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Expanding the Emotional Social Screening Tool for School Readiness (E3SR) for Pre-Schoolers: An isiXhosa Translation, Equivalence and Validation Study

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Abstract

The development of essential skills regarding the readiness to learn ensures that a child develops adequately and is equipped with competencies needed to deal with emotional, behavioural, and academic challenges. The assessment of school readiness is an important activity to assist children to transition successfully to a more formal school environment. The multifaceted South African environment, therefore, requires a robust, valid, and reliable screening tool to assess school readiness. In response to this, an English version of the Emotional Social Screening tool for School Readiness (E3SR) has been developed. The E3SR has been translated into Afrikaans and the equivalence and content validity of the Afrikaans version has been established. The Afrikaans translation study used the International Test Commission (ITC) guidelines and created a rigorous research methodological process for establishing translation and equivalence of the E3SR. This study has therefore, replicated a portion of the methodology used in the Afrikaans study, to translate the E3SR into isiXhosa. The study entailed two phases. Phase one focused on translating the E3SR into isiXhosa using a five-step process, similar to the Afrikaans study, to ensure a rigorous translation process. The quality of translation and the linguistic equivalence was determined by using the Quality of Translation and Linguistic Equivalence Checklist, as done in the Afrikaans study. Phase two focused on the establishment of content validity by an expert reviewer (ER). The ER was used to gain insights in identifying nuances and intricacies that may go unnoticed through traditional statistical methods. This study gained ethics clearance from the Humanities and Social Sciences Research Ethics Committee (HSSREC) through the University of the Western Cape (UWC), (Ref no: HS23/3/6). The study will contribute to the availability of linguistically diverse psychometric testing tools within the South African schooling environment.

Keywords: E3SR, isiXhosa, psychometric tool, school readiness, South Africa, test equivalence, validation study

Declaration

I, Prenita Reddi, am submitting this work as a partial requirement for the MA Psychology degree at the University of the Western Cape. I declare that this is my own work, free of any plagiarism (the use and/or acknowledgment that the original source is someone else's work without their permission). In addition, I attest that all the work, contained in this proposal, is unaided. I further confirm that no part of this proposal has been previously submitted for examination for any other degree at this university or any other university.

Signed: 

Date: 06 December 2023

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I would like to thank the following people who have been invaluable to my research and academic journey throughout my Master's degree. First and foremost, I want to express my deepest gratitude to Professor Erica Munnik. Your generous investment of time, boundless patience, unwavering dedication, open transparency, and sincere honesty as my supervisor during this research project have left an ingrained mark on my journey. The wealth of knowledge I've gained under your guidance makes me feel that, in some small way, I've contributed to the much-needed realm of accessible psychological screening tools in South Africa. The invaluable skills acquired this year will undoubtedly shape my path as I venture further into the field of psychology. Thank you for being a guiding light in my educational journey.

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List of Abbreviations

APA	American Psychological Association
BTL-1	Back-translator 1
BTL-2	Back-translator 2
ER	Expert Reviewer
E3SR	Emotional Social Screening tool for School Readiness
ITC	International Test Commission
NDP	National Development Plan
QTLC	Quality of Translation and Linguistic Checklist
R1	Reviewer 1
R2	Reviewer 2
SDG	Sustainable Development Goals
TL1	Translator 1
TL2	Translator 2
TL3	Translator 3
UN	United Nations
UWC	University of the Western Cape

Chapter 1: Introduction

Background of the Study

In the realm of education, language's significance, and its profound impact on learners' academic performance have been highlighted as fundamental elements in guaranteeing impartial and accurate evaluations of learners' abilities and achievements (Njoroge, 2017). The diverse levels of competence that children bring with them to school can significantly shape their educational progress and academic outcomes, as elucidated by Hans (2019). In the early years of formal education, school readiness is an important milestone in a child's life and depends on various biopsychosocial factors. According to Woods (2021), a significant number of preschool-aged children do not possess the essential abilities required for a successful transition into formal schooling. This is due to school readiness being determined not just by a child's cognitive abilities but by their social and emotional development as well (Munnik, 2018). Bustin (2007) emphasised that the inadequacy of skills to transition from preschool settings to formal schooling could most probably be attributed to challenges that children experience in the social-emotional domain. Due to school readiness being seen as synonymous with assessment practices; exploring the connection between school readiness, the social-emotional domain and assessment practices would shed light on how effectively language impacts the equitable evaluation of learners' preparedness for formal education. Munnik (2018) addressed the issue of inclusion of social and emotional development by developing a valid and reliable Emotional and Social Screening measure for School Readiness (E3SR) which was refined for ease of use within schools in South Africa (Munnik & Smith, 2019).

However, school readiness in South Africa is plagued by further societal issues. A major factor is unequal access to education (Njoroge, 2017). The South African government acknowledges that unequal access to quality education has perpetuated social disparities and hindered progress. To address this, a National Development Plan (NDP) 2030 was developed

to address social transformation. The plan emphasises the need to improve the quality of education across all levels and promote access to education for historically marginalised groups, including those from different linguistic backgrounds. It recognises that a more inclusive and united society can only be achieved through equitable educational opportunities that cater to the needs and languages of diverse communities. The commitment to social transformation and early development further aligns to achieving the United Nations Sustainable Development Goals (SDGs), particularly SDG 4, which focuses on ensuring inclusive and equitable quality education for all. However, given the linguistic diversity in South Africa, it is essential to have assessment measures, such as the E3SR, available in multiple local languages.

In South Africa, there are 11 spoken official languages, and the educational system predominately utilises a single medium of instruction that caters to several of these languages. The presence of multiple languages, coupled with the use of a single medium language for teaching, results in an imperfect situation that poses considerable barriers to education. These challenges need to be considered in the development or adaptation of any measures used to assess competencies of children in the school environment. Therefore, an assessment measure that caters to only one language would create equally challenging scenarios for fair assessments in the education environment and specifically to use to assess school readiness.

To address the challenge of multiple languages in the South African school environment and the use of the E3SR to screen for learners' emotional and social competencies, the original English version of the E3SR was translated into Afrikaans and linguistic equivalence was established (Adams, 2022). While the E3SR has been adapted into Afrikaans, the current metalinguistic society necessitates a further need for development of other linguistic versions of the E3SR into other languages spoken in South Africa. The development of linguistic versions of assessment measures, such as the E3SR, holds great importance in promoting

equitable access to education. The study by Adams in 2022, that resulted in an Afrikaans version of the E3SR, was done by employing a comprehensive, methodologically rigorous process that is replicable. Therefore, while an Afrikaans translation of the E3SR has been created, there remains an opportunity and a demand for adaptations in other South African languages. Notably, isiXhosa has been identified as the third most commonly taught language in South Africa (Business Tech, 2020). Thus, the focus of this study was to translate the E3SR into isiXhosa. This step aimed to address the need for linguistic diversity in assessment measures and improve educational accessibility for isiXhosa-speaking learners.

The adaptation and translation of assessment measures require a methodologically rigorous process to ensure the validity and reliability of the translated version (Hernández et al., 2020). Adaptation, entails modifying or adjusting the assessment measure to suit the cultural, linguistic, or contextual characteristics of the target population (Van de Vijver & Leung, 1997). This process ensures that the measure remains relevant and appropriate for the specific group of individuals it is intended to assess. Suitable adaptation considers the cultural nuances and ensures that the measure does not introduce any bias or unfair advantage for particular groups (Worthington & Whittaker, 2006). Translation, which is a step of the adaptation process, involves converting the content and items of assessment measures from one language to another while preserving the original meaning and intent (De Kock et al., 2013). It aims to make the instrument accessible and comprehensible to speakers of the target language. Proper translation techniques are essential to maintain the validity of the measure in the new linguistic context (Brislin, 1980).

Both translation and adaptation are critical in making assessment measures usable and relevant in diverse settings. A methodologically rigorous approach is necessary to retain the psychometric properties of the original instrument in the translated or adapted versions, including validity and reliability (Hambleton et al., 2006; Sireci & Faulkner-Bond, 2014).

Therefore, the current study built upon the previous Afrikaans translation study (Adams, 2022) which followed a rigorous methodology. Adams (2022) ensured that the translation and adaptation process involved several key steps to guarantee the fidelity of meaning, cultural relevance, and linguistic accuracy. By adhering to and following the established comprehensive and systematic translation process, this study was able to ensure the accuracy and cultural appropriateness of the isiXhosa version of the E3SR taking into account cultural and linguistic nuances specific to isiXhosa-speaking communities.

Rationale

The United Nations (UN) is an advocate for equitable and fair education and is committed to increasing access to quality education globally (Horn, 2013). This has been highlighted in the Sustainable Development Goals (SDGs) of the UN (Horn, 2013). To aid this goal there is a strong focus on removing barriers to education. One of the barriers to equitable education that exists in South Africa is language. Overcoming language barriers form part of the social transformation scope of the National Development Plan (NDP) 2030 in South Africa. Further, to this, the NPD 2030 has prioritised Early Childhood Development (ECD). Therefore, based on the focus of education, early childhood development, and social transformation, the need for translation of psychometric instruments such as the E3SR into other local South African languages is essential. Moreover, isiXhosa is positioned as the third most prevalent language taught in the single medium schools of South Africa (Business Tech, 2020). Therefore, this study was done to translate the E3SR from English to isiXhosa. This study adds value to the availability of culturally suitable psychometric tests within the South African schooling environment to assist with screening for pre-schoolers emotional and social competence before entry into grade 1. This study further aligns with the goals of the UN and NPD 2030, while also laying a foundation for informed policy formation regarding the promotion of equitable access to quality education and enhanced school readiness for all children in South Africa.

Problem Statement

The adaptation of psychometric tests are strongly encouraged by various researchers (Chandra & Rai, 2022; Ercikan & Lyons-Thomas, 2013) and have been the focus in many research studies (Beaudart et al., 2018; Raimundo et al., 2017). The adaptation of assessment measures rather than the labour-intensive process of the construction of new assessment measures provided tangible advantages such as 'speed' and 'lowered costs' (Ercikan & Lyons-Thomas, 2013). The process of adaptation rather than construction allows measures, like the E3SR, to be translated into multiple languages in convoluted, resource constrained contexts in a short period of time requiring minimal costs (Ercikan & Lyons-Thomas, 2013). Although an Afrikaans version of the E3SR has been developed (Adams, 2022) using a comprehensive and methodologically rigorous process, the current multilinguistic society in South Africa highlights the need for further linguistic adaptations of the E3SR to accommodate other languages spoken in the country. The development of linguistic versions of assessment measures, like the E3SR, is crucial for ensuring equitable access to education. To address this demand, this study focused on translating the E3SR into isiXhosa, which is recognised as the third most commonly used language in educational settings in the country (Business Tech, 2020). This study highlights how linguistic diversity in assessment measures enhances educational accessibility, facilitating effective evaluation of isiXhosa-speaking learners by teachers.

Aim of the Study

The aim of this study was the adaptation of the E3SR into isiXhosa.

Objectives of the Study

The main objectives of this study were to:

1. Use a rigorous process for the translation of the E3SR into isiXhosa.
2. Assess the quality of the translation and establish linguistic equivalence.

3. Report on the content validity of the translated isiXhosa version of the E3SR.

Mini Thesis Layout

The study is structured into six chapters. *Chapter One* creates the context by providing a concise overview of the introduction and background of the study. It identifies the rationale and elaborates on the primary research problem that motivated the investigation. Additionally, this chapter outlines the academic aim and objectives of the thesis. Furthermore, it outlines the structure of the research, providing a roadmap for the subsequent chapters and detailing how the research study unfolded.

Chapter Two focuses on the literature review and the conceptual framework. It provides a summary of the current literature available on the research topic with focus on key concepts which is essential for this study. In addition, an understanding of the conceptual framework is explained. A summary of the gaps found in the literature concludes this chapter.

Chapter Three focuses on the methodology. The chapter presents an overview of the methodology, encompassing the research design and ethical considerations. It identifies the key steps involved in the translation process which focuses on the reliability of meaning, cultural relevance, and linguistic accuracy and describes the process that was followed to establish equivalence. It further focuses on the method employed to investigate the content validity of the isiXhosa version of the E3SR.

Chapter Four reports on the results from both the translation, the establishment of linguistic equivalence and content validity processes.

Chapter Five discusses the results in line with the main aim and objectives of the study.

Chapiter Six provides a conclusion to the research study and provides insights into limitations and significance of the study. It also provides recommendations for further studies.

Technical aspects*:* In line with the guidelines established by the Psychology Department at the University of the Western Cape, this Master's thesis adhered to the formatting and citation

standards outlined in the American Psychological Association's (APA) Seventh Edition. This entailed using quotation marks for direct quotations and ensuring that all paraphrased sources were properly cited with page numbers, as per the APA 7th edition guidelines. The document also adhered to technical requirements, including the use of Times New Roman font, size 12, and double-spacing, with each paragraph beginning with an indentation. Headings were formatted following APA style, with Level 1 headings centred, bold, and in title case, Level 2 headings left-aligned, bold, and in title case, and Level 3 headings left-aligned, bold, italicized, and in title case. Before submission for examination, the thesis underwent a comprehensive formal editing process.

Chapter 2: Literature Review

Introduction

Language is an important medium used in any society as it contributes to an individual's intellectual, economic, social, cultural and political life (Njoroge, 2017). South Africa is a diverse and multi-cultural and multi-linguistic country where 11 official languages and several unofficial languages are being used. Therefore, it is no surprise that the ability to speak more than one language exists or the need for different linguistic single-medium schools are a continued focus of discussion and attention (Cekiso et al., 2019). According to the minister of Basic Education in South Africa, Angie Motshekga, there are 8,096 single-medium schools (Business Tech, 2020). The majority of these schools are English medium schools (6,483) followed by Afrikaans medium schools (1,261) and IsiXhosa medium schools (163) with schools for other languages, including sign language making up the remaining 1%. She further states that only 21,9% of learners who start grade 1 manage to complete grade 12. One reason for this can be attributed to the lack of educators in the rural setting but another major casual factor that needs to be taken into consideration is 'language' (Fleisch & Woolman, 2007).

The History of Education and Language in South Africa

In South Africa, between 1970 and 1976, the introduction of apartheid education was implemented. During this period, learners were initially taught in their mother tongue up to primary school level. However, upon entering secondary school, learners were compelled to switch to English or Afrikaans as the medium of instruction, while still being educated in segregated ethnic schools and townships (Hyslop, 1999). This preference for the medium of instruction to be carried out in a language other than their home language is a large contributor to a learner's poor performance (Webb et al., 2010). In addition, the current South African Constitution recommends that learners receive education in their preferred language (Fleisch & Woolman, 2007). This aligns to South Africa's commitment toward social transformation and

early development, which is supported by the United Nations SDG 4, which focuses on ensuring inclusive and equitable quality education for all. To foster this goal, the Minister of Education recently piloted a project in the Eastern Cape, called *Chumani Nande KwisiXhosa*, using isiXhosa as one of the main teaching language mediums in fifteen primary schools in Zwelitsha and King William's Town (DispatchLive, 2019). The reason for isiXhosa being chosen could be attributed to the fact that, IsiXhosa is classified within the Nguni-group of the languages used in South Africa and shares close linguistic ties with other Southern African languages such as isiZulu, SiSwati, and South African isiNdebele. Presently, approximately eight million people speak isiXhosa (Deumert & Mabandla, 2017). Further to this, South Africa is home to a large linguistic population of isiXhosa speakers with the majority residing in the Eastern and Western Cape (Mngadi, 2020).

The importance of language in schools and its impact on school performance has been highlighted as having a critical role in ensuring fair and accurate evaluations of learners' abilities and achievements (Njoroge, 2017). Children come to school with differing levels of competence that impact their schooling progress and academic outcome (Hans, 2019). Moreover, South Africa's educational system is intertwined with an arduous past, political history, and latent with a multicultural society that is rich in linguistic diversity. Language plays a significant role in how learners comprehend and respond to assessment tasks, and linguistic barriers can hinder their true potential from being accurately assessed (Cekiso et al., 2019). When assessment measures are not adapted to consider linguistic diversity and cultural nuances, they may inadvertently disadvantage certain groups of learners, particularly those whose mother tongue differs from the language of instruction and assessment. This disparity can lead to inequitable outcomes, where learners' actual abilities are not fully reflected in their assessment results (Cekiso et al., 2019). This argument is further supported by Watson, Davies, and Foxcroft (2006) who argue that being educated in English does not guarantee proficiency

in the English language and that it is not ethically and fair practice to assess individuals in a language that is not their home language, as it contradicts the standards set for ethical and equitable assessment practices.

Research conducted by Mitchell et al. (2018) further highlights the importance of considering cultural and contextual factors when assessing intellectual performance in South African school learners. The study examined the intellectual performance of South African school learners using the Kaufman Assessment Battery for Children, Second Edition (K-ABC-II). It found that the South African school learners scored lower on the Simultaneous and Planning subscales compared to the Learning and Sequential subscales of the K-ABC-II and it was recommended that adaptation was needed to accurately assess cognitive abilities in this population.

Therefore, the ability to address assessment practices such as school readiness in other languages, like isiXhosa, are of vital importance as it is essential for promoting equitable access to education and fostering inclusive learning environments. Foxcroft and Roodt (2009), advocate that critical improvement of psychological testing and assessment practice in South Africa can only be achieved through adaptation of tests to ensure that they are unbiased and culturally appropriate. Translation of assessment measures are therefore identified as an ongoing focus of attention in adaptation studies (Chandra & Rai, 2022).

The Complex Process of Translation and Adaptation

Research reflects that a focus on multilingual versions of the same instrument is indeed growing as new tests are developed and used to assess different domains such as cognitive, emotional, and social functioning (Hambleton et al., 2005). The terms test translation and test adaptation are often used interchangeably due to the nature of requirements that exists from changing a test in one language to a target language (Pinheiro, 2015). However, these concepts have distinct meanings. Test adaptation refers to the broad process and encompasses the

modification or adjustment of the test to suit the cultural, linguistic, or contextual characteristics of the target population (De Kock et al., 2013). Test adaptation aims to create cultural understanding and relevance among the test takers by changing words, contexts, and examples in a way that aligns with the test takers cultural background and experiences. In contrast to test adaptation, translation is a component of adaptation. Translation can be defined as 'an activity of mediating meaning from a source language into a target language' (Zainudin & Awal, 2012, p.328). The goal of test adaptation and test translation of an instrument, therefore, is to strive for equivalence. Equivalence, in the context of test translation and adaptation, refers to the extent to which the translated or adapted version of the test is comparable to the original version in terms of measuring the same constructs and retaining the same meaning (De Kock et al., 2013). It is a critical aspect of the translation and adaptation process as it ensures that the modified test remains psychometrically sound and produces consistent and reliable results across the different linguistic versions of the test.

Attaining equivalence means that the new version needs to measure the same constructs as in the original version and that these constructs retain the same meaning (Ziegler & Bensch, 2013). Therefore, the process of test translation, as part of the adaptation of an instrument, is often not a straightforward process and includes many challenges (Hernández et al., 2020) such as translation quality (Daouk-Öyry & Zeinoun, 2017), the emergence of biases and the challenges in the establishment of equivalence (Van De Vijver & Leung, 2010).

Translation Quality

Daouk and Zeinoun (2017) argue that the vital tenet that is required for the successful adaptation of psychometric tests depends on the creation of a defensible process that focuses on cultural relevance and on the understanding of both construct equivalence and measurement equivalence. Thus, indicating that not only is the translation process important but the translation quality is imperative. There are several methods that can be used to assess translation

quality, however, back translation- which is the process of translating from the original (source) language to the target language and then translating back to the original (source) language using an independent translator (Brislin, 1980)- is the most widely used method ensuring rigor. In addition, Cash and Snider (2014) advocate that manifest and latent content analysis can also be used to achieve equivalence. In qualitative studies, two types of content analysis are commonly used: manifest content analysis and latent content analysis (Kondracki et al., 2002). Both approaches centre on the interpretation of the data, but they differ in their specific focuses. Manifest content analysis primarily focuses on examining and interpreting the surface-level content of the data by identifying and analysing the visible and readily observable elements, such as words, phrases, and explicit themes present in the data (Cash & Snider 2014). The manifest content analysis approach aims to uncover and understand the visible aspects of the data, providing valuable insights into what is explicitly stated or visible in the text. Latent content analysis explores beyond the surface-level content and focuses on interpreting the underlying or implicit meanings, ideas, and interpretations present in the data (Cash & Snider, 2014). The latent content analysis approach examines the hidden or implicit meanings and interpretations that may require more in-depth analysis and interpretation. Understanding latent and manifest content analysis is imperative in the attainment of reaching equivalence between different linguistic versions as appropriate translation methods will enhance equivalence and reduce bias. Reducing bias is another important focus point for consideration in adaptation studies (Van De Vijver & Leung, 2010).

Biases

Construct bias, method bias, and item bias have been identified as key contributors to limiting test equivalence (Van De Vijver & Leung, 2010). Construct bias speaks to a construct not being identical across groups for example happiness in Western cultures are attributed to personal achievements whereas happiness in non-western groups focus on interpersonal

contribution to community progressiveness (He & van de Vijver, 2012). Method bias addresses the different response styles that exist in cultures, for example, education levels may differ and therefore using a single method to determine intelligence, therefore, might be problematic (He & van de Vijver, 2012). Lastly, item bias refers to the item not being equally relevant across cultures due to the target group having a restricted vocabulary or variances arising in vernacular expressions (Van De Vijver & Leung, 2010). Further to this, research has found that differences may even occur in differing dialects of the target language which further challenges the goal of achieving equivalence (Steele & Edwards, 2008). Added to the latter, other issues, such as genetics and environment, that occur during the development of children also needs to be considered as it might also impact understanding of biases. Research shows that development can be impacted by social, perceptual, cognitive process, conceptual and linguistic biases (Johnston, 2010). This is of particular importance in the South African context in which issues of social inequalities are still widespread. In previous research varying socio-economic settings, racial differences, ethical variances, and diversity among languages within school populations have been found to affect and impact school readiness (Golden & Fortuny, 2016). These aspects are all essential to consider if one attempts to translate a measure from a source to a target language.

Equivalence

Equivalence ensures that the translated version of an instrument measures the same constructs and retains the same meaning as the standardised or source version of the instrument in adaptation studies (De Kock et al., 2013). Hambleton (2001) argues that when an instrument is translated from one language to another, both the literal and implicated meaning needs to be preserved in translation to avoid mistranslation or overcompensation of the translators due to the translators' understanding. Van De Vijver and Leung (2010) identified four types of equivalence, 1) construct non-equivalence; 2) construct equivalence; 3) measurement unit

equivalence; and 4) scalar equivalence. Construct non-equivalence speaks to constructs being so dissimilar that they cannot be compared, while construct equivalence focuses on assessing whether the construct exists in the target language (Van De Vijver & Leung, 2010). Measurement unit equivalence focuses on the definition or expression of phrases or sentences ensuring that the meaning of items or questions is consistent across the different linguistic groups in the translation process and scalar equivalence seeks to ensure that the measurement occurs on akin scales across different linguistic groups, enabling valid comparison between groups. By addressing these considerations of equivalence researchers can ensure that the translated instrument is not only linguistically and culturally appropriate but fit to be used for its intended purpose in the target language and specific cultural context where it is intended to be used. Therefore, establishing equivalence is essential in maintaining the integrity and usefulness of the adapted measure in multilingual research and assessment settings. Once equivalence has been established, the measure can then be tested for validity (Munnik et al., 2021).

The Necessity of Validity

Validity ensures the accuracy of adapting the test from one language to another. Ensuring the accuracy of adapting a test from one language to another involves establishing various forms of validity. These include face validity, content validity, construct validity and criterion validity. Face validity, which assesses whether the test appears to measure what it intends to measure in the new language and cultural context can be defined as a type of validity that assesses whether a measurement instrument appears, on the surface, to measure what it is intended to measure (Jhangiani et al., 2019). It is a subjective judgment made by individuals who are not necessarily experts in the field, based on the face value of the items. Content validity ensures that the test items adequately cover the content or domain of interest. Content validity can be defined as the extent to which a measurement instrument, such as a test or

survey, adequately covers the content or domain it is intended to measure (Jhangiani et al., 2019). It assesses whether the items in the instrument represent the full range of the construct being measured. Construct validity is assessed through methods like factor analysis to confirm that the test indeed measures the intended construct in the new language and criterion validity, on the other hand, evaluates how well the test scores align with external criteria or standards in the new language context (Jhangiani et al., 2019). These validity measures collectively help verify the appropriateness and effectiveness of the adapted test. While these are valuable statistical methods to use to report on the validity of measures, they neglect to focus on participant interpretation such as in-depth exploration, contextual understanding, discussion and corroborative evidence which provides important insight into the participants interpretations, experiences and perceptions (Dillman, 2011). In addition, research has found that the use of an expert reviewer (ER) can significantly enhance the depth, face and content validity, and overall quality of research and assessment efforts as their unique expertise and insights complement traditional statistical methods and contribute to a more comprehensive understanding of the subject matter (Almanasreh et al., 2019; Yusoff, 2019).

Research reflects that unless measures are taken to ensure the suitability and the appropriateness of information that is used in the research, the end result will undermine the validity (Presser et al., 2004). Choosing a well-trained and skilled moderator or facilitator to identify the suitability and appropriateness of information throughout the research process will allow the validation process to be enhanced. Therefore, there is a growing number of studies, in this field, that suggests that relying solely on quantitative data analysis is insufficient (Steckler & Linnan, 2002) and a more in-depth understanding is required (Munnik & Smith, 2019). It is for this reason, recent validation studies have identified qualitative approaches, such as expert reviews, focus groups, or one-on-one interviews, as popular methods of choice (Hayashi et al., 2019). Researches such as Sousa (2014) propose that the choice of qualitative

approaches lends itself to a more reflective, engaged, and nuanced understanding of active involvement and participation of individuals in the process of adapting and validating measures.

Conventional Practice

In conventional practice, researchers prefer to adapt measures rather than develop new ones due to a lack of sufficient knowledge and skills and reliability issues. The adaptation process is also deemed to be more economical and less time consuming to implement (Iliescu, 2017). However various factors need to be considered when a decision is made to adapt instruments rather than creating new ones. Translation quality, biases, and equivalence are widely recognised as crucial considerations in adaptation and translation studies (Daouk-Öyry & Zeinoun, 2017; He & van de Vijver, 2012; van de Vijver & Jeanrie, 2004). Achieving high translation quality involves accurately capturing the intended meaning of the original instrument and ensuring its cultural and linguistic appropriateness in the target language. It is essential to employ rigorous translation methods and techniques to minimise potential biases and to maintain the validity and fairness of the translated instrument. Furthermore, establishing equivalence between the original and translated versions is of paramount importance to ensure that the same constructs are being measured, allowing for meaningful comparisons across different language versions.

In the context of adaptation studies, it is conventional practice to begin by translating existing screening measures (Chandra & Rai, 2022). This approach is not only considered good practice but also enables the adoption and replication of sound methodological processes in future translation studies. By building upon established instruments, researchers can leverage the existing psychometric properties and theoretical foundations of the original measures. This facilitates a more efficient and consistent approach to adaptation and translation, as the

methodology and procedures can be followed with confidence, ensuring the reliability and validity of the adapted versions.

Adaptation of Instruments in South Africa

Adapting psychological instruments in South Africa to other languages is an ongoing challenge due to cultural bias, limited availability of culturally appropriate instruments, and limitations in the adaptation process (Van Der Merwe et al., 2022). However, efforts are being made to develop and validate indigenous versions of psychological instruments to ensure their validity and reliability in the South African context. Robins et al (2014) identified a need for the adaptation for the original English Modified Checklist for Autism in Toddlers, Revised with Follow-Up (M-CHAT-R/FTM) into Northern Sotho. The lack of culturally appropriate screening measures in regard to autism in South Africa was noted and translation was reviewed by an expert panel to ensure cultural appropriateness, and the preliminary reliability of the translation was found to be acceptable. Further research revealed a greater preference for the English adapted version, but there was also clear evidence of the need for the Northern Sotho screening test (Vorster et al., 2021). This finding indicates that both the English and indigenous language versions are accepted and desired in South Africa. The study titled *Cross-Cultural Adaptation and Psychometric Evaluation of the Isizulu 20-Item Toronto Alexithymia Scale: Preliminary Findings* aimed to culturally adapt and translate the Toronto Alexithymia Scale (TAS-20) into isiZulu, a South African language (Daniels, 2020). The study had three objectives: (1) cultural adaptation and translation of the TAS-20 into isiZulu; (2) evaluating the psychometric properties of the isiZulu TAS-20; and (3) examining the relationship between alexithymia and depression in isiZulu-speaking adults. The study found that the isiZulu TAS-20 exhibited acceptable psychometric properties, and there was a moderate but significant relationship between alexithymia and depression in isiZulu-speaking adults. This study

contributes to the development of culturally appropriate measures for assessing alexithymia in isiZulu-speaking populations.

Construction and Validation of the E3SR

Munnik (2018) created the Emotional Social Screening tool for School Readiness (E3SR). By incorporating a comprehensive assessment of emotional and social skills, the E3SR provides a more holistic and culturally sensitive measure of emotional and social competence as a domain of school readiness in South Africa. It acknowledges the diverse backgrounds and needs of learners and recognises the importance of addressing social and emotional development alongside cognitive abilities (Munnik, 2018). The E3SR is an assessment tool developed by Munnik in 2018 to address the critical aspect of social and emotional development in young children preparing for formal schooling. After its initial development, Munnik and Smith (2019) further refined the E3SR to enhance its practicality and applicability within schools in South Africa. This refinement process ensured ease of administration and interpretation among educators and professionals. The psychometric properties of the revised E3SR (English version) enhanced its suitability for use within the complex educational landscape of South Africa, contributing to the advancement of school readiness assessments and ultimately promoting more effective educational outcomes for all learners. The revised E3SR comprises of two sections. Section A contains the learner and respondents' demographic information while section B assesses the learner's emotional and social skills using 36 items along two domains namely, emotional competence and social competence. Each item is scored on a 5-point Likert scale. The E3SR has a Cronbach Alpha of 0.97 for the full scale (Munnik et al., 2021). The E3SR was recently adapted into Afrikaans in 2021 (Adams, 2022) to generate an adequate psychometric instrument for usage within the multifaceted South African context (Adams, 2022). The adaptation of the E3SR into isiXhosa will further its applicability and use to screen for emotional and social competence in multi-cultural contexts.

Summary

South Africa has 11 official spoken languages and complexities in assessment practices often arise due to linguistic differences. Adaptation and translation of assessment measures are therefore needed. The preference to adapt assessment measures over creating new instruments not only addresses practical concerns regarding cost and time but also fosters a more inclusive and equitable educational environment. By recognising the linguistic and cultural diversity in South Africa and tailoring assessment practices accordingly, educational institutions can better support their learners' learning journeys and promote a higher quality of education and assessment practices, ultimately contributing to a more vibrant and thriving educational system. Furthermore, adaptation studies conventionally use the process of translating established screening measures into local languages. The need for this in South Africa is also apparent. Additionally, adapting assessment measures aligns with the principles of social transformation and equity as advocated by initiatives like the National Development Plan 2030 and the United Nations Sustainable Development Goals. This study therefore aimed to adapt the E3SR into isiXhosa and had three core objectives 1) to translate the original English version of the E3SR into isiXhosa and 2) to establish its linguistic equivalence and to 3) report on its validity. The study followed a two-phased approach based on the International Test Commission (ITC, 2016) guidelines to ensure the accuracy and cultural appropriateness of the translated version.

Conceptual Framework

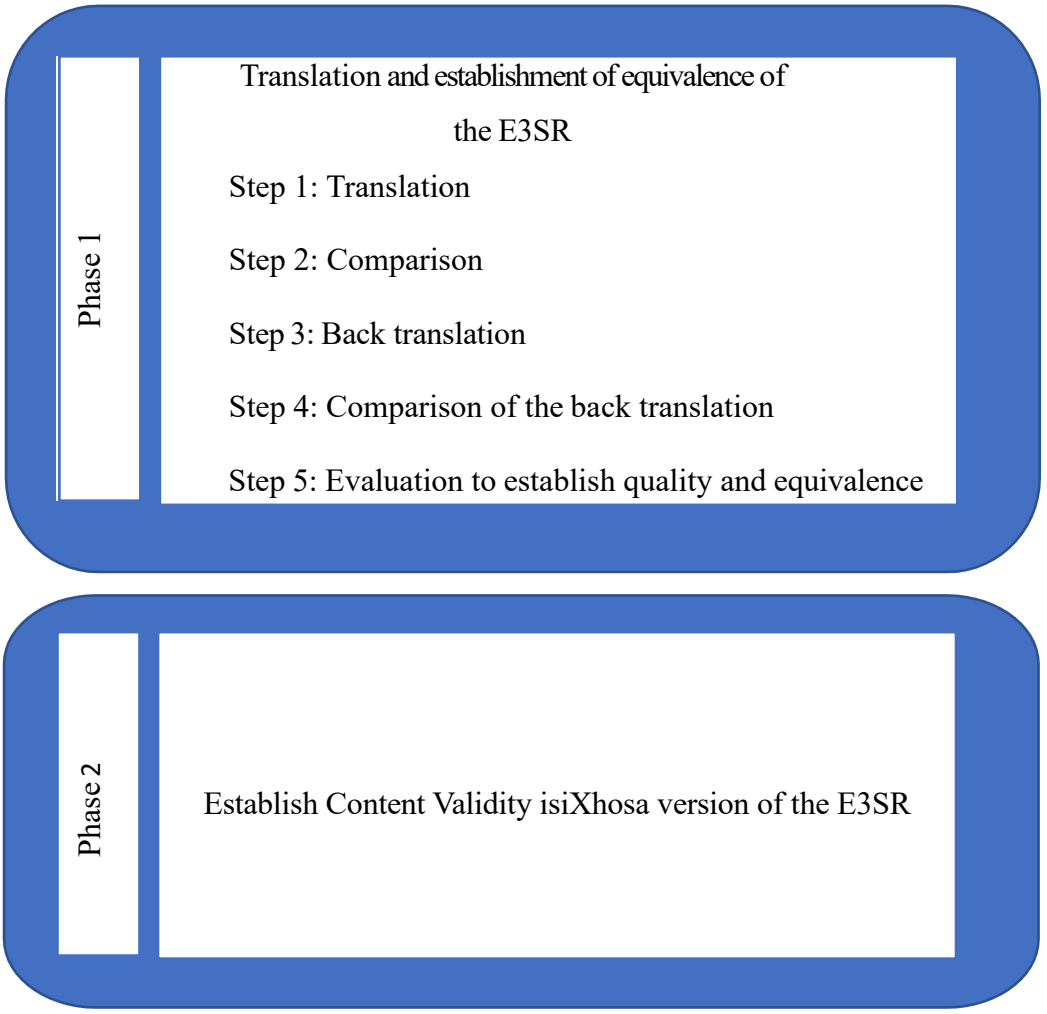
Several theoretical frameworks exist in the field of translation studies each encompassing different approaches and perspectives. Descriptive approaches provide a goal orientated approach which takes the target culture into account (Toury, 1995) and functionalist approaches adapt the translation strategy to the need of the adaptation (Tack, 2001), however, no consensus for the use of a single framework has been found among theorists. In the context of this study, a conceptual framework was used as the preferred choice to locate and guide the

steps in the study. The use of the International Test Commission (ITC, 2016) guidelines on test adaptation as a conceptual framework allowed this study to be operationalised within a systematic and structured approach, enabling it to deliver rigorous, prompt results within a manageable time frame.

In 2016 the International Test Commission (ITC) introduced guidelines in response to the increasing need for culturally sensitive instruments requiring to be translated. The overarching aim of these guidelines was to encourage attention toward the cross-cultural validity of translated and adapted instruments. The guidelines emphasise the importance of minimising construct, method- and item bias and focus the researcher's attention on assessing construct equivalence to verify the equivalence between language versions before attempting translation. Further, the ITC (2016) recommends that for test adaptations to be truly effective within multilingual contexts, validity also needs to be established so that the measure that is used is deemed relevant and fair for use. A two-phase model as presented in Figure 1 was used to 1) translate the E3SR into isiXhosa in four steps, establish its equivalence in step five and 2) validate the translated isiXhosa version of the E3SR framed by the ITC (2016) guidelines. Phase one consists of five steps and phase two consists of one step.

Figure 1

Two-Phase Conceptual Framework Based on the ITC Guidelines



Chapter 3: Methodology

Introduction

This chapter's core focus is to provide a detailed account of the methodology per stage as utilised for the adaptation of the E3SR. This will entail an account of the methods chosen to guide the translation process, the method used to establish linguistic equivalence after the translation process concluded and finally the method employed to establish content validity. This chapter aims to deepen the understanding of the methodological rigor employed in this study.

Research Aim

The aim of this study was to adapt the E3SR from English to isiXhosa.

Objectives

The main objectives of this study were to:

1. Use a rigorous process for the translation of the E3SR into isiXhosa.
2. Assess the quality of the translation and establish linguistic equivalence.
3. Report on the content validity of the newly translated isiXhosa version of the E3SR.

Research Design

A two phased approach mainly drawing from the ITC guidelines was used as conceptual framework to operationalise the study. Phase one focused on the translation of the E3SR into isiXhosa and on the establishment of linguistic equivalence. Phase two was focused on reporting on the content validity of the newly translated isi-Xhosa version of the E3SR.

The first phase involved multiple steps, including forward and backward translations as per ITC guidelines and the establishment of linguistic equivalence. In addition, it also incorporated a process of expert review as an additional step to enhance rigor.

Phase One: Translation and Establishment of Linguistic Equivalence

In phase one, the translation of the E3SR into isiXhosa was based on the approach as suggested by the ITC, similarly to the study by Adams (2022).

Step One: Translation

The translation of the E3SR into isiXhosa was initially carried out by two independent translators, who were identified and sourced by the principal researcher through purposive sampling. Purposive sampling is a non-probability sampling technique that relies on the judgment of the researcher when selecting participants for a study and it is commonly used in qualitative research (Jhangiani et al., 2019). Inclusion criteria used were that the translators were required to be fluent in isiXhosa and needed to have a familiarity with school readiness and emotional and social competence as a domain of school readiness. They also had to have formal training in languages and experience in editing and translation was also a recommendation.

After the forward translators were identified, and agreed to partake in the study, they were each provided with an English copy of the E3SR along with a template for documenting the translated phrases (Appendix A). To ensure objectivity, the translators performed their translations independently of each other and the research team. The resulting translated content was then labeled as TL-1 and TL-2, corresponding to the respective translators. After reviewing the results, it was noted that the translations were quite dissimilar, and a decision was made to add an additional translator for the forward translation process.

This decision to use a third independent translator was made to account for the differing dialects present within the isiXhosa language. isiXhosa exhibits regional variations in its spoken form, especially in different regions of South Africa, including the Western Cape (Niesler et al., 2005). These variations in dialects, pronunciation, and vocabulary can

significantly impact the accuracy and appropriateness of the translated version. Involvement of a third translator, aimed to capture and incorporate these regional nuances to ensure that the translated version would resonate effectively with isiXhosa speakers from the Western Cape and other relevant regions. Thus, to mitigate potential inaccuracies and to maintain the linguistic integrity of the isiXhosa language, the inclusion of a third translator became essential. The third translator's expertise, along with the collaboration of the initial translators, played a vital role in refining the translated version to ensure its clarity, cultural relevance, and linguistic accuracy. The third translator was provided with an English copy of the E3SR along with a template for documenting the translated phrases. The resulting translated content was then labeled as TL-3.

Table 1 provides a summary of the forward translators' demographics and demonstrates their alignment with the established selection criteria.

Table 1

Demographics of Forward Translators

Translator	Profession	Field of expertise	Qualification in editing	Qualification in language studies	Experience in translation (in years)	Region
TL1	Clinical Psychologist Community service	Clinical practice, language editing and translation	Informal	Yes	2	Gauteng
TL2	Clinical Psychologist Community service	Clinical practice, language editing and translation	Informal	Yes	3	Western Cape
TL3	Clinical Psychologist Community service	Clinical practice, language editing and translation	Informal	Yes	3	Eastern Cape

Translator 1 (TL1) was a clinical psychologist in training, currently in his third year in community service. TL1 possessed knowledge and practical experience in psychological

testing, clinical practice, language and translation. The translator held informal qualifications in editing and language studies and has two years of field experience. Translator 2 (TL2) was a clinical psychologist in her third year in community service and holds a qualification in language studies, informal editing experience and three years of translation experience. Translator 3 (TL3) was a clinical psychologist with experience in language editing and informal editing and has three years of translation experience. All three translators exhibited a high level of fluency in both spoken and written English and isiXhosa, which was essential for accurately capturing the meaning and intent of the original instrument in their translation of the source document (English version) into the target document (isiXhosa version). They were familiar with the constructs emotional and social competence and also had formal training in working with preschool children.

Step Two: Comparison

Resulting from step one, three documents (TL1, TL2 TL3) were created. A comparison (Appendix B) was then done by an independent reviewer, comparing TL1, TL2 and TL3 to note linguistic differences. The principal researcher utilised purposive sampling to identify and source the independent reviewer. Research shows that the use of independent bilingual translators to review the original, translated, and back-translated versions can reduce the risk of mistranslation or compensation (Sireci, 2005). Table 2 provides a summary of the independent reviewers' demographics and demonstrates her alignment with the established selection criteria.

Table 2

Demographics of Independent Reviewer

Translator	Profession	Field of expertise	Qualification in editing	Qualification in language studies	Experience in translation (in years)	Region
R1	Clinical Psychologist	Clinical practice, language editing and translation	Informal	Yes	5	Currently residing in Western Cape (formally from Eastern Cape – Gqeberha)

Reviewer 1 (R1) was a clinical psychologist based at a regional psychiatric hospital. R1 possessed knowledge and practical experience in psychological testing, clinical practice, language and translation. The reviewer held informal qualifications in editing and language studies and has five years of experience working in the clinical context. This includes a focus on assessment and working with children. The reviewer was also familiar with the constructs measured by the E3SR.

The following review process was used by the independent reviewer. Firstly, highlighting translations across the three translators that were identical was coded green, secondly translations that had similar meaning but that was not identical in wording was highlighted in orange, and lastly responses that had vast discrepancies were highlighted in red. The orange and red responses were earmarked for further review. The comparison process was facilitated by a colour-coded key, which is presented in Table 3.

Table 3

Descriptive Colour-Coded Key used in Forward Translation

Coding	Qualitative Description	Interpretation	Action
	Identitical translations	Translations are equivalent	Content directly transferred to TL4 draft.
	Similar but not identical	Translations are equivalent, but different phrasings and colloquial expressions possible	Earmarked for further review.
	Vast discrepancies	Translations are not equivalent.	Ear marked for further review.

The three responses were compared, and a decision was made to source a second reviewer to assist with the review of orange and red coded items. The second reviewer was recruited after discussions with the primary researcher and supervisor. The decision to include as second reviewer was because as with any language, isiXhosa possesses unique linguistic features, grammatical structures, and idiomatic expressions that demand a nuanced understanding by the translators (Mostert, 2020). The inclusion of a second reviewer became essential to minimise potential inaccuracies and preserve the linguistic integrity of the isiXhosa language. It also served as an additional quality check to ensure a rigorous translation process. The second reviewer chose the translation that was the most similar or appropriate for translation considering meaning, wording, sentence structure and content comparing the isiXhosa version to the original source (English) version. These choices were then discussed in detail with the first reviewer. After the two reviewers went through all the orange and red coded items discussing differences, discrepancies, and modifications in detail to reconciliate the chosen items, a translated version TL4 was produced. Table 4 provides a summary of the additional independent reviewers' demographics and demonstrates alignment with the established selection criteria.

Table 4

Demographics of Additional Independent Reviewer

Translator	Profession	Qualification in editing	Qualification in language studies	Experience in translation (in years)	Region
R2	Marketing Manager	Informal	Yes	5	Currently residing in Western Cape (formally from Eastern Cape – King Williams Town)

The additional independent reviewer holds a position as a marketing manager, has a qualification in language studies, informal editing, has translation experience of five years and is fluent in both spoken and written isiXhosa.

Step Three: Back Translation

In step three, in order to assess quality, back translation (Brislin, 1980) was done from the target (isiXhosa) to the source language (English). While there are several approaches that can be used to assess translation quality, back translation has proven to be the most widely used method for cross-cultural assessment (Rust et al., 2005; van de Vijver & Jeanrie, 2004). Therefore, documents BTL1 and BTL2 were generated by two newly identified and sourced translators purposively selected with the same inclusion criteria as stated above.

Table 5 provides a summary of the back translators' demographics and demonstrates their alignment with the established selection criteria.

Table 5

Demographics of Backward Translators

Translator	Profession	Field of expertise	Qualification in editing	Qualification in language studies	Experience in translation (in years)	Region
BTL1	Professional Mental Health Nurse (CHC)	Clinical practice, language editing and translation	Informal	Yes	10	Residing in the Western Cape (Khayelitsha)
BTL2	Professional Mental Health Nurse (CHC)	Clinical practice, language editing and translation	Informal	Yes	10	Residing in the Western Cape (Khayelitsha)

Back translator 1 (BTL1) and Back Translator 2 (BTL2) are both professional mental health nurses working in community health care settings in the Western Cape metropolitan area. Both have expertise in clinical practice, language, editing and translation as well as a familiarity with working with children. They both have informal editing experience with a qualification in language studies and 10 years of experience. Each back-translator was provided with a template containing the isiXhosa phrases established from the TL4 translation document. The template allowed for a space in which the English translation could be done. (Appendix C). This step produced two back-translated drafts namely, BTL-1 and BTL-2.

Research suggests that back translation should be used sequentially in the process with other measures and not as a sole measure of quality (Hambleton & De Jong, 2003). Similarly, to the forward translation, Reviewers R1 and R2 were used to compare the two back translations.

Step Four: Comparison of the Back Translations

The back-translated documents were compared to each other as well as to the source (English version of the E3SR). The following filtration process was used; firstly, highlighting translations across the two translations that were identical was coded green. Secondly translations that had similar meaning but that were not identical in wording was highlighted as orange, and lastly responses that had vast discrepancies were highlighted in red. The orange and red responses were earmarked for further review. The comparison process was facilitated by a colour-coded key, which is presented in Table 6.

Table 6

Descriptive Colour-Coded Key Used in Backward Translation

Coding	Qualitative Description	Interpretation	Action
	At least one back translation is identical to the source document	Translations are equivalent but different phrasings and expressions between translators.	Content directly transferred to the final isiXhosa draft.
	Similar but not identical	Translations are equivalent, but different phrasings and colloquial expressions possible.	Earmarked for further review.
	Vast discrepancies	Translations are not equivalent.	Ear marked for further review.

All discrepancies were resolved by the appointed reviewers during comparison of the back translations. After resolution of the discrepancies, a meeting was held between reviewer, R1, the primary researcher and the supervisor to explain the process and discuss any uncertainties. The outcome of this step was a draft isiXhosa version of the E3SR (Appendix D).

Step Five: Establishment of Linguistic Equivalence

In step five the quality of the isiXhosa translation was evaluated by the use of the Quality of Translation and Linguistic Equivalence checklist (QTLC) developed by Smith et al.

(2022) (Appendix E). The QTLC is a comprehensive measure that is firmly rooted in the internationally recognised adaptation guidelines established by the ITC (Smith et al., 2022). The QTLC checklist comprised two sections, a translation section and a linguistic equivalence section, each with its own scoring system.

In the translation section, there are two subsections. The first subsection assesses the *experience of the translators* and comprises of aspects involving their formal qualifications in translation/editing or language studies and their cumulative experience in translating between the source and target languages. Four questions where weighted scores need to be calculated taking the experience and qualifications of translators into account, which form the basis of this subsection. The maximum score for this first subsection is 18. The second subsection focuses on *the translation process* and encompasses various items, including the number of translators involved, whether comparisons were made between translations, the approach taken to resolve discrepancies, whether external auditing was employed, the creation of an integrated version, and whether back translation was conducted. Items in this section are scored based on a yes or no response and the maximum score for this sub section is 14. A total score out of 32 can be obtained for the Translation section. For the translation section a score below 16 indicates a low level of compliance with the ITC guidelines and consequently the translation needs to be redone as per recommended guidelines. A score between 16-24 indicates basic compliance with ITC guidelines and a recommendation that items needs to be identified and revised where concerns have been raised, and a score of above 25 indicates a high level compliance with the ITC guidelines and an action of proceeding to establish equivalence can be taken (Smith et al., 2022).

In the second section of the QTLC, the *linguistic equivalence section* there are three subsections, namely, comparison between original (source document) and draft in target language, comparison between the translated version (target language, isiXhosa) and back

translations and comparison between original version (source) and back translations. Items in the Linguistic equivalence section is mainly scored based on yes (1) or no (0) responses, for example 'Was there a process to evaluate whether the content of items in the original version were accurately captured in the translated version?' There was the exception of a few questions that distinguished between concerns about differences, for example, 'How were discrepancies resolved?' These had answering options of 'not resolved' (0), 'executive decision' (1) or 'discussion/consensus' (2) as possible choices. Each of the subsections are evaluated with a maximum score of 13. A total score of 39 is possible for the Linguistic equivalence section. In this section a score of below 19 out of 39 indicates a low level of equivalence and it is recommended that the translation should need to be redone, a score of between 19 to 30 indicates basic equivalence and that items would need to be revised to address concerns and a score achieved between 31 to 39 suggests a high level of equivalence and is described as 'excellent' (Smith et al., 2022). The checklist was found to be valid and reliable (Smith et al., 2022) to establish the quality of the translation processes and the establishment of linguistic equivalence.

The quality of the translation process was evaluated by two independent raters using the QTLC. Table 7 provides a summary of the independent raters' demographics.

Table 7

Demographics of Independent Raters

Translator	Profession	Field of expertise	Qualification	Experience in adaptation
QTLC R1	Clinical Psychologist	Clinical practice, language editing and translation	Master's in Clinical Psychology	Yes
QTLC R2	Student Clinical Psychologist	Strategy consulting	Master's in Business Leadership and Master's in Clinical Psychology (Current)	None

QTLC Rater 1 (R1) was a clinical psychologist with expertise in the field of clinical practice, language, editing and translation. QTLC R1 has a Master's in Clinical Psychology qualification and possesses experience in adaptation studies. QTLC Rater 2 (QTLC R2) was a student clinical psychologist. While QTLC R2 did not possess any experience in translation, editing or language however QTLC R2 has extensive experience in strategy consulting and has a master's in business leadership and is currently completing a Master's in Clinical Psychology, incorporating research knowledge and experience. In addition, usage of the checklist does not require an expert and using a diverse team of raters with different areas of expertise provided a comprehensive evaluation of quality of translation of the E3SR into isiXhosa.

After submitting their reviews, the raters scores were integrated into a composite template for easy comparison by the research team. The research team noted that discrepancies between the two raters scores existed in the first section, the experience of translator section. It was noted that the raters were not aware of the fact that a calculation needs to be done to determine a weighted score that considers the number of translators and their cumulative years of experience. The rates were alerted to this and asked to redo the section to consider the weighted score of two of the questions in the translation section. The revised scores were then used to calculate inter-rater reliability. Inter-rater reliability is a critical aspect of research (Jhangiani et al., 2019), particularly in the context of assessing the quality of processes like translation and establishing linguistic equivalence. It refers to the degree of agreement between multiple raters when evaluating the same items or data (Jhangiani et al., 2019). In the current study, the inter-rater reliability was determined to establish if there was consistency and accuracy in the assessments done by different raters during the translation and linguistic equivalence establishment process.

To assess inter-rater reliability, the scores assigned by each rater for the respective items were compiled and compared. The Kappa statistic, a widely used measure of agreement

between raters, was then calculated based on the data collected. The Kappa statistic takes into account the agreement that occurs beyond chance, providing a quantifiable measure of the level of agreement among the raters (Jhangiani et al., 2019).

By incorporating the QTLC into the adaptation process, it was able to offer a reliable and rigorous approach for evaluating the quality of translation processes and the establishment of linguistic equivalence. This checklist served as a valuable instrument which allowed implicit procedures to be demonstrated more explicitly, thereby enhancing the overall quality of reporting in the field of adaptation through translation and equivalence assessments. