MAIL RESPONSES)

a. Please provide a general summary of your study. Wat is the general focus of your study (phenomenon investigated, educational context, data collection methods used)? *Verskaf asseblief 'n algemene opsomming van u studie. Wat is die algemene fokus van u studie (fenomeen wat ondersoek word/is, opvoedkundige konteks, data-insamelingsmetodes gebruik, moedertaal van deel*

[identifiable information omitted]

b. In your opinion, what role, if any at all, can a translator play in a cross-language qualitative study in psychology? / *Na u mening, watter rol, indien enige, kan 'n vertaler speel in 'n kruis-taal kwalitatiewe studie in sielkunde?*

Tydens die onderhoude wat ek met die ouers van die leerders gevoer het, het ek wel 'n leemte ervaar by ouers wat nie altyd verstaan het wat ek gevra het nie. Ek moes baie keer verduidelik wat ek bedoel, en het dikwels gevoel dat ek miskien so my eie opinie op hulle afdwing. 'n Voorbeeld van so 'n vraag [voorbeeld], Hulle het nie die [onderhoudvraag] verstaan nie.

c. Did you involve a translator(s) in your study to translate and/or interpret qualitative data? Please give reasons for your answer. / *Het u 'n vertaler(s) by u studie betrek om kwalitatiewe data te vertaal en/of te interpreteer? Verskaf asseblief redes vir u antwoord.*

Nee ek het nie, maar ek het na die onderhoude daaraan gedink dat dit goed sou gewees het om 'n persoon wat Tswana magtig is saam te neem na sulke onderhoude toe. Al die persone met wie ek onderhoude gevoer het was Afrikaans magtig, daarom het ek nie nodig gehad om die onderhoude te vertaal nie. Ek sou net versigtig wees omdat ek bang was ek gaan nie dieselfde kommunikasie en persoonlike interaksie met die ouers hê indien daar 'n derde persoon by sou wees nie. Daar sal dalk iets van die spontaniteit van die gesprek verlore gegaan het.

d. If you have involved a translator(s), what were his/her qualifications or experience? / *Indien u wel 'n vertaler(s) betrek het, wat was sy/haar kwalifikasies of ervaring?*

Ek het slegs 'n taalversorger gebruik om my studie na te sien en my opsomming in Engels te vertaal. Dit was 'n gekwalifiseerde taalversorger wat by [universiteit] gewerk het.

e. If you have involved a translator(s), has he/she in any way contributed to your understanding of the phenomenon you investigated? *Indien u wel 'n vertaler(s) betrek het, het hy/sy op enige manier bygedra tot u begrip rakende die fenomeen wat u ondersoek?*

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Nee, ek dink dit was nogal 'n leemte. Sy het byvoorbeeld [terminologie] vertaal met [terminologie] en ek moes weer haar werk nouk[e]urig kontroleer om soortgelyke foute te ondervang.

f. In your opinion, what are the possible reasons, if any, for not involving a translator in a cross-language qualitative study in psychology (in general)? / *Na u mening, wat is die moontlike redes, indien enige, waarom 'n vertaler nie in 'n kruis-taal kwalitatiewe studie in sielkunde betrek word nie (in die algemeen).*

Ek dink die grootste oorweging vir my sal finansies wees. 'n Nagraadse studie is baie duur en ek sou dit nie kon bekostig nie. Taalversorging op sig self is al baie duur.

g. What other translation problems (of any nature, possibly literature, terminology, during the data collection process, verbatim quotes, etc.), if any, have you encountered at any stage of your research study? / *Watter vertaalprobleme (van enige aard, moontlik in die literatuur, terminologie, tydens die data-insamelingsproses, verbatim aanhalings, ens.), indien enige, het u in enige stadiumvan u navorsingstudie teëgekom?*

Ek het nogal 'n probleem gehad om [terminologie] korrek te vertaal asook [terminologie]. Dit is terminologie wat meestal in Engels gebruik word.

h. Can you give examples of the translation problems (of any nature) you have encountered at any stage of your research study? (examples from your manuscript may also be used). / *Kan u voorbeelde verskaf van vertaalprobleme (van enige aard) wat u in enige stadium van u navorsingstudie teëgekom het? (voorbeelde uit u manuskrip mag ook gebruik word?*

Dit is ongelukkig al lank terug. Ek het genoem van [terminologie] wat sy met [vertaling van terminologie] vertaal het. Die res het sy gewoonlik eers navraag gedoen en dan vir my 'n paar opsies gegee waaruit ek kon kies. Ek het dit dan met my studieleier bespreek en ons het die beste opsie gekies.

i. In general, what translation resources (e.g. dictionaries, colleagues, professionals, online resources), if any, do you consult when you encounter a translation problem at any stage in your research study? / *In die algemeen, watter vertaalhulpbronne*

(bv. woordeboeke, kollegas, kundiges, aanlynhulpbronne), indien enige, raadpleeg u wanneer u 'n vertaalprobleem in enige stadium van u navorsingstudie teëkom?

Ek raadpleeg nog die taalversorger wat ek gehad het. Die [universiteit] se aanlyn woordeboeke is ook van groot hulp. Dikwels raadpleeg ek ook my studieleier en die [universiteit] se biblioteekpersoneel vir hulp.

j. Are there any other comments that you can/want to add regarding the use and role of translators in qualitative studies in psychology? / *Is daar enige ander kommentaar wat u wil/kan byvoeg rakende die gebruik en rol van vertalers in kwalitatiewe sielkundestudies?*

Indien my finansies dit toelaat sal ek beslis in die toekoms gebruik maak van 'n taalversorger of vertaler wat meer van die vakgebied weet.

k. (only for PhD candidates/ *slegs vir PhD-kandidate*): How does your opinion differ now in terms of the role of a translator in qualitative research in comparison to your opinion during your master's degree study? / *Hoe verskil u opinie nou in terme van die rol van 'n vertaler in kwalitatiewe navorsing vergeleke met u opinie gedurende u meestersgraadstudies?*

Soos ek by die vorige vraag geantwoord het, sal die frustrasies wat ek ondervind het tydens my Meestersgraad studies my aanmoedig om na 'n taalversorger te gaan wat meer van my studie se onderwerp weet.

QRP5 (E-MAIL RESPONSES: ENGLISH TRANSLATION)

a. Please provide a general summary of your study. Wat is the general focus of your study (phenomenon investigated, educational context, data collection methods used)?

[Identifiable information omitted]

b. In your opinion, what role, if any at all, can a translator play in a cross-language qualitative study in psychology?

During the interviews with the parents of the learners, I experienced a gap with the parents who did not always understand what I had asked them. Many a time I had to explain what I meant, and often felt that I perhaps forced my own opinion onto them. […] They did not understand the [interview] question.

c. Did you involve a translator(s) in your study to translate and/or interpret qualitative data? Please give reasons for your answer.

No, I did not [hire an interpreter], but after the interviews, I thought that it would have been good if I took along a person proficient in Tswana to such interviews. All the interviewees were proficient in Afrikaans, and therefore it was not necessary to translate the interviews. I would just be cautious, because I feared that I would not have the same communication and personal interaction with the parents [research participants] if a third party [an interpreter] was present. Spontaneity perhaps would have been lost during the conversation.

d. If you have involved a translator(s), what were his/her qualifications or experience?

As only used a language editor to review my study and to translate my abstract into English. It was a qualified [accredited] language editor who worked at [university].

e. If you have involved a translator(s), has he/she in any way contributed to your understanding of the phenomenon you investigated?

No, I think there was a lack. For example, she mistranslated [terminology] and I had to carefully check to identify similar mistranslations.

f. In your opinion, what are the possible reasons, if any, for not involving a translator in a cross-language qualitative study in psychology (in general)?

I think the main consideration would be my finances. A postgraduate degree is very costly, and I wouldn't have been able to afford it [the services of a translator]. Language editing is in itself, already very expensive.

g. What other translation problems (of any nature, possibly literature, terminology, during the data collection process, verbatim quotes, etc.), if any, have you encountered at any stage of your research study?

I experienced problems with the accurate translation of [specific terminology from English into Afrikaans]. This is a terminology mostly used in the English language.

h. Can you give examples of the translation problems (of any nature) you have encountered at any stage of your research study? (examples from your manuscript may also be used).

