AN ANALYSIS OF ENGLISH – KISWAHILI TRANSLATION OF SAMPLED PESTICIDES INSTRUCTION LEAFLETS

BY

KENYATTA UNIVERSITY
P.O BOX 43844 00100
NAIROBI KENYA
17 NOV 2016
RECEIVED
GRADUATE SCHOOL

JENIFFER NAIKA ODINGA

C50/13169/2009

A THESIS SUBMITTED TO THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS (ENGLISH AND LINGUISTICS) OF KENYATTA UNIVERSITY

NOVEMBER 2016

KENYATTA UNIVERSITY LIBRARY

DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

Signature..... Date 09/11/2016.....

Jeniffer Naika Odinga

Department of English and Linguistics

We confirm that the work reported in this thesis was carried out by the candidate under our supervision

Signature..... Date 9/11/2016.....

Dr. Joyce Wangia

Department of English and Linguistics

Kenyatta University

Signature ..... Date 9/11/2016.....

Dr. Geoffrey Maroko

Department of Languages

Machakos University College

DEDICATION

I dedicate this work to my family: my beloved husband Anthony Odinga and our children; Lisa Omukala, Jabez Juma and Joshua Munyendo

ACKNOWLEDGEMENTS

I am eternally grateful to the Almighty God for His grace to complete this work in spite of all the hurdles that came my way.

I wish to sincerely thank my supervisors, Dr. Wangia and Dr. Maroko for their scholarly advice and invaluable input which has shaped this work to its present form. I am also thankful to all my lecturers in the Department of English and Linguistics for their constant support and encouragement. Special thanks too to the non-teaching staff in the department.

My special gratitude also goes to professor Mutiga of the Department of Translation and Interpretation of Nairobi University for allowing me to use the resources in this department

I equally appreciate most sincerely all my classmates especially Bancy and Edna among others for their outstanding encouragement and support.

Special thanks also go to all my respondents who participated in the interviews, friends and all who helped me in one way or another.

Last but not least, I thank my dear husband Anthony and our children Lisa, Jabez and Joshua for their encouragement and total support. I would like to acknowledge all my in-laws and my own family members.

However, I am solely responsible for all the shortcomings in this research work.

TABLE OF CONTENTS

TITLE PAGE i
DECLARATION ii
DEDICATION iii
ACKNOWLEDGEMENTS iv
TABLE OF CONTENTS v
LIST OF FIGURES viii
LIST OF TABLES ix
OPERATIONAL DEFINITION OF TERMS x
ABBREVIATIONS xii
ABSTRACT xiii
CHAPTER ONE 1
1.0 Introduction 1
1.1 Background to the study 1
1.2 Statement of the problem 5
1.3 Objectives of the study 6
1.4 Research questions 6
1.5 Research assumptions 6
1.6 Justification and significance 7
1.7 Scope and limitations 8
1.8 Summary 9
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK 10
2.0 Introduction 10
2.1 General literature on translation 10
2.2 Local studies on translation 15
2.3 Theoretical framework 22
2.3.1 Introduction 22
2.3.2 The Interpretive Theory 23

2.3.3 The Speech Act Theory 27
2.4 Summary 29
CHAPTER THREE: THE RESEARCH METHODOLOGY 30
3.0 Introduction 30
3.1 Research design 30
3.2 Site of the study 31
3.3 Study population 31
3.4 Sampling techniques and sample size 31
3.5 Research instruments 33
3.6 Methods of data collection 33
3.7 Methods of data presentation and analysis 36
3.8. Ethical considerations 39
3.9 Summary 39
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION 40
4.0 Introduction 40
4.1 Mismatches in meaning 40
4.1.1 Syntactic ccategory 41
4.1.1.1 Misplaced conjunction *and* (*na*) 43
4.1.1.2 Misplaced conjunction or(*au*) 46
4.1.2 Ambiguity ccategory 50
4.1.2.1 Literally translated texts 51
4.1.2.2 Use of generic/general /super ordinate words 54
4.1.3 Omission 57
4.1.3.1 Omission of adverbs in the translation 60
4.1.3.2 Omission of adjectives in the translation 63
4.1.3.3 Omission of a clause in the translation 67
4.1.3.4 Omission of conjunctions (coordinating) in the translation 70
4.1.3.5 Omission of a noun in the translation 72

4.1.4. Addition category 76
4.1.4.1 Addition of a noun element 78
4.1.4.2 Addition of an adverbial element 80
4.2 Respondents' interpretation of mistranslated texts 84
4.2.1 Syntactic mistranslations and related interpretation 88
4.2.2: Ambiguity mistranslations and related interpretation 91
4.2.3 Addition mistranslations and related interpretation 95
4.2.4 Omission mistranslations and related interpretation 97
4.3. Effects of mistranslation on respondents. 101
4.3.1 Syntactic mistranslations and related effects 104
4.3.2 Ambiguity mistranslations and related effects 108
4.3.3 Addition mistranslations and related effects 112
4.3.4 Omission mistranslations and related effects 113
4.4 Summary 118
CHAPTER FIVE 119
5.0 Summary of Findings,Conclusions and Recommendations 119
5.1 Introduction 119
5.2 Summary of findings 119
5.3 conclusion 121
5.4 Recommedations 123
5.5 Areas for further research 124
REFERENCES 125
APPENDICES 132
Appendix A1: Mistranslations, their Categories and Suggested Translation ... 132
Appendix A2: Unstructured Interview 140
Appendix A3: Respondents' Interpretation of Mistranslation 142
Appendix A4: Effect of Mistranslation on Target Respondents 154
Appendix A5:Research Permit 164
Appendix A6: Farmers Consent Form To Participate in Research Study 165

LIST OF FIGURES

Figure 2.1 The Translation process 12
Figure 4: Percentage scores of omission subcategories 75

LIST OF TABLES

Table 3.1 A Hybrid model of categories of mismatches 37
Table 4.1 Summary of syntactic mismatches and related company 42
Table 4.2 Summary of ambiguity mismatches and related company 50
Table 4.3 Summary of omission mismatches and related company 58
Table 4.4 Summary of addition mismatches and related company 77
Table 4.5 Frequency of mismatches per category 82
Table 4.6 Summary of respondents' interpretation 86
Table 4.7 summary of effect of mistranslation on respondents 102
Table 4.8 Effects on respondents based on syntactic mistranslations 107
Table 4.9 Effects on respondents based on ambiguity mistranslations 111
Table 4.10 Effects on respondents based on omission mistranslations 116

OPERATIONAL DEFINITION OF TERMS

Cognitive complements - These are things that help us understand speech or a text beyond the meaning that is assigned to linguistic symbols such as: background knowledge, knowledge of the world among others.

Error - A mistranslation

Functional equivalence - This is what is provided as a practical and working meaning of the mistranslated word(s)

General words - Words that refer to items/things in a general sense

Horticulture - This is an agricultural practice that involves the growing of fruits, vegetables and flowers.

Hybrid Model - A combination of models

Interpretation - It refers to the understanding of a text/meaning of a text

Literal translation - Matching a source language word with a target language one.

Leaflet - This is a sheet of paper on which information concerning a pesticide is written in English and

translated in Kiswahili.

Mistranslation/Mismatch - It occurs when meaning of the source text (English) does not correspond with the receptor or target text (Kiswahili).

Source language - It is the language in which the original text is written

Small scale farming - The growing of crops in small pieces of land either for home consumption or for selling

Source text- The source from which the target text is translated

Text - This refers to a stretch of writing that could be: a word, a phrase, a clause, an expression or a paragraph

Translation - It is the act of rendering a word, an expression or a text from one language into another

Target language - It is the language in which the translation is expected to be.

Target text - The text into which the meaning of the source language is translated

ABBREVIATIONS

AD-	Addition mismatches
AMB-	Ambiguity mismatches
F.A.O-	Food and Agricultural Organization
OM-	Omission mismatches
SL-	Source language
ST-	Source text
SY-	Syntactic mismatches
TA-	Target audience
TL-	Target language
TT-	Target text

ABSTRACT

Accurate translation of information in the pesticides instruction leaflets is necessary in that it informs users on the intended use and directions to be followed.This enhances communication among those who can not understand instructions in the source language text. As a result, cases of misuse and mishandling of pesticides that lead to negative consequences are curbed. However, research that assesses the need for accurate translation of information from English-Kiswahili with respect to pesticides instruction leaflets in Kenya remains scarce. This study therefore sought to assess the translation from English (source text) to Kiswahili (target text) in the sampled pesticides instruction leaflets with a view to establishing the effects of mistranslation on small scale horticultural farmers in Ruiru District. In this regard, the study sought: to identify and categories the mismatches in meaning in the English- Kiswahili translation of sampled pesticides instructions leaflets, to examine the interpretation of target text by target audience and lastly to determine the effects of the mistranslations on small scale horticultural farmers. A qualitative research design is used to describe the mismatches in meaning between the source and the target texts. Data was collected from 10 purposively sampled pesticides instruction leaflets from two manufactures.This was done using content analysis technique where the researcher read through each of the sampled leaflets with a view to noting any mismatches in meaning between the source and the target texts. On the other hand, unstructured interview schedule was used to elicit data on the respondents' interpretation of the target text and the effect of this interpretation on themselves. These respondents were 20 in number and were purposively selected.The Interpretive Theory by Seleskovitch (1960-1980) is used in the analysis of the mismatches in meaning between the source and target text while the Speech Act Theory by Austin (1962) is used to analyze the respondents' interpretation of the target text and the effects of the same interpretation on themselves.This study found out that there are mismatches in meaning between the source text (English) and the target text (Kiswahili) in the sampled pesticides instruction leaflets.It was further discovered that these mismatches in meaning could be categorized into: Syntactic, Ambiguity, Addition and Omission categories. In addition, the findings indicated that the target respondents interpreted the target text at two levels. Firstly, those who interpreted the target text contrary to what the original text intended stood at 56% while those who interpreted the target text as intended by the source text were 44%. Lastly, the study found out that the negative effects experienced by the target respondents as a result of their execution of mistranslated instructions was at 33%. On the contrary, the positive effect experienced by the target respondents stood at 66%. This study consequently recommends that the translators of information in the pesticides instruction leaflets be professionals who are competent in both English and Kiswahili languages. As a result, cases of negative effects on target audience will be reduced.

CHAPTER ONE

1.0 Introduction

This chapter presents the background to the problem, statement of the problem, research questions, research objectives and research assumptions. It then highlights the significance and justifications of this study as well as the scope and limitations.

1.1 Background to the study

The art of translation has existed for centuries (Holmes, 1988; Baker, 1998; Munday, 2001). According to the above mentioned scholars, although this art has been in existence for this long, the study of it as an academic subject (translation studies) has only begun in the past fifty years. They add that translation studies is by its nature multilingual and also interdisciplinary encompassing: Linguistics, Communication studies, Philosophy and a range of Cultural studies.

This is a linguistic study that aims at making a contribution to the field of translation studies. The study seeks to analyse meaning in the English-Kiswahili translation of the sampled pesticides instruction leaflets. The information in these leaflets is translated from English to Kiswahili language. Catford (1965; 2000) defines translation as the replacement of textual material in one language that is; the source language by equivalent textual material in another language - the target language.

These observations are also held by Nida & Taber (1969) who note that translation is a complex language activity which involves reconstructing and transferring a text message from one language to another. Being a complex language activity, a translator is supposed to exhibit "translation competence" (Kiraly, 2000). He further notes that translation competence is the ability to comprehend a text written in one language and produce an adequate target text. This implies that an adequate target text communicates the message of the original text.

However, it is noted that perfect translation remains an impossibility (Biguenet & Schulte, 1989). As a matter of fact, Biguenet & Schulte (1989) argue that a translation can never equal the original; it can only be judged as to accuracy by how close it gets to the original. Their argument for this is that different languages have different lexicons. Apart from this, they note that cultural differences between languages make it impossible to attain total resemblance in meaning between them. They also contend that the level of experience of a translator plays a role in determining the differences in meaning between the source text and the target text. The notion that it is impossible to attain perfect translation is also shared by Lefevere (1992), Steiner (1975) and Venuti (1995). They note that the differences in linguistic structures of languages together with the differences in vocabularies result in the loss of meaning when carrying out translation. It is because of this view on translation that this study came about.

According to Newmark (1981), there is a distinction between translation and interpretation. He observes that interpretation is an oral product (oral translation) where a person listens to something spoken such as a speech, and then transfers it orally into the target text. On the contrary, translation is a written product whereby, it involves taking a written text such as a book and rendering it in writing into the target text. This study is therefore translation based.

Steiner (1998) observes that translation exists because men speak different languages. Indeed, in Kenya, it is noted that there are over forty indigenous languages (Abdulaziz, 1982; Mbaabu, 1996) and so the only unifying language that all Kenyans speak is Kiswahili which is termed as the national language (Kenya Constitution, 2010). The question whether the translation of information to Kiswahili is appropriately done to the benefit of many Kenyans is the motive behind this study. In this study, Kiswahili language is viewed as the target language.

This study is carried out in Ruiru District, Kiambu County which is located in the central part of Kenya. The researcher has identified 8 stockists of pesticides namely; Juana, Grada, Farmers point, Ruiru Agrovet, Dawa line, Kasarani chemist and Wakiki Agrovet. According to Kiambu Strategic Plan (2013 – 2017), this region enjoys a combination of good climate and fertile soils which are ideal for cash crop farming, subsistence as well as horticultural production.

A pesticide, as defined by Food and Agricultural Organization (1986), is any substance or mixture intended for preventing, destroying or controlling any pest on agricultural and horticultural crops. According to this organization, pesticides can be classified into different categories, for example, according to the target pest organism; the chemical structure of the compound or according to the degree or type of health hazards involved. It is further noted by this organization that the general classification is in terms of the use of pesticides- the group of pest organism controlled. Insecticides, for instance, are products designed to control insect pests, fungicides control fungal diseases of crops while herbicides (weed killers) are designed to control weeds. In this study, pesticides comprise both insecticides and fungicides used in horticultural crops.

Pesticides are manufactured by pesticides industries as noted by the researcher. In Kenya, these industries include: Twiga Chemical Industries Limited, Osho Chemical industries among others. These pesticides together with their respective instructional leaflets, are packaged in bottles and sachets which are then packed in boxes. The researcher has observed that a pesticide can be used across a number of crops. The pesticides instructional leaflets have information such as: direction for use of the pesticide, storage, disposal of unused pesticide, first aid instructions among other pieces of information. It is important, therefore, that there is closer

semblance in meaning between the source and target translated text for the benefit of the target audience.

1.2 Statement of the problem

Most pesticides instruction leaflets in Kenya have information translated from English to Kiswahili. Given the fact that farming is practised in the rural areas, most of these farmers' level of understanding English language is very low hence dependency on the Kiswahili version of the pesticides instruction leaflets. However, the translation process is never devoid of imperfections. As a result of this, the target text rarely communicates the equivalent original meaning. For example, "Twiga-Epox controls *many fungal diseases* in various crops" is translated as "Twiga- Epox inatumika kuzuia *magonjwa aina mbali mbali* katika mimea tofauti" (from Twiga Chemical Industries Limited –Kenya). When back translated, this becomes, "Twiga- Epox controls a variety of diseases in various crops). In this case, "*many fungal diseases*" does not mean the same as "*magonjwa aina mbali mbali*"since the latter does not capture the specific nature of the diseases - fungal - as intended by the original English text. Therefore, this study delves to find out the effects of mistranslations in the sampled pesticides instruction leaflets on farmers.

1.3 Objectives of the study

i) To identify and categorize the mismatches in meaning between the source and the target text in sampled pesticides instruction leaflets.

ii) To examine the interpretation of the target texts by sampled target respondents.

iii) To determine the effects of mistranslation in the sampled pesticide instruction leaflets on the target respondents.

1.4 Research questions

The study is guided by the following questions:

i) What are the categories of the mismatches in meaning between the source text and the target text in the sampled pesticides instruction leaflets?

ii) How do the target respondents interpret the target texts?

iii) What are the effects of the mistranslations in the sampled pesticides instruction leaflets on target respondents?

1.5 Research assumptions

The study is driven by the following assumptions

i) There are various categories of the mismatches in meaning between the source text and the target text in sampled pesticide instruction leaflets.

ii) The target respondents miss out on the intended message/interpretation due to mistranslation.

iii) The mistranslations in the sampled pesticides instruction leaflets have negative effects in the sampled respondents.

1.6 Justification and significance

There have been a number of studies on translation/interpretation in the past for example, Analysis of the problems of translating news from English to Swahili, Ali (1981), Translation theories in relation to practice used in Literary translation, Shitemi (1990), Problems affecting the development of translating literary texts into Kiswahili, Omboga (1986), Aspects of Mistranslation in the Lulogooli Bible, Wangia (2003) among others. Notwithstanding, the area of studying mismatches in meaning in translation as far as sampled pesticides instructional leaflets has not been covered yet according to the available literature. This calls for this study to plug this research gap.

Pesticides are inherently harmful substances both to human health and the environment at large when mishandled. Therefore, the pesticides instruction leaflets which provide information to the farmers on how to use and handle them need to have translation of information accurately done for the benefit of farmers. This study is therefore, meant to help the stakeholders in the pesticides industry to limit such cases through observing precise translation of information from one language to another.

It is also hoped that this study would add information on translation to the existing literature. Additionally, the findings made would be useful for making comparisons with similar studies in other languages. The study would hence,

make a contribution to the development of translation studies and translation theory.

1.7 Scope and limitations

There are several pesticides instruction leaflets from various companies whose contents are translated from English to Kiswahili for example, Farm Chem, Sygenta, Amiran among others. This study is based on those leaflets from Twiga and Osho Chemical Industries Limited – Kenya. This is because the researcher noted that they are commonly used by small scale horticultural farmers in Ruiru than any other pesticides because of their affordability. Besides, those who carry out translations with respect to these companies as noted by the researcher, are unprofessional translators. Secondly, there are other types of farming in Ruiru such as livestock farming and cash crop farming. However, this study is confined to horticultural farming basically by small scale farmers in Ruiru division. This is because the horticultural crops whose pesticides instruction leaflets are of concern to this research, are found in this region. Therefore, the relevant farmers who use the pesticides on these crops are easily accessible. The study focuses on small scale farmers since they are noted to be the majority in the area (Ruiru division) apart from the fact that they comprise peasant farmers whose income is hardly sufficient to facilitate them get a higher level of education thus lack of mastery of English language. Hence an appropriate sample group for this study. Besides, the region under study has 8 pesticides stockists which is a clear indication of how pesticides are intensively used. Companies that supply these pesticides are: Osho,

Twiga, Farm Chem, Sygenta and Amiran. Lastly, the respondents in this study are limited to 20 because Milroy (1987) observes that large samples tend not to be necessary for linguistic surveys because they tend to be redundant, bringing increasing data handling problems with diminishing analytical returns. 20 respondents in this study are therefore considered as adequate in producing the data that the researcher is looking for.

1.8 Summary

This chapter has outlined a general introduction to the study, background to the study, statement of the problem, objectives of the study, the research questions, research assumptions and the justification and significance of the study. The scope and limitations of the study have also been outlined. In the next chapter, a review of the relevant literature and the theoretical framework of the study are discussed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.0 Introduction

In this chapter, general literature on translation is reviewed. Secondly, a review on local studies on translation is evaluated and relevance to the current study drawn. Lastly, there is a discussion on the theoretical framework adopted in analysing the data.

2.1 General literature on translation

According to Newmark (1981), translation is a craft consisting of the attempt to replace a written message and/or statement in one language by the same message and/or statement of another language. The definition above draws a line between translation and interpretation. Translation involves the rendering of a written text in a target language from the source language. On the other hand, interpretation involves a verbal message from its source language.

This definition also emphasizes the fact that it is the message and not the words which is transferred from one language to another. This view is also held by Larson (1984) when she defines translation as a neutral term used for all tasks where the meaning of expressions in one language referred as the source language, is turned into meaning of another language known as the target language.

Since this study investigated translation of information from English (source text) to Kiswahili (target text), these definitions and especially, the notion of transferring written messages from the source text to the target text is useful in determining whether the message in both the source and target texts is similar or not.

Nida & Taber (1969) note that translating must aim primarily at reproducing the message. They further add that to do anything else is essentially false to one's task as a translator. This view provides a basis for the current study since the researcher intends to establish instances of lack of reproduction of the intended message in the translated texts. In an attempt to describe the translation process, Nida & Taber (1969) state that the translator first analyses the message of the source language into its simplest and structurally clearest form. The translator then transfers it at this level and thereafter restructures it to the level in the target language that is most appropriate for the audience. This is illustrated diagrammatically as shown below.

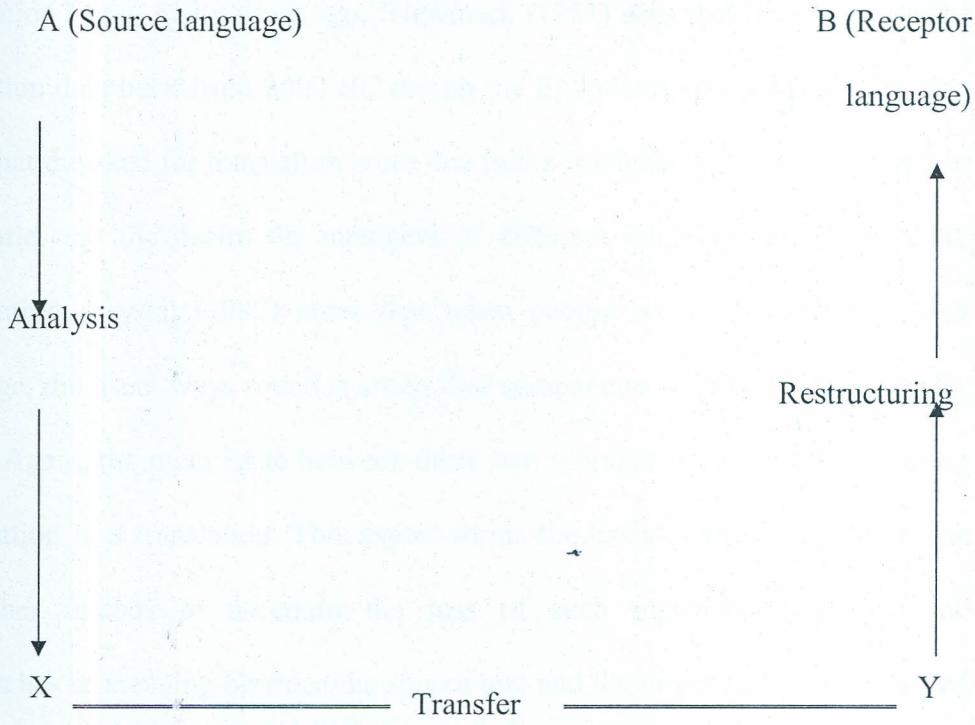

Figure 2.1 The Translation process

Source: **(Nida & Taber, 1969: 33)**

However, this three stage - system of translation (analysis, transfer and restructuring) by Nida & Taber (1969) has faced criticisms from a number of scholars. For instance, Munday (2001) observes that while the techniques for the analysis of meaning and for transforming the basic structural elements into the target language forms are carried out in a systematic fashion, it remains debatable whether a translator follows these procedures in practice.

Translation began many years ago. Newmark (1981) says that the first traces of translation date back from 3000 BC during the Egyptian Old Kingdom. He also notes that the need for translation arose due to the existence of many languages in the world and the desire for members of different language groups to share information. Crystal (1987) notes that when people are faced with a foreign language, the usual ways round it are to find someone to interpret or translate for them. Again, the main issue between these two scholars is the aspect of sharing information in a translation. This aspect forms the basis of this study since, the researcher intends to ascertain the loss of such information through the mismatches in meaning between the source text and the target text in the sampled pesticides instruction leaflets.

Ottinger (as cited in Ali, 1981) defines translation as the process of transforming signs or representatives into other signs or representatives. If the originals have some significance, we generally require that their images also have the same significance or more realistically as nearly the same significance, as we can get. This definition highlights the fact that it is sometimes impossible to have a perfect translation. Indeed, this definition, accounts for why the researcher seeks to identify the mismatches in meaning between the source and the target text in the sampled pesticide instruction leaflets

According to Newmark (1981), some of the factors that lead to meaning loss are:

I) If the text describes a situation which has elements peculiar to the natural environment and institutions and culture of the language area, there is an inevitable loss of meaning.

II) The fact that the two languages both in their basic character and their social varieties in context, have different lexical, grammatical and sound systems, and segment many physical objects and virtually all intellectual concepts differently. Usually the closer the language and culture, the closer the translation to the original.

III) The individual uses of language of the text writer and the translator do not coincide. Everybody has lexical if not grammatical idiosyncrasies, and attaches 'private' meanings to a few words. The translator normally writes in a style that comes naturally to him, desirably, with a certain elegance and sensitivity unless the text precludes it.

IV) The translator and the text writer have different theories of meaning and different values. The translator's theory colours his interpretation of the text. He may set greater value than the text-writer on connotation and, correspondingly, less on denotation. In the translation of English to Kiswahili in the pesticides instruction leaflets, some of these factors led to meaning loss as evidenced between the source and the target text in this study.

House (1981) & Sager (1983) allude to the term 'error' (mistranslation) in respect to translation. House (1981) for instance, suggests two categories of errors which he generally refers to as 'overt errors'. These entail; significant mismatches of denotational meaning between the source and the target text. He notes that these are further subdivided into; omissions, additions and substitutions. Secondly, the breach of the target language system category for example, the orthography and grammar. This study has borrowed the aspect of omission and addition categories of the mismatches in meaning between the source and the target text from the above classification. In relation to Sager (1983), he proposed the following classification of errors: inversion of meaning, omission, addition, deviation and modification. This study again benefits from these classifications by way of borrowing the omission and addition categories of the mismatches in meaning between the source and the target text. Nonetheless, these studies were concerned with quality assessment unlike the current study which is mainly concerned with mistranslation (in the sampled pesticides instruction leaflets) with a view to establishing to what extent they impact on the target respondents (small scale horticultural farmers).

2.2 Local studies on translation

Ngateu (2015) studied the linguistic inaccuracies in translation of labels of cosmetic products from French to English and vice versa. She uses the ATA (American Translator Association) (2002) model to classify linguistic

inaccuracies in the study. She observes that linguistic inaccuracies including grammatical / syntactic errors which entailed wrong use of grammatical units, omission and addition errors were some of the causes of improper translation of information from French to English and vice versa.

The current study benefits from Ngateu (2015) by adopting the classification of mismatches in measuring between the source and the target text in terms of syntactic, omission and addition. However this study is different from Ngateu (2015) because it looks at these linguistic errors in translation in relation to what effects they cause the target user of the pesticides instruction leaflets.

Ngesu (2011) studied about issues of language structure in machine translations; a case study in the translation of English to Kiswahili. This study uses the interpretive theory to explain the mistranslations. The study concludes that machine translated texts have cases where the meaning of words or phrases have been distorted in relation to the original texts. The study also notes that literal translation was part of the contributing factors to dissimilarities in meaning between the source and the target text

The current study benefits heavily from Ngesu (2011) by adopting the Interpretive Theory of Translation in the analysis of meaning between the English text and the Kiswahili text. Additionally, the classification of mismatches in meaning between these two texts (English and Kiswahili) in terms of literal translation is also adopted from Ngesu (2011)

However, the current study is different from Ngesu (2011) since it attempts to establish the effects of mismatches in measuring between the source and the target text on target audience

Odhiambo (2015) undertook a study on coping with embedded structure in simultaneous interpreting; a case study of students interpreting from English to French. He uses the interpretive theory to analyse interpreted information from English to French by two interpreters. He comes to a conclusion that a number of errors affected the effective transfer of the source text message to the target text language including omission, in cases where the interpreter could not understand the meaning of idioms, additions and level of experience among others.

While the current study is translation based, Odhiambo (2015) laid a basis for the classification of errors in terms of omission and addition of both clauses and phrases. The fact that the level of experience of a translator plays a major role in the effective translation process is also inferred from Odhiambo (2015).

Omboga (1986) looks at the problems affecting the development of translating literary texts into Kiswahili. He examines the weaknesses in Kiswahili translation of a novel in English, "The Beautiful ones are not yet born" by Ayi Kwei Armah using the communicative theory. Omboga (1986) gives the following reasons for weaknesses found: the translation is poor since it has improper theoretical basis, the translator does not understand his task, he does not understand the culture of the languages involved and hence, literally translates some expressions bringing

about mismatches in meaning for he translates only the language and ignores the other features of the text. Omboga (1986) concludes that lack of understanding of translation theory is a major contributor to the weakness in the translation and that it is not accessible to the Kiswahili reader.

The translator(s) of the information from English to Kiswahili in the pesticides instruction leaflets (from both Twiga and Osho Chemical Industries), also lack understanding of the translation theory. This is so because he/they translated information in a way that depicts mismatches in meaning hence, meaning loss between the source text and the target text. While Omboga (1986) looks at the problems affecting the development of translating literary texts, the current study focuses on mismatches in meaning in the English – Kiswahili translation of sampled pesticides instruction leaflets.

Ali (1981) analyses the problems of translating news from English to Kiswahili using the former Voice of Kenya (V.O.K) radio broadcasting.She analyses the various errors that occurred in the then Voice of Kenya Kiswahili news broadcasting. She demonstrates that bad translation affects communication between V.O.K announcers and their listeners. She concludes that some of the problems are caused by lack of competence among the translators whereby, some English words are directly incorporated in Kiswahili hence making the listeners miss out on the intended message, the short period of time within which the news

was written and other non-linguistic factors. This study too considers bad translation as a tool for ineffective communication between the sender and the recipient. Contrary to Ali (1981) who focuses on translation of news from English to Kiswahili in the former voice of Kenya, the current study focuses on the pesticides instruction leaflets.

Shitemi (1990) studied translation theories in relation to practice used in literary translation. She makes the observations as follows: extraneous meaning can result into wrong translation; use of foreign expressions and concepts affect translation, a good translation stays within the boundaries of semantic style of the original and equivalence between the source text and the target text is affected by environmental and cultural differences and translator competence. The summary of chapter is that meaning is key to the receptor understanding of target text. This study relates to Shitemi (1990) because both are concerned with explaining the translation problems involved in translating into a local language (Kiswahili). However, the current study focuses on the pesticides instruction leaflets unlike Shitemi (1990) that focuses on translation theories in relation to practice used in literary translation.

Mutahi (1994: 60) states that in translating materials from one language into another, something gets lost. The loss arises because of the differences that exist

between the two languages. These differences are both structural and cultural. He sums up the losses as:

> Translation is just like chewing food that is to be fed to others. If one cannot chew the food oneself, one has to be given food that is already chewed. Such food, however, is bound to be poorer in taste and flavour than the original.

This study relates to the current study as far as problems of translating information from one language to another are concerned – meaning loss. Nonetheless, the current study focuses on the mismatches in meaning when translating information from a foreign language (English) to a local/African language (Kiswahili).

Wangia (2003) analyses aspects of mistranslation in the 1951 Lulogooli Bible. She argues that particular attention needs to be paid to the linguistic aspects of the language for effective translation, especially agglutinating languages like many Bantu languages in Africa. She also emphasizes the importance of the translator understanding the message of the source text. Wangia (2003) concludes that foreign and archaic words that are meaningless in the target language ought to be avoided. The current study relates to Wangia (2003) in the sense that the notion of understanding the message of the source text before translation is seen to be paramount in resulting to the semblance in meaning of the original text by the target text. This study borrows some of the categories (Syntactic and Ambiguity) into which mistranslations, resulting in meaning loss, can be categorised from

Wangia (2003). However, this study is based on the pesticides instruction leaflets unlike Wangia (2003) that focuses on Luloogoli Bible.

Gimode (2006) examines the role of interpreters in communication in her study on mistranslations in English - Kiswahili Church Sermons from selected Pentecostal Churches in Kasarani - Nairobi. She notes that misinterpretation occurs due to lack of equivalents in certain verbs, phrasal verbs and modal expressions. This is because of their nature and multiple meanings. Gimode (2006) adds that most church interpreters lack formal training in the field of interpretation. This study relates to the current study because both are concerned with the differences in meaning between the source language (English) and the target language (Kiswahili). However, while Gimode (2006) examines this difference from the perspective of church interpreters (Pentecostal churches), the current study focuses on the pesticides instruction leaflets.

Kariuki (2005) studies the Translation and Interpretation of documents into Gikuyu. He establishes the need for the translation of documents of National importance into Gikuyu since some Gikuyu speakers are unable to access the documents because of language barrier. The current study relates to Kariuki (2005) in the sense that, both look at translation as a process of communication. While Kariuki (2005) emphasises on the need of the Draft constitution to be translated into Gikuyu language for the Gikuyu people to comprehend its content,

KENYATTA UNIVERSITY LIBRARY

the current study looked at the mismatches in meaning brought out in the translation of information from English to Kiswahili in the pesticides instruction leaflets.

Kirigia (1991) studies the assessment of English Reading Comprehension of pupils completing Primary Education in Kenya. He notes that a large number of pupils do not comprehend common messages written in English from pesticides instructional leaflets among other sources. This study borrows heavily from Kirigia (1991) as it lays the basis of the choice of the target audience as primary school graduates. Nonetheless, this study is different from Kirigia (1991) since it goes ahead to examine how this group of people interpret information in the English Kiswahili translation of sampled pesticides instruction leaflets and the resultant effect of the same interpretation on themselves.

2.3 Theoretical framework

2.3.1 Introduction

Translation scholars have over the years developed several theories of translation. They include; the Linguistic Theory of Translation (Catford, 1965; Andreyer, 1964; Newmark, 1988), The Skopos Theory (Reiss & Vermeer, 1984), The Comparative Stylistic Theory (De waard & Nida, 1986), The Interpretive Theory (Seleskovitch (1960-1980) and The Cultural Theory (Snell-Hornby, 1988). Each of these theories has its strengths and weaknesses. There is therefore no dominant

theory. Since the study intends to investigate mismatches in meaning between the source and the target text, the researcher uses the Interpretive Theory of Translation to assess whether the target text's meaning resembles the original text's meaning or not. Besides this, The Speech Act Theory by Austin (1962) is used to find out whether the target respondents interpreted the target text as intended, in reference to the source text or not and whether the effect of their interpretation on themselves is as intended or not .

2.3.2 The Interpretive Theory

The Interpretive Theory is also called the Theory of Sense. It was developed by Danica Seleskovitch in the 1960s at the ESIT (Ecole Superrieure d' Interpretes et de Traducteurs) of the University of Paris III (Lederer, 2003). The theory identifies the mental and cognitive processes involved in both oral and written translation. The mental process involves the reader / listener assigning meanings to the linguistic signs (words) while the cognitive process involves his use of the other knowledge other than the language meaning. This could be his background knowledge of an utterance, knowledge of the world and so on. This theory claims the object of translation is the sense (intended meaning) born out of the merging language actualized in a text and the receptor's relevant knowledge (Lederer, 2003).

The Interpretive Theory postulates that any reading done is part of the comprehension process of a text. The reader develops an interpretive process

whereby, he/she mobilizes all cognitive operations whose product is the fully understood meaning. Then, the translator/reader reformulates this meaning in the target language. A translator is described as being faithful in the interpretive conception of translation if he is faithful to the sense and not the words and expressions in the source language text (Seleskovitch, 1976).

According to this theory, there are three stages in the process of any oral or written translation (Lederer, 2003; Jungwha, 2003). These include:

i) The understanding of the sense (intended meaning) which comprises language cognitive complements,

ii) Deverbalization stage. This means that words and sentences that give birth to sense are forgotten, while sense remains present without any linguistic support.

iii) The reformulation of this sense in the other language. This third stage is also called the Synecdoche Principle. This involves the search for expressions that render the sense of the original, the actual wording divorced from the source language, and complying with the usage and customs of the target language.

De Waard and Nida (1986) renamed this theory the Socio Semiotic Theory. Gutt (1991) points out that just like objects in the real world are used to represent other

objects where they share common properties, utterances can also resemble each other in their phonological or in their inferential properties or in meaning.

Consider:

i) Lisa is hardworking at school

ii) The girl is hardworking at school

These utterances have the same propositional content according to their inferential approach to meaning. They share all their implications. Despite the fact that they have different subjects 'Lisa' and 'girl' the meaning expressed is similar - someone is hardworking.

This theory (Socio-Semiotic Theory) helps the translator to comprehend better not only the meaning of words, sentences and discourse structures but also the symbolic nature of events and objects that are mentioned in the discourse. The Interpretive Theory is encompassed within the Relevance Theoretical Approach. The Relevance Theory was developed by Sperber and Wilson (1986) and Gutt (1991). This theory distinguishes between descriptive and interpretive use of language. In descriptive use, the thought belongs to the speaker and he intends it to accurately represent reality. In interpretive use, the thought belongs to someone other than the speaker and he intends his utterance to accurately represent the original thought. Gutt (1991) treats translation as the interlingual interpretive use of language in which the translator tries to faithfully express the thoughts of the original author in another language

According to Sperber and Wilson (1986), communication works by inference which is the interpretation gained by a receiver from an utterance made by a speaker. It is based on certain accepted true beliefs, norms and expectations. In order for the right inferences to take place, there has to be adequate effects. These are the evidences in the context that enable the hearer to make the correct inferences.

Seleskovitch (1976) notes that the tenet of this theory (The Interpretive Theory) is semblance in meaning between the source language and the target language (different languages use different ways of expressing similar content). Interpretive Approach is useful in a translation in a number of ways. First, it helps the translator to understand better, not only the meaning of words, sentences and discourse structures but also objects mentioned in the text (Gutt 1991). A translator is able to make meaningful translations by distinguishing effectively between form and meaning. The theory puts emphasis on the fact that everything about a message carries meaning and hence if all aspects of translation would prove difficult, it is the meaning that is given special attention. The translator using the Interpretive Theory does not translate word for word. Therefore, the researcher uses it to investigate whether the translation of the information in the sampled pesticides instruction leaflets to Kiswahili communicated the original information as shown in the source text or not. Hence, this theory is used in the

analysis of meaning between the source text (English) and the target text (Kiswahili) in relation to the sampled pesticides instruction leaflets.

The Interpretive Theory of translation can not solely account for the manner in which the mistranslated texts are interpreted and the resultant effects on the readers of these mistranslations. Due to this limitation, the researcher adopts a second theory.

2.3.3 The Speech Act Theory

This theory was first advanced by Austin (1962). It was later developed by Searle (1969; 1977; 1983) who was Austin's student. According to this theory, it is possible to carry out all sorts of acts (that which we can do) using language. For instance, we can use language to promise, give instructions, and criticize and so on. Speech acts are said to be the basic or minimal units of linguistic communication. Austin suggested that in uttering a sentence, a speaker is ideally involved in three different acts which are as follows:

a) Locutionary act that involves the act of uttering a sentence with a certain meaning.

b) Illocutionary act where a speaker intends his utterance to constitute a certain act for example, praise, a command and so forth.

c) Perlocutionary act where a speaker utters a certain sentence to achieve a certain consequent response from his hearer.

In this study, a text message is considered as comprising an act and the respondent's responses an illocutionary/ perlocutionary effects. For example, a text message such as wear safety goggles does not only say whatever is being said – that one needs to wear safety goggles when handling the pesticides – locutionary act, but also passes on the speaker's intended message about cautioning the hearer against negative consequences in case he/she does not wear safety goggles thus illocutionary act. If the hearer goes ahead to wear the said goggles and so does not get harmed when handling the pesticides, the speaker's intended response from the hearer is attained – perlocutionary effect. Therefore, this theory is found appropriate in measuring the respondents' responses in order to find out how they interpreted (understand) what they read and whether these are consistent with the source text message or not. Besides, the effect of the action in relation to executing the instructions as per their understanding of the target text is analysed in view of this theory. Therefore, if the intended effect is attained, the perlocutionary effect is realized. Illocutionary and perlocutionary acts take place simultaneously. They define responses – what one hears and what one does and by extension, the result of what one does. In this study, what one reads translates into what one understands/interprets a statement to mean. Therefore, what he does as a result of such understanding and the results of such an act are all related to his initial understanding of what he has read.

2.4 Summary

In this chapter, a review of the related literature and the theoretical framework of the study have been discussed. For example, the chapter has noted that the sameness of the message between the source and the target text is important in a translation process. At the same time, it is observed that the perfectness of the transfer of messages from the source to the target text remains to be a challenge for translators. The next chapter presents the methodological approach adopted in the study.

CHAPTER THREE

THE RESEARCH METHODOLOGY

3.0 Introduction

This chapter highlights aspects of the research design, site of the study, study population, sampling techniques and sample size, research instruments, methods of data collection and methods of data analysis and presentation of data.

3.1 Research design

This study adopts a qualitative research design. According to David & Sutton (2011), this design entails the collection of primarily non-numerical data. The same view is held by Creswell (2009) and Mugenda and Mugenda (1999). This is in line with the nature of the data that the study seeks to collect as shown by the research objectives.

In addition to this, the nature of the research questions in this study determines the choice of this design other than other designs. Last but not least, a study using this design is said to be deductive because it begins with a preconceived hypothesis or assumptions (Selinger & Shohamy 1989). This notion tallies the assumptions that guide this study (see section 1.5).

3.2 Site of the study

Bickman & Debra (2009) note that choosing a study area and group is important because constraints on time and budget limit the number of the population who can be subjects in a study. This study is conducted in Ruiru Division in Ruiru Sub County. This is because as earlier noted, small scale horticultural farming is practised in the area and these farmers use pesticides on their crops. As a result of this, the sampled farmers are easily accessed for interview and tape-recording.

3.3 Study population

The target population for this study comprises small scale horticultural farmers, especially those who grow vegetables and fruits. A study sample was, however, chosen for the purpose of this study.

3.4 Sampling techniques and sample size

According to Kerlinger & Lee (2000), sampling is important because it enables a study to generalize. Generalizing means that the results of the study can have a broader application than merely being limited to a small group. In this study, purposive sampling is used to sample both the respondents and the pesticides instruction leaflets. This is because according to David & Sutton (2011), this kind of sampling, selects units according to the researcher's own knowledge and opinion about which ones he /she thinks will be appropriate. On this basis, the researcher purposively samples horticultural pesticides leaflets from Osho and Twiga chemical Industries since their horticultural pesticides are considered by the researcher as affordable. Furthermore, the researcher observes that those who

carry out translation with regard to instructions in these leaflets are unprofessional translators. Five horticultural pesticides instruction leaflets are sampled from Twiga and Osho respectively. This sample is considered ideal because according to Milroy (1987) & Sankoff (1980), one does not need a very large linguistic sample to observe a linguistic phenomenon. They argue that the main thing is representation.

Secondly, ten small scale horticultural farmers who use pesticides from Twiga Chemical Industries and ten small scale horticultural farmers who use pesticides from Osho Chemical Industries are sampled. This is because small scale horticultural farmers are majorly peasant farmers in the site of the study. As a result, whatever income they fetch from selling their produce is hardly enough to facilitate the acquisition of higher levels of education hence composing a group of respondents who are not competent in English language. This sample was identified through social network approach. The researcher visited Ruiru Horticultural Department of Agriculture for the identification of the stated sample where farmers identified those that they know, who later identified others until the required sample was attained. These respondents were to have the following characteristics: they were to be primary school graduates who could read and understand Kiswahili as opposed to English. Secondly, they were small scale horticultural farmers who use pesticides from either Twiga or Osho Chemical Industries. This sample was considered appropriate for Mugenda and Mugenda

(1999) say that the choice of a sample is determined by time and resources. In this case, the limited resources and time determined the choice of the 20 respondents.

3.5 Research instruments

It is not possible for a researcher to collect data without appropriate tools. A tool also called an instrument, is a technique of data collection. An instrument makes it easy to collect information (Kasomo, 2006).

One research instrument was used in respect to the respondents namely: an unstructured interview schedule. Mugenda and Mugenda (1999) say that unstructured interview guides have a general plan that the interviewer follows. They say that in this kind of an interview, the interviewer asks questions or makes comments intended to lead the respondent towards giving data to meet the study objectives. In this regard, the sampled respondents were each interviewed for the purpose of eliciting information as pertains their interpretation of the target text and the effects of the same interpretation on themselves. The guiding questions for the unstructured interview schedule are listed in appendix A2.

3.6 Methods of data collection

Data from the pesticides instruction leaflets was collected using content analysis technique. On the other hand, data from the respondents was gathered using interviews and tape recording.

KENYATTA UNIVERSITY

Content analysis involves the researcher reading and comparing, keenly, the information, in the sampled pesticides instruction leaflets, section by section, with the view to getting the mismatches in meaning between the source and the target text. David and Sutton (2011) say that textual data are 'non-reactive'. They add that whereas humans react to the fact of being researched, texts offer less reaction. The researcher, therefore, hoped to collect necessary data using this technique with much ease.

Face to face interviews were conducted and these sessions were tape-recorded. An unstructured interview schedule is said to have a general plan that the interviewer follows. In this kind of an interview, Mugenda and Mugenda (1999) also observe that the interviewer asks questions or makes comments intended to lead the respondent towards giving data to meet the study objectives. Hence, each of the 20 respondents was interviewed with the aim of getting his/her interpretation of the target text (mistranslated text) and the effect of the same interpretation on himself or herself. The researcher recorded the respondents' responses as field notes. The interview was carried out in Kiswahili.

During the interview, the researcher read to the respondents the specific instructions (mistranslated instructions) as per the Kiswahili version of the pesticides instruction leaflets and asked them to give their interpretation as shown in appendix A3. These instructions were based on the categories of the

mismatches in meaning. The respondents who used pesticides from Twiga Chemical Industries were asked to give their interpretations and the subsequent effect in relation to the mistranslations based on the sampled Twiga pesticides instruction leaflets while those respondents who used Osho pesticides, were asked to give their interpretations and the subsequent effect in relation to the mistranslations based on the sampled Osho pesticides instruction leaflets.

The researcher asked six questions per group (Osho and Twiga respondents) in relation to their interpretation of the mistranslated texts. This accounts for one Syntactic, two Ambiguity, one Addition and two Omission based mistranslation questions in reference to Twiga company's respondents. On the other hand, in relation to Osho company's respondents, there were three Syntactic, one Ambiguity and two Omission based mistranslation questions. Therefore, a total of 120 responses were gathered as far as the respondents' interpretation of the mistranslated texts (instructions) was concerned.

Immediately a respondent gave his/her interpretation, he/she was asked to explain how such an interpretation affected him/her as relates to the outcome of his/her carrying out such an instruction (mistranslated instruction). In total, 120 responses were gathered. Therefore, a total of 240 responses were gathered for the analysis

of both the target respondents' interpretation of the target text and the effect that resulted after carrying out instructions related to the stated interpretations.

The tape recorder was used to record the interviewer's questions and respondent's answers during the interview sessions. Milroy (1987) advises of the speakers need to be informed prior to the exercise. She observes that it is wrong to record speakers without their knowledge and that the subject is entitled to be aware that a permanent record is being made. For this purpose, the researcher informed the respondents prior to the recording. The tape recording was relevant for this study since the taped interview can be played back and studied more thoroughly than would be the case if only notes taken during the interview were studied (Mugenda & Mugenda, 1999).

3.7 Methods of data presentation and analysis

Qualitative approach was used to analyse the data in this study. According to Mugenda and Mugenda (1999), Qualitative analysis of data refers to non-empirical analysis with the interest of analysing information in a systematic way in order to come up with useful conclusion and recommendations. On this basis, the sampled pesticides instruction leaflets were studied to identify the mismatches in meaning between the source and the target text. This was done by comparing the original meaning in the source text with the meaning portrayed in the translated text, section by section. Mismatches were noted and placed under

different categories according to the nature of the linguistic problem identified in the translated text. This was done according to a hybrid model designed by the researcher which was a combination of Corder's (1972) classifications of error types, Keshavarz's (1993) linguistic taxonomy of errors and American Translation Associations (ATA) 2010 error identification categories. The following table indicates the characteristics of each category.

Category	**Characteristics**
Syntactic	Misuse of prepositions and grammatical forms
Addition	Attachment of an unnecessary linguistic element
Omission	Elision of an essential linguistic element
Ambiguity	More than one possible meaning

Table 3.1 A Hybrid model of categories of mismatches

Therefore, mismatches were coded according to their respective categories such that 'SY' stood for a syntactic mismatch, 'AD' for addition, 'OM' for omission and 'AMB' for ambiguity. The symbols 'T' and 'O' represented the pesticide companies - Twiga and Osho respectively while the symbols for example, L_1 meant that the first leaflet amongst the 10 leaflets is the one being referred to. The tenth leaflet therefore bore the symbol, L_{10}. This means therefore that if data was coded: [SY1] T L_3, it meant that the mistranslation is a syntactic type and it was the first one in relation to a total of thirty four mistranslations obtained; from

Twiga Company and from the third leaflet amongst a total of ten leaflets. The data for each category was presented in tables after which a descriptive analysis was made in relation to the Interpretive Theory.

Lastly, notes from unstructured interview schedule were studied to establish background information on the interpretation of the target text and the effect of the same interpretation, on the part of the respondents. To reinforce this exercise, the tape recorded interview for each respondent was transcribed and studied as well. The researcher, thoroughly, read through them with the aim of identifying two categories: those interpretations that matched those intended as conveyed in the source text and those that did not match the intended interpretation. A table was used to display such data followed by a descriptive analysis. The researcher made consultations where necessary to confirm whether the interpretations matched the information in the English version (original text) of the pesticides instructional leaflets or not.

The effect of the respondents' interpretation is analysed in view of the Speech Act Theory whereby, if the respondents' experience after executing the instructions was as intended by the source text, the perlocutionary acts are achieved. Whereas if the effect is not in conformity with the expected, the perlocutionary acts is not achieved. A table is used to present the data followed by a qualitative analysis. The same theory is used to analyse the respondents' interpretation of the target

text. Hence, the illocutionary acts is achieved upon having the correct (intended) interpretation, in relation to the source text. On the other hand, the illocutionary act is not achieved if the correct (intended) interpretation of the target text in relation to the source text is not achieved.

3.8. Ethical considerations

According to Economic and Social Research Council (as cited in Gray, 2009), research ethics refer to moral principles guiding research. In line with this, (Bulmer, 2008), notes the principle that research participants are to consent positively to their involvement in the research, free from coercion and based on full and accurate information about the research to be undertaken. Therefore, the researcher explained to the respondents the purpose of the research and sought their consent before engaging them in the research. The researcher sought permission to conduct this research from National Commission for Science Technology & Innovation (NACOSTI).

3.9 Summary

This chapter has outlined the methodology used in the collection, presentation and analysis of data drawn from pesticides instructional leaflets as well as from the respondents. In the next chapter, the application of this methodology in the data presentation and analysis is outlined. The findings generated using the methodology are also interpreted and discussed in the context of the theoretical framework and the literature review outlined in chapter two.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter, presentation, analysis and discussion of data is guided by the objectives of the study. Section 4.1 identifies and categorizes the mismatches in meaning in the sampled pesticides instruction leaflets. Section 4.2 examines the interpretation of the target texts by the sampled target respondents while section 4.3 determine the effects of the mistranslations in the sampled pesticides instruction leaflets on the target respondents. The data is analysed qualitatively which then enables the discussison of the data.

4.1 Mismatches in meaning

A mismatch in meaning in translation is an instance where the denotational meaning expressed by the source text is not the same as the one expressed by the target text (House, 1981). Mismatches in meaning in this study were identified by the nature of the linguistic problem identified in the translation, which determined the categories into which they were categorized (Syntactic, Ambiguity, Omission and Addition) as detailed in the methodology section. Out of ten sampled pesticides instruction leaflets, thirty four mismatches in meaning were identified of which six were syntactic, six ambiguity, eighteen omission and four addition respectively as shown in sections 4.1.1, 4.1.2, 4.1.3 and 4.1.4 respectively.

However, it was noted that a particular text (a translation) could end up qualifying for more than one category. In such cases, this particular text (data) is used to exemplify the various categories it falls into although when discussing it in a particular category, these other categories are also mentioned.

These mismatches in meaning were coded as explained in the methodology section. For example, [SY1] OL1 indicates that the mismatch belongs to the syntactic category (SY) and that it was the first one (1) amongst the thirty four mismatches noted. On the other hand, (OL_1) means that the mismatch is related to Osho (O) pesticide leaflet which in this case was number one leaflet (L_1) amongst the 10 sampled leaflets.

The next section therefore, discusses all the categories of mismatches (mistranslations) as identified from the data. Section 4.1.1 discusses the syntactic category, 4.2.1 deals with the ambiguity category 4.1.3 explores the omission category while 4.1.4 discusses the addition category. The data is presented in the form of tables that show the respective categories of mistranslations (mismatches) followed by a qualitative analysis and discussion.

4.1.1 Syntactic ccategory

The word syntactic is derived from the word syntax which means the way words can be put together to form phrases and sentences (Aarts & Aarts, 1988). Syntax is concerned with establishing which combination of words form grammatical strings and which ones do not. In this study, the mismatches (mistranslations) in

meaning in this category were mainly to do with the usage of wrong/misplaced conjunctions in the target language (Kiswahili). Wangia (2003) established that mistranslations are caused by incorrect use of connective words such as conjunctions in the target text. Ngateu (2015) observes also that wrong use of grammatical units lead to mistranslations. The findings of this study agree with Wangia (2003) and Ngateu (2015) observation as shown by the data in Table 4.1 below:

Source text	Translation	Company
Wash/bathe with soap and water	Oga **na** maji na sabuni (bathe and /together with water and soap)	Osho
Wash the affected area with soap and plenty of water	Osha sehemu iliyopata dawa **na** maji…. (wash the place affected with the medicine together with /and water)	Twiga
Flush the eyes……. With clean water	… Osha macho **na** maji… (wash the eyes and/together with water)	Osho
Store away from children, livestock and food	Hifadhi…. mbali na watoto, vyakula **au** wanyama (store ….away from children, food or animals)	Osho
Puncture ….. away from water….and human Habitation	….liharibiwe….mbali na maji **au** makazi (….it should be destroyed ….away from water or human habitation)	Osho
….wash with normal saline and …water	Osha ukitumia normal saline **au** maji (wash using normal saline or water)	Osho
Total	6	

Table 4.1 Summary of syntactic mismatches and related company

Table 4.1. Shows that there were a total of six mistranslations under Syntactic Category. The table also indicates that Osho Company had more syntactic mistranslations (five out of six mistranslations). The reason for this could be that the translators for Twiga Company instruction leaflets, had better mastery of both source text language and the target text language as opposed to their counterparts in Osho. This view is also held by Lefevere (1992), Steiner (1998).

The following section describes this data in relation to the specific misplaced conjunctions beginning with the misplaced conjunction **and** (and) followed by the misplaced conjunction **or** (au) and the discussion thereof.

4.1.1.1 Misplaced conjunction *and* (*na*)

Wangia (2003) noted that when the conjunction **and** whose Kiswahili translation in this study is ***na***, is misplaced in the target text, the resultant message is not similar to the source text's message. The following illustrations from this study data agree with this observation.

1. [SY2] OL1

Wash /bathe thoroughly with soap and plenty of water after handling this product. *(S.T)*

Oga (mwili) na maji na sabuni *(T.T)*

Bathe and/ together with water and soap *(B.T)*

KENYATTA UNIVERSITY LIBRARY

2. [SY6] TL7

In case of skin contact, wash the affected area with soap and plenty of water *(S.T)*

Ikiguzana na ngozi, osha sehemu iliyopata dawa na maji na sabuni. *(T.T)*

If in contact with the skin, wash it and /together with wash water and soap (B.T)

3. [SY3] OL2

In case it gets into the eyes, flush immediately with clean water for at least 15 minutes *(S.T)*

"Ikiingia kwenye macho, osha macho na maji kwa muda usiopungua dakika Kumi na tano " *(T.T)*

In case it gets into the eyes, wash them and /together with wash water for a period of not less than 15 minutes. *(B.T)*

The above translations (1-3) have the conjunction **and** (*na*) misplaced in the target text hence resulting to mismatches in meaning between the source and the target text. To begin with, the first translation means that both oneself and water, together with soap should do the bathing. This is not what the source text intended to mean. According to the source text one needs to bathe or wash his/her hands using water and soap after handling the pesticide. Apart from the misplaced conjunction **and** (*na*) resulting to the dissimilarity in meaning between the source and the target text in respect to example I, There is also the omission aspect. In this translation, the adverb of manner- **thoroughly** (*kikamilifu*) and the adjective; **plenty** (*-engi*) together with the adverbial phrase of time- **after handling this product** (*baada ya kutumia dawa hii*) have been omitted. Therefore, the

suggested translation is: "Oga /osha mikono kikamilifu kwa kutumia maji mengi na sabuni"

In relation to the second translation, what is communicated is not what was intended just like in example 1 above. The translation means that when the pesticide is in contact with the skin; one should wash the affected skin, wash the water and wash the soap. This is completely different from what the source text meant which is that when the pesticide gets in contact with the skin, one should wash the affected area using soap and plenty of water. It was noted that the translation in this example 3 had the omission of the adjective **plenty** (*-ingi*) qualifying the noun (water), which also contributed to the dissimilarity in meaning between the source and the target text. The suggested translation is: "Dawa ikigusana na ngozi, osha ngozi ukitumia sabuni na maji mengi"

As regards the third translation, it is equally incorrect in the sense that it means one should wash the eyes at the same time and/ wash the water when the pesticide is in contact with the eyes. This indeed sounds absurd and contrary to what the source text intended to mean. The source text intended to mean that one should wash the eyes using water when the pesticide gets in contact with eyes for at least fifteen minutes. It was observed that this translation (example 3) not only had misplaced conjunction **and** (*na*) but also had omission of both the adverb **immediately** (*mara moja*) and the adjective **clean** (*safi*). The suggested

translation is: "Iwapo dawa itaingia kwenye macho, yaoshe mara moja kwa kutumia maji safi kwa angalau dakika kumi na tano."

From the above data, (example 1-3), it has been observed that when the conjunction **and** (*na*) is misplaced in the translated text as Wangia (2003) notes, the meaning that comes out is indeed different, apart from sounding absurd from what the source text intended. This finding is a confirmation of lack of reproducing the source text's meaning/ message as Nida & Taber (1969); Gutt (1991); Catford (1965) and Steiner (1998) note on the part of the translator.

4.1.1.2 Misplaced conjunction or(*au*)

Wangia (2003) notes that the misplacement of connective words such as conjunctions in the target text lead to the distortion of the source text's message. The findings of this study agree with Wangia (2003) as shown below.

4 [SYI] OL1

Store in a tightly sealed container in a cool dry well ventilated place away from children, livestock and food. *[S.T]*

Hifadhi dawa hii kwenye kopo lake lililofunikwa mahali penye giza mbali na watoto, vyakula ***au*** *wanyama.* *[T.T]*

Store this pesticide in its container that is sealed in a place that is dark away from children food or animals. *[B.T]*

5 [SY 4] OL3

Puncture and bury or burn the empty containers away from water sources and human habitation. *(S.T)*

Kopo lilitotumika liharibiwe kwa kuchomwa mbali na maji ***au*** *makazi ya binadamu* *(T.T)*

The used container should be destroyed by being burnt away from water or human habitation. (B.T)

6 [SY5] OL4

If in contact with the skin wash with normal saline and plenty of water *(S.T)*

Ikiguzana na ngozi, osha ngozi ukitumia normal saline ***au*** *maji na sabuni* *(T.T)*

If in contact with the skin, wash (the skin) with normal saline or water and soap. *[B.T]*

From the above data as shown in example 4-6, the translations do not convey the same meaning as those intended by the source texts. This is because of the misplaced conjunction **or** (*au*) in the target texts (translation). In example 4, the source text instructs the pesticide user to store the pesticide in its original container away from three things: children, livestock and food stuff. On the contrary, the translation states that one should keep the pesticide in this original container away from children, food or animals. The usage of the conjunction **or** (*au*) in the translation means that one has an alternative (choice) in respect to where to store the pesticide either away from children and food or away from

children and animals yet this is not what the source text meant. According to the source text, the message is that the pesticide should be stored away from these three things: children, livestock and foodstuff.

Apart from the issue of the misplaced conjunction **or** (*au*) in this translation (example 4), there are also aspects of addition and omission contributing to the difference in meaning between the source and the target text. The word ***giza*** which means darkness in English has been added to the translation yet it was not there in the source text. Besides this, the adjective phrase: "a cool dry well ventilated place" which is translated as "mahali baridi na pakavu penye hewa safi ya kutosha" has been omitted in the translation. The suggested translation is: "Hifadhi dawa hii kwenye kopo lake halisi ambalo limefungwa kikamilifu pasipo na joto, pakavu na penye hewa safi ya kutosha mbali na watoto, wanyama na vyakula."

In relation to example 5, the source text conveys the message that the empty pesticide containers are to be destroyed by way of burning or burying them away from both water sources and human habitation. However, the translation means that the destruction of the empty pesticide containers should be done either away from water sources or human habitation. This is quite contrary to what the source text intended. It was also observed that the translation did not capture the fact that the empty pesticide containers could either be burned or buried as stated by the source text but rather only gave **burning** (*kuchomwa*) as a way of disposing off

the empty containers. Therefore, the suggested translation is: "Haribu (kwa kutoboa) na kuzika au kuchoma mikebe mitupu ya dawa mbali na vianzo vya maji na makazi ya binadamu."

In view of example 6, the source text instructs one to wash the skin that has come in contact with the pesticide using a substance called normal saline and plenty of water. On the contrary, the target text instructs one to wash the skin that has come in contact with the pesticide using a substance called normal saline if not, use water and soap.

This information is not what the source text intended to convey since, the source text does not give an alternative means of washing the contaminated skin but only specifies use of a substance called normal saline and plenty of water. Hence the victim of such an accident may suffer from negative consequences as shown in section 4.3. The suggested translation is "Ikigusana na ngozi, osha ngozi kwa kutumia bidhaa inayoitwa 'normal saline' (chumvi ya kawaida) na maji mengi."

The data above (example 4-6) add strength to Wangia (2003) observation that when connective words such as conjunctions are misplaced in the target text, the meaning that comes out is different from what the source text communicates. This observation is evidence of what scholars such as Nida and Taber (1969), Gutt (1991), Catford (1965) and Steiner (1998) note as lack of reproducing the source texts meaning /message on the part of the translator.

4.1.2 Ambiguity ccategory

Ambiguity refers to a language problem where an expression has more than one possible meaning (Scheffer, 1979). Therefore, a listener/reader can misinterpret it to mean something other than what was intended. Tso (2010) and Wangia (2003) note that ambiguity, as expressed by the target text, leads to mistranslation. The data in this study agrees with this view as shown in Table 4.2.

Source text	Translation	Company
....within 12 hours	Kwa masaa 12(for 12 hours)	Osho
Safety goggles	Mewani (spectacles)	Twiga
Goggles	Kinga ya uso (the protection of the eyes)	Osho
Gloves	Mifuko ya mikono (the pockets/bags/sacks of the hands)	Osho
Rain	Hali ya hewa (the condition of the wind/breath/clouds)	Twiga
Gloves	Mifuko (bags/sacks/pockets)	Twiga
Total	6	

Table 4.2 Summary of ambiguity mismatches and related company

From Table 4.2 above, it is noted that both Twiga and Osho companies had an equal share of ambiguous based mistranslated texts as far as the sampled pesticides instruction leaflets were concerned. This totals to six mistranslations.

The next discussion focuses on two subdivisions of ambiguity category in relation to the data in Table 4.2 above namely, literal and generic respectively.

4.1.2.1 Literally translated texts

In this subcategory, Ngesu (2011) and Wangia (2003) observe that a lexical item that is literally translated (the literal matching of a word from the S.L to the T.L) may cause a mismatch in meaning between the source and the target text. The findings of this study agree with Wangia (2003) and Ngesu (2011) as shown below.

7 [AMB 7] OL3

Do not enter treated area within 12 hours unless protective clothing is worn

(S.T)

Usikaribie sehemu iliyonyunyiziwa dawa kwa masaa 12 bila ya kuvaa kinga ya nguo. *(T.T)*

Do not move near an area that has been sprayed with pesticide for 12 h ours without the protection of the dress

(B.T)

KENYATTA UNIVERSITY LIBRARY

8 [AMB 12] TL8

Wear safety goggles when handling this product *(S.T)*

Vaa mewani wakati wa kutumia dawa. *(T.T)*

Wear spectacles when using this pesticide. *(B.T)*

9 [AMB 9] OL5

Wear goggles *(S.T)*

Vaa kinga ya uso *(T.T)*

Wear the protection of the face *(B.T)*

The example above (7-9) indicate that the source text's meanings were not the same as the target texts'. To begin with, example 7 has a literal translation of the words 'within 12 hours' *kwa masaa kumi na mbili*; which makes the translation ambiguous. Firstly, one can interpret the translation to mean that one can enter a treated area without protective clothing as long as he/she does not stay there for a whole twelve - hour - period. Therefore, he/she can stay there for instance, one hour, two hours and so on and leave the place without having worn the protective clothing. The second meaning could be that one should not enter a treated area within twelve hours after the spraying without having worn the protective clothing. Hence, whether one is to take one hour, two hours and so on in the treated area [after the spraying], so long as it is not beyond the twelve hour period after the spraying he /she must be in a protective clothing. It is this latter meaning that the source text intended to convey. The suggested translation is; "Usiingie /usiende sehemu ambayo imenyunyuziwa dawa Kwa kipindi chote cha saa kumi na mbili baada ya unyunyuziaji ijapokuwa tu kama umevalia mavazi rasmi ya kukuzuia dhidi ya dawa hii.'

Example 8 has the literal translation of the word 'goggles' which is a specific type of spectacles as '*mewani*'. This makes the translation ambiguous. One of the possible meanings of this translation could be that one should wear spectacles which are worn by people who have eye sight problems, when handling the pesticide. This is definitely not the intended meaning. On the other hand, it could mean that one wears sun glasses which again are not the specific type of spectacles intended by the source text. The suggested translation is; "vaa mewani mikubwa/maalum ya kukuzuia dhidi ya madhara ya dawa unapofanya unyunyizaji".

Lastly, example 9 also shows that the word 'goggles' has been literally translated as '*kinga ya uso*' given that goggles are generally meant to protect one's eyes against any harm. The phrase '*Kinga ya uso*' is quite literal since '*kukinga*' in Kiswahili means to protect for which goggles are associated with. The possible meanings however that come out from this translation are that one could wear any form of mask since masks serve the purpose of hiding/covering ones face from foreseeable damage. However, the intended tool according to the source text is a pair of goggles that is meant to protect one's eyes effectively from the pesticide sprays and not just any form of mask which the target readers of the translation are likely to interpret the translation to mean. The suggested translation is; "Vaa mewani spesheli ya kukuzuia dhidi ya dawa unapofanya unyunyuziaji".

Example 7-9 above exhibit cases where, the single meaning intended by the source text does not come out clearly in the target text as a result of literally translating word(s) from the source to the target text. The resultant sentence is an ambiguous one which is a mistranslation. This finding adds emphasis to what Tso (2010), Ngesu (2011) and Wangia (2003) note that word - for - word translation is likely to cause mistranslation. Therefore, as Barnwell (1986) and Nida & Tarber (1969) note, translators should read and understand the message in the source text before rendering it to the target text without necessarily trying to translate word - for - word.

4.1.2.2 Use of generic/general /super ordinate words

It is noted by Tso (2010) that the use of super ordinates in translation is only necessary when the source text word cannot be found in the target language. Otherwise, this brings about a translation that is ambiguous (which by extension is a mistranslation of the source text) if the target language has both the equivalent super ordinate and the specific lexicon referring to various things. Wangia (2003) also shares the same view when she observes that usage of generic terms in cases where the target language has specific terms brings about ambiguity. The findings of this study agree with Tso (2010) and Wangia (2003) as exemplified by the example below.

10 [AMB 8] OL_4

Wear rubber gloves	*(S.T)*
*Vaa **mifuko** ya mikono*	*(T.T)*
Wear the pockets/bags /sacks of the hand	*(B.T)*

11 [AMB 10] TL_7

Application should be made when pests first appear and continue every 2 - 3 weeks depending on rains/irrigation and infestation *(S.T)*

Nyunyuzia dawa wakati unapowaona wadudu na kisha kuendelea na unyunyiziaji baada ya wiki mbili au tatu kulingana na ***hali ya hewa*** *na kiwango cha uvamizi wa wadudu.* *(T.T)*

Apply the pesticide whenever you see the pests and then continue with the spraying after two or three weeks depending on the condition of wind/breath/clouds and magnitude of the infestation. *(B.T)*

12 [AMB 11] TL_8

Wear rubber cloves in your hands while handling this product. *(S.T)*

Vaa ***mifuko*** *mikononi unapotumia dawa hii.* *(T.T)*

Wear pockets/bags/sacks in your hands while handling this pesticide (B.T)

In reference to example 10 – 12 above, it was noted that the source text's intended meaning was not similar to the one brought out in the target text. This is as explained below: in example 10 - the intended meaning is that one is to wear specifically rubber gloves supposedly when handling the pesticide. On the contrary, the translation uses a general word 'mifuko' which has various meanings in Kiswahili: pockets/sacks/bags thus rendering the translation vague. Besides, looking at the phrase: "mifuko ya mikono", one can interpret this to mean pockets /bags /sacks that have "hands" (extensions) which again does not communicate the intended meaning. To avoid this ambiguity, the proposed translation is "vaa glavu za raba mikononi"

Equally in example 11, the source text's intended meaning was not distinctively brought out in the translation. This was because of the usage of the general word/phrase ***'hali ya hewa'*** in the translation. This phrase has various meanings in Kiswahili ranging from the air condition, breath and weather. So, the sole intended meaning in reference to the source text which was 'depending on the rains' (*kulingana na kiwango cha mvua*) as a factor to be considered for the application of the pesticide on crops was not captured. The suggested translation is: "Nyunyiza dawa mara tatu unapowaona wadudu halafu uendelee na unyunyiziaje kila baada ya wiki mbili au tatu kulingana na kiwango cha mvua na uvamizi wa wadudu"

Lastly, in example 12, the intended meaning which was that one was to wear specifically rubber gloves in one's hands while handling the pesticides was not clearly portrayed in the translation. This again was as a result of using the general word: *'mifuko'* in the translation which has various references such as pockets/bags/sacks in the target language. This could be corrected by the following proposed translation: "vaa glavu za raba mikononi unapotumia dawa hii"

Tso (2010) and Wangia (2003) note that the use of generic terms in translation especially in cases where the target language has both the equivalent general word (as used in the source text) together with the specific lexicons referring to various

things it (the general word) brings about an ambiguous translation thus a mistranslation of the source text.

This view is shared in this study as exemplified by the data above (example 10-12). Therefore, the target respondent is most likely to suffer negatively as shown in section 4.3

4.1.3 Omission

Corder (1972) defines an omission in relation to a linguistic error as an elision of an essential linguistic element. On the other hand, House (1981) refers to an 'error' of omission as a translation error where there is the leaving out of a linguistic item in the translated text causing it to be less precise than the source text. Baker (1992) also notes that there is inevitably some loss of meaning when words and expressions are omitted in a translation. This study has established that cases of omission of words/expressions in the target text resulted to dissimilarities in meaning between the source and the target text. This information is summarized in Table 4.3 below.

Source	Translation	Company and leaflets
Thoroughly	_	Osho L_1
Immediately	_	Osho L_2 & L_5
Cool dry well ventilated	_	Osho L_2
Clean	_	Osho L_2
Plenty	_	Osho L_1, OshoL_4, Twiga L_7, Twiga L_7
Protective	_	Osho L_4
Well ventilated	_	Osho L_5
Gastric lavage with 5% sodium Bicarbonate	_	Osho L_3
Half fill tank	_	Twiga L_9
When adding water and during spray operations	_	Twiga L_{10}
Or	_	Osho L_3
And	_	Osho L_4
Inhalation	_	Osho L_5
Litres	_	Twiga 7
Total		18

Table 4.3 Summary of omission mismatches and related company

Table 4.3 shows that there were 18 cases of omissions in relation to the translation as far as the sampled pesticides instruction leaflets were concerned. Therefore, this implies that the meaning conveyed by the source text does not tally with the target texts. This may be because the translators concerned were not competent, enough in the target language (Kiswahili). Therefore, expressing the ideas

denoted by the omitted words in Kiswahili language was a challenge hence, preferring to omit them. Another possible reason could be that the translators did not fully understand the source text's meaning before transferring the same to the target language. Catford (1965) emphasizes on meaning in translation by stating that meaning is important in translation whereby a target text should have the same meaning as the source text.

The table also reveals that Osho Company had more cases of omission (fourteen out of eighteen) than Twiga which had only four cases out of eighteen. This calls for the need to engage translators who are competent enough as far as translation is concerned.

Other omitted words for example **plenty** as noted from this table, were reflected not only from Twiga but Osho Company as well. Lastly, Table 4.3 also reveals that a single leaflet had more than one instance of omission for example, Osho leaflet number one. This confirms the intensity of mistranslations perpetrated by incompetent translators.

It is necessary to note that there were cases whereby a single target text had an omission and another category of mismatch for example addition as observed by the researcher. This is highlighted in the process of discussion. It was also observed that a particular translated instruction from a particular leaflet could have more than one subcategory of omission. Therefore, such have been used to illustrate the various subcategories in this section.

It was also observed that a particular translated text (instruction) from a particular leaflet could exhibit more than one subcategory of omitted linguistic items hence, the use of this particular instruction to exemplify these subcategories. For example, Osho L2.These shows the intensity of mistranslation in respect to the sampled leaflets.

The discussion that follows describes the data in Table 4.3 in relation to specific omitted linguistic items in the order of adverbs, adjectives clauses, coordinating conjunctions and nouns, followed by the discussion respectively.

4.1.3.1 Omission of adverbs in the translation

According to Quirk and Greenbaum (1983), an adverb is a word that describes a verb, an adjective or another adverb. House (1981) noted that the omissions of linguistic items in the target text bring about dissimilarities in meaning between the source and the target text. Ngateu (2015) and Odhiambo (2015) hold the same view. From this study's data, it was noted that omissions of adverbs in the target text (Kiswahili) resulted to mismatches in meaning between the source text (English instruction leaflets) and the target text (Kiswahili instruction leaflets). Out of 18 omissions noted, 3 were found to fall under this subcategory as shown by example 13-15.

13 [OM 13] OL_1

Wash/bathe *thoroughly* with soap and water after handling this product *(S.T)*

Oga na maji na sabuni *(T.T)*

Bathe together with water and soap *(B.T)*

14 [OM 17] OL_2

In case it gets into the eyes, flush ***immediately*** *with clean water for at least 15 minutes* *(S.T)*

Ikiingia kwenye macho, osha macho na maji kwa muda usiopungua dakika kumi na tano *(T.T)*

In case it gets into the eyes, wash them and/together with water for a period not less than 15 minutes. *(B.T)*

15 [OM 24] OL_5

If skin is contaminated wash ***immediately*** *and thoroughly* *(S.T)*

Ikugusana na ngozi, isafishwe vizuri *(T.T)*

If in contact with the skin, it should be washed thoroughly/well *(B.T)*

From example 13-15 above, it has been noted that the omitted adverbs in the target texts have resulted to mismatches in meaning between the S.T and the T.T. Firstly, in example 13, the adverb '*kikamilifu/kwa makini*' (thoroughly) which qualifies how one should clean himself/herself after handling the pesticide has been omitted in the translation. This therefore means that the emphasis on the nature of cleaning oneself with soap and water has been down played in the translation. This is not what is intended by the source text.

This may result in dire negative consequences on the part of the target respondent in case he /she cleans himself/herself without much care after handling the pesticide. This very text has a syntactic mistranslation as discussed in section

4.2.1.1. Besides the omission of an adverb as explained above, the adverbial phrase 'after handling this product' (baaada ya kutumia dawa hii) has also been omitted yet it describes when one should do the bathing. The suggested translation is 'oga mwili kikamilifu kwa kutumia maji na sabuni baada ya kutumia dawa hii'

In example 14, the intended message (source text message) is that once the pesticide gets into one's eyes, one should flush them *immediately* with clean water. On the contrary, the target text does not bring out the urgency with which one has to wash the eyes as a result of omitting the adverb 'mara moja (immediately). This may have a negative effect to a victim of such an accident. There is also the omission of the adjective '*safi*' (clean) in relation to the type of water to be used for flushing one's eyes. This very text (example 13) had earlier on been found to have a syntactic mistranslation as discussed in section 4.2.1.1

The suggested translation is 'Iwapo dawa itaingia kwenye macho, yaoshe mara moja kwa kutumia maji safi kwa muda usiopungua na kuzidi dakika kumi na tano.'

In view of example 15, the intended message (source text message) is that one should wash the skin that has come into contact with the pesticide *immediately.* However, the translation does not capture this urgency, 'mara moja' (immediately). Therefore, it is likely that the victim of such an occurrence might take time to do the washing/cleaning of oneself which might have negative effects

on him/her. The suggested translation is 'Iwapo ngozi itaathiriwa na dawa, ioshe mara moja ....."

Khodabandesh & Payame (2007) note that omission of linguistic elements in the target text during translation, make the target text to have a difference in meaning from the source text. Whereas Khodabandesh & Payame (2007) noted specifically the omissions of conjunctions and prepositions in the target text, this study has also established that the omission of adverbs in the target text also result in a difference in meaning between the source and the target text. This finding is in agreement with Ndulovu (2012).

4.1.3.2 Omission of adjectives in the translation

An adjective is a word that describes a noun (Longman Dictionary of Contemporary English 2003). This study established that the omission of adjectives in the target texts resulted to a difference in meaning between the source and the target text. This finding agrees with House (1981), Sager (1983), Odhiambo (2015) & Ngateu (2015) argument that omission of linguistic items in the target text results to dissimilarities in meaning between the source and the target text.

Out of eighteen cases of omission, eight were grouped under this sub-category. The sample data 16-19 is as shown below. For the rest of the data, refer to appendix A1.

16 [OM 16] OL_1

Store in a tightly sealed original container in a ***cool dry well ventilated*** *place* *(S.T)*

Hifadhi dawa hii kwenye kopo lake lililofunikwa mahali penye giza *(T.T)*

Store this pesticide in its container that is sealed in a place that is dark *(B.T)*

17 [OM 17] OL_2

In case it gets into the eyes flush immediately with ***clean*** *water for at least 15 minutes* *(S.T)*

Ikiingia kwenye macho, osha macho na maji kwa muda usiopungua dakika kumi na tano *(T.T)*

In case it gets into the eyes, wash them and/together with water for a period not less than 15 *minutes* *(B.T)*

18 [OM 27] TL_7

In case of skin contact, wash the affected area with soap and ***plenty*** *of water* *(S.T)*

Ikiguzana na ngozi, osha sehemu iliyopata dawa na maji na sabuni *(T.T)*

If in contact with the skin, wash it and/together with water and soap *(B.T)*

19 [OM 21] OL_4

Wash ***protective*** *clothes before reuse* *(S.T)*

Safisha nguo baada ya matumizi *(T.T)*

Wash clothes after use *(B.T)*

From example 16-19, it was established that the omission of adjectives in the target text results to a difference in meaning between the source and target text. In

KENYATTA UNIVERSITY LIBRARY

reference to example 16, the source text message is that one should store the pesticide specifically in a cool dry and well ventilated place 'Mahali pasipo na joto, pakavu na penye hewa ya kutosha.' However, this is not captured in the translation. It was also noted that the adjective 'giza' (dark) that has been used in the translation qualifying the noun (place) was not there in the source text. This also contributes to the fact that the source text message is not similar to the target text. Whereas the source text states that one should store the pesticide in a cool, dry and well ventilated place, the translation implies that one should store the pesticide in a dark place

The suggested translation is,"Hifadhi dawa hii kwenye kopo lake halisi ambalo limefungwa kikamilifu kisha liweke mahali pasipo na joto, pakavu na penye hewa ya kutosha."

With respect to example 17, the source text is specific in relation to the kind of water that is to be used when flushing one's eyes: clean water (*maji safi*). Nonetheless, the target text doesn't capture this. The implication it gives is that one can use any water: "*osha macho na maji*" (clean the eyes together with water). Even this interpretation is difficult since the text has a syntactic mistranslation as discussed in section 4.1.1.1. As discussed also in part 4.1.3.1, the target text in this translation has an omission of an adverb "*mara moja*" (immediately) qualifying when the eyes are to be flushed in case the pesticide gets

into the eyes. The suggested translation is, "Iwapo dawa hii itaingia kwenye macho, yaoshe mara moja kwa angalau dakika kumi na tano."

In example 18, the source text is again as specific as regards the amount of water that one could use to clean the area of the skin that comes in contact with the pesticide: plenty of water "*maji mengi*". On the contrary, the translation does not convey this information. Because of such an omission, there is a possibility that one can suffer when he/she uses less water to clean himself/herself. It was also observed that the translation in example 18 had a syntactic mistranslation as discussed in section 4.1.1.1 (example number 3). The suggested translation is: "Dawa hii ikigusana na ngozi, osha sehemu iliyoathiriwa kwa kutumia sabuni na maji mengi."

Lastly, in example 19, the source text message is that one should wash specific clothes that one wears such as aprons…after spraying the crops. On the contrary, the target text is general in the sense that it implies all clothes should be washed. The suggested translation is 'Safisha nguo maalum za kukuzuia dhidi ya madhara ya dawa kabla ya kuzitumia tena'

The above observation adds emphasis to what scholars such as House (1991) & Sager (1983) note that when a linguistic item is omitted in the translation, the resultant meaning is not similar to the source text.

Gimode (2006) established that adjectives are prone to mistranslations resulting to a difference in meaning between the source and the target text. This study has also

established that the omission of an adjective in the target text brings about a difference in meaning between the source and the target text. This view is also shared by Ndulovu (2012).

4.1.3.3 Omission of a clause in the translation

A clause is a group of words that have a subject and a verb (Longman Dictionary of Contemporary English, 2003). As any other linguistic element, when a whole clause is left out in the translation of a source text, the resultant meaning is not similar to the source text as observed by House (1981) and Sager (1983). Out of 18 omissions, three were grouped under this sub category. The following data confirms the assertion as shown by example 20-22 below:

20 [OM 19] OL_3

If ingested, ***gastric lavage with 5% sodium bicarbonate may be given*** *if a person is conscious.* *(S.T)*

Ikimezwa, mfanye mgonjwa kutapika iwapo tu hajazirai kwa kugusa ndani ya koo kwa vidole safi *(T.T)*

If ingested, make the patient vomit only if he/she has not fainted by means of touching inside his throat with clean fingers. *(B.T).*

21 [OM 29] TL_9

Half fill the spray tank *with clean water.* *(S.T)*

Weka nusu ya maji masafi kwenye tanki *(T.T)*

Put half the amount of clean water in a tank. *(B.T)*

22 [OM30] TL_{10}

Keep on agitating the mixture ***when adding water and during spray operations.*** *(S.T)*

Endelea kukoroga mchanganyiko halafu uongeze maji tena ili kujaza mtungi *(T.T)*

Continue stirring the mixture then add water again in order to fill the tank. *(B.T)*

From example 20-22 above, it was noted that what the source text meant was not what the target text conveyed. This was because of the omission of a whole clause in the target text yet the source text had it. Looking at example 20, the major clause entails the specific type of substance which needs to be given to a victim of ingestion of the pesticide: "gastric lavage with 5% sodium bicarbonate" (*dawa ya tumbo aina ya gastriki yenye asilimia tano ya bikabonati ya sodiamu yaweza kupewa…*" has been omitted in the translation. Instead, the translation instructs one to make the patient vomit by touching inside his/her throat by use of clean fingers.

This is not what the source text prescribes to a patient who has ingested the pesticide. The suggested translation is:" Ikimezwa (dawa), dawa ya tumbo yenye asilimia tano ya bikabonati ya sodiamu yaweza kupewa mhathiriwa ikiwa hajazirai."

As far as example 21 is concerned, a clause that describes how to seemingly prepare the pesticide solution; "**half fill the spray tank**" (*weka maji hadi nusu ya tanki ya kunyunyizia dawa*) has been omitted in the translation.

Therefore, the translation means what was not meant by the source text that; one should put half the amount of clean water in a tank (*weka nusu ya maji….*). This is contrary to what the source text intended: putting/pouring water in a tank until the water reaches half the volume of the spraying tank. The suggested translation is: "weka maji safi hadi nusu ya tanki (chombo) ya kunyunyizia dawa."

In relation to example 22, it has a clause in the source text that describes when one should shake the pesticide solution; **when adding water and during spraying operation**" (*unapoongeza maji na wakati wa unyunyuziaji*). This clause has been omitted in the translation. The meaning that the translation portrays is that one should continue shaking the mixture (pesticide solution) and then add water without capturing when this shaking should be done as intended by the source text. As a result of such an omission, this translation "*Endelea kukoroga mchanganyiko halafu uongezee maji tena…*" does not convey the same meaning/ message as the source text. The suggested translation is; "Endelea kukoroga mchanganyiko unapoongeza maji na wakati wa kunyunyuzia mimea dawa"

This finding agrees with other scholars' observations such as; House (1981) Sager (1983) and Khondabandesh and Payame (2007) that there are dissimilarities in meaning between the source and the target text when a significant linguistic

element is omitted in the translation. Ndulovu (2012) in particular notes that the omission of a meaningful clause in the target text results to a difference in meaning between the source and the target. This observation is emphasised by the findings of this study

4.1.3.4 Omission of conjunctions (coordinating) in the translation

A coordinating conjunction according to Longman Dictionary of contemporary English (2003) is a word that joins two main clauses. Example of such coordinating conjunctions are; **and**, **but** and **or**. This study noted that some mismatches in meaning between the source and the target text were as a result of the omission of coordinating conjunctions; **or**, and **and** in the target text. This observation agrees with Khodabandesh and Payame (2007) who note that the omission of conjunctions in the target text, in relation to the source text, results to a difference in meaning between the source and the target text. Out of 18 omissions, two were found appropriate for this subcategory as shown by example 23 and 24 below.

23 [OM 20] OL_3

Puncture and bury ***or*** *burn the empty containers away from water source and human habitation* *(S.T)*

Kopo lililotumika liharibiwe kwa kuchomwa mbali na maji au makazi ya binadamu *(T.T)*

The used container should be destroyed by burning away from water or human habitation *(B.T)*

24 [OM19] OL_4

If in contact with the skin, wash with normal saline ***and*** *plenty of water* *(S.T)*

Ikiguzana na ngozi, osha ngozi ukitumia normal saline au maji na sabuni *(T.T)*

If in contact with the skin, wash it using normal saline or wash with soap. *(B.T)*

Example 23-24 show that the message portrayed by the source text is not the same message conveyed by the target text. This is because of the omission of a coordinating conjunction in the target text in comparison to the source text.

Looking at example 23, the source text instructs one to dispose of the empty pesticide containers by puncturing them after which one can bury them alternatively, burn them, "*vyombo tupu vya dawa vitobolewe na kuzikwa* ***au*** (or) *vichomwe*." However, the translation does not capture this alternative aspect but only gives one option "*.....viharibiwe kwa kuchomwa.....*" (should be destroyed by burning). This is not what the source text intended to communicate.

This translation has also a syntactic mistranslation as discussed in section 4.1.1.2. The suggested translation is: Toboa na kuzika **au** kuchoma vyombo vitupu vya dawa mbali na vianzo vya maji na makazi ya binadamu".

Similary in example 24, the coordinating conjunction ***and*** (*na*) has been omitted in the translation. The source text intended to mean that once one's skin gets into contact with the pesticide, a substance called *normal saline* has to be used together with plenty of water for cleaning one's skin. However, the translation only implies that one has to use a substance called *normal saline* for cleaning

one's skin without stating that this has to be done using a lot of water as the source text communicated. Instead, the translation gives an alternative that one can either use *normal saline or water and soap for cleaning*. "*....ukitumia normal saline au maji na sabuni*". The suggested translation is: "Ikigusana na ngozi osha ngozi ukitumia normal saline (chumvi ya kawaida) **na** maji mingi"

The observation made above emphasise what Khodabandesh and Payame (2007) made that the omission of conjunctions in the target text make it not to communicate the same meaning/ message as the source text.

4.1.3.5 Omission of a noun in the translation

Longman Dictionary of Contemporary English (2003) defines a noun as a name of a person or a thing. Scholars such as Sager (1983) and House (1991) noted that if an essential linguistic item is omitted in a target text, the general meaning portrayed is not the same as the source texts. From the data in this study, it was noted that omission of nouns in the target text led to mismatches in meaning between the source and the target text. Only two cases were observed as shown by example 25 and 26.

25. [OM26] OL_5

Avoid ***inhalation of the material****, direct contact with the eyes or skin* *(S.T)*

Epuka dawa kuingia kwenye macho au kugusana na ngozi *(T.T)*

Avoid contact of the medicine with the eyes or the skin *(B.T)*

26. [OM 28] TL_7

Put 70ml in 100lt of water, *(S.T)*

Weka mililita 70 kwa 100 za maji *(T.T)*

Put 70 mililitres in 100 of water *(B.T)*

In example 25 above, the aspect of inhalation (hali ya kuvuta dawa mwilini kwa kuinusa) has not been brought out in the target text. As a result, what the source text intended to convey that one should avoid not only the inhalation but also contaminating the eyes or the skin with the pesticide has not been wholly brought out. Instead, the translation confines itself to the aspect of warning the potential pesticide user against having the pesticide coming into contact with his or her eyes or skin and leaving out the inhalation bit. This may turn out to be dangerous to him/her in case he/she goes ahead to smell the pesticide. The suggested translation is; "Epuka hali ya kuvuta dawa kwenye mwili kwa kuinusa, hali ya kuingiwa na dawa kwenye macho au ngozi"

In example 26, the specific quantity in terms of the amount of water needed to be mixed with the given quantity of the pesticide (70ml), has been omitted in the translation. Therefore whereas the source text instructs one to put 70 millilitres (ml) of the pesticides in 100 litres (lt) of water to obtain a pesticide solution, the target text instructs one to put 70 millilitres in just 100 without specifying the measurement/quantity of the water. This therefore leaves the possible target reader of this instruction in dilemma whether he or she is to put 70 millitres of the

pesticide in a 100 mililitres of water or not. The suggested translation is: "weka mililita 70 ya dawa kwa lita 100 ya maji".

The mismatch in meaning between the source and the target texts observed above in example 25-26 due to the omission of an essential linguistic element (noun) in the target text, emphasises on what House (1991) and Sager (1993) note that the omission of a linguistic element in the target text brings about a difference in meaning between the source and the target text. Whereas Gimode (2006) established that nouns are prone to mistranslation hence result to a difference in meaning between the source and the target text, this study has also established that when a noun is omitted in the target text in relation to the source text, there is a difference in meaning between the source and the target text. Khodabandesh and Payame (2007) noted that the omission of noun possessives in the target text in comparison to the source text result in a difference in meaning between the source and the target text. This study has further established that the omission of a noun in the target text in relation to the source text also brings about the difference in meaning between the source and the target text.

The following pie chart shows a summary, in percentage, of these subdivisions in respect to omission category.

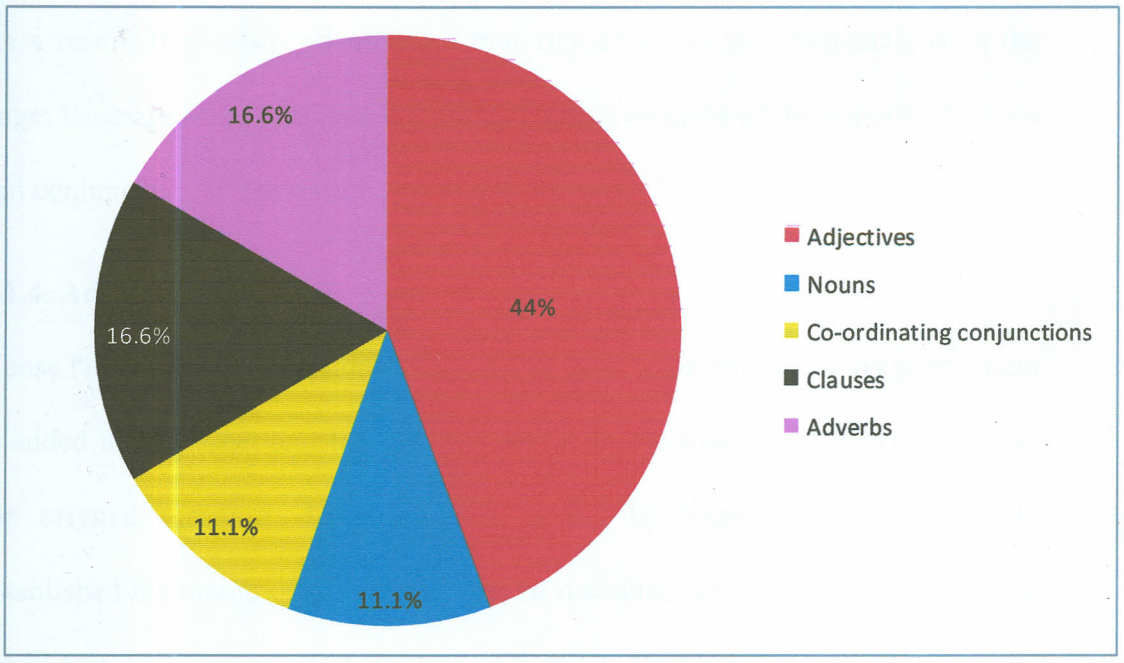

Figure 4: Percentage scores of omission subcategories

From Figure 4 above, the omission of adjectives in the target text in this study was the highest compared to any other sub-category. This may be because the translators concerned were not competent in the target language (Kiswahili). Therefore, the translators may have experienced challenges in expressing the ideas denoted by the adjectives in the source language (English) to the target language (Kiswahili) hence preferring to omit them. Another possible reason could be that the translators did not fully understand the source text's meaning before transferring (translating) the same to the target text.

On the other hand, the omission of nouns and coordinating conjunctions were the lowest of all sub-categories. This perhaps was the case because the translator's knowledge of the target language's (Kiswahili) lexicon in relation to nouns and

coordinating conjunction was higher than any other omitted words in this study. As a result, they easily identified a majority of nouns and conjunctions in the target language which expressed similar meaning as those of the concerned nouns and conjunctions in the source language (English).

4.1.4. Addition category

House (1981) defines addition as an error in translation whereby a linguistic item is added to the target text that did not appear in the source text hence, affecting the original meaning. This notion is shared by Sager (1983). This study established that some of the mismatches in meaning between the source and the target text were as a result of addition of words to the target text which originally, did not form part of the source text. This information is summarized in Table 4.4 below.

Source text	Translation	Company
Store in a tightly…a cool dry well ventilated place away from children….	Hifadhi dawa…penye **giza** mbali na watoto…(store the pesticide where its dark away from children)	Osho
Half fill the spray tank with clean water	Weka **nusu ya maji** masafi kwenye tanki (put half the amount of clean water in a tank)	Twiga
If ingested, gastric lavage with 5% sodium bicarbonate may be given if a person is conscious	Ikimezwa…mfanye mgonjwa kutapika….**kumgusa ndani ya koo kwa vidole safi**. (if ingested ,make the patient to vomit.. touching the inside of his/her throat by use of clean hands)	Osho
Keep on agitating the mixture when adding water and during spray operations	Endelea kukoroga mchanganyiko **halafu uongeze maji tena ili kujaza mtungi.** (continue stirring the mixture then add water again to fill the tank)	Twiga
Total	4	

Table 4.4 Summary of addition mismatches and related company

Table 4.4 shows that there were four cases of addition based mistranslations in respect to the sampled pesticides instruction leaflets in this study. It is also observed that both Twiga and Osho companies had an equal share of mistranslation this respect - two each. The next discussion entails the descriptive analysis of the above data followed by the discussion.

4.1.4.1 Addition of a noun element

House (1981) and Sager (1983) view addition of unnecessary linguistic element to the target text as a contributing factor to the difference in meaning between the source and the target text, this study has established that the addition of nouns in the target text resulted to a difference in meaning between these two texts. Out of four cases of addition as noted in Table 4.4, two were grouped under this sub-category as shown by example 27 and 28.

27 [AD 31] OL_1

Store in a tightly sealed original container in a cool dry well ventilated place away from children, livestock and food. *(S.T)*

Hifadhi dawa hii kwenye kopo lake lililofunikwa mahali penye ***giza*** *mbali na watoto, vyakula au wanyama.* *(T.T)*

Store this pesticide in its container that is sealed in a place that is dark from children, food or animals. *(BT)*

28 [AD 33] TL_9

Half fill the spray tank with clear water. *(S.T)*

Weka ***nusu ya maji*** *masafi kwenye tanki* *(T.T)*

Put half the amount of clean water in a tank. *(B.T)*

From example 27-28 above, it was noted that the message/ meaning conveyed by the source text is not similar to what the target text conveys. This is because of the additional noun/ noun phrase element(s) in the target text that were originally not there in the source text. According to example 27, the source text conveys the

message that the pesticide should be stored in a cool, dry well ventilated place "*mahali pasipo na joto, pakavu na penye hewa ya kutosha*". On the contrary, the target text states that pesticides should be stored in a dark place. As discussed in section 4.1.1.2 and 4.1.3.2, this translation was noted to have both syntactic and omission based mistranslations respectively. This shows the intensity of the inappropriate translation that was done to this particular source text. The suggested translation is: "Hifadhi dawa hii kwenye kopo lake halisi ambalo limefungwa kikamilifu ***pasipo na joto, pakavu na penye hewa ya kutosha*** mbali na watoto, wanyama na vyakula".

In example 28, there is the addition of the phrase 'nusu ya maji' (half the amount of water) in the target text that was not part of the source text thus distorting the intended meaning. The source text intended to mean that one should put water in a spraying tank until the water reaches half its volume supposedly, before putting in the pesticide for purposes of forming a pesticide solution.

However, the target text implies that it is half the amount of water that is to be put in a tank. This is likely to mislead the intended pesticide user. The suggested translation is: "Jaza nusu ya tanki ya kunyunyizia dawa kwa maji safi"

This argument is also held by Ngateu (2015) and Ngesu (2011) that the addition of linguistic elements in the target text results to a difference in meaning between the source and the target text. In line with this, Nida (1969) suggests that a

translator should understand the source text message/meaning before transferring it to the target text.

4.1.4.2 Addition of an adverbial element

This study established that the addition of an adverb (adverb phrase) to the target text contrary to what the source text entailed led to mismatches in meaning between the source and the target texts. This observation is in line with what House (1981) and Sager (1983) noted that when a linguistic element is added to the target text, yet it was not there in the source text, these two texts do not convey similar messages /meaning. Out of 4 cases observed as shown by Table 4.4, two fell under this sub-category as shown by example 29 and 30.

29 [AD 32] OL_3

If ingested, gastric lavage with 5% sodium bicarbonate may be given if a person is conscious *(S.T)*

Ikimezwa, mfanye mgonjwa kutapika iwapo tu hajazirai kwa ***kumgusa ndani ya Koo kwa vidole safi*** *(T.T)*

If ingested, make the patient vomit in case he/she has not fainted by touching the inside of his/her throat with clean hands *(B.T)*

30 [AD 34] TL_{10}

Keep on agitating the mixture when adding water and during spray operations *(S.T)*

Endelea kukoroga mchanganyiko halafu ***uongeze maji tena ili kujaza mtungi*** *(T.T)*

Continue stirring the mixture then add water again in order to fill the tank (B.T)

Example 29-30 above show that the source texts' messages are not similar to the target texts because of the addition of adverbial phrases to the target texts. Looking at example 29, the source text instructs one to use gastric lavage containing 5% sodium bicarbonate on a victim who has ingested the pesticide. On the other hand, the target text instructs one to attend to the victim of the said pesticide ingestion by touching the inside of his/her throat with clean hands in order for the patient to vomit.

This translation seems to be giving an alternative way of making the patient vomit the ingested pesticide rather than the prescribed way as stated by the source text. Therefore it is not capturing the source text message/meaning. The suggested translation is "Ikimezwa, dawa ya tumbo yenye asilimia tano ya bikabonati ya sodiamu yaweza kupewa mhathiriwa ikiwa hajapoteza fahamu."

In reference to example 30, the source text instructs one to continue shaking the pesticide solution supposedly during its preparation as well as during the actual spraying of the crops. However, the translation ignores these two instances when shaking of the pesticide is to be done but adds that after shaking, one should add water again to fill the tank. "*uongeze maji tena ili kujaza mtungi*" which was not part of the source text. The suggested translation is: "Endelea kukoroga/kutingiza mchanganyiko unapoongeza maji na wakati wa kunyunyizia dawa mimea.''

From example 29-30 above, the addition of the adverbial phrases, touching the inside of his/her throat with clean hands "...*kugusa ndani ya* koo *kwa vidole safi*" and "add water again in order to fill the tank (... *uongeze maji tena ili kujaza mtungi*)" respectively, have resulted in mismatches in meaning between the source and the target texts. This observation agrees with what Ngateu (2015) & Ngesu (2011) note that when a linguistic element is unnecessarily added to the target text the result is that both the source and the target text do not convey the same meaning/message. The following Table 4.5 shows the frequency of mismatches, in relation to the four categories discussed above, together with their respective percentages.

	Categories of mismatches				
	SY	AMB	OM	AD	TOTAL
Frequency	6	6	18	4	34
Percentages	17.6%	17.6%	52.9%	11.8%	100%

Table 4.5 Frequency of mismatches per category

Table 4.5 shows that the omission based mismatches (between the source and the target text) are leading at 18 out of the total 34 mismatches. This is equivalent to 52.9% than any other category (syntactic 17.6%, Ambiguity 17.6% and Addition 11.8%).

This observation is in line with Fedyuchenko (2012) who noted that omission of words in the translated text stood at a higher rate than the grammatical

mistranslations. Indeed, in this study, the mistranslations (mismatches) caused by omission of words in the target text are greater than those caused by syntactic (grammatical) and both ambiguity and addition cases. It may therefore be argued that, most translators in this study did not posses in - depth knowledge of the target text (Steiner, 1998) and (Sager, 1983) hence, leaving out important information as a result of not being able to identify some word in the target text that would express the ideas of the source text. On the other hand, addition related mismatches are the least at 4 out of 34 which is equivalent to 12.1%. This may be a confirmation of their incompetence in Kiswahili, which is the target language in this study. As a result of this, they could not endeavor to explain further complex ideas from the source text for the target audience to understand clearly the message conveyed. Because of this, they may have been careful lest in the process of their explanation of these concepts, they run the risk of adding unnecessary information. It was observed from the data that some English words (source language word) in this study were directly transferred to Kiswahili (target language) without an attempt of explaining in Kiswahili what they really meant. For example, the word 'normal saline' (refer to example 6).

The next section deals with data related to the interpretation of the mistranslations by the target respondents.

4.2 Respondents' interpretation of mistranslated texts

This study engaged 20 purposively sampled respondents in a face to face oral interview as stated in the methodology section. This was with a view to eliciting data on how they interpret the mistranslated text in relation to the sampled pesticides instruction leaflets. They were grouped into two groups that is; 10 respondents who could read and comprehend Kiswahili written instructions and also use horticultural pesticides from Osho Company. Therefore, coded as O_1-O_{10}. Equally, 10 respondents in relation to Twiga Company who bore the codes T_1 – T_{10} formed part of the respondents.

The responses from these 20 respondents were transcribed and grouped into two groups namely; the intended/correct interpretation (response) and the wrong/incorrect interpretation (response) in relation to the source text.

This was in view of the Speech Act Theory (Austin, 1962). According to this theory, a speaker is essentially involved in three different acts in the process of communication namely; the locutionary act that involves the act of uttering a sentence with a certain meaning, illocutionary act where a speaker intends his utterance to constitute a certain act (intended meaning) and perlocutionary act where a speaker utters a certain sentence to achieve a certain consequent response from his hearer.

This study considered a text message (a translation) as constituting an act whereas the respondent's response is perlocutionary effect. Therefore if a target

respondent's interpretation (response) is contrary to what the source text intended, the illocutionary effect was not attained hence, an incorrect interpretation of the source text as brought through a mistranslated text (target text).

On the other hand, if a respondent's interpretation (response) was in conformity with what the source text intended, the illocutionary effect was attained hence a correct interpretation of the target text in relation to the source text. Illocutionary/perlocutionary acts take place simultaneously. Therefore, they are perceived to define responses - what one hears and what one does. In this study, what one hears (reads) translates into what one understands or interprets a statement to mean.

The questions asked during the oral interview were in relation to the specific mistranslated texts from the four categories of mismatches in meaning identified. This is where the researcher read to the respondents the Kiswahili mistranslated instructions and asked them to give their interpretations. The researcher used her own judgement alongside the identified mistranslated texts to determine the number of questions per category. This accounts for one question from syntactic category, two questions from ambiguous category, one from addition category and two from omission category in reference to Twiga Company. In relation to Osho Company, there were three questions from syntactic category, one from ambiguous category, and two from omission category based mistranslation

questions. A total of 120 responses were collected from 20 respondents as already mentioned in the methodology section.

Wangia (2003) noted that most target respondents did not capture the intended interpretation because of mistranslations evident in the target text. This view is also held by Mahmoodi (2007) and Miremadi (1996). The findings of this study agree with Wangia (2003), Miremadi (1996) and Mahmoodi (2007) views as summarised in Table 4.6 below.

CATEGORY	SY	AMB	AD	OM	TOTALS
Total no. of questions	4	3	1	4	12
Total responses	40	30	10	40	120
Wrong interpretation in relation to source text	20	19	2	26	67
Correct interpretation in relation to source text	20	11	8	14	53
%wrong interpretation	50%	63%	20%	65%	56%

Table 4.6 Summary of respondents' interpretation

From Table 4.6 above it has been noted that the total number of interpretations of the mistranslated texts (target texts), that are a proof of the distortion of the source text's message is higher (67/120) an equivalent of 56 % than the intended interpretations which are (53/120) an equivalent of 44% as shown from the respondents responses.

The possible reason for this could be that readers/listeners of any translation depend to a large extent on translators to get information from the source text.

Steiner (1998) argued that translation exist because there is need to pass on information to others who do not speak (understand) one's language. This implies that if a translator exhibits translation incompetencies for example, by failing to capture the original meaning / message of the source text in the translation, this will most likely translate into the target audience receiving distorted information (Wangia, 2003; Mahmood, 2007 & Gimode, 2006).

It has also been observed from Table 4.4 that the omission category had the highest level of misinterpretation (65%) than any other category. This could be so largely because when a lexical item is missing in the translated text, the target reader can hardly know about it since again he is depending on the translator for information.

Second to omission category in relation to misinterpretation is the ambiguity category (63%). This could be because ambiguous phrases / expressions have more than one meaning. As a result, they are bound to be interpreted differently.

The category that registered the third position in relation to misinterpretation is the syntactic one (50%). This may be attributed to the fact that most respondents could use their wealth of experience in relation to pesticides handling techniques, to perceive what is sensible from what is not hence affecting their interpretation. It is worth noting that most of the mistranslated text in this category sounded unnatural / non-sensible.

Lastly, the addition category registered the least of misinterpretations than any other category at only 20%. This could be because most respondents had prior knowledge of how to effectively use the pesticides and so, this may have affected their interpretation of the target text(s). For example in example 36, most respondents had the knowledge that using half the amount of water in relation to a container that one uses to fill the spraying tank, could be hardly enough especially for those who use jugs to fill their tanks. On the other hand for those who draw water using big containers, the volume would be exaggerated in respect to a spraying tank.

The discussion that follows involves detailed description of data in relation to questions asked as shown in Table 4.6. This is then followed by the discussion of the data. Section 4.2 .1 therefore discusses the respondents' responses in relation to the syntactic related questions, 4.2.2 discusses the respondents' responses in line with the ambiguity related question, 4.2.3 explores the respondents' responses in view of the addition based questions while 4.2.4 discusses the respondents' responses in line with the omission related questions.

4.2.1 Syntactic mistranslations and related interpretation

Out of 4 questions as shown in Table 4.6, two examples: 31 and 32 with their responses are presented below. For the entire data, refer to appendix A_3

31 [SY 6] TL_6

Dawa hii ikiguzana na ngozi, osha sehemu iliyopatwa dawa ***na*** *maji na*

sabuni. *(T.T)*

From this text the following question was asked: "Ni vipi unaelewa agizo hili?" (How do you understand this instruction?)

The responses obtained showed that all the ten respondents' responses (T_1-T_{10}) were in line with what the source text intended. The following is a sample from the data obtained, for the entire data, refer to appendix A_3.

T_1 *Ninapaswa kuosha ngozi kwa kutumia maji na sabuni. (I should wash the skin using soap and water.)*

T_3 *Nioshe ngozi kwa maji na sabuni. (I should wash the skin using water and soap)*

T_5 *Sehemu ya ngozi ilyoathiriwa na dawa ioshwe kwa maji na sabuni. (the part of the Skin which is affected by the pesticide should be washed with water and soap.)*

From these responses, it may be concluded that the misplaced conjunction **na** (and) which links dawa (medicine) and maji (water) instead of the use of **kwa** (by means of) had no negative effect as far as the interpretation of the respondents T_1-T_{10} was concerned. Probably, from the respondents' practical point of view, it would not make sense for one to wash the skin and wash water together with soap (as the translation means) but rather use water and soap to clean the affected skin.

32 [SY 4] OL_3

Kopo lililotumika liharibiwe kwa kuchomwa mbali na maji ***au*** *makazi ya Binadamu* *(T.T)*

The used container should be destroyed by being burnt away from

water or human habitation *(B.T)*

From the text above (T.T), the question that was derived is: "Ni vipi unavyoelewa agizo hili?" (How do you understand this instruction?)

From the responses gathered, it was noted that none of them (O_1-O_{10}) interpreted the translation to mean what the source text had intended; that one should puncture and bury or burn the empty containers away from water sources and human habitation. The sample response data is as shown below. Refer to appendix A3 for the rest of the data.

The following were responses:

O_1 *Nikiharibu chombo kilichokuwa dawa kwa kukichoma mbali na mto la sivyo, mbali na nyumba za watu. (I should destroy the container that had medicine away from water if not away from people's houses.)*

O_3 *Niharibu chombo kilichokuwa na dawa kwa moto pasipo maji ama mbali na nyumba za watu. (I destroy the container that had the medicine by fire where there is no water or Away from people's houses.)*

O_5 *Ninapaswa kuchoma chombo kilichokuwa na dawa mbali na mto ama mbali na nyumba za watu. (I need to burn the container that had the medicine away from the river or away from people's houses.)*

From the sample data above, it can be noted that none of the responses showed the intended interpretation in relation to the source text. It can be expressed therefore that the respondent' interpretation was confined to the translation of which the conjunction' or (**au**) was misplaced hence, making it an inappropriate translation of the original text. Due to this, the respondents understood the

translation to mean that the destruction by fire of the used pesticide containers could be done at two alternative places: away from water or (**au**) away from human habitation which was not what the source text meant.

From example 32 above, there is evidence that mistranslated texts can lead the target respondents in missing out on the intended information as per the source text. This emphasises on Wangia (2003), Mahmoodi (2007) and Miremad (1996) views on the impact of mistranslated texts on the target respondents' interpretation of the target text, in relation to the source text. This calls for the translators to be careful when translating information from the source to the target text.

The next section discusses the interpretation of the mistranslated texts in relation to the ambiguity category.

4.2.2: Ambiguity mistranslations and related interpretation

Out of three questions under this category as shown in Table 4.6 two of them and their responses are shown as examples 33 and 34 below. For the entire data, refer to appendix A_3.

33. [AMB7] OL_3

Usikaribie sehemu iliyonyunyuziwa dawa ***kwa masaa 12*** *bila ya kuvaa kinga ya nguo.* *(T.T)*

Do not move near an area that has been sprayed with the pesticide for 12 hours without the protective clothing. *(B.T)*

The question that was asked in relation to the above text (T.T) is: "Ni vipi unaelewa agizo hili?" (How do you understand this instruction?)

The response elicited revealed that six respondents (O_1, O_2, O_4, O_6, O_7 and O_9) interpreted the translation contrary to what the source text had intended while only four (O_3, O_5, O_8 and O_{10}) got the interpretation correct in respect to what the source had intended. The following sample response data has the first three responses that are contrary to what the source text had intended while one (the fourth) is in agreement with the source text's intended interpretation. Refer to appendix A_3 for the rest of the data.

O_1 *Unaweza kukaribia paliponyunyuziwa dawa bila kinga ya nguo bora tu usikae hapo kwa masaa kumi na mbili tangu unyunyiziaji ufanyike. (You can move near a treatment area without protective clothing so long as you don't stay there for 12 hours after the spraying is done.)*

O_2 *Unaweza kukaribia paliponyunyiziwa dawa bila kinga ya nguo bora tu usiketi hapo kwa masaa kumi na mbili tangu unyunyiziaji ufanyike. (You can move near a treated area without the protective clothing so long as you don't stay there for 12 hours after the spraying is done.)*

O_4 *Unaweza kukaribia paliponyunyiziwa dawa bila kinga ya nguo bora tu usikae hapo kwa masaa kumi na mbili tangu unyunyiziaji ufanyike. (You can move near a treated area without protective clothing so long as you don't stay there for 12 hours after the spraying is done.)*

O_5 *Unaweza kwenda paliponyunyiziwa dawa kwa muda wa masaa kumi na mbili tangu unyunyiziaji ufanyike bora tu uwe umevalia kinga ya nguo. (You can enter a treated area within 12 hours after spraying so long as you have worn protective clothing.)*

From these responses, it may be observed that the ambiguous phrase: "kwa masaa kumi na mbili' (for a period of twelve hours), may have led respondents O_1, O_2, and O_4 to interpret this translation (example 32) to mean that so long as one could

not stay in the sprayed area for a whole 12 hours, he/se could move near/ enter the treated place without the protective clothing. This was, however, not the intended interpretation in relation to the source text: that one is not expected to move/enter a sprayed area within 12 hours after the spraying is done unless if he/she has worn the protective clothing (see section 4.1.2.1 example 7). On the other hand, the response from respondent O_5 was as intended in reference to the source text. This confirms the idea that an ambiguous construction is bound to have more than one interpretation/meaning (Scheffer, 1979).

34 [AMB 10] TL_7

Nyunyizia dawa wakati unapowaona wadudu na kisha kuendelea na unyunyiziaji baada ya wiki mbili au tatu kulingana na ***hali ya hewa*** *na kiwango cha uvamizi wa wadudu.* *(T.T)*
Apply the pesticide whenever you see the pests and then continue with the spraying after two or three weeks depending on the condition of wind /breadth/clouds and magnitude of the infestation. *(B.T)*

The question that was derived from the text (T.T) above is: "Eleza jinsi unavyo elewa maneno: 'hali ya hewa' kulingana na agizo hili." (Explain how you understand the words "hali ya hewa" in reference to this instruction.).

From the responses elicited, it was observed that seven respondents (T_2, T_3, T_5, T_6, T_7, T_8 and T_9) interpreted the translation (T.T) above contrary to the source texts while only three (T_1, T_4 and T_{10}) got the interpretation correct as intended by the source text. The sample responses below entail three examples that show

responses contrary to what the source text intended while one agrees with the source text' expected interpretation respectively.

T_3 *Kuwa na joto na upepo. (Having heat and wind)*

T_5 *Kuwa na joto na upepo. (Having heat and wind.)*

T_7 *Panapokuwa na joto na upepo mkali. (when there is heat and a lot of wind.)*

T_1 *Hali ya kuwa na mvua nyingi. (the state of having much rain.)*

In respect to the responses above, it may be argued that, the ambiguous phrase' 'hali ya hewa' led the respondents T_3, T_5 and T_7 to interpret the translation (T.T in example 34 contrary to what the source text intended. Whereas these respondents' interpretation of the phrase mentioned above was: hali ya kuwa na joto na upepo (the state of having heat and wind), the expected interpretation was: hali ya kuwa na mvua (the state of having rain) as indicate by the source text. Respondents T_1 got the intended interpretation. Again this contrast in the interpretation of the same text by these respondents adds emphasis on what Scheffer (1979) observes that an ambiguous construction is bound to have more than one interpretation/meaning hence people responding differently to the same message.

In general, from example 33-34, there is evidence from the respondents' responses in this study that an ambiguously mistranslated text causes misinterpretation/misunderstanding on the part of the target reader/listener in relation to the source text. This observation adds emphasis on what Mahmoodi

(2007); Wangia (2003) & Miremad (1996) observed. The next section discusses interpretation of mistranslated texts in reference to addition category.

4.2.3 Addition mistranslations and related interpretation

There was only one question in the interview scheduled as shown in Table 4.6. The following example 35 illustrates this

35. [AD 33] TL_9

Unapoandaa mchanganyiko wa dawa hii, ***weka nusu ya maji masafi*** *kwenye tanki* *(T.T)*

As you prepare the mixture (solution) of this pesticide, put half the amount of clean water in a tank *(B.T)*

The question that was asked in relation to the above text (T.T) is: "Umeelewaje agizo hili?" (How have you understood this instruction?"

From the responses elicited, it was observed that only two respondents (T_1 and T_3) interpreted the translation (T.T) in example 35 above contrary to what the source text meant, on the other hand, eight respondents' responses (T_2, T_4, T_5, T_6, T_7, T_8, T_9 and T_{10}) matched with the expected interpretation as relates to the source text. The sample data below has three examples of responses that were in line with the expected interpretation while one, exemplifies the unintended interpretation as far as the source text was concerned respectively. For the entire data, refer to appendix A3.

T_5 *Nichote maji masafi niweke kwenye chombo cha kunyunyuzia dawa hadi nusu yake (I pour the amount of water from the tin in the tank until half its level)*

T_7 *Nimwage maji masafi kwenye chombo cha kunyunyiza dawa had nusu. (I put clean water in a spraying tank until half its level.)*

T_9 *Nimwage maji masafi kwenye tanki hadi nusu. (I should pour water in a tank until half its level.)*

T_1 *Nimwage maji kiasi cha nusu ya chombo cha kuchotea kwenye tanki. (I should put half the amount of water from the container that I've used to draw water in a tank.*

From these responses, it may be observed that the, words 'weka nusu ya maji masafi.....' (Put half the amount of clean water....) may have resulted to the respondent T1 not getting the intended interpretation as per the source text. Probably, this was an inexperienced pesticide user and so, he/she literally understood the words mentioned above to mean exactly getting half the amount of clean water in relation to the container one uses to draw water, before transferring the same to the spraying tank. This is quite contrary to what the source text meant; that one should put clean water in a spraying tank until it reaches half its level supposedly, before adding the pesticide to form a pesticide solution. The idea of having half the amount of water (nusu ya maji) is an additional piece of information that was not there in the source text.

Respondents T_5, T_7 and T_9 have responses that were expected as far as the source text was concerned, this could be attributed to their being experienced in terms of coming up with a suitable pesticide solution. As a result, the phrase 'nusu ya maji' (half the amount of water) did not confuse them to mean getting half the amount

of clean water in relation to a container one uses to draw water with, but rather, pouring water in a spraying tank until it reaches half its volume.

In summary, just as Nida and Taber (1969) note, this is a poorly translated text as it has no bond with the source text in terms of meaning expressed. It is no wonder that not all the respondents were able to get the intended message as conveyed by the source text.

4.2.4 Omission mistranslations and related interpretation

A total of four questions were asked as indicated in Table 4.6. Two of these and the responses they elicited are as shown in example 36 and 37 below. Refer to appendix A3 for the rest of the data.

36 [OM 17] OL_2

I kiingia kwenye macho, osha macho na maji kwa muda usiopungua dakika kumi. *(T.T)*

(If in contact with the eyes, wash the eyes and/together with water for a period not less than ten minutes).
(B.T)

The question that was derived from the above text is: "Kulingana na agizo hili, ni baada ya muda upi ambao unastahili kuosha macho baada ya dawa kuingia machoni)" (According to this instruction, after how long do you need to wash your eyes after coming into contact with the pesticide?)

From the responses elicited, it was noted that all the ten respondents (O_1-O_{10}) interpreted the translation (T.T) above as was intended in reference to the source text. The sample response data below has three of these responses.

O_1 *Dawa yeyote ni sumu kwa hivyo, inastahili kuosha mara hiyo hiyo. (any medicine is poisonous so I need to wash immediately)*

O_3 *Mara tu ikingia machoni (once it gets in contact with the eyes)*

O_5 *Mara tu dawa inapoingia machoni maana ni sumu (immediately it gets into the eyes since pesticides are poisonous).*

From this response, it may be argued that the omission of the adverb 'mara moja' (immediately) in the translation did not affect the interpretation of this particular translation by the target respondents. It was noted by the researcher that this particular translation had a conditional clause 'Ikiingia.....' (If it gets in .....). This may have taken the meaning of the adverb above and so, making the respondents get the intended meaning in relation to the source text, much as the adverb 'mara moja' was omitted in the translation. It could also be argued that may be, the respondents had the knowledge that pesticides could be harmful if in contact with one's eyes. As a result of this knowledge, much as the adverb 'mara moja' was omitted in the translation; they understood the interpretation to mean what the source text meant.

37 [OM 28] TL_7

Weka mililita 70 kwa 100 za maji *(T, T)*

Put 70 militres in 100 of water *(B, T)*

The question asked is as follows:

"Kulingana na agizo hili, ni vipi unavyostahili kutengeneza mchanganyiko wa dawa na maji" (According to this instruction how are you to prepare the solution comprising the pesticide and water?)

In relation to the responses elicited, all the ten respondents (T_1 – T_{10}) did not get the intended message as per the source text. The following three samples are as shown below. For the entire data, refer to appendix A3.

T_5 *Nichanganye mililita 70 kwa mililita 100 za maji (I should mix 70 militres with 100 mililitres of water)*

T_7 *Nitumie kiwango cha mililita 70 kwa mililita 100 za maji (I should use 70 mililitres).*

T_9 *Nichote mililita 100 za maji kasha niweke mililita 70 ya dawa. (I should get 100 militres of water in which I should put 70 mililitres of the pesticide)*

From these responses, it may be observed that the omission of the word lita (litres) contributed to the respondents not interpreting the translation above (T.T) as intended by the source text. According to the source text, one is to take 70 milliliters of the said pesticide and mix it with 100 litres of water to form the pesticide solution for spraying the crop. However, translation does not capture this measurement entity (litres) 'lita' in relation to water. Therefore, respondent's understood that the same measurement entity for the pesticide (militres) was to apply before water, which is not correct as per the source text.

In summary of chapter, there is evidence as shown by example 37 that the omission of words in a translation may lead to the target audience not getting the intended message as conveyed by the source text. Therefore, translators need to ensure that they fully understand the information in the source text before transferring the same to the target language. As Nida& Taber (1969) put it, translating must primarily aim at reproducing the message for to do anything else is basically false to one's task as a translator. The next section goes further to explore the effects of mistranslation on the target respondents other than their interpretation.

4.3. Effects of mistranslation on respondents.

The responses from the target respondents in relation to what they experienced after the execution of the target texts (based on their interpretation) were transcribed and grouped into two levels. Those that showed a negative experience (effect) and those that did not. This analysis is based on Speech Act theory (Austin, 1962). According to this theory, when the intended effect is attained by a listener of an utterance (locutionary act), the illocutionary / perlocutionary effect is attained. On perlocution, Austin (1992:101) wrote:

> Saying something will often, or even normally, produce certain consequential effects upon the feelings, thoughts or action of audience or of the speaker, or of other persons: and it may be done with the design, intention or purpose of producing them.

Therefore, in this study, when a target respondent attained a desired experience (effects) as per the source text upon carrying out a desired action (which in this study is the execution of a target text /instruction), then the perlocutionary effect was attained. In this respect a positive experience (P.E) was attained. On the other hand, if a negative experience (N.E) was attained after executing a target text, the perlocutionary effect as intended by the source text was not attained.

The questions were orally administered in Kiswahili to each of the 20 target respondents as detailed in the methodology section. The nature of the question depended on the respondent's response in relation to his or her interpretation of the target text as shown in section 4.3 hence in total, four Syntactic, three

Ambiguity, one Addition and four Omission related question were asked immediately after a target respondent gave his/her interpretation of a target text. This accounts for the usage of the same mistranslated texts (T.T) in this section as shown in section 4.2.

Wangia (2003); Mahmoodi (2007) and Miremad (1996) note that mistranslations lead to the target respondents not capturing the intended message. This view is shared by Gimode (2006). However, this study has established that apart from some target respondents failing to get the intended message due to mistranslations, they may equally experience negative effects when carrying out instructions from mistranslated texts. This information is summarized in Table 4.7 as follows

		No. of responses	
category of mistranslation	**total no. of responses**	**negative effects**	**positive effects**
SY	40	10	30
AMB	30	12	18
AD	10	02	08
OM	40	16	24
TOTAL	120	40	80

Table 4.7 summary of effect of mistranslation on respondents

From Table 4.7 above, it is noted that the total number of responses, from the target respondents, which show that the mistranslation affected them negatively

stands at 40 out of 120. This is an equivalent of 33%. This implies in relation to the Speech Act Theory (Austin, 1962), that the intended 100% effect (illocutionary/precautionary effect) was not attained by the translation as intended by the source text. This shows that translators should be more careful in ensuring that they transfer the source text's message to the target text in totality. Failure to which the target respondents are bound to suffer negatively as shown in this Table.

On the other hand, 80 out of 120 responses, as shown in Table 4.7, show no negative effects as much as Table 4.6 indicated that 67 out of 120 responses had the evidence of misunderstanding the source text due to inappropriate translation. The explanation for this is as follows. Interestingly, some of these wrong interpretations (of the target texts in relation to their respective source texts) did not result to any notable negative effect (s). For example, in relation to example 32 in section 4.2.1, all the 10 respondents had missed out on the intended message/meaning due to the mistranslated source text. However, when they carried out the instruction from this mistranslated text ([SY4] OL_3), there was no negative effect experienced. This was because, the translation gave the respondents a choice as to whether to burn the empty pesticide containers away from human habitation but presumably, next to a river or burn them away from a river but next to human habitation. All the 10 respondents chose the first alternative to which the researcher noted that water from the river is not used for domestic purposes. As, a result, no negative impact was experienced yet.

Another example of mistranslation that did not bring about any negative effect is [OM 15] OL_1. (see Table4.10 - and the explanation, thereof) therefore, much as all the ten respondents had interpreted the target text contrary to what the source text intended (that one should bathe when his/her skin comes into contact with the pesticide using water and soap instead of washing the specific area using plenty of water and soap) all of them ended up not experiencing any side effects).

The following discussion involves a detailed description of response data in relation to the questions asked. Therefore, section 4.3.1 describes the respondents' responses as relates to the Syntactic-based questions, 4.3.2 Ambiguity- related questions, 4.3.3 Addition based questions and lastly, 4.3.4 describes respondents responses under the Omission based questions. Summary analyses are displayed in tables except for the addition category due to a single question that was asked.

4.3.1 Syntactic mistranslations and related effects

Out of four questions asked, two together with the elicited data are presented below as example 38 and 39. For the entire data as relates to the four questions, see appendix A4.

38 [SY6] TL_6

Dawa hii ikiguzana na ngozi, osha sehemu iliyopata dawa ***na*** *maji na sabuni* *(T.T)*

The question that was asked is: 'Eleza jinsi matokeo (hasa kwako) huwa unapolizingatia agizo hili. (Explain the results especially on yourself, when you execute this instruction.

From the responses elicited, it was noted that all the ten respondents (T_1- T_{10}) reported no case of experiencing any negative effect after executing the instruction; in reference to this translated text (T.T). The following three samples illustrate this. For the rest of the data, refer to appendix A4.

T_2- Ninahisi vizuri (I feel okay)

T_4 –Ninasikia vizuri ngozini (I feel okay in my skin)

T_{10}- Ninasikia vizuri ngozini (I feel okay in my skin)

From these responses, it may be argued that since these respondents had correctly interpreted the translation in line with the source text (see section 4.2.1 example 31) they could not experience any negative effect.

39 [SY4] OL_3

Kopo lililotumika liharibiwe kwa kuchomwa mbali na maji ***au*** *makazi ya binadamu* *(T.T)*

The question asked was; 'Eleza matokeo ya wewe kuchoma mkebe wa dawa mbali na maji au mbali na makazi ya watu. (Explain the effects/results of burning a pesticide container away from water or human habitation).

From the responses elicited, it was observed that none of them (01-10) showed any negative effects. This is as illustrated by the following three samples. Refer to appendix A4 for the rest of the data.

O_6 Sijaona shida yoyote kwa kuchoma mikebe ya dawa kando ya mto. (I have not, experienced anything bad by burning empty pesticide containers near the river)

O_8 Sijasikia malalamiko yoyote ninapochoma mikebe tupu ya dawa kando ya mto. (I have not heard any complaint when I burn empty pesticide containers near the river).

O_{10} Kila kitu kimekuwa sawa maana sijasikia malalamiko yoyote ninapochoma mikebe tupu ya dawa kando ya mto. (Nothing bad has been raised as a result of my burning empty pesticide containers near a river).

These responses show that there were no cases of negative effect(s) on the respondents. This is contrary to the fact that all the ten respondents (O_1-O_{10}) had their interpretation of the translation contrary to what the source text conveyed (see section 4.2.1 example 32). This may be a case of an indirect effect especially on the aquatic lives which live in the river moreso, if traces of unburnt pesticide containers get into the river.

The following Table 4.8 is a summary of the respondents' responses as far as the questions under this category were concerned.

Ref Text	No. of responses		Neg. effects versus response.	Positive effects versus response.
	Osho	Twiga		
[SY6] TL6	-	10	-	No irritation on the skin (All responses)
[SY4] OL3	10	-	-	No burning sensation on the skin(All responses)
[SY5] OL4	10	-	Irritation on the skin (All responses)	-
[SY1] OL1	10	-	-	No poison cases. (All responses)
TOTAL			10	30

Table 4.8 Effects or respondents based on syntactic mistranslations

Table 4.8 shows that out of a total of 40 responses gathered, 10 of them showed the evidence of negative experience that is, irritation of the skin. On the other hand, 30 out of 40 responses registered no negative experience on the part of the target respondents. This may be explained as follows. Some of the respondents' interpretations of the translated texts concerned were in conformity with source texts. For example [SY6] TL_6 (see section 4.2.1 example 31) & [SY1] OL1 (see appendix A4). Hence, no negative effect was expected. On the other hand, other texts like [SY4] OL_3 had respondents' interpretation incorrect as relates to its source text but, there were no cases of negative effects. This is because this translation as already explained, gave respondents a choice in relation to where they were to burn the empty pesticide containers (away from human habitation

...or away from the river...). All of them therefore chose the first choice whose results did not show any tangible effects on respondents according to this study. The negative experience observed was as a result of the mistranslation which (misplacement of the coordinating conjunction or **(au)** led to the target respondents getting the wrong message in respect to the source text.

4.3.2 Ambiguity mistranslations and related effects

Out of a total of three questions whose responses are 30 as shown in Table 4.7, two of them with the data they elicited are as follows. For the rest of the data, refer to appendix A4.

40 [AMB7] OL_3

> *Usikaribie sehemu iliyonyunyunyiziwa dawa* ***kwa masaa 12*** *bila ya kuvaa kinga ya nguo.* *(T.T)*

The question that was asked is: 'Ni matokeo gani huonekana kwako baada ya kulizingatia agizo hili?' (What effects manifest on you after carrying out this instruction)?

From the responses gathered, it was observed that there were responses (O_1, O_2, O_4, O_6, O_7 and O_9) that showed negative experiences; itchiness on the skin - while others (O_3, O_5, O_8 and O_{10}) had no manifestation of any negative effects. The following sample data illustrates this.

KENYATTA UNIVERSITY LIBRARY

O_1 Mimi husikia kuashwa kwenye ngozi ninapoguzwa na mimea. (I feel the irritation on the skin when in contact with the plants that have been sprayed).

O_2 Nikiguzwa na mimea, husikia muwasho ngozini (if in contact with plants, I usually feel the irritation on the skin).

O_3 Sioni shida yoyote. (I don't feel any problem).

From these responses, it is observed that respondents O_1 and O_2 experienced irritation/ itchiness on their skin while respondent O_3 never underwent any negative effect. It may be expressed that those who experienced the irritation on their skins had interpreted that translation above (T.T) contrary to what the source text had while respondents O_3 had the correct interpretation (See section 4.2.2 example 33).

41 [AMB10] TL_7

Nyunyizia dawa wakati unapowaona wadudu na kisha kuendelea na unyunyiziaji baada ya wiki mbili au tatu kulingana na ***hali ya hewa*** *na kiwango cha uvamizi wa wadudu.* *(T.T)*

The question that was asked in relation to this translation is: 'Ni matokeo yapi yanatokea baada ya wewe kulizingatia agizo hili?' (What are the results of your execution of this instruction?).

The responses elicited showed that all the ten respondents (T_1-T_{10}) did not have any negative experience after executing the instruction as stated in this translation (T.T). The next sample data shows this:

T_3 Dawa inafanya vizuri kwa mimea. (The pesticide by effective on crops).

T_5 Dawa inafanya kazi vizuri. (The pesticide works well on crops).

T_7 Dawa ni nzuri kwa mimea. (The pesticide is okay on crops).

From these responses, it is interesting to note that there were no any cases of negative effects, on the part of respondents. This is contrary to the fact that not all respondents had interpreted the translation in line with the source text (see section 4.2.2 example 34). It can be concluded that the effects of the ambiguous phrase 'hali ya hewa' as far as this translation was concerned is non consequential.

The following Table is a summary of the respondents' responses in relation to questions under the ambiguity category.

Ref Text	No. of responses		Neg. effects versus response.	Positive effects versus response.
	Osho	Twiga		
[AMB7] OL6	-	-	Itchiness on the skin (6 responses)	No negative effect on skin (4 responses)
[AMB10] TL7	10	10	-	No negative effect (10 responses)
[AMB12] TL8	10	10	Itchiness/burning sensation on hands (6 responses)	No negative effect (4 responses)
TOTAL	10	20	12	18

Table 4.9 Effects on respondents based on ambiguity mistranslations

From Table 4.9 above, it has been observed that 12 responses out of 30, show that respondents experienced itchiness of their bodies (skin) and burning sensation on their hands as a result of carrying out instructions from mistranslated texts (Targets Texts). These texts as noted above were ambiguous and so, those who were negatively affected did not get the intended message (instructions) as per the source text (See section 4.2.2 example 33). Therefore, they acted contrary to what the source text meant in terms of dealing with the pesticides. Hence, being affected negatively. However, a total of 18 responses out of 30 indicate from Table 4.9 that the respondents were not negatively affected by executing the mistranslated texts. This is largely attributed to their correct interpretation of the texts concerned in reference to their source texts.

The next section discusses the effect of mistranslation on respondents in relation to the addition category.

4.3.3 Addition mistranslations and related effects

There was only one question in this category whose responses were 10 as shown in Table 4.7. The data that was elicited is as shown by example 42.

42 [AD 33] TL_9

Unapoandaa mchanganyiko wa dawa hii, ***weka nusu ya maji masafi*** *kwenye tanki* *(T.T)*

The question that was asked is: "Eleza jinsi matokeo ya mchanganyiko (kiwango) huwa unapolizingatia agizo hili" (Comment on the quantity of the solution formed when you consider this instruction).

The responses elicited showed that there were those (two of them) that expressed negative effect while 8 of them did not register any negative experience. This information is illustrated by the following three samples. For the entire data, refer to appendix A4.

T_3 Mchanganyiko huonekana kidogo nisiweze kutumia kwa mimea yote. (The solution appears less than what I can use for the entire crops).

T_5 Mchanganyiko ni sawa kwa mimea yote. (The solution is good for the entire crops).

T_7 Mchanganyiko hutosha mimea. (The solution is sufficient for the crops).

From these responses, it can be noted that respondent T_3 was frustrated by the little pesticide solution that was formed as a result of the execution of the instruction (T.T) in example 42. It can be noted that this particular respondent had interpreted this translation (T.T) contrary to what the source text had intended to convey (see section 4.2.3 example 35). On the other hand, respondents T_5 and T_7 obtained sufficient pesticide solutions hence positive results. This again is because their interpretation of this translation (T.T) as example 42 was correct in relation to the source text.

The next section explores the effect of mistranslations on the target respondents in relation to omission category.

4.3.4 Omission mistranslations and related effects

A total of four questions were asked in this category amounting to 40 responses as indicated in Table 4.7 Two samples as example 43 and 44 together with the responses elicited are as shown below.

43 [OM17] OL_2

Ikiingia kwenye macho, osha macho na maji kwa muda usiopungua dakika kumi. *(T.T)*

The question that was asked is: "Eleza jinsi unavyohisi baada ya wewe kutenda jinsi agizo laeleza". (Explain, how you feel after doing what you've been instructed by this instruction).

The responses elicited showed that none of the ten respondents (O_1-O_{10}) experienced any negative effect. This is as shown by the sample data below. For the rest of the data, refer to appendix A4.

O_3 Sioni ubaya wowote wa maumivu. (I don't feel any pain)

O_5 Mimi huwa sawa bila kuwa na uchungu tena kwa macho. (I am okay without any more pain in my eyes)

O_9 Mwasho wote unaisha mara moja machoni. (The irritation in the eyes ceases immediately)

These responses show that none of them experienced (respondents) any side effect. Therefore, it can be argued that since all these 10 respondents had interpreted this particular translation (OM16) OL_2, in accordance with what the source text had intended to convey, (see section 4.2.4 example 36), they were bound not to suffer as a result of carrying out the instruction concerned.

44 [OM28] TL_7

Weka mililita 70 kwa 100 za maji *(T, T)*

The question that was asked is: 'Eleza jinsi unavyoathirika kulingana na kutenda jinsi agizo lakueleza". (Explain how you are affected in relation to doing what this instruction instructs you to do).

From responses obtained, none of them attained sufficient amount of the pesticide solution for spraying their crops. This information is as illustrated by the following three samples. For the entire data, refer to appendix A4.

O_6 Siwezi kunyunyizia mimea na kiwango kidogo hivi (I can't spray the crops with such little solution).

O_8 Mchanganyiko huu huwezi kunyunyiziwa mimea maana ni mdogo sana. (The solution is too little to be sprayed)

O_{10} Mchanganyiko kwa hakika ni mdogo mno kiasi kisichoweza kutumiwa. (The solution is surely too little to be sprayed).

From these responses, it is noted that none of the respondents attained sufficient amount of the pesticide solution for spraying. The researcher noted that these respondents add their own variations of water to the pesticide solution to make it enough for spraying their crops. It can be argued that the wrong interpretation of this particular translated text by these respondents (as shown in section 4.2.4 example 37) in relation to its source text resulted to their being affected negatively.

Ref Text	No. of responses		Neg. effects versus response.	Positive effects versus response.
	Osho	Twiga		
[OM17] OL2	10	-	-	Calmness in the eyes (10 Responses)
[OM28] TL7	-	10	Insufficient pesticide soln. (10 responses)	-
[OM15] OL1	10	-	-	Irritation in the eyes ceases (10 responses)
[OM30] TL10	-	10	Thick pesticide paste in the spraying tank (6 responses)	Clear pesticide inside of the spraying tank (4 responses)
TOTAL	20	20	16	24

Table 4.10 Effects on respondents based on omission mistranslations

From Table 4.10 above, it has been noted that 16 responses out of 40 show evidence of negative effect of mistranslation on respondents. This ranges from having insufficient pesticide solution to having a thick pesticide paste in the spraying tank after spraying. On the other hand, 24 responses show no signs of negative experience in as far as executing instructions from mistranslated target texts were concerned. This may be attributed to the following reasons. Looking at the translation [OM17] OL_2 as shown in section 4.2.4 example 36, all the respondents had interpreted this particular translation as intended in relation to the source text. As a result, their carrying out of the instruction as regards this translation yielded the desired results (no negative effect on them).

In respect to translation (Om15) OL_1, much as all the 10 respondents had interpreted this text contrary to what the source text had intended to convey (that one should bathe when his/her skin comes into contact with the pesticide using water, and soap instead of washing the specific area using plenty of water and soap as was the message in the source text), all of them ended up not experiencing any side effects. This therefore implies that the impact of the omitted adjective '-ingi/engi' (plenty) in the target text was negligible on the part of respondents. Lastly, in relation to translation [OM 30] TL_{10}, four responses out of 10 showed no signs of negative influence as far as the target respondents were concerned. This can be attributed to their correct interpretation of this translation in regard to the source text. (See appendix A3). It was noted that these four respondents had a lot of experience in relation to how effectively one can use pesticides for maximum good results. It may be argued that their correct interpretation of the translation in respect to the source text was largely due to such experience and not just depending on the translation.

4.4 Summary

In this chapter, the data collected has been analysed in respect to the objectives of this study. It has emerged that the mismatches in meaning between the source and the target texts in the sampled pesticides instruction leaflets in this study fell into four categories: Syntactic, Ambiguity, Addition and Omission. The interpretation of some of the target texts by the target respondents has been found not to conform to what the source text intended due to mistranslations. Consequently, some of the target respondents experienced negative effects as a result of carrying out instructions in these mistranslated texts. This information has been presented using tables. In the next chapter, summary of findings, recommendations and areas for further research are summarised.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS,CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, a general summary of the study is presented. The summary of findings, recommendations, summary of chapter and areas for further research are highlighted.

5.2 Summary of findings

This study sought to investigate the effect of mistranslation in relation to the sampled pesticides instruction leaflets on small scale horticultural farmers. To achieve this, the study had the following objectives: To identify and classify the mismatches in meaning between the source text and the target text in sampled pesticides instruction leaflet, to examine the interpretation of the target text by sampled target respondents and to determine the effects of mistranslation in the sampled pesticide instruction leaflets on the target respondents.

In response to the first objective, cases of mismatches in meaning were identified and categorized into four categories namely; Syntactic, Ambiguity, Addition and Omission categories. Most of the identified mismatches fell into the Omission category. Out of a total of 34 mistranslations, 18 (52.9%) were categorized under the omission category.

Various aspects of linguistic mistranslation emerged from this analysis. The mistranslations in the Syntactic category were mainly linked to the misplaced coordinating conjunctions and and or while in relation to the Ambiguity category, the mistranslation were pegged on literal translation and the use of generic terms. In reference to the addition category, the mistranslations were majorly to do with noun phrase and adverbial phrases added unnecessarily to the target text(s).

Finally, aspects of mistranslation as pertains the omission category were attributed to adverbs, adjectives, coordinating conjunctions, nouns and clauses. The above analysis was done in view of the Interpretive Theory by Seleskovitch (1960-1980) which posits that, the target text must be a re-expression of meaning of the source text.

As pertains to objective two, it was found out that 56% of the entire target respondents' interpretation of the mistranslated texts was inconsistent with what the original text intended. This analysis was carried out in the light of the Speech Act Theory (Austin 1962) that informed this study..

Finally, in relation to objective three, the Speech Act Theory (Austin 1962) also came in handy during the analysis of data as regards this objective. Therefore, it was established that 40/120 (33.3%) of the entire target respondents' responses indicated that they had been affected negatively by executing instructions that had

been mistranslated. Considering the high number (56%) of the respondents' inconsistent interpretation of mistranslated texts in relation to the source texts, this number is smaller than what was expected. The reason for this mismatch is that, in relation to example 39 in section 4.3.1, much as all the ten target respondents had missed out on the intended interpretation, all of them never experienced any negative effect upon carrying out the instruction concerned ($[SY_4]OL_3$). This was because the translation gave them a choice as to whether to burn the empty pesticide containers away from human habitation but presumably next to a river or burn them away from the river but next to human habitation. All of them chose the first choice where water from the river was not used for any consumption. As a result, no negative impact was experienced yet.

5.3 conclusion

This study has shown that there are mismatches in meaning between the source (English) and the target (Kiswahili) texts as far as the sampled pesticides instruction leaflets are concerned. These mismatches have been grouped into specific linguistic categories: Syntactic category whose mistranslations were mainly linked to the misplaced coordinating conjunctions - and **(na)** and or **(au)**. Ambiguity category for which mistranslations were based on **literal translation** and the **use of generic terms**, Addition category under which mistranslations were related to unnecessary addition of the **noun phrase** and **adverbial phrases** to the target text. Finally, aspects of mistranslation as pertains the Omission

category were attributed to **adverbs, adjectives, coordinating conjunctions, nouns and clauses**. The above analysis was done in view of the Interpretive Theory by Seleskovitch (1960-1980) which posits that the target text must be a re-expression of meaning of the source text. Considering the above classifications, the translators need to focus on them in the process of translation. This would go a long way in enhancing the effectiveness of their translation.

The findings of this study have also shown that some of the target audience miss out on the intended message due to mistranslations and lack of competence in English language which in this study is the source text.

Lastly, the study has also revealed that some of the mistranslated instructions, in as far as horticultural pesticides are concerned, impact negatively on the target audience. This is because they get wrong information from these mistranslated instructions thereby, being affected negatively. However, other mistranslated instructions were found not to pose any harm on the part of some users. This is probably due to their exposure in matters pertaining the effective handling of the pesticides hence, interpreting the mistranslations with regard to previous knowledge other than what is presented to them. Another possible reason could be that they are well versed in English language therefore managed to get the intended message. The revelation that mistranslations in the pesticides leaflets bring about negative effects on the users form a major contribution of this study.

KENYATTA UNIVERSITY LIBRARY

5.4 Recommedations

The following are the recommendations: the translation of information from the source language (English) to the target language (Kiswahili) should be carried out by translators who are competent in both languages. This will ensure that the target respondents get the intended message as per the source language. Besides, they will be secured against any danger as a result of executing mistranslated instructions. According to Nida & Taber (1969), translating must aim primarily at reproducing the message and doing anything else is essentially false to one's task as a translator.

Secondly, the presence of lexical items in the source language form in the target text makes the target audience not to understand what is being communicated to them. For example, the phrase 'normal saline' in the Kiswahili text (refer to Appendix A3 example 4) completely left the target respondents unaware of what this actually meant. Therefore, according to Newmark (1988), a translator could make use of the unpacking (definition) strategy when he/she is faced with terms that do not have equivalents in their target language (T.L). In such a case, a translator is supposed to read the sentence or text in which the term or concept appears, understand and internalize the meaning of the concept then use the TL to elaborate or explain the concept.

5.5 Areas for further research

This study was limited to mistranslations (mismatches in meaning) in relation to the pesticides instruction leaflets, as pertains horticultural crops. To understand the magnitude of this problem better, a similar study in relation to pesticides instruction leaflets as regards animal pesticides would be necessary.

Secondly, a study of this nature in relation to other languages would be necessary to find out whether there are mismatches in meaning between such languages or not.

Thirdly, a study seeking to probe the translators' capabilities and the strategies they employ in relation to pesticide leaflets would be necessary in confirming their suitability as translators.

REFERENCES

Aarts, F, and Aarts J. (1988). *English syntactic structures*. UK: Prentice Hall International Ltd.

Abdulaziz, M. (1982). Patterns of language acquisition and use in Kenya; rural and urban differences. In introduction to language and communication, *International journal of language society,* 34 (pp.95-120). Mouton Publishers.

Ali, C.W. (1981). *The problems of translating from english to kiswahili: voice of kenya broadcasting.* (Unpublished master's thesis). University of Nairobi.

Andreyer, N. D. (1964) Linguistics aspects of translation. In E Delaveney, (ed.), *Traduction automatique et linguistique appliquee. (pp 34 – 49).* Paris: Puf

ATA, (2010). American translation association; *www.atanet.org.*Accessed 20th of July 2010.

Austin, J. L. (1962). *How to do things with words*. Oxford: Oxford University Press.

Baker, M. (1992). *In other words; a course book on translation.* London: Routledge.

Baker, M. (1998). *Routledge encyclopedia of translation studies.* London: Routledge.

Bickman, L. & Debora, J. R. (2009). *Applied social research.* London: Sage Publications.

Biguenet, J. & R. Schulte, (1989). *The craft of translation.* (Eds.), USA: The University of Chicago press.

Bulmar, M. (2008). The ethics of social research. In Gilbert, N. (Eds.), *Researching social life*. London: Sage Publication.

Catford, J. C. (1965). *A linguistic theory of translation.* Oxford: Oxford University Press.

Corder, S. P. (1972). *Error analysis and interlanguages*. Oxford: Oxford Press.

County Government of Kiambu (2013). *Agriculture, livestock and fisheries strategic plan (2013 – 2017). Kiambu.* www.kiambu.co.ke.

Creswell, J. W. (Eds.), (2009). *Research design; qualitative, quantitative and mixed methods approaches.*

Crystal, D. (1987). *Encyclopedia of language*. Cambridge: Cambridge University Press.

David, M. & Sutton, D. C. (Eds.), (2011). *Social research: an introduction* London: Sage Publications Ltd.

De Waard, J. & Nida, E. (1986). *From one language to another: functional equivalence in bible translating*. Leiden: E. J. Brill.

Economic and Social Research Council (2004). *Research ethics framework.* Swindon: ESRC.

Englehart, M. D. (1972). *Methods of educational research.* Chicago: Rand McNally and Co.

FAO, (1986). *International code of conduct on the distribution and use of pesticides*. Rome: FAO Publications.

Fedyuchenko, L. (2012). *The ecology of translation: translation error.* Tyumen State University.

Gimode, J. K. (2006). *Mistranslations in english - kiswahili church sermons: A case study of a selected Pentecostal Churches in Kasarani - Nairobi, Kenya.* (Unpublished master's dissertation), Kenyatta University: Nairobi.

Gray, E. D. (Eds.), (2009). *Doing research in the real world.* London: Sage publication.

Gutt, E. A. (1991). *Translation and relevance: cognition and context.* Oxford: Basil Blakwell.

Holmes, J. S. (1988). The name and nature of translation studies, in L. Venuti (Ed.), *Rethinking translation: discourse, subjectivity ideology.* London and New York: Routledge.

House, J. (1981). *A model of translating quality assessment*. Tubuingen. Narr.

Jones, A. R. (1985). *Research methods in the social and behavioural sciences*. Sunderland, Massachusetts: Sinauer Associates INC.

Jungwha, C. (2003).The interpretive theory of translation and its current applications. *Interpretational studies. No. 3.*

Kariuki, S. N. (2005). *Translation and interpretation of documents into gikuyu: A case study of the draft constitution of kenya (2004).* (Unpublished mSaster's dissertation). Kenyatta University: Nairobi.

Kasomo, D. (2006). *Research methods in humanities and education*. Njoro: Egerton University Press.

Kerlinger, F. N. & Lee, H. B. (Eds.), (2000). *Foundations of behavioural research.* Fort Worth, TX: Harcourt College Publishers.

Keshavarz, M. H. (1993). *Contrastive analysis and error analysis*. Tehram: Rahnama Publications.

Khodabandesh, F. & Payame, M. (2007). *Analysis of students' translation errors: the case of headlines*. Iran: Noor University. 3 (1).

Kimemia, J. N. (2001). *Kiswahili: the dilemma of developing the national language*. Njoro: Egerton University Press.

Kiraly, D. (2000). *A social constructivist approach to translator education: empowerment from theory to practice*. Manchester, UK & Northampton: St. Jerome publishing.

Kirigia, E. K. (1991). *Assessment of english reading comprehension of pupils completing primary education: a case study of meru municipality zone. (*Unpublished master's thesis). Kenyatta University: Nairobi.

Kombo, D. K. & Tromp, D. L. A. (2006). *Proposal and thesis writing: an introduction.* Nairobi: Pauline's publications Africa.

Kothari, C. R. (Eds.), (1990). *Research methodology: methods and techniques*. London: Wishwa Prakashan.

Larson, M. L. (1984). *Meaning based translation: a guide to cross-language equivalence,* Lanham, New York and London: University Press of America.

Lederer, M. (2003). *The interpretive model.* Pearson: St. Jerome Publishing Ltd.

Lefevere, A. (1992). *Translating, rewriting and manipulation of literacy fame.* London: Routledge

Mahmoodi, S. (2007). *An error analysis approach to translating persian commercial texts into english: A pedagogical perspective.* (Unpublished master's thesis). University of Isfahan.

Mbaabu, I. (1996). *Language policy in east Africa: a dependence theory perspective.* Nairobi: ERAP.

Milroy, L. (1987). *Observing and analysing natural language: a critical account sociolinguistics method.* Oxford: Basil Blackwell.

Miremadi. A. (1996). *Theories of Translation and interpretation*: Tehran: SAMT

Muga, R. (2005). National coordinating agency for population and development: *Kiambu district strategic plan 2005-2010: ministry of planning and national development,* Nairobi.

Mugenda, O. M. & Mugenda, A. G. (1999). *Research methods: quantitative and qualitative approaches.* Nairobi: Acts Press.

Munday, J. (2001). *Introducing translation studies: theories and applications.* London: Routledge.

Mutahi, K. (1987). Translation problems in oral literature. A paper presented at *the linguistic conference of S.A.D.C.C Universities* (LASU). Harare.

Ndulovu, K. (2012). An investigation of strategies used by Ndebele translators in Zimbabwe in translating hiv/aids texts: a corpus - based approach. (Unpublished Doctoral Dissertation). University Fort Hare.

Newmark, P. (1981). *Approaches to translation.* Oxford: Pergamon Press.

Newmark, P. (1988). *Translation theory general remarks: meaning and significance.* Hertfordshire: Prentice Hall International.

Ngateni, C. (2015). *Linguistic inaccuracies in the translation of labels of cosmetic products from French to English and vice versa.* (Unpublished master's dissertation). Nairobi.

Nida, E. A. & Taber C. R. (1969). *The theory and practice of translation.* Laiden: E. J.Brill.

Ottinger, A. G. (1960). Automatic language translation. Cambridge Massachusetts, Harvard University Press.

Ogola, O. (2003). *The national language policy implementation and experience: the case of kiswahili in the parliament of Kenya.* (Dissertation Zur Erlangung des Doktorgrades der Philosohie). University Wien.

Omboga, Z. J. (1980). *Fasihi tafsiri katika ukuzaji wa fasihi ya kiswahilis.* (Unpublished master's thesis). University of Nairobi.

Odhiambo, P. O. (2015). *Coping with Embedded structures in simultaneous interpreting: a case study of students interpreting from English to French.* (Unpublished master's thesis). University of Nairobi.

Quirk, R. & Greenbaum, S. (1983). *A university grammar of english.* Longman

Reiss, K. & H. J. Vermeer, (1984). *Grundlegung einer allgemeinen translationstheorie.* Tubingen: Niemeyer.

Sager, J. C. (1983). Quality and standards: The evaluation of translation: London: Aslib

Sankoff, G. (1980). *The social life of language.* Philadelphia.

Ngesu, S. N. M. (2011). *Issue of language structure in Machine Translation. A case study of English and Kiswahili* (Unpublished master's dissertation). University of Nairobi.

Scheffler, I. (1979). *Beyond the letter: a philosophical inquiry into ambiguity, vagueness and metaphor in language.* Boston: Routledge.

Searle, J. R. (1969). *Speech acts: an essay in the philosophy of language.* Cambridge: Cambridge University Press.

Searle, J. R. (1979). *Expressing and meaning. studies in the theory of speech acts.* Cambridge: Cambridge University Press.

Searle, J. R. (1983). *Internationality: An essay in the philosophy of mind.* Cambridge: Cambridge University Press.

Seleskovitch, D. (1976). English interpretational; a psychological approach to translation in R. Brislin, (ed.), *Translation: applications and research.* New York: Gardner Press.

Seliger, H. W. & Shohamy, E. (1989). *Second language research methods.* Oxford: OUP.

Serem, A. (Ed.), (2006). *Farm management handbook of kenya Vol.II* Natural conditions and farm management information

Shi, A. (2004). Accommodation in translation in *Translation journal and the author.* Retrieved September 10, 2003, from http://accurapid.com/-journal/29 acco.htm.

Shitemi, N. L. (1990). *Mawasiliano katika tafsiri: utenzie wa mtafsi*; (Unpublished master's thesis). Nairobi: University of Nairobi.

Snell-Hornby, M. (1988). *Translation studies: an integrated approach.* Amsterdam and Philadelphine: John Benjamins

Songa, W. (2009). *Horticultural crops development authority: strategic plan 2009-2013,* Ministry of Agriculture, Nairobi.

Sperber, D. & Wilson, D. (1986). *Relevance communication and cognition.* Oxford: Basil Blackwell Ltd.

Steiner, G. (1975). *After Babel: Aspects of language and translation.* London, Oxford and New York: Oxford University Press.

Steiner, G. (Ed.), (1998). *After babel: aspects of language and translation.* Great Britain: Clays Ltd.

Sterk, P. J. (1990). Translating for impact, in the *bible translator Vol. 41* No. 1

The constitution of kenya. (2010). Nairobi: Government Printers.

The independent electoral and boundaries commission proposed constituencies. *(2012*, Jan 15). *Sunday Nation*.

Tso, W. B. (2010). *An explorative chapter on translation studies.* Module one. A research training and subject preparation paper. (Unpublished Doctoral Dissertation). Birmingham: The University of Birmingham

Venuti, L. (1995). *The translator's invisibility. a history of translation.* London: Routledge.

Wangia, J. (2003). *Aspects of mistranslation in the lulogooli bible*, (Unpublished Doctoral Dissertation) Kenyatta University: Nairobi.

Wanjohi, S.W. (2005). *Translation strategies employed by radio presenters: A case study of Gikuyu F.M. radio stations. (*Unpublished master's dissertation). Kenyatta University: Nairobi.

Yule, G. (1985*). The study of language*. Cambridge: Cambridge University Press.

APPENDICES

APPENDIX A1: MISTRANSLATIONS, THEIR CATEGORIES AND SUGGESTED TRANSLATION

	ENGLISH	KISWAHILI	CATEGORY	SUGGESTED EQUIVALENCES	COMPANY O	T
	Store in a tightly sealed original container in a cool dry well ventilated place away from children, livestock and food.	Hifadhi dawa hii kwanye kopo lake lililofunikwa mahali penye giza mbali na watoto, vyakula **au** wanyama ([SYI] OLI) [Om 16] OL1 (Store this pesticide in its container that is sealed in a place that is dark away from food or animals). [AD 31]0LI	-Syntactic misplaced conj, **au** (or) -Addition: Noun –**giza** (darkness) -Omission: Adj. **in** a **cool dry well ventilated** **Addition-giza**	Hifadhi dawa hii kwenye kopo lake halisi ambalo limefungwa kikamilifu pasipo na joto, pakavu na penye hewa mbali na watoto, wanyama **na** vyakula.	O (Alpha 10 EC)	
	Wash/bathe thoroughly with soap and plenty of water after handling this product	Oga mwili **na** maji na sabuni (Bathe and /together with water and soap) [SY2] OL1, & [OM13] OL1. [OM14]	-Syntactic misplaced conj, na (and) -Omission -Adv; kikamilifu	Oga (mwili) kikamilifu kwa kutumia maji mengi na sabuni baada ya kutumia dawa hii.	O (Alpha EC)	

			(thoroughly) -Adj.ingi (plenty) -Adv. Phrase- Baada ya kutumia dawa hii (after handling this product).			
	Puncture and bury or burn the empty containers away from water sources and human habitation.	Kopo lililotumika liharibiwe kwa kuchomwa mbali na maji **au** makazi ya binadamu [SY4] OL3 [OM 18] OL3 (The used container should be destroyed by being burnt away from water or human habitation)	-Syntactic – Misplaced conj. **au** (or). -Omission – conj.**au** (or).	Toboa na kuzika au kuchoma kopo tupu za dawa mbali na maji na makazi ya watu	O (Cyclone 505)	
	If in contact with the skin, wash with normal saline and plenty of water	Ikiguzana na ngozi, osha ngozi ukitumia normal saline **au** maji na sabuni ([SY5] OL4), [OM22] OL4 (if in	Syntactic Misplaced conj. **au** (or) Omission- Adj;	Ikigusana na ngozi, osha kwa kutumia bidhaa inayoitwa normal saline (chumvi ya kawaida) na maji mengi.	O (Asataf 75 sp).	

		contact with the skin, wash it using normal saline **or** water and soap)	Mengi (plenty) Conj. **na** (and)			
	In case of skin contact, wash affected area with soap and plenty of water.	Ikiguzana na ngozi, osha sehemu iliyopata dawa **na** maji na sabuni ([SY6] TL7), [Om27] TL7). (if in contact with the skin, wash it and water and soap.	Syntactic Misplaced conj,**na** (and) -Omission- Adj. **Mengi** (plenty)	Ikigusana na ngozi, osha ngozi ukitumia sabuni na maji mengi.		T Romectin
	In case it gets into the eyes flush immediately with clean water for at at least 15 min.	Ikiingia kwenye macho, osha macho na majikwa muda usiopungua dakika kumi na tano ([SY3] OL2) & ([OM17] OL2).[OM18]OL2-clean	Syntactic Misplaced conj, **na** (and) Omission Adv: **mara moja** (immediately) Adj.**Safi** (clean)	Iwapo itaingia kwenye macho, yaoshe mara moja kwenye mtiririko wa maji safi kwa angalau dakika kumi na tano.		
	Do not enter treated area within 12hrs unless protective clothing is worn	Usikaribie sehemu iliyonyunyuziwa dawa **kwamasaa12** bila ya kinga ya nguo. ([AMB 7] OL3. (Do not move near an area that has been sprayed with the pesticide for 12 hrs without the protective	Ambiguity Literal; **kwa masaa kumi na mbili** (for 12 hrs)	Usiingie sehemu ambayo imenyunyuziwa dawa kwa kipindi cha saa 12 baada ya unyunyiziaji, ijapokuwa tu kama umevalia mavazi rasmi ya kukuzuia dhidi ya dawa hii.	O (cyclone 505 EC)	

		clothing).				
	If it contact with the skin, wash it with soap and plenty of water.	Ikiingia kwenye ngozi, oga vizuri kwa kutumia maji na sabuni. [OM15] OL1. (If in contact with the skin, bathe well using water and soap).	Omission Adj; engi (plenty).	Ikigusana na ngozi, osha ngozi kwa kutumia sabuni na maji mengi	O (Alpha 10 EC)	
	Application should be made when pests first appear and continue every 2-3 weeks depending on rains/irrigation and infestation	Nyunyiza dawa wakati unapowaona wadudu na kisha kuendelea na unyunyiziaji baada ya wiki mbili au tatu kulingana na **haliyahewa** na kiwango cha uvamizi wa wadudu ([AMB10] TL7) (Apply the pesticide whenever you see the pests and then continue with the spraying after two or three weeks depending on the condition of wind/breath/cloudy and magnitude of the infestation	-Ambiguity - general; **Haliyahewa** (the condition of breath clouds/wind).	Nyunyiza dawa mara tu unapowaona wadudu halafu uendelee na unyunyiziaji kila baada ya wiki mbili au tatu kulingana na kiwango cha mvua na uvamizi wa wadudu.		T (Twiga thoate)
	Wear rubber gloves in your hands while	Vaa **mifuko** mikononi unapotumia dawa hii	-Ambiguity; general; - mifuko	Vaa glovu za raba mikononi unapotumia dawa hii.		T (pencap)

	handling this product.	([AMB 11] TL8) (Wear pockets/bags/ sacks in your hands while handling this pesticide).	(pockets, sacks etc).			
	Wear rubber gloves	Vaa **mifukoyamikono** [AMB8] OL4 (Wear pockets/sacks/ bags of the hands.	Ambiguity-generic mifuko ya mikono	Vaa glovu za raba	O (Asataf 75)	
	Wear goggles	Vaa kinga ya uso(wear the protection of the face) [AMB 9] OL5	Ambiguity-Literal kinga ya uso(the protection of the eyes)	Vaa mewani maalum/spesheli ya kukuzuia dhidi ya dawa	Verkotin-Osho	
	Wear safety goggles when handling this product	Vaa **mewani** wakati wa kutumia dawa hii. (AMB 12) TL8	-ambuity;Literal-**mewani**(spectacles)	Vaa mewani maalum/ mikubwa ya kukuzuia dhidi ya madhara ya dawa unapotumia dawa hii.		T (Pencap)
	Half fill the spray tank with clean water	Weka nusu ya maji masafi kwenye tanki ([OM29] TL9,	-omission-clause-half fill the spray tank (jaza nusu ya	Jaza nusu ya tanki ya kunyunyizia dawa kwa maji safi.		T (Duduthrin)

		[AD33] TL9) (Put half the amount of clean water in a tank).	tanki) -addition; Np-nusu ya maji (half the amount of water)			
	Keep on agitating the mixture when adding water and during spray operations	Endelea kukoroga mchanganyiko halafu uongeze maji tena ili kujaza mtungi ([OM30] TL10, [AD34] TL10] (continue stirring the mixture then add water again in order to fill the tank)	-Omission; Clause- endelea kutingiza mchanganyiko **wakati wakunyunyizia dawa mimea**. -Addition, Adv. Phrase **Halafu uongeze maji tena** (then add water again).	Endelea kutingiza (kukoroga) mchanganyiko unapoongeza maji na wakati wa kunyunyizia dawa mimea.		T (Twiga thalonil 720SC)
	Put 70ml in 100 lt of water	Weka mililita 70 kwa 100 za maji ([OM28] TL7, (Put 70Ml in 100 of water.	-Omission; NP-Lita (litres)	Weka mililita 70 kwa lita 100 za maji		T (Twiga thoate)
	Clean spilled area with plenty of water	Safisha ukitumia maji eneo lililomwagikiwa na dawa. ([OM26]TL7)	-Omission; Adj –Plenty (engi)	Safisha eneo lililomwagikiwa dawa kwa maji mengi		T (Twigathoate

		Clean spilled area with water				)
	If ingested, gastric lavage with 5% sodium Bicarbonate may be given if person is unconscious	Ikimezwa, mfanye mgonjwa kutapika iwapo tu hajazirai kwa **kugusa ndani ya koo kwa vidole safi**. ([OM19] OL3, [AD32] OL3) (if ingested, make the patient vomit only if he/she is not unconscious by touching the inside of his/her throat using clean fingers).	-Omission; clause gastric lavage with 5% sodium bicarbonate may be given (Daa ya tumbo yenye asilimia tano ya Bikabonati ya sodiamu yaweza kupeanwa). -Addition; Adv phrase- kugusa ndani ya koo kwa vidole safi (touching the inside of his/her throat using clean hands).	Ikimezwa, dawa ya tumbo yenye asilimia tano ya bicabonati ya sodiamu yaweza kupeanwa ikiwa mhathiriwa hajazirai	O (Cyclone 505 EC)	
	Wash protective clothes before re-use	Safisha nguo baada ya matumizi ([OM21] OL4) (wash clothes after using)	-Omission; Adj- **protective** (ya kukuzuia dhidi ya madhara)	Safisha nguo maalum ya kukuzuia dhidi ya dawa hii kabla ya kuzitumia tena	O (Asataf)	

	Avoid inhalation of the material, direct contact with the eyes or skin	Epuka dawa kuingia kwenye macho au kugusana na ngozi. ([OM26] OL5) (Avoid the medicine getting into the eyes or in contact with the skin).	-Omission; NP-inhalation (**hali ya kuvutia dawa kwenye mwili** kwa **kuinusa**)	Epuka hali ya kuvutia dawa kwenye mwili kwa kuinusa, kuingia kwenye macho au kugusana na ngozi	O (Verkotin)	
	If skin is `contaminated, wash immediately and thoroughly with soap and water	Ikigusana na ngozi, isafishwa vizuri kwa kutumia sabuni na maji. ([OM24] OL5).	-Omission; Adv-immediately (**mara moja**)	Ngozi ikigusana na dawa, isafishe mara moja na vizuri kwa kutumia sabuni na maji	O (Verkotin)	
	Store the pesticide in dry areas, under cool and well ventilated conditions	Hifadhi dawa pahali pakavu pasipo na joto, ([OM23]OL5) (Store the medicine in dry areas where there is no heat	-Omission; Adj, well ventilated (mahali palipo na hewa ya kutosha).	Hifadhi dawa hii mahali pakavu, pasipo na joto na penye hewa ya kutosha	O (verkotin)	
	Total		34			

APPENDIX A2: UNSTRUCTURED INTERVIEW

Guiding questions for the unstructured interview schedule and the relevant target texts were presented in Kiswahili

A) Syntactic mistranslations - based questions (both on interpretation and effects experienced).

1. [SY1]OL1

Hifadhi dawa hii mbali na watoto, vyakula **au** wanyama

i) Ni vipi unavyoelewa agizo hili?
ii) Ni matokeo yapi hujiri baada ya wewe kulizingatia agizo hili?

2. [SY4] OL3

Kopo lililotumika liharibiwe kwa kuchomwa mbali na maji **au** makazi ya binadamu

i) Ni vipi unavyoelewa agizo hili?
ii) Eleza matokeo ya wewe kuchoma mkebe wa dawa mbali na maji **au** mbali na makazi ya watu.

3. [SY5] OL4

Ikiguzana na ngozi, osha ngozi ukitumia normal saline au maji na sabuni.

i) Ni vipi unavyoelewa agizo hili?
ii) Eleza jinsi matokeo huwa unapolizingatia agizo hili.

4. [SY6] TL6

Dawa hii ikiguzana na ngozi, osha sehemu iliyopata dawa na maji na sabuni.

i. Ni vipi unavyoelewa agizo hili?
ii. Eleza jinsi matokeo (hasa kwako) huwa unapolizingatia agizo hili.

B) Ambiguity mistranslations - based questions (both on interpretation and effects experienced).

5. [AMB7] OL3

Usikaribie sehemu iliyonyunyiziwa dawa kwa masaa 12 bila ya kinga ya nguo.

i) Ni vipi unavyoelewa agizo hili?
ii) Ni matokeo gani huonekena kwako baada ya kulizingatia agizo hili?

6. [AMB10] TL7

Nyunyizia dawa wakati unapowaona wadudu na kisha kuendelea na unyunyiziaji baada ya wiki mbili au tatu kulingana na **hali ya hewa** na kiwango cha uvamizi wa wadudu.

i. Eleza jinsi unavyoelewa maneno; **hali ya hewa** kulingana na agizo hili
ii. Ni matokeo yapi yanatokea baada yaw ewe kulizingatia agizo hili?

7. [AMB11]TL8

Vaa mifuko mikononi unapotumia dawa hii.

i) Ni vipi unavyoelewa maneno: vaa **mifuko** mikononi.
ii) Ni matokeo yapi huonekana hasa kwako unapolizingatia agizo hili?
C) Addition mistranslation-based question both on interpretation and effects experienced.

8. [AD33] TL9

Unapoandaa mchanganyiko wa dawa hii, weka nusu ya maji masafi kwenye tanki

i) Unaelewaje agizo hili?
ii) Eleza jinsi matokeo ya mchanganyiko (kiwango) huwa unapolizingatia agizo hili.
D) Omission mistranslations - based questions both on interpretation and effects experienced.

9. [OM15] OL1

Ikiingia kwenye ngozi, oga vizuri kwa kutumia maji na sabuni

i. Eleza jinsi unavyostahili kujitengeneza baada ya kuadhiriwa na dawa hii kulingana na agizo hili.
ii. Unahisi vipi mwilini unapolitekeleza agizo hili?

10. [OM 17] OL2

Ikiingia kwenye macho, osha macho na maji kwa muda usiopungua dakika kumi na tano

i. Kulingana na agizo hili, ni baada ya muda upi ambao unastahili kuosha macho baada ya dawa kuingia machoni?
ii. Eleza jinsi unavyohisi baada yaw ewe kutenda jinsi agizo la eleza.

11. [OM28] TL7

Weka mililita 70 kwa 100 za maji

i. Kulingana na agizo hili, ni vipi unavyostahili kutengeneza mchanganyiko wa dawa na maji?
ii. Eleza jinsi unavyoadhirika kulingana na kutenda jinsi agizo la kueleza.

12. [OM30] TL10

Endelea kukoroga/kutingiza mchanganyiko halafu uongeze maji tena ili kujaza mtungi

i. Ni wakati upi unapostahili kukoroga/kutingiza mchanganyiko wa dawa hii?
ii. Hebu eleza jinsi ndani ya chombo chako (cha unyunyizaji) huwa baada ya unyunyiziaji - hasa unapokisafisha.

KENYATTA UNIVERSITY LIBRARY

APPENDIX A3: RESPONDENTS' INTERPRETATION OF MISTRANSLATION

A: SYNTACTIC TRANSLATIONS

[SY6]TL6

Dawa hii ikiguzana na ngozi, osha sehemu iliyopata dawa na maji na sabuni (T.T)

- If this pesticide is in contact with the skin, wash it and also wash water using soap (B.T)
- Ni vipi unaelewa agizo hili? (How do you understand this instruction?)

T1- Ninapaswa kuosha ngozi kwa kutumia maji na sabuni (I should wash the skin using water and soap).

T2- Ninastahili kutumia maji vilevile sabuni kwa kuosha ngozi. (I should use water and soap to wash the skin).

T3- Nioshe ngozi kwa maji na sabuni (I should wash the skin using water and soap).

T4- Nioshe ngozi kwa kutumia maji na sabuni (I should wash the skin using water and soap).

T5- Nitumie maji na sabuni kwa kuosha ngozi iliyoguzana na dawa. (I should use water and soap to clean the skin that has come in contact with the medicine).

T6- Ninahitaji kutumia sabuni na maji kuosha sehemu ya ngozi iliyoadhiriwa na dawa. (I am supposed to use soap and water to clean the part of the skin that is affected by the medicine).

T7- Sehemu ya ngozi iliyoguzana na dawa yastahili kuoshwa kwa maji na sabuni. (The part of the skin that has come in contact with the medicine needs to be cleaned using water and soap).

T8- Nioshe sehemu ya ngozi iliyoguzana na dawa kwa kutumia maji na sabuni (I should wash the affected skin using water and soap)

T9- Ya kwamba nioshe ngozi iliyoguzana na dawa kwa kutumia maji na sabuni. (That I should clean the skin that has come in contact with the medicine using water and soap).

T10- Ninatakikana kuosha sehemu ya ngozi iliyoguzana na dawa kwa kutumia maji na sabuni. (I should clean the part of the skin that has come in contact with the pesticide using water and soap).

[SY4] OL3

Kopo lililotumika liharibiwe kwa kuchomwa mbali na maji au makazi ya binadamu. (T.T)

The used container should be destroyed by being burnt away from water or human habitation (B.T).

- Ni vipi unavyoelewa agizo hili? (How do you understand this instruction?)

O1- Nikiharibu chombo kilichokuwa na dawa kwa kukichoma mbali na mto la sivyo, mbali na nyumba za watu. (I should destroy the container that had the medicine by burning away from rivers if not so, away from people houses).

O2- Nichome chombo kilichokuwa na dawa mbali na maji kama sivyo, mbali na nyumba za watu. (I should burn the container that had the medicine away from water if not away from peoples' houses).

O3- Niharibu chombo kilichokuwa na dawa kwa moto pasipo maji ama mbali na nyumba za watu. (I destroy the container that had the medicine by fire where, there is no water or away from people's houses).

O4- Nichome chombo kilichokuwa na dawa mbali na maji la sivyo, mbali na nyumba za watu. (I should burn the container that had the medicine away from water if not, away from people's houses).

O5- Ninapaswa kuchoma chombo kilichokuwa na dawa mbali na mto ama mbali na nyumba za watu. (I need to burn the container that had the medicine away from the river or away from people's houses).

O6- Niharibu chombo kilichokuwa na dawa mbali na maji la sivyo, mbali na nyumba za watu. (I should destroy the container that had the medicine away, from water if not, away from people's houses).

O7- Ninastahili niharibu kwa moto chombo kilichokuwa na dawa mbali na mto ama mbali na pale watu huishi. (I am supposed to destroy by fire the container that had the medicine away from the river or away from where people live).

O8- Niharibu chombo kilichokuwa na dawa kwa kuchoma mbali na maji ama mbali na kule watu hukaa. (I destroy the container that had the medicine by burning away from water or away from where people stay).

O9- Ninastahili niharibu chombo kilichokuwa na dawa kwa kuchoma mbali na mto la sivyo, mbali na nyumba za watu. (I need to destroy the container which had the medicine by burning away from the river if not, away from peoples' houses).

O10- Nichome chombo kilichokuwa na dawa mbali na maji ama mbali na nyumba za watu. (I should burn the container that had the medicine away from water or away from people's houses).

[SYI] OL1

Hifadhi dawa hii mbali na watoto, vyakula au wanyama. T.T

(Store this medicine away from children, food or animas) (B.T)

- Ni vipi unavyoelewa agizo hili? (How do you understand this instruction).

O1- Niweke dawa mbali na watoto, vyakula na wanyama. (I should store the medicine away from children, food and animals).

O2- Dawa iwekwe mbali na watoto, vyakula na wanyama. (The medicine should be stored away from children, food and animals.

O3- Sistahili kuweka dawa karibu na watoto, vyakula ama wanyama (I should not put the medicine near the children, food or animals).

O4- Niweke dawa mbali sana na watoto vyakula na wanyama. (I should put the medicine quite far away from children, food and animals).

O5- Nisiweke dawa karibu na watoto, vyakula ama wanyama. (I should not put the medicine near the children, food or animals).

O6- Dawa iwekwe mbali na watoto, vyakula na wanyama (The medicine should be put away from children, food and animals).

O7- Niweke dawa mbali na watoto, vyakula na wanyama. (I should put the medicine away from children, food and animals).

O8- Ninapaswa kuweka dawa mbali na watoto, vyakula na wanyama. (I should put the medicine away from children, food and animals).

O9- Dawa inastahili kuwekwa mbali na watoto, vyakula na wanyama. (The medicine should be put away from children, food and animals).

O10- Niweke dawa mbali na watoto, vyakula na wanyama. (I should put the medicine away from children, food and animals).

[SY5] OL4

Ikiguzana na ngozi, osha ngozi ukitumia normal saline au maji na sabuni. (T.T)

(If in contact with the skin, wash it using normal saline or water and soap) (B.T)

- Ni vipi unavyoelewa agizo hili? (How do you understand this question?)

O1- Nioshe ngozi iwapo imeguzana na dawa kwa kutumia kitu kiitwacho normal saline la sivyo, nitumie maji na sabuni. (I should wash the skin in case it has come in contact with the medicine using something called normal saline or using water and soap).

O2- Nitumie normal saline ama maji na sabuni kwa kuosha sehemu ya ngozi yangu ambayo imeguzuna na dawa. (I should use normal saline or water and soap to wash the part of my skin affected by medicine).

O3- Ninastahili kuosha ngozi ambayo imeguzana na dawa kwa kutumia kifaa kinachoitwa normal saline ama nitumie maji na sabuni. (I am supposed to wash the skin affected by the medicine using a tool called normal saline or water and soap).

O4- Nioshe ngozi iwapo imeguzana na dawa kwa kutumia kitu kinachoitwa normal saline ama maji na sabuni. (I should wash the skin that has come in contact with the medicine using something called normal saline or water and soap).

O5- Ngozi iliyoguzana na dawa ioshwe kwa kutumia normal saline la sivyo, nitumie maji na sabuni. (The skin that has come in contact with the medicine should be washed using normal saline if not, using water and soap).

O6- Nioshe ngozi iwapo imeguzana na dawa kwa kutumia kitu kiitwacho normal saline ama nitumie maji na sabuni. (I should wash the skin in case it has come in contact with the medicine using something called normal saline or using water and soap).

O7- Nioshe ngozi kwa kutumia normal saline ama nitumie maji na sabuni. (I should wash the skin using normal saline or using water and soap if it has come in contact with the medicine).

O8- Nitumie maji na sabuni kwa kuosha ngozi ikiwa imeguzana na dawa ama nitumie normal saline. (I should use water and soap to wash the skin if it has come with the medicine or use normal saline).

O9- Ikiwa ngozi yangu itaguzana na dawa, ninastahili kutumia kitu kinachoitwa normal saline ama nitumie maji na sabuni kwa kuiosha. (If my skin will come in contact with the skin, I should use something called normal saline or water and soap to clean it).

O10 - Nioshe ngozi kwa kutumia normal saline ama nitumie maji na sabuni iwapo imeguzana na dawa. (I should wash the skin using normal saline or use water and soap in case it has come in contact with the medicine).

B: AMBIGUITY MISTRANSLATIONS

[AMB7] OL3

Usikaribie sehemu iliyonyunyiziwa dawa kwa masaa 12 bila ya kinga ya nguo (T.T)

Do not move near an area that has been sprayed with the pesticide for 12 hours without the protective clothing (B.T)

- Ni vipi unavyoelewa agizo hili? (How do you understand this instruction?)

O1- Unaweza kukaribia paliponyunyiziwa dawa bila kinga ya nguo bora tu usikae hapo kwa masaa kumi na mbali tangu unyunyizaji ufanyike. (You can move near a treated area without the protective clothing so long as you don't stay there, for twelve hours after the spraying is done).

O2- Unaweza kukaribia paliponyunyiziwa dawa bila kinga ya nguo mradi tu usiketi hapo kwa masaa kumi na mbili tangu unyunyiziaji ufanyike. (You can move near a treated area without the protective clothing so long as you don't stay there, for twelve hours after the spraying is done).

O3- Unaweza kwenda paliponyunyiziwa dawa kwa muda wa masaa kumi na mbili tangu unyunyiziaji ufanyike bora tu uwe umevalia kinga ya nguo. (You can enter a treated area within twelve hours after the spraying so long as you have worn the protective clothing).

O4- Unaweza kukaribia mahali paliponyunyiziwa dawa bila kinga ya nguo bora tu usikae hapo kwa masaa kumi na mbili tangu unyunyiziaji ufanyike. (You can move near a treated area without the protective clothing so long as you don't stay there, for twelve hours after the spraying is done).

O5- Unaweza kwenda paliponyunyiziwa na dawa kwa muda wa masaa kumi na mbili tangu unyunyiziaji ufanyike walakini uwe umevalia kinga ya nguo. (You can enter a treated area within twelve hours after the spraying so long as you have worn the protective clothing).

O6- Unaweza kukaribia mahali pamenyunyiziwa dawa bila kinga ya nguo bora tu usikae hapo kwa masaa kumi na mbili tangu unyunyiziaji ufanyike. (You can move near a treated area without the protective clothing so long as you don't stay there, for twelve hours after the spraying is done).

O7- Unaweza kukaribia mahali paliponyunyiziwa dawa bila kinga ya nguo bora tu usikae hapo kwa masaa kumi na mbili tangu unyunyiziaji ufanyike. (You can move near a treated area without the protective clothing so long as you don't stay there, for twelve hours after the spraying is done).

O8- Unaweza kwenda paliponyunyiziwa na dawa kwa muda wa masaa kumi na mbili tangu unyunyiziaji ufanyike mradi tu uwe umevalia kinga ya nguo. (You can enter a treated area within twelve hours after the spraying so long as you have worn the protective clothing).

O9- Unaweza kukaribia mahali ambapo pamenyunyiziwa dawa bila kinga ya nguo bora tu usikae hapo kwa masaa kumi na mbili tangu unyunyizaji ufanyike. (You can move near a treated area without the protective clothing so long as you don't stay there, for twelve hours after the spraying is done).

O10- Unaweza kwenda paliponyunyiziwa na dawa kwa muda wa masaa kumi na mbili tangu unyunyiziaji ufanyike bora tu uwe umevalia kinga ya nguo. (You can enter a treated area within twelve hours after the spraying so long as you have worn the protective clothing).

[AMB10] TL7

Nyunyizia dawa wakati unapowaona wadudu na kisha kuendelezea na unyunyiziaji baada ya wiki mbili au tatu kulingana na hali ya hewa na kiwango cha uvamizi wa wadudu (T.T)

Apply the pesticide whenever you see the pests and then continue with the spraying after two or three weeks depending on the condition of wind/breath clouds and magnitude of the infestation (B.T).

- Eleza jinsi unavyoelewa maneno hali ya hewa kulingana na agizo hili (Explain how, you understand the words underlined).

T1- Hali ya kuwa na mvua nyingi (The state of having much rain).

T2- Hali ya kuwa kwa upepo na joto (The state of having wind and heat).

T3- Kua na joto na upepo (Having heat and wind).

T4- Hali ya kuwa na mvua (The state of having rain).

T5- Kua na joto na upepo (Having heat and wind).

T6- Hali ya kuwa kwa upepo na joto (The state of having wind and heat).

T7- Panapokua na joto na upepo mkali (When there is heat and a lot of wind).

T8- Kua na joto na upepo (Having heat and wind).

T9- Hali ya kuwa kwa joto na upepo (The state of having wind and heat).

T10- Kuwa kwa mvua (The state of rain).

[AMB11] TL 8

Vaa mifuko mikononi unaponyunyiza dawa hii.

Wear bags/sacks etc when spraying this pesticide

- Ni vipi unavyoelewa maneno: Vaa mifuko mikononi? (How do understand the understand words vaa mifuko mikononi.

T1- Nivae karatasi maalum mikononi kama vile 'plastic' (I should wear a special paper in my hands like a plastic one).

T2- Nivae glovu ya 'plastic' mikononi (I should wear plastic gloves in my hands).

T3- Nivae glovu za raba mikononi (I should wear rubber gloves in my hands).

T4- Nivae glovu za 'plastic' mikononi (I should wear plastic gloves in my hands).

T5- Nivae glovu za 'plastic' mikononi (I should wear plastic gloves in my hands).

T6- Nivae glovu za 'plastic' mikononi (I should wear plastic gloves in my hands).

T7- Nivae glovu za raba mikononi (I should wear rubber gloves in my hands).

T8- Nivae karatasi ya 'plastic' mikononi (I should wear a special paper in my hands).

T9- Nivae glovu za raba mikononi (I should wear rubber gloves in my hands).

T10- Nivae glovu zizotengenezwa na raba mikononi. (I should wear rubber gloves in my hand).

C: ADDITION MISTRANSLATIONS

[AD33] TL9

Unapoandaa mchanganyiko wa dawa hii, weka nusu ya maji masafi kwenye tanki ya kunyunyizia dawa. (T.T)

As you prepare the mixture of this pesticide, put half the amount of clean water in a tank. (B.T0

- Umeelewaje agizo hili? (How do you understand this question?)

T1- Nimwage maji kiasi cha nusu ya chombo cha kuchotea kwenye tanki. (I should put half the amount of water, from the container that I've drawn with, in a tank).

T2- Nichote maji masafi nusu ya tanki (I should draw clean water, half the level of the tank).

T3- Nimwage nusu ya maji masafi ya ndoo kwenye tanki (I pour half the amount of water from the tin in the tank).

T4- Nimwage maji masafi kwenye chombo cha unyunyiziaji, hadi nusu yake. (I should pour clean water in a spraying tank until half its level).

T5- Nichote maji masafi nikiweka kwenye chombo cha kunyunyizia dawa hadi nusu yake. (I draw and put water in a spraying tank until half its level).

T6- Weka maji safi kwenye chombo cha kunyunyizia hadi nusu yake. (I should put water in the spraying tank until half its level).

T7- Nimwage maji masafi kwenye chombo cha kunyunyizia hadi nusu. (I put clean water in a spraying tank until half its level).

T8- Weka maji masafi kwenye tanki ya kunyunyizia hadi nusu yake. (Put clean water in a spraying tank until half its level).

T9- Nimwage maji masafi kwenye tanki hadi nusu yake. (I should pour clean water in a spraying tank until half its level).

T10- Niweke maji masafi kwenye tanki hadi nusu yake. (I should pour clean water in a spraying tank until half its level).

D: OMISSION MISTRANSLATIONS

[OM17] OL2

Ikiingia kwenye macho, osha macho na maji kwa muda usiopungua dakika kumi na tano (T.T)

(Incase it gets into the eyes, wash the eyes and water for a period not less than fifteen minutes).

- Kulingana na agizo hili, ni baada ya muda upi ambao unastahili kuosha machobaada ya dawa kuingia machoni? (According to this instruction, after how long do you need to wash your eyes after (eyes) being in contact with the pesticide).

O1- Dawa yoyote ni sumu kwa hivyo ninastahili kuosha mara hiyo hiyo. (Any medicine is poisonous so I need to wash immediately).

O2- Ikiingia tu hivi machoni maana ukichelewa utaadhirika (Once it gets into the eyes lest you be affected).

O3- Mara tu ikiingia machoni (Once it gets into the eyes).

O4- Ikiingia machoni tu. (Once it gets into the eyes).

O5- Mara tu dawa ingiiapo machoni maana ni sumu. (Immediately it gets into the eyes since medicine is poisonous).

O6- Ikiingia machoni tu. (Once it gets into the eyes).

O7- Dawa iingiapo machoni (When the medicine gets into the eyes).

O8- Mara tu dawa ikiingia machoni (Once the medicine gets into the eyes).

O9- Wakati tu inapoingia machoni. (Once it gets into the eyes).

O10- Dawa itakapo tu ingia machoni. (Immediately the medicine gets into the eyes).

[OM15] OL1

Ikiingia kwenye ngozi, oga vizuri kwa kutumia maji na sabuni (T.T)

Incase it gets in contact with the skin bathe well using water and soap (B.T)

- Eleza jinsi inavyostahili kujitengeneza baada ya kuadhiriwa na dawa hiii ngozini. (Explain how you are to go about it when your skin is contaminated with the pesticide).

O1- Nitumie maji na sabuni kwa kuoga mwilini vizuri. (I should use water and soap to bathe well).

O2- Nioge vizuri kwa kutumia maji na sabuni (I should bathe well using water and soap).

O3- Ninastahili kuoga kwa kutumia maji na sabuni. (I am supposed to bathe using water and soap).

O4- Nioge mwili wote kwa maji na sabuni. (I should bathe the whole body using water and soap).

O5- Ninahitaji kuoga vizuri kwa kutumia maji na sabuni (I am to bathe well using water and soap).

O6- Nioshe mwili kwa kutumia maji na sabuni. (I should bathe the body using water and soap).

O7- Nioge kwa maji na sabuni. (I should bathe using water and soap).

O8- Nioge vizuri kwa kutumia maji na sabuni (I should bathe well using water and soap).

O9- Ninapaswa kuoga vizuri kwa kutumia maji na sabuni. (I am supposed to bathe using water and soap).

O10- Nioge kwa kutumia maji na sabuni (I should bathe using water and soap).

[OM30] TL10

Endelea kukoroga/kutingiza mchanganyiko halafu uongeze maji tena ili kujaza mtungi.

(T.T)

Continue stiring the mixture then add water again to fill the tank.

(B.T)

- Ni wakati upi unastahili kukoroga/kutingiza mchanganyiko wa dawa hii?

T1- Unapochanganya dawa na maji. (when mixing the pesticde with water).

T2- Dawa ikichanganyishwa na maji. (when mixing the pesticide with water).

T3- Mimi hutingiza mchanganyiko wa dawa ninapoutengeneza na vile vile wakati ninaponyunyizia mimea. (I usually stir the mixture when I am preparing it and also during spray operations)

T4- Ninakorogakoroga mchanganyiko ili uwe mzuri ninapoongeza maji kwenye dawa. (I repeatedly stir the mixture when adding water to the pesticide)

T5- Unastahili kutingiza mchanganyiko mara kwa mara unapoutengeneza na unaponyunyizia mimea. (you're to stir the mixture from time to time when preparing it as well a during spraying)

T6- Unapoandaa mchanganyiko wa dawa kwa unyinyiziaji. (when making the pesticide solution for spraying)

T7- Utingizaji wa mchanganyiko unafaa ukiutengeneza na pia unaponyunyizia mimea. (The stirring of the pesticide solution is necessary when making it and during spraying)

T8- Ninahitaji kukoroga vizuri dawa kwenye maji na mara kwa mara ninaponyunyiza dawa hii kwenye mimea. (I am supposed to stir well the pesticide solution and during spraying)

T9- Nitingize mchanganyiko wakati ninapoutengeneza. (I should stir the pesticide solution when preparing it)

T10- Ninapaswa nitingize mchanganyiko wa dawa ninapoongeza maji kwenye dawa. (I should stir the pesticide solution when forming it)

OM28] TL7

Weka mililita 70 kwa 100 za maji (T.T).

Put 70 mililitres to 100 of water (B.T).

- Kulingana na agizo hili, ni vipi unavyostahili kutengeneza mchanganyiko wa dawa na maji? (According to this instruction, how are you to prepare the solution comprising the pesticide and water?).

T1- Niweke kiwango cha mililita 70 kwa mililita 100 za maji (I should put 70 mililitres in 100 mililitres of water).

T2- Nimwage mililita 70 kwa mililita 100 za maji (I pour 70 mililitres to 100 mililitres of water).

T3- Nichote maji mililita 100 na dawa mililita 70 kisha nichanganye. (I should take 100 mililitres of water and mix it with 70 mililiters of the medicine).

T4- Nichukue dawa mililita 70 halafu niweke kwa maji ambayo ni mililita 100. (I should take 70 mililters of medicine then put it in 100 mililitres of water).

T5- Niweke mililita 70 ya dawa kwenye mililita 100 za maji. (I should mix 70 mililitres of medicine with 100 mililitres of water).

T6- Nichanganye mililita 70 ya dawa na mililita 100 za maji. (I mix 70 mililitres of medicine with 100 mililitres of water).

T7- Nichote maji mililita 100 kisha dawa mililita 70 kisha halafu nichanganye. (I should take 100 mililitres of water and mix with 70 mililiters of medicine).

T8- Niweke mililita 70 ya dawa kwenye mililita 100 za maji. (I should put 70 mililitres of medicine in 100 mililitres of water).

T9- Nimwage mililita 70 ya dawa ndani ya mililita 100 za maji (I should mix 70 mililitres of medicine with 100 mililitres of water).

T10- Nichanganye mililita 100 za maji na mililita 70 za dawa. (I should mix 100 mililitres of water with 70 mililitres of medicine).

APPENDIX A4: EFFECT OF MISTRANSLATION ON TARGET RESPONDENTS

A: SYNTACTIC MISTRANSLATIONS

[SY6] TL6

Eleza jinsi matokeo (hasa kwako) huwa unapolizingatia agizo hili (explain results especially on yourself, when you execute this instruction)

T1-Mimi husikia vyema (I feel okay)

T2-Nina hisi vizuri (I feel good)

T3-Mwasho unaisha ngozionin (the irritation of the skin ends)

T4-Ninasikia vizuri ngozinin (I feel okey with my skin)

T5-Sisikii mwasho ngozini tena. (I don't feel the irritation on my skin anymore).

T6-Mimi husikia niko sawa (I feel okay

T7-Ninasikia salama (I feel okay)

T8-Sisikii vibaya ngozinin tena (I don't feel the irritation of the skin anymore)

T9-Sisikii mwasho tena (I don't feel irritation anymore)

T10-Ninasikia vizuri ngozini (I feel okay with my skin).

[SY4] OL3

Eleza matokeo yaw ewe kuchoma mkebe wa dawa mbali na maji au mbali na makazi ya watu (explain the results of your burning empty pesticide containers away from water (sources) or away from human habitation

O1- Nilipochoma mikebe ya dawa kando ya mto, sikuona mabaya. (I never experienced anay bad incident while burning empty pesticide containers besides the river)

O2- Hakuna mabaya nimeona kwa kuchoma mikebe ya dawa kando ya m to (I haven't experienced anything bad by burning empty pesticide containers by the river.)

O3- Sijaona chochote kibaya ninapochoma mikebe ya dawa kando yam to. (I have not seen anything bad by burning empty pesticide containers besides the river)

O4- Hakuna yeyote nimemdharau kwa kuchoma mikebe ya dawa kando ya mto. (I have not affected anyone by any burning of empty pesticide containers near a river)

O5- Hakuna shida nimeona kwa kuchoma mikebe ya dawa kando ya mto. (there is no problem I've experienced by burning empty pesticide containers near the river)

O6- Sijaona shida yoyote kwa kuchoma mikebe ya dawa kando ya mto. (I have not experienced anything bad by burning empty pesticide containers next to a river

O7- Hakuna mabaya nimeshuhudia kwa kuchoma mikebe tupu ya dawa kando ya mto. (I have not experienced any problem by burning empty pesticide containers near a river.)

O8- Sijasikia malamiko yoyote ninapochoma mikebe tupu ya dawa kando na mto. (I have not heard any complaint when I burn empty pesticide containers near a rive r

O9- Siojaona kibaya kimetokea ninapochoma mikebe tupu ya dawa kando ya mto (I have not experienced anything bad whenever I burn empty pesticide containers next to a river).

O10- Kila kitu kimekuwa sawa maana sijasikia malamiko yoyote ninapochoma mikebe tupu ya dawa kando ya mto. (everything has been raised by my burning empty pesticide containers near a river.

[SY1] OL1

Ni matokeo yapi hujiri baada ya wewe kulizingatia agizo hili. (what are the effects of your execution of this instruction?)

O1- Watoto, vyakula na wanyama hawaadhiriwi na dawa (children, foodstuff and animals are not affected by the pesticides)

O2- Watoto, wanyama wangu na vyakula havipati sumu. (The children, animal and food stuff are free from poison

O3- Watoto, vyakula na wanyama wako salama (children, foodstuff and animals are safe).

KENYATTA UNIVERSITY LIBRARY

O4- Kila kitu kiko salama yaani watotowanyama na vyakula. (everything is safe that is; children, animal and foodstuff)

O5- Wanyama, vyakula vile vile watoto hawaadhiliwii na dawa. (Animals foodstuff and children are not affected by the pesticides.

O6- Sina Shida na wanyama, watoto na vyakula (I don't have a problem with the animals, children and food)

O7- Wanyama, watoto na vyakula huwa sawa. (the animals, children and food are free from contamination)

O8- Watoto wanaendelea vizuri hata wanyama na chakula hakipati kuadhiriwa na dawa (The children are okay even the animals and food are not contaminated

O9- Chakula hakipati sumu vile vile watoto na wanyama. (The food is not poisoned and so are children and food

O10- Watoto, wanyama na vyakula haviadhiriwi na dawa. (The children, animals and food are not affected by the pesticide)

[SY5] OL4

Eleza jinsi matokeo huwa unapolizingatia agizo hili (Explain how the outcome is like after executing this instruction).

O1- Mimi sijui "normal saline" ni ni kwa hivyo, hutumia maji na sabuni kwa kuosha ngozi ambayo imeguzana na dawa. Hata hivyo husikia mwasho kidogo baadaye. (I don't know what normal saline is so, I use water and soap to wash the affected skin. Nonetheless. I feel a slight irritation thereafter)

O2- Sina habari normal saline ni nini na baada ya kutumia maji na sabuni, kuna mwasho kidogo. (I don't know what normal saline is though after using water and soap, I still feel a slight irritation)

O3- Kuna kujiwasha kidogo tu baada ya kutmia sabuni na maji (there is a slight irritation after using water and soap).

O4- Ngozi huwasha kwa umbali tu baada ya kutumia sabuni na maji. (there is a slight irritation after usign water and soap)

O5- Sifahamu normal saline kwa hivyo nina tumia maji na sabuni. Huwa ninasikia mwasho kwa umbali lakini unaisha (I don't understand what normal saline is but I use water and soap of which I usually feel a little irritation that subsides soon).

O6- Ni ile hali ya kuhisi mwasho ukienndelea ijapokuwa ni kidogo tu baada ya kutumia sabuni na maji maana sijui normal saline nin nin. (I only feel a slight irritation that persist after using water and soap although it ends soon. I don't know what normal saline is)

O7- Sijui normal saline ni nini kwa hivyo hutumia mmaji na sabuni ambayo mimi huhisi kujiwasha ukiendelea ijapokua kidogo tu. (I don't know what normal saline is so, I use water and soap of which I feel a slight irritation though lasts briefly).

O8- Mwasho huishi papo hapo ijapokuwa ni mdogo. Mimi situmii normal saline kwa sababu sijui ni nin. Ninatumia sabuni na maji. (There is a slight irritation that continues after using water and soap. I don't use normal saline since I don't know what this is)

O9- Situmii normal saline lakini maji na sabuni maana ndio inapatikana kwa urahisi. Hata hivyo, mwasho unaendelea lakini ni kidogo sana na baadaye unaisha. (I don't use normal saline but water and soap because of their availability. however, the irritation of the skin continues though at a lesser magnitude that soon fades off.)

O10- Ninatumia maji tu na sabuni badala ya normal saline ambayo inafanya vizuri lakini mwasho huishi mara moja. (I use water and soap only rather than normal saline although the irritation effect does not immediately vanish.)

B: AMBIGUITY MISTRANSLATIONS

[AMB7] OL 3

Nimetokea gani huonekana kwako baada ya kulizingatia agizo hili?

O1- Mimi husikia kuashwa kwenye ngozi ninapoguzwa na mimea (I feel an irritation on the skin when in contact with the plants)

O2- Nikiguzwa na mimea, husikia mwasho ngozinin (if in contact with plants, I usually feel the irritation on the skin).

O3- Sioni shida yoyote (I don't feel any problem)

O4- Ninaskikia kujikuna kwenye ngozi mara tu ninapoguzwa na mimea

O5- Hakuna kitu kibaya (Nothing bad)

O6- Mwasho kwenye ngozi ninapoguzana na mimea (irritation on the skin whenever in contact with the plants)

O7- Ninasikia mwasho kwenye ngozi mara tu mimea Ikiniguza. (I feel an irritation on my skin whenever it gets in contact with the plants

O8- Ninaendelea vizuri. (I am okay)

O9- Ninajikuna kwenye ngozi ninapoguzwa na mimea (I scratch my skin when in contact with the plants.)

O10- Sioni kitu kibaya (I don't feel anything bad)

[AMB 10] TL7

Ni matokeo yapi yanatokea baada ya wewe kulizingatia agizo hili? (what are the results of your execution of this instructions?

T1- Dawa inafanya kazi vizuri kwa mimea (The pesticide is efficient in crops)

T2- Mimea inaendelea vizuri (The crops thrive well).

T3- Dawa inafanya vizuri kwa mimea (the pesticides is effective)

T4- Mimea inaendelea vyema (The crops continue doing well)

T5- Wadudu wanaisha kwenye mimea. (The pests disappear from crops

T6- Mimea inakua vyema. (The crops grow well

T7- Dawa huaua wadudu (The pesticides kills the crops)

T8- Mimea inakua vyema. (The crops grow well)

T9- Mimea inaendelea vizuri (The crops grow well)

T10- Dawa inafanya kazi vizuri (The pesticide becomes effective)

[AMB II] TL8

Ni matokeo yapi huonekana hasa kwako unapolizingatia agizo hili? (what are the effects, especially on yourself, when you execute this instruction?)

T1- Ninawashwa na dawa iwapo karatasi inatoboka (I feel the irritation in case the polythene paper gets torn)

T2- Mimi husikia kuashwa na dawa mara tu karatasi inatoboka. (I feel the irritation caused by the pesticide whenever the polytehene paper gets torn.)

T3- Ninahisi kama vile kuashwa na dawa karatasi ikitoboka. (when the polythene paper gets torn, I feel irritated by the pesticide) T4 Hakuna shida (there is no problem)

T5- Ninahisi kuashwa karatasi ikitoboka. (I feel the irritation in case the plythene paper get torn)

T6- Hali ya kuashwa tu karatasi ikitoboka. (the irritation whenever the polythene paper gets torn)

T7- Kila kitu ni sawa kwangu. (everything to me is okey)

T8- Ninaashwa karatasi ikitoboka. (I feel the irritation whenever the polythene paper gets torn)

T9- Sioni ubaya (I am okay)

T10- Kila kitu ni shwari (everything is okay)

C: ADDITION MISTRANSLATIONS

[AD33] TL9

Eleza jinsimatokeo ya mchanga nyiko (kiwango) huwa unapolizingatia agizo hili. (explain the quantity of the solution when you consider this instruction).

T1- Mimi huona mchanganyiko (wa dawa na maji) ukiwa kidogo kwa hivyo, ninaongeza maji. (I see the solution being very little so I add water)

T2- Mchanganyiko huwa sawa (The solution is enough for the crops)

T3- Mchanganyiko huonekana kidogo nisiweze kutumia kwa mimea yote. (the solution seems less than what I can use for the entire crops)

T4- Mchnagnyiko ni mzuri (The solution is good)

T5- Mchnganyiko ni sawa kwa mimea yote (the solution is good for the entire crops)

T6- Mchnagnyiko ni mzuri maana unatosha mimea. (the solution is good since it's enough for the crops)

T7- Mchanganyiko unatosha mimea. (The solution is enough for crops)

T8- Mchanganyiko unaotosha kwa mimea (The solution is sufficient for crops)

T9- Mchanganyiko watoshea mimea. (The solution is sufficient for crops).

T10- Mchanganyiko watosha mimea yangu. (The solution is enough for my crops)

D: Omission mistranslations

[OM15]OL1

Unahisi vipi mwilini unapolitekeleza agizo hili (How do you feel in your body when you excute this instruction?)

O1- Mwasho wa dawa huisha ijapokua si papo hapo baada ya usafishaji (The irritation on the skin stops although not immediately after the cleaning)

O2- Mimi husikia vyema (I feel okay)

O3- Mimi sisikii mwasho tena. (I do not feel any more irritatio9n)

O4- Mwasho unaisha polepole. (The irritation ends slowly)

O5- Mwasho upo lakini kwa umbali ukididimia (Faint irritation though it weakens / subsides by itself)

O6- Sioni shida yoyte (I don't feel any problem)

O7- Mimi husikia vizuri (I feel okay)

O8- sina shida (I don't feel any problem)

O9- Mimi huskia nwasho kidogo lakini unaisha. (I feel faint irritation that soon subsides)

O10- Sina mwasho tena. (I don't feel any irritation)

Note: It was established that those who didn't feel further irritation used plenty of water (in a basin) while those who were affected used little water for cleaning their bodies.

[OM17]OL2

Eleza jinsi unavyohisi baada ya wewe kutenda jinsi agizo laeleza. (Explain how you feel after doing what the instruction tells you to do)

O1- Mimi husikia nafuu machoni (I feel okay in the eyes)

O2- Nasikia macho hayana mwasho tena. (I feel no more irritation in the eyes)

O3- Sioni ubaya wowote. (I don't feel any more harm in my eyes)

O4- Ninaona vizuri bila ya kuwa na uchungu machoni (my sight is okay without any more pain in my eyes).

O5- Mimi huwa sawa bila kuwa na uchungu tena kwa macho. (I am okay with my eyes without anymore pain).

O6- Sisikii mwasho tena machoni. (I do not feel any more irritation in the eyes)

O7- Ninaona vizuri bila ya kuhisi uchungu. (I see well without feeling pain)

O8- Ninasikia vizuri bila kuwa na uchungu wowote. (I feel okay without any pain in my eyes).

O9- Mwasho wote unaisha mara moja (The irritation in the eyes ceases immediately)

O10- Ninasikia macho yamepoa kutoa machozi kwa sababu ya uchungu na mwasho. (I feel my eyes are free from the irritation and irresistible tears due to pain).

[OM28]TL7

Eleza jinsi unavyodhirika kulingana na kutenda jinsi agizo lakueleza.

O1- Kiwango cha mchanganyiko ni kidogo sana kisichoweza kunyunyiziwa mimea yote shambani. (the pesticide solution is too little to be used for the whole crops)

O2- Mchanganyiko ninaopata huwezi kunyunyiziwa mimea yote kwa hivyo, ninaongezea maji. (The resultant pesticide solution is too little to be used for the whole crops so, I add water to make it fit my usage)

O3- Ninapata mchanganyiko mdogo sana ambao huwezi kufanya chochote (I get very little pesticide solution that can not be used).

O4- Mchanganyiko unaotengenezwa ni mdogo mno kwa kazi. (the pesticide solution that has been formed is very little to be used).

O5- Kiwango cha mchanganyiko wa dawa na maji huwezi kutumika kwa mimea yote kwa sababu ni kidogo sana. (the pesticide solution cannot be used for the entire crops since it is very little

O6- Siwezi kunyunyizia mimea yote dawa maana ni kidogo sana dhidi ya matarajio yangu. (I can't spray the whole crops with the pesticide solution which is contrary to my expectation).

O7- Mimi huongezea maji kwenye mchanganyiko ili utoshe mimea yote shambani. (I add water to the mixture so that I can use it for my whole crops).

O8- Mchanganyiko ninaopata kulingana na maagizo ni mdogo mno ambao huwezi kutumika. (The pesticide solution that is obtained in relation to the instruction concerned is too little to be used).

O9- kiwango cha mchanganyiko ninaopata ni kidogo sana ambayo hiwezi kutumika kwa mimea. (The amount of the pesticide solution that is formed is not sufficient for spraying the crops).

O10- Mchangayiko unaotengenezwa si wa kutumika kwa mimea yote maana nikidogo mno. (The pesticide solution that is formed is not sufficient for spraying the crops.)

[OM30] TL10

Hebu eleza jinsi ndani ya chombo chako (Cha unyunyiziaji) huwa baada ya unyunyiziaji hasa unapokisafisha

T1- Kuna mabaki ya machanganyiko wa dawa ulio mzito kwenye pembe za tanki. (There is a thick paste like substance - pesticide in the inner corners of the knapsack tank)

T2- Mimi huona maji ya kwanza ninayomwaga kwenye tanki yakiwa kama maziwa baada ya kutingiza tingiza. (I usually see the first time I pour water in the tank, it turns out to be milky like upon shaking it - the same appearance of the pesticide solution)

T3- Ndani ya chombo huwa sawa. (The inside of the knapsack tank is clear)

T4- Kwenye pembe za chombo kuna mabaki mazito kidogo ya dawa. (At the corners of the tank there is a little thick paste of the pesticide solution)

T5- Ndani mwa chombo hamna chembe chembe za dawa. (The inside of the tank has no remains of the thick pesticide like substance)

T6- Ijapokuwa mabaki kidogo ya dawa ambayo inaonekana kwenye pembe za tanki, chombo chote ni "safi". (Apart from the little thick pesticide paste that is seen at the edges of the tank the whole container is clean)

T7- Chombo chote huonekana "safi". (The whole insideness of the container appears clean)

T8- Ndani mwa chombo huonekana sawa. (The insideness of the tank looks clear)

T9- Kwenye kule chini ya tanki, kuna uzito uzito hivi wa dawa ijapokuwa ni kidogo. (Beneath the tank, there is a little thick paste of the pesticide)

T10- Maji ya kwanza ninapotingiza tingiza kwenye chombo huwa si "safi" kama yanayofutia. (The first amount of water I use to rinse the tank is not as clear as the next)

APPENDIXA5:RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. ODINGA JENIFFER NAIKA
of KENYATTA UNIVERSITY, 0-232
RUIRU,has been permitted to conduct
research in *Kiambu County*

on the topic: *ENGLISH TO KISWAHILI TRANSLATION OF SAMPLED PESTICIDES INSTRUCTION LEAFLETS*

for the period ending:
11th August,2017

Permit No : NACOSTI/P/16/81470/13099
Date Of Issue : 11th August,2016
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

Serial No.A 10600

CONDITIONS: see back page

APPENDIXA6: FARMERS CONSENT FORM TO PARTICIPATE IN RESEARCH STUDY

Title: An Analysis of English – Kiswahili Translation of Sampled Pesticides Instruction Leaflets

Name of primary researcher: Odinga Jeniffer Naika

Admission number of primary Researcher: C50/13169/2009

a) Purpose and Background

Under the supervision of Dr. Wangia and Dr. Maroko of the Department of English and Linguistics at Kenyatta University and Machakos University college respectively, odinga Jeniffer Naika, a graduate student researcher in Linguistics is conducting a research on: An Analysis of English – Kiswahili Translation of Sampled Pesticides Instruction Leaflets in Ruiru District.

The purpose of this interview is to help the researcher study how Osho and Twiga pesticide users interpret the Kiswahili instructions and the resultant effects they**Procedures**

I agree to participate in this research study under the following conditions:

1) Participation in this study will take a total of two hours
2) This will be audio taped.

3) **Confidentiality**

The information gathered from this study will be kept as confidential as possible. My real name will not be used in the report and all files transcripts and data will be stored in locked cabinet in the researcher's home and no one except the researcher will have access to them. Any identifying personal information about myself will be avoided.

c) **Direct benefits**

There are no guaranteed benefits to me.

d) **Costs**

There will be no costs to me as a result of taking part in this research study.

e) **Consent**

I have been given a copy of this consent form to keep. PARTICIPATION IN THIS RESEARCH STUDY IS VOLUNTARY. I am free to decline to participate in this research study or I may withdraw my participation at any point without penalty. My decision whether or not to participate in this research study will have no influence on my present or future status.

I K.J, [illegible], [illegible], M.N, [illegible], [illegible], [illegible], [illegible], [illegible], [illegible], [illegible], Chungi, Kiira, Kigonde, [illegible], Okamane, Okungu, [illegible], M.K

KENYATTA UNIVERSITY LIBRARY

_____

_____ has

my consent to participate in this research study.

Date 2016