Unfortunately, it has been a while since I've conducted the study. I mentioned that she translated [terminology] into [terminology]. With regard to the rest, she usually first enquired and then gave me a few options from which I had to choose. I then discussed it with my supervisor and we selected the best option.

i. In general, what translation resources (e.g. dictionaries, colleagues, professionals, online resources), if any, do you consult when you encounter a translation problem at any stage in your research study?

I still consult with my previous language editor. The online dictionaries of the [university] are also very helpful. Often, I also consult with my supervisor en the library personnel for assistance at [university].

j. Are there any other comments that you can/want to add regarding the use and role of translators in qualitative studies in psychology?
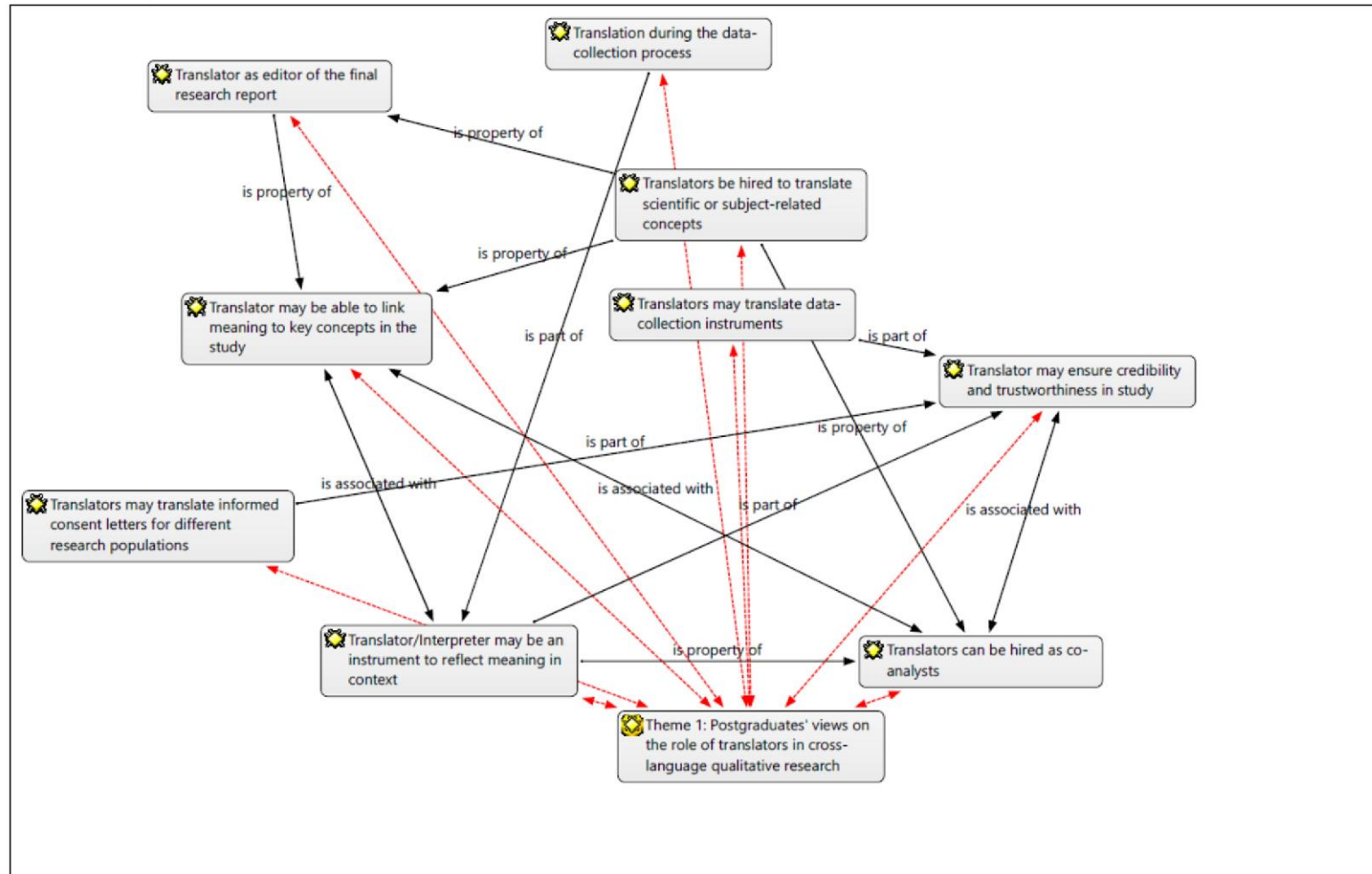
If my finances allow me to do so, I will, in future, definitely use (the services) of a language editor or translator who knows more about the subject/field of study.

k. (for PhD candidates): How does your opinion differ now in terms of the role of a translator in qualitative research in comparison to your opinion during your master's degree study?
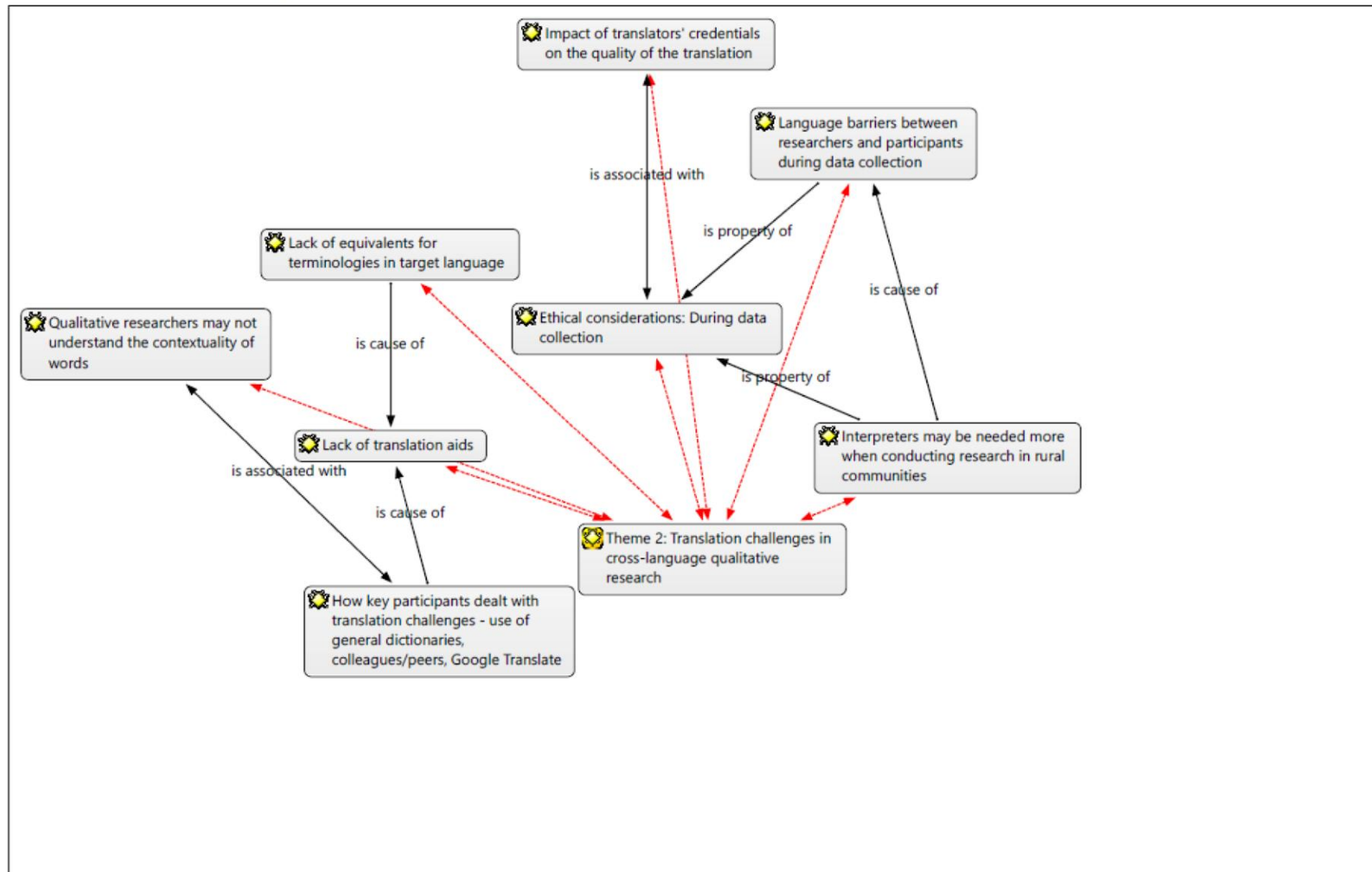
As in my previous answer, the previous frustrations I experienced during my Master's degree study would encourage me to make use of a language editor who knows more about the subject of the study.
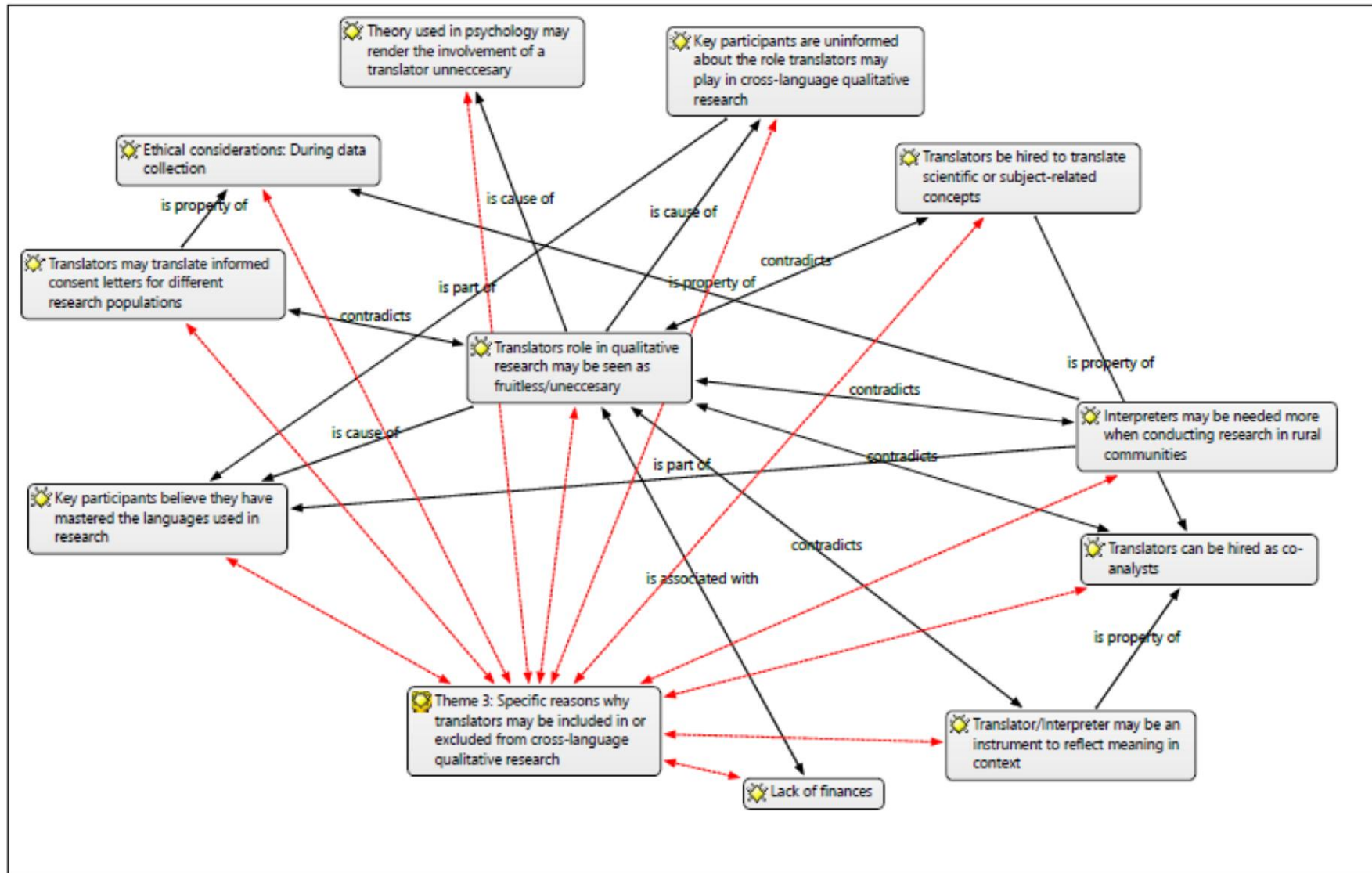
APPENDIX F: DATA ANALYSIS

Theme 1: Postgraduates' views on the role of translators

Impact of translators' credentials on the quality of the translation

Language barriers between researchers and participants during data collection

is associated with

Lack of equivalents for terminologies in target language

is property of

Qualitative researchers may not understand the contextuality of words

Ethical considerations: During data collection

is cause of

is cause of

Lack of translation aids

is associated with

is property of

Interpreters may be needed more when conducting research in rural communities

is cause of

How key participants dealt with translation challenges - use of general dictionaries, colleagues/peers, Google Translate

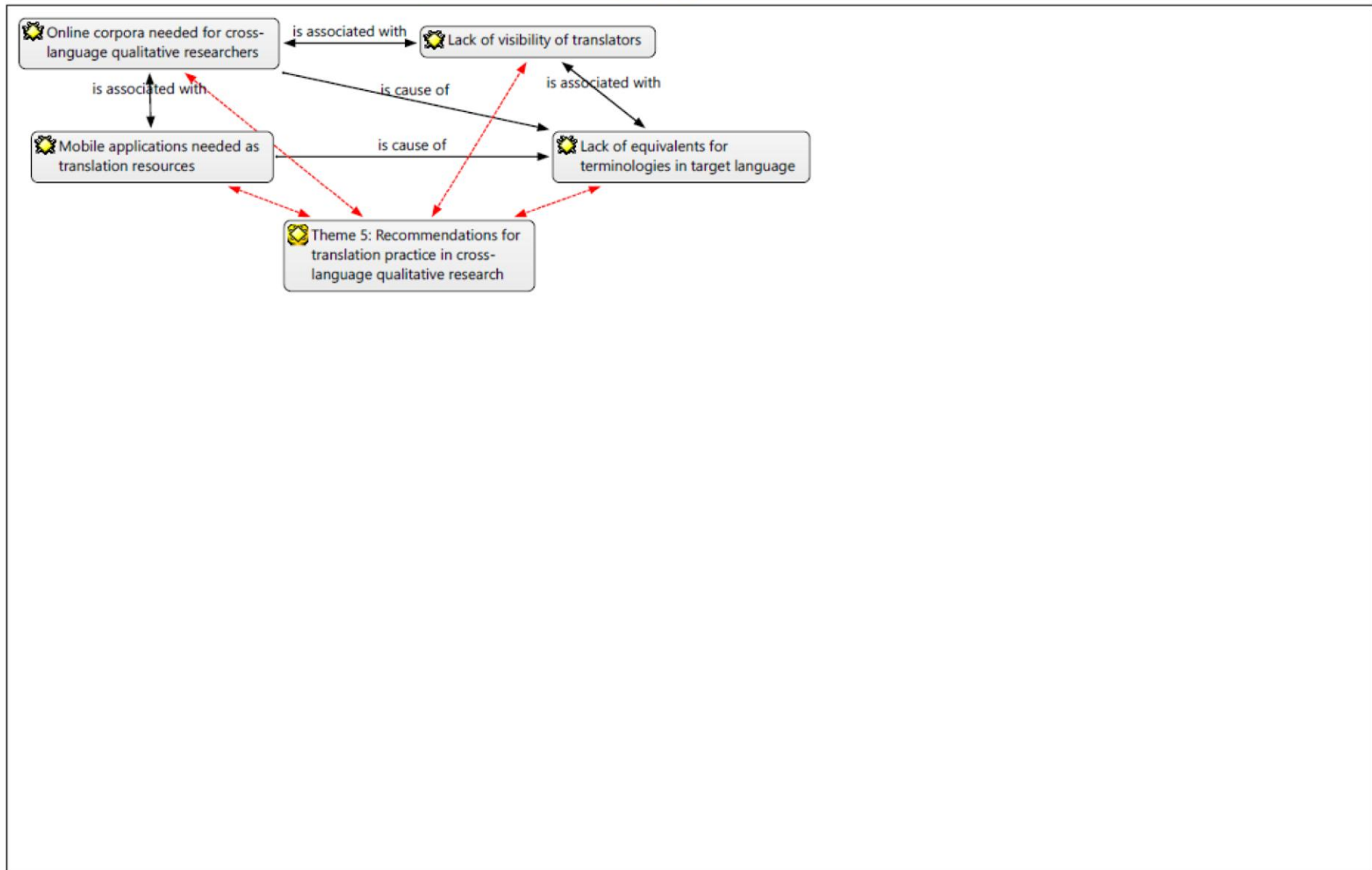Theme 2: Translation challenges in cross-language qualitative research

Theme 3: Specific reasons why translators may be included in or excluded from cross-language qualitative research

Theme 4: Language challenges are not reported in final research reports
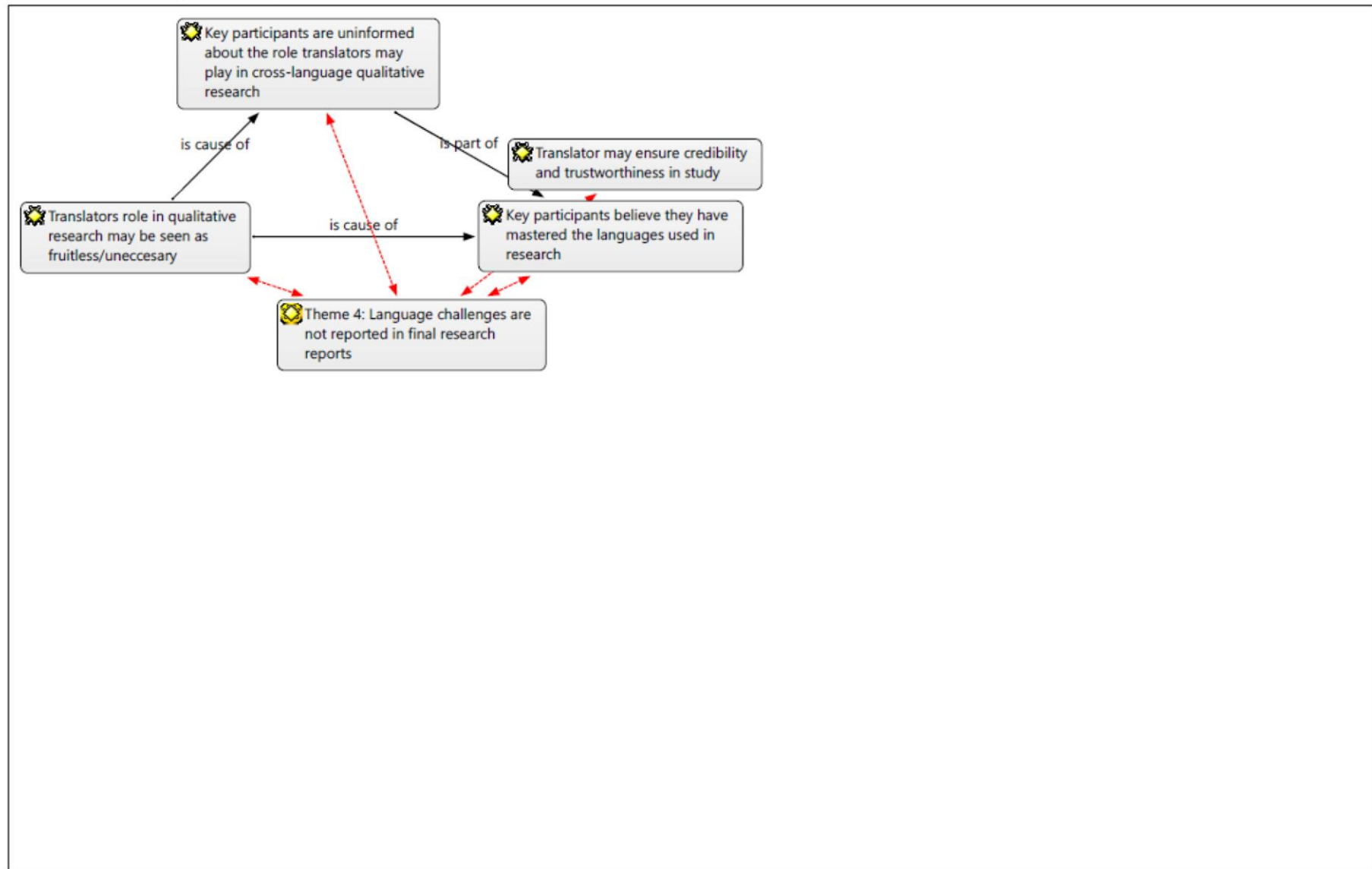
Theme 5: Recommendations for translation practice in cross-language qualitative research

APPENDIX G: TRANSLATION OF VERBATIM QUOTES

AFRIKAANS VERBATIM QUOTES	ENGLISH TRANSLATIONS
… by die vertaling van vraelyste sal ek sê… en… natuurlik dan die onderhoudskedule ook [rol van vertaler]	*… with the translation of questionnaires, I would say, and … also the interview schedule* [role of translator] *(QRP2).*
...dit is belangrik dat die vertaler die onderhoudskedule of intervensieprogram se verskillende weergawes, hetsy Afrikaans en Engels en/of enige ander taal, versigtig deurgaan om te verseker dat die vrae of die inhoud van die program, respektiewelik, semanties so na as moontlik ooreenstem. Sodoende sal die geldigheid en betroubaarheid van die studie versterk word. Tweedens, dit is belangrik dat die vrae/inhoud van die intervensieprogram op so 'n wyse vertaal word dat die deelnemers van die verskillende taalgroepe die inhoud van die vrae sal begrip…	*… it is important that the translator carefully go through the interview schedule or different versions of the intervention programme, whether Afrikaans or English and/or any other language, to ensure that the questions or content of the program respectively correspond semantically as closely as possible. In ensuring this, the validity and reliability of the study will be strengthened. Secondly, it is important that the questions or content of the intervention programme be translated in such a manner that the participants of the different language groups will understand the content of the questions (QRP2).*
... die komitee se goed [toestemmingsbriewe] is in Engels en omdat mens … by Afrikaanse skole werk, die onderwysers wil akkommodeer, dan word dit ook maar Afrikaans toe vertaal.	*… the committee's* [informed consent letters] *were in English and because one works at Afrikaans schools and wants to accommodate the teachers, the letters were also translated into Afrikaans (QRP4).*
Maar ek dink daar is miskien tog 'n plek [vir 'n tolk] … as jou vertaler saam met jou gaan as jy dalk met 'n persoon… wat nie sy huistaal is nie, glo ek mens kan dalk gebruik gemaak het.	*I think there is indeed perhaps a place [for an interpreter] … if the translator accompanies you when you speak to someone in a language that is not his mother tongue, I believe that one could*

	have perhaps made use of one [an interpreter] (QRP3).
Die vertaler is van hulp om sekere betekenisvolle inligting in konteks in 'n spesifieke taal te help ontsluit.	*The translator assists in unlocking certain meaningful information in a specific language in context* (QRP1).
Die vertaler dien as 't ware as die slypsteen om die instrument van die navorser skerp te maak om die kwalitatiewe diversiteit van deelnemers se belewing te begryp om die essensiële betekenis van hulle belewing te ontvou.	*The translator serves as the grindstone to sharpen the instrument of the researcher to understand the qualitative diversity of participants' experiences so as to unfold the essential meaning of their experiences* (QRP2).
Ek het nie op formele vlak van 'n vertaler gebruik gemaak nie maar wel op 'n informele wyse in terme van die Sepedi/Engelse sprekers sodat ek presies kan verstaan wat hulle tydens die data-insameling bedoel.	*I did not formally make use of a translator* [meaning an interpreter], *but in an informal way by using people who could speak Sepedi and English so that I could understand what they* [research participants] *meant during the data collection* (QRP1).
As dit wel gebeur het [dat die navorsers nie weet wat die deelnemers meedeel nie weens taalhindernisse], dan sou ons vir 'n kind gevra het wat jy nou weet is dalk 'n bietjie grote, 'okay, so sê dit gou vir ons in Engels', dan sou ons na die tyd gevra het vir die hele groep, 'is dit wat sy gesê het, reg?', en as hulle dan se ja, dan aanvaar ons okay goed, die saak is reg.	*If it did indeed happen* [that the researchers had no idea what the participants were saying due to language constraints] *we asked an older child to repeat it* [experience shared by a participant in the group] *in English, then we asked the whole group afterwards whether it was accurate, and if they agreed, then we assumed it was okay* (QRP4).
... ek dink miskien meer in die plattelandse gebied, gaan ek my vertaler meer gebruik	*I think I would maybe use my translator more in rural areas* (QRP3).
Maar daar's 'n groter rol [vir vertalers] in Suid-Afrika vir Afrikatale – 'n belangriker rol.	*I think the role of translators in South Africa are more significant for African languages – a more important role* (QRP4).

Ek dink die vertaler of die taalkundige persoon se rol kom eintlik by net voor die goed ingegee word [finale navorsingsverslag vir eksaminering], die taalversorging vir my.	*I think the translator or language practitioner actually only plays a role just before submission* [of the final copy for examination], *to me* [the role of a translator is] *the language editor* (QRP4).
...voordat ek my werk ingee, gaan alles ook getaalversorg word, en natuurlik voordat publikasies is, moet dit ook gebeur (sic.)	*… everything will be language edited before submission and, of course, before publication, it should also be done* (QRP4).
Ek dink ek sou baie minder foute gemaak het as ek 'n vertaler van die begin af gebruik het. […] Ek dink jou kwaliteit van werk sou ook van die begin af baie hoër gewees het, dat 'n mens nie soveel keer moet gaan regmaak, jou sinsnedes of jou tipe woordeskat wat jy gebruik het, sou jy dan van die begin af op 'n hoër vlak kon aangebied het.	*I think I would have made less errors* [English-Afrikaans translation of literature and terminology] *if I had used a translator from the start.* […] *I also think the quality of work would have been high from the beginning so that one does not have to make so many corrections.* You [the researcher] *would have presented your sentences or type of vocabulary on a higher level from the beginning* (QRP1).
Dus was dit belangrik om 'n bekwame taalversorger by my studie te betrek om te verseker dat algemeen aanvaarde en semanties deursigtige vertalings vir vakterme voorsien is om die betekenis so akkuraat as moontlik oor te dra. […] Die taalversorger [ook 'n vertaler] het my gehelp om my idees en begrip van die fenomeen van [sielkundige steuring] … op so 'n wyse uit te druk dat dit vir die leser meer toeganklik is aangesien daar met die vertaling uit die Engelse bronne van die betekenis verlore kon gaan.	*It was thus important to involve a competent language editor in my study to ensure that generally accepted and semantic transparent translations for subject terms are provided to transfer the meaning as accurately as possible.* […] *The language editor helped me to express my ideas and understanding of the phenomenon of* [psychological disorder] *in a manner that is more accessible to the reader, as meaning could have been lost with the translation from English sources* [into Afrikaans] (QRP2).

ek het dit maar basies self vertaal, maar die vertaler wat ek van gebruik gemaak het… het baie moeite gedoen om die regte terme [vakterme] op die regte maniere te vertaal.	*I translated it myself, but the translator I used [for proofreading during the finalisation of the research report] has done a lot to translate the terms [subject-related terminologies] in the correct way* (QRP3).
ek het net die vertaler – en dit was sommer van die senior departement van die skool van tale, departement van Engels – het ek net as klankbord gebruik laat sy net vir my moet kyk, verstaan ek die begrip in konteks	*I used the translator … from the senior department of the School of Languages, Department of English as a sounding board so that she could ensure that I understood the concepts in context* (QRP1).
Die vertaler is van hulp om sekere betekenisvolle inligting in konteks in 'n spesifieke taal te help ontsluit. Die vertaler is verder van kardinale hulp om 'n gestruktureerde verwysings raamwerk van betekenis en sin aan sleutelkonsepte te verskaf.	*The translator assists to unlock certain information in context in a specific language. The translator is further of cardinal assistance to provide a structured reference framework of comprehension and meaning to key concepts* (QRP1).
ek dink tot 'n sekere mate kon bydra tot die rykheid en meer indiepte-analise	*… to a certain degree it [including a translator] could have contributed to the richness and more in-depth analysis [of data]* (QRP2).
… ek dink regtig hulle kan 'n groot bydra lewer om, ten opsigte van taalversorging, om dit meer keuriger [sic.], die kwaliteit van jou werk [teks/vaktaal] te verhoog.	*… I really think they could make a significant contribution in terms of language editing to make it more efficient, to increase the quality of your work [text/subject language]* (QRP3).
Jy weet nie hierdie goed [dat 'n tolk deel kan wees van die studie] voor jy nie daar is nie.	*… You do not know this [that an interpreter may be part of the research] before you are there* (QRP1).
Die navorser kan onvoldoende ingelig wees oor die rol wat 'n vertaler in sodanige	*The researcher may be inadequately informed about the role a translator can*

studie kan speel om die geldigheid en betroubaarheid van die studie te versterk.	*play in such a study to enhance the validity and reliability of the study (QRP2).*
ek het nie op daai stadium [aanvang van navorsing] regtig gedink om iemand te kry om my te help, om te vertel, met die vertaling nie.	*I did not really consider finding someone to help … with the translation at that stage [in the beginning of the study] (QRP3).*
Jy weet nie hierdie goed [dat 'n tolk deel kan wees van die studie] voor jy nie daar is nie. […] jy dink nie dit is nodig nie, maar agterna as jy dit gedoen het, dan dink jy, 'joe, kon ek nie dalk meer gekry het as ek van so iemand gebruik gemaak het nie?' […] dié [deelnemers] wat nie goed tweetalig was nie of wat nie hulleself baie goed in Engels kon uitdruk nie […] dit was nou nogal 'n probleem. Daar sou ek wou, sou ek graag wou, as ek kon, 'n tolk van gebruik te gemaak het. Dat die tolk vir my presies sê wat die Sepedi-dame eintlik daarmee bedoel het. Dit het vir my gevoel sy het nie die taal om presies te sê wat sy bedoel nie.	*You do not know these things [that an interpreter could be part of the research] before you are there […]* *you think it is not necessary [making use of translator/interpreter], but afterwards you think, 'wouldn't I have perhaps obtained more if I had used someone like that?' […]* *those* [participants] *who were not fluently bilingual or who could not express themselves in English […] that was quite a problem. In that case, I would have liked ... if I could, to make use of an interpreter, so that the interpreter tells me exactly what the [participant] actually meant by something. It felt to me she did not have the vocabulary to exactly say what she meant (QRP1).*
eintlik was Engels haar tweede taal, so dit was eintlik moeilik vir haar om te verstaan, maar ek dink 'n vertaler [*tolk] kon dit dalk maklike gemaak het as jy die vrae wat ek sou gevra het, jy weet, klaar vertaal het in Engels.	*English was her* [participant's] *second language, so it was difficult for her to understand, but I think a translator [an interpreter] would have made it easier, if the person had translated the questions, I would have asked, in English beforehand (QRP3).*
ek het die kindertjies altyd evaluerings laat skryf, laat hulle het na die tyd sê okay, dit is wat ons vandag geleer het, dis waarvan	*I always let the children write evaluations so that they can say afterwards what they had learnt, what they liked, what they did*

ek hou, dis waarvan ek nie gehou het nie. Die skryf is nie baie, baie goed nie, maar mens moet nou onthou dis 'n tweede taal en mens moet ook onthou die kinders is eintlik nog kleinerig. Jy kan agterkom wat hulle sê, partykeer moet jy bietjie jou verbeelding gebruik en mooi dink, maar dit kom regtig deur wat hulle sê... ek dink as ek betyds geweet het toe ek my begroting vir die befondsing ingegee het dat ek in 'n Sesotho-skool sou gewerk het… dan sou ek die kinders elke keer die evaluerings in Sesotho laat skryf het en vir iemand gestuur het om vir my terug te sit in Engels, want ek dink net jy… die kinders sou hulle baie makliker uit kon gedruk het.	*not like. The writing is not extremely good, but one should realise that it is a second language and that the children are still young. You understand what they say, sometimes you must use your imagination and think carefully, but what they say does come through.* […] *I think if I had known that I would be working in a Sesotho school when I submitted my budget for funding, then I would have let the children write the evaluations Sesotho every time and would have sent it to someone to translate in English, because I just think, the children could have expressed themselves easier* (QRP4).
Tydens die onderhoude wat ek met die ouers van die leerders gevoer het, het ek wel 'n leemte ervaar by ouers wat nie altyd verstaan het wat ek gevra het nie. Ek moes baie keer verduidelik wat ek bedoel, en het dikwels gevoel dat ek miskien so my eie opinie op hulle afdwing. Hulle het nie die [onderhoud]vraag verstaan nie.	*During the interviews with the parents of the learners I did experience a gap with the parents who did not always understand what I had asked them. Many a time I had to explain what I meant, and often felt that I perhaps forced my own opinion onto them.* […] *They did not understand the* [interview] *question* (QRP5).
die woordeskat was nie vir my so maklik om dit in Afrikaans [te vertaal nie] […] Ek dink eerder dis die tekort aan woordeskat. Dit voel vir my die Engelse taal is vir my so meer vloeibaar om iets mooi in te beskryf; waar Afrikaans… my woordeskat daar is nie altyd vir my so goeie weergawe soos wat die Engels dit vir jou gee nie.	*… vocabulary* [scientific terminology] *was not that easy to* [translate] *into Afrikaans* […] *I think it is rather the lack of vocabulary. It seems to me the English language is more flexible to describe something; whereas Afrikaans… my vocabulary does not always have the best words to use as you have in the English language* (QRP1).

… ek [het] uitdagings ervaar met die vertaling van vakterme in die veld [sielkunde] aangesien die oorgrote meerderheid van die literatuur wat bestudeer is in Engels geskryf is.	*I experienced challenges with the translation of subject terminology in the field [psychology] as the vast majority of literature studied has been written in the English language* (QRP2).
die hele DSM-5 [oor die spesifieke versteuring] … is moeilik en dis nie mooi in verstaanbare [taal] … ek dink as mens nie mediese agtergrond het nie, is dit moeilik om in konteks mooi te verstaan presies wat daar staan. So, dit was vir my, wat nie die mediese agtergrond gehad het nie, om regtig te verstaan presies wat hulle bedoel en die regte Afrikaanse woord te gevind het om die Engelse betekenis van Afrikaans af te verstaan [sic.] dat dit korrek was.	*… the whole DSM-5 [about the specific disorder] … is difficult and the language used is difficult to understand. I think if one does not have a medical background, it is difficult to understand the writing in context. So, for me, who did not have medical background, to really understand what exactly they [scholars or authors] meant and to find the correct Afrikaans word, to understand the English meaning in Afrikaans [was difficult]* (QRP3).
Ek het nogal 'n probleem gehad om [spesifieke vakterm] korrek te vertaal asook [spesifieke vakterm]. Dit is terminologie wat meestal in Engels gebruik word.	*I had problems with the accurate translation of* [specific terminology from English into Afrikaans]. *This is a terminology mostly used in the English language* (QRP5).
maar ek weet in Sesotho, is daar nie al die vakterme nie.	*I know that not all the subject terms exist in Sesotho* (QRP2).
Met beide Sesotho en Setswana is woorde vir emosies is bitterlik, bitterlik beperk. Wat hulle dan doen met die vertalings, is hulle vat die woord wat die naaste daaraan is, maar as jy vir hom terug vertaal dan is hy regtig nie honderd persent in die kol nie.	*In both Sesotho and Setswana, words for emotions are extremely limited. Translators then normally] use the word closest to the emotion, but if you back-translate, it is not a hundred per cent equivalent* (QRP4).
Aangesien my studieleier die betrokke taalversorger aanbeveel het, het ek aangeneem dat sy oor die voldoende	*As my supervisor recommended the language editor, I assumed that the person has adequate experience. I myself did not*

ervaring beskik. Ek het haar nie self uitgevra oor haar ervaring nie.	*ask the language editor about her experience (QRP2).*
… ek weet die vrou wat nou die eienaar is van die maatskappy, sy is 'n professor, so uit die aard van die saak is nou maar 'n PhD, en dit moet in 'n taalverwante, ek weet nie presies in wat nie […] ek glo darem nie die ouens wat na die Afrikatale toe vertaal het, is heeltemal leke wat die woord, wat die woorde aanbetref nie. Maar of hulle dan noodwendig soos Sielkunde III of so iets gaan hê, ek twyfel.	*I know the lady who runs the organisation, she is a professor, and therefore she has a PhD, and it must be language-related, I do not know exactly what. […] I don't think those who translated into African languages were lay persons with regard to the words. But I doubt that they necessarily hold Psychology III or a similar qualification (QRP4).*
ek dink tot 'n mate, ja. [die vertaler se ervaringtekort het 'n effek op die gehalte van die vertalings gehad]. Met die Afrikaanse vertalings kon ek dit opgetel het. Ons kon daaroor gepraat het en dit beredeneer het en daar is nou wel goed wat verander is, nadat ek gesê het, maar luister, 'wat van dit of wat van dat'. […] Ek onthou toe ek die skale laat vertaal het, toe ek die terugvertalings kry, was ek glad nie baie ingenome nie en ek het toe die persoon gekontak wat dit gedoen het, en vir haar gesê, 'luister, die goed kom nou nie vir my… dit praat nou nie vir my watwonders met wat die taal nou oorspronklik, of wat die Engels nou oorspronklik gesê het nie' […] met die vertaling van die skale na Afrikaans toe, die taal is te hoog vir die kinders. Dis nie reg vir die teikengroep gewees nie, en ek en sy het nogal redelik maar… 'n bietjie	*… somewhat, yes* [the translator's lack of experience had an impact]. *I picked up on it with the Afrikaans translations. We* [the researcher and translator] *spoke and debated about it, and there were amendments after I said, 'What about this and that'. […] I recall … when I had the scales translated and received the back-translations, I was not impressed, and I contacted the translator, and remarked, 'I do not think the texts/translations correspond to the original English text'. […] I felt … that the translation of the scales in Afrikaans, the language, was too difficult for the children. It was not appropriate for the target group, and we* [the researcher and translator] *had some disagreement, because she felt that a child of that age ought to understand the word (QRP4).*

geskuur met mekaar, want sy het dan nou gevoel 'n kind van daai ouderdom behoort hierdie woord te verstaan	
… sy [die vertaler] ken die taal nou baie goed en sy wil hierdie goed pragtig, pragtig stel, maar weereens, sy's 'n akademikus gewees vir baie lank en die vraelyste is vir kinders, dis nie vir 'n akademiese gehoor nie… so daar het ek maar nog 'n met haar 'n bietjie gesukkel om die goed eenvoudig genoeg te kry.	…she [the translator] knows her language well and she wants to translate it [items in the questionnaire] beautifully, but yet again, she had been an academic for many years. These questionnaires are meant for children; they are not meant for an academic audience. So, in this case, I've argued with her somewhat to translate the text as simple or easy as possible (QRP4).
Nee, ek dink nie so nie [dat die vertaler se ervaringstekort gelei het tot uitdagings mbt vertaling]. Ek wil amper sê dis 'n tipe arrogansie wat ek by die vertaler opgetel het, van 'luister, hierdie is nou die pragtigste, mooiste Afrikaanse woord. As die kind nou nie hierdie ding verstaan nie, dan weet hulle nie'. Maar ek verstaan hom skaars [lag], natuurlik gaan die kind hom nie verstaan nie! Dis net vir my… dis vir my, by gebrek aan 'n beter woord, die taal is te deftig. Dis te gekompliseerd…	No, I do not think so [that the translator's lack of experience in the subject field led to translation challenges]. I think it is a type of arrogance that I noticed with the translator, an attitude of, 'listen, this is the most beautiful Afrikaans word. If a child does not understand this word, then they don't know'. But I hardly understand the word [laughs] – of course the child will not understand it! To me, for a lack of a better word, the language is too formal. It [the language] is too complicated (QRP4).
Met die Afrikatale is daar ongelukkig net 'n gebrek aan woorde, so daar het dit nie gehelp om enigsins te wil stry nie […] Soos met my, wat nie die swart tale magtig is nie, dan het die persoon met die tale 'n groterige rol te speel en jy moet hulle dan amper blindelings vertrou ook.	Unfortunately, with regard to the African languages, there is a lack of words, so it didn't help debating about it at all. […] As is my case, where I am not proficient in African languages, the language practitioner plays a bigger role and you almost also have to trust them blindly (QRP4).

... 'n stadium, toe 'n onderwyser 'n ding vir ons getolk het, het hy dit verkeerd vertolk, so, toe het ons ook gevoel weet jy [nee], dit is net te veel van 'n gesukkel, en nou is daai outjies, hulle gaan van graad 3 af in Engels skool. So mens hoop dat hulle dit regtig al mooi kan verstaan, en hulle praat hom krom en skeef maar jy kan agterkom wat hulle vir jou wil sê	*… at some stage, when a teacher interpreted something for us, he misinterpreted, so we also felt that it is too much of a struggle, and those children receive schooling in English from Grade 3. So, one hopes that they should understood it* [the English language] *well by that time. Although they were not fluent and did make mistakes, you* [the researcher] *did understand what they meant* (QRP4).
Die taalversorger [ook 'n vertaler] het my gehelp om my idees en begrip van die fenomeen van [sielkundige versteuring] op so 'n wyse uit te druk dat dit vir die leser meer toeganklik is aangesien daar met die vertaling uit die Engelse bronne van die betekenis verlore kon gaan.	*The language editor* [who is also a translator] *helped me to express my ideas and understanding of the phenomenon* [psychological disorder] *in a manner which is more accessible to the reader as meaning could have been lost with the translation from English sources* [into Afrikaans] (QRP2).
… hy [studieleier] my na die vertaler toe verwys wat hy gedink het ons sal help omdat sy self 'n bietjie agtergrondinligting het.	*… he* [supervisor] *referred me to the translator who he thought could have helped because she had some background information* [on the subject] (QRP3).
Indien my finansies dit toelaat sal ek beslis in die toekoms gebruik maak van 'n taalversorger of vertaler wat meer van die vakgebied weet.	*If my finances allow me to do so, I will, in future, definitely use* [the services] *of a language editor or translator who knows more about the subject/field of study* (QRP5).
… dis hoekom mense Google Translate gebruik… hulle vergeet hulle het nie genoeg taalkennis nie, so dan dink hulle hulle kan 'n woord net vertaal soos wat Google Translate of die eerste woord in die woordeboek wat uitgegooi word as 'n	*… that is why people use Google Translate. They forget that they do not have enough language knowledge, so they think that they can translate a word as given by Google Translate or the first word in the dictionary as synonym or any other*

sinoniem of ander woord en hulle neem nie al die kontekste en nuanses wat die… wat die samelewing aan dit koppel, hulle neem nie dit ingedagte nie…	*word, and they do not consider all the contexts and nuances that society links to it* (QRP2).
… na my mening sou wees waarom 'n vertaler nie in 'n kruis-taal kwalitatiewe studie betrek word nie, is wanneer die navorser 'n meester op die taal gebied is van dit wat nagevors word. Deeglike insig en begrip en diepgaande betekenis moet deel wees van die navorser se vordering.	[…] *in my opinion, a translator is not involved in a cross-language qualitative study when the researcher is a master in the language of what is being researched. Thorough insight and understanding and in-depth meaning must be part of the researcher's progress* (QRP1).
... [die] navorser kan oortuig wees dat hy/sy oor die voldoende kennis van die betrokke taal/tale beskik om die vertaling self te behartig. […] nee, ek het nie dit oorweeg nie. Dalk ook omdat ek voel ek het 'n goeie mate van taalaanleg.	… *[the] researcher may be convinced that he/she has adequate knowledge of the relevant language or languages to translate themselves* […] *no, I did not consider it [using a translator during the study]. Perhaps because I also feel I have good degree of language competency* (QRP2).
… ek dink, die vertaler [*tolk] is nie noodwendig teenwoordig wanneer jy die onderhoud voer nie, en mens tel baie dinge op tydens die onderhoud wat noodwendig nie gesê word nie. […] die intonasie wat iemand [die deelnemer] gebruik, of die manier waarop hy praat, wat hy miskien nie die regte woorde gebruik nie.	*I think the* [interpreter] *is not necessarily present when you conduct the interview, and one [the researcher] picks up on many things during the interview that is not necessarily expressed* […] *the intonation somebody [the participant] uses or the manner in which he speaks, where he perhaps does not use the correct words* (QRP3).
...mens praat maar die taal, so, en dit is nie so formeel nie. So ek wil nou daar sê dis [vertaler in kwalitatiewe navorsing] nou nie verskriklik nodig nie.	… *one actually speaks the language* [used in the research] *like that, and it is not so formal … I want to say it is not really that necessary* [i.e. use of a translator in qualitative research] (QRP4).

...ek dink ook baie mense [akademici] voel, 'ek kan die taal praat, hoekom het ek 'n vertaler ook nodig?' […] Akademici dink nie hulle het taalprobleme nie.	*I also think people* [academics] *feel, 'I can speak the language; why do I also need a translator?'* […] *Academics think they do not have problems with language* (QRP4).
ek was baie narrow-minded … vir die rol wat die taalversorger kon speel… as ek die vraag nou beantwoord… by my proses se interpretasie en ook die persoon se kennis van taal en ook die betekenis wat aan seker woorde geheg word. So, ja, ek dink tot 'n sekere mate kon bydra tot die rykheid en meer indiepte-analise	*I was very narrow-minded … regarding the role a translator could have played, if I answer the question, in my process' interpretation and also the person's knowledge if the language and also the meaning attached to certain words. So, yes, I think that to a certain degree it could have contributed to the richness and more in-depth analysis* (QRP2).
[vertaler onnodig] want ek voel ek is eintlik ook goed in tale, dis hoekom ek ook sê dis dalk maar 'n bietjie 'n arrogansie wat ek by my het.	*… because I feel that I'm actually also good in languages, that's why I also say I have somewhat of an arrogance* (QRP4).
… die rol van 'n vertaler in kwalitatiewe studies kan baie groot wees, maar dit kan ook bitter klein wees, afhangend van met wie jy werk en waaroor jou studie gaan.	*… the role of the translator in qualitative research may be very significant, but it can also be very insignificant, depending on with whom you work and what your study is about* (QRP4).
...as jy soos met VIGS nou werk, dan moet jy onthou daar's nou baie stigmatisering, so as jy dan iemand van die onmiddellike gemeenskap daar gaan instuur, gaan die ouens nie vir jou die regte inligting gee nie, want dan gaan julle probleme optel. So dan moet jy nou weer iemand uit 'n ander omgewing uit kry wat hulle nooit na die tyd weer gaan sien regtig nie.	*…like when you work with AIDS, then you must remember that there is stigmatisation. So, if you send someone in within the immediate community [to interpret], the participants will not really provide information, because you will have trouble [breaching research ethics]. So, then you will have to get someone [an interpreter] from another area/community whom they [participants] will not really see again afterwards* (QRP4).

Ek sou net versigtig wees omdat ek bang was ek gaan nie dieselfde kommunikasie en persoonlike interaksie met die ouers hê indien daar 'n derde persoon by sou wees nie.	*I would just be cautious, because I feared that I would not have the same communication and personal interaction with the parents* [research participants] *if a third party* [an interpreter] *was present* (QRP5).
met navorsing, oor die algemeen is ouens bang, as hulle nie verskriklik al blootstelling gehad het, as hulle … eweskielik moet hulle 'n onderhoud met 'n navorser doen. Hulle skrik hulle dood en al die inligting wat hulle kon moontlik gegee het, is weg… as jy dalk iemand wat dalk 'n leier in hulle gemeenskap is, en hulle nog steeds mee gemaklik voel.	*…with research, people are generally cautious if they have not had much exposure* [to research] *and suddenly they have to be interviewed by a researcher. They get a fright and all the information that they could have possibly given, is gone. … perhaps use a leader in their community* [as an interpreter] *with whom they still feel comfortable* (QRP4).
… want veral hier by ons, wat politiek vreeslik hoogty vier […], so jy moet baie versigtig te werk gaan dat hulle in die eerste plek nie bedreig voel nie, en in die tweede plek, dat hulle nie moet voel jy beskou hulle as minderwaardig, daarom maak jy gebruik van 'n tolk.	*… because especially here* [in the school community] *where politics are incredibly rife* […], *so, you need to be very careful that, firstly, they* [research participants] *do not feel threatened, and secondly, they should not feel that you regard them as inferior and therefore you use an interpreter* (QRP1).
...in die swart gemeenskappe, die ouens voel dat as hulle met blanke mense werk dan praat hulle Engels – dis asof die Afrikatale hulle minderwaardig laat voel… […] ons het weereens gekry dat as 'n kind die opsie het vir Engels of vir Afrikaans, dan wat hulle liewer dit, want hulle voel minderwaardig as hulle dit in 'n Afrikataal doen.	*… in the black communities,* they [research participants] *feel that they have to speak English when they work with white people – it is as if African languages make them feel inferior.* […] *we again found that if a child has the option to speak English or Afrikaans, then they would rather take that* [option], *because they feel inferior if they participate in an African language* (QRP4).

...die kinders het net besluit hulle soek hierdie goed [die vraelys] in Engels, hulle hou verskriklik baie van die Engelse woorde. Party van hulle het tot gesê maar Engels is die wêreldtaal, 'ons wil beter en beter in Engels word, ons wil graag daarin leer'. Party het ook gevoel ons praat nie met hulle in Afrikaans nie, so hoekom wil hulle, hulle taal met ons praat, want almal verstaan mooi Engels, so ons bly by die Engels.	*… the children decided they want it* [the questionnaire] *in English, they like English words very much. Some of them even said that English is the global language, 'we want to get better in English, we would like to be taught in the language'. Some* [learners] *also felt that we do not speak to them in Afrikaans, so why would they speak to us in their language* […] *as everyone understands English, so we stick to English* (QRP4).
Daar sou ek wou, sou ek graag wou, as ek kon, 'n tolk van gebruik te gemaak het. Dat die tolk vir my presies sê wat die Sepedi-dame eintlik daarmee bedoel het. Dit het vir my gevoel sy het nie die taal om presies te sê wat sy bedoel nie.	*I would have liked ... if I could, to use an interpreter so that the interpreter tells me exactly what the Sepedi-speaking participant actually meant by something.* […] *I felt that she did not have the vocabulary to say exactly what she meant* (QRP1).
Ek self het nog nooit so daaroor gedink nie. Ek dink dit [insluiting van 'n vertaler in die studie] kon dalk nuttig gewees het.	*I have never really thought about it ... I think it [including a translator in the study] could perhaps have been useful* (QRP3).
Nee ek het nie ['n vertaler ingesluit nie], maar ek het na die onderhoude daaraan gedink dat dit goed sou gewees het om 'n persoon wat Tswana magtig is saam te neem na sulke onderhoude toe.	*No, I did not* [hire an interpreter], *but after the interviews, I thought that it would have been good if I took along a person proficient in Tswana to such interviews* (QRP5).
dit voel vir my daar gaan 'n betekenis… 'n tipe van 'n impak op betekenis verlore as mens nie daai… daai slang, veral die [taalgebruik van die deelnemer] – ek dink dit gaan verlore, so ja, dis hoekom ek direk die Engelse aanhalings gesit het daarso […]. En ook by kwalitatief, is ook om daai	*I feel that a meaning … a type of impact on the meaning* [when quotes are translated] *... meaning is lost ... especially the slang, especially* [language usage of the participant] *… that is why I directly quoted the English quotations* […]. *And also, with qualitative* [research], *it is to unlock the life*

leefwêreld oop te sluit van daai Engelse… daai student, en taal is mos deel van sy leefwêreld.	*world of ... that student, and language is part of his life world* (QRP2).
Finansiële beperkinge kan veroorsaak dat 'n vertaler nie betrek word nie. […] so dan dink hulle dit is eintlik 'n maklike takie – om geld te spaar, 'laat ek dit eerder self vertaal, en gaan met my kennis wat ek het van die taal'.	*Financial limitations may lead to a translator not being involved.* […] *So, then they [researchers] think it is actually an easy task – to save money, 'let me rather translate it myself, and use my knowledge that I have of the language'* (QRP2).
ek dink as ek betyds geweet het toe ek my begroting vir die befondsing ingegee het dat ek in 'n Sesotho-skool sou gewerk het… dan sou ek die kinders elke keer die evaluerings in Sesotho laat skryf het en vir iemand gestuur het om vir my terug te sit in Engels, want ek dink net jy… die kinders sou hulle baie makliker uit kon gedruk het. So, ek sou daarvan gehou het, maar toe is dit nie in die begroting nie, en om dit te laat oor vertaal is regtig peperduur. […] Ek dink ouens sien dit [insluiting van vertalers in navorsing] bloot as 'n ekstra koste wat dalk vermy kan word. […] My PhD [is] baie breër, so daarom gelukkig, ja, of ongelukkig, jy kan nie regtig die rol van die vertaler of die taalversorger of die tolk of wie ook al net eenvoudig miskyk nie. Dit is nodig. [...] as ek tog net in my begroting voorsiening gemaak het, maar my befondsing is van so aard, as daai ding nie in jou begroting staan nie, dan mag hy nie gebeur nie.	*I think if I had known that I would work in a Sesotho school when I submitted my budget for funding, then I would have let the children write the evaluations in Sesotho every time and would have sent it to someone to translate in English, because I just think the children could have expressed themselves that much easier. So, I would have liked it, but it was not indicated in the budget, and to have it translated is really very expensive.* […] *I think people merely perceive it as extra cost that could perhaps be avoided.* […] *My PhD [is] much broader, so therefore, yes, or unfortunately, you cannot merely turn a blind eye to the role of the translator, or the language editor, or the interpreter, or whoever. It is necessary. If only I had made provision in my budget…, but my budget is of such nature, if it is not indicated in your budget, it is not allowed* (QRP4).

Ek dink die grootste oorweging vir my sal finansies wees. 'n Nagraadse studie is baie duur en ek sou dit nie kon bekostig nie [die dienste van 'n vertaler]. Taalversorging op sig self is al baie duur.	*I think the main consideration would be my finances. A postgraduate degree is very costly, and I wouldn't have been able to afford it* [the services of a translator]. *Language editing is in itself, already very expensive* (QRP5).
dit is glad nie in die navorsing ingeskryf nie [taalhindernis tydens data-insameling]. Ek het net alles wat sy [deelnemer] gesê het, het ek ingebind en haar gebroke Engels… net die antwoorde wat sy verskaf het, is alles net so ingebind…	*… no, it was not reported in the research at all* [language barrier experienced during data collection]. *I merely attached everything she* [participant] *said, in her inadequate English… only the answers she had given were attached as is* (QRP1).
...verseker meer opgedateerde vakwoordeboeke […]. Jy moet nou help… Die een wat ek geraadpleeg het [naam van outeurs uitgelaat], was… was dit 19 *what what*. Twintig jaar terug.	*… definitely more upgraded subject dictionaries. … The one I consulted* [names of authors omitted], *was … it was published like 19, 20 years ago* (QRP2).
… dalk by universiteite, dalk 'n gestandaardiseerde forum of databasis kan skep, vir daardie woorde [terminologie]. … net soos wat hulle met hulle bronnelyste… 'n tipe standaardiseringsgids het, kan hulle so tipe databasis ook skep.	*… perhaps at universities, perhaps create a standardised forum or database for those words [terminology]. […] similar to what they [universities] do with references lists… a kind of standardising guide, they can also create such a database* (QRP2).
...ek sal more een koop as daar 'n app of 'n ding op die mark kom…	*… if there was an app available, I would purchase one tomorrow* (QRP3).
Vertalers is nie so vrylik beskikbaar in plekkies soos wat ek bly nie. […] Hierso is die hoogste vertaler die Engelse onderwysers, en hulle is ook nie eintlik vertaler nie.	*Translators are not as freely available in smaller places like where I live […] Here, the English teachers are the highest qualified translators, and they are also not really translators* (QRP1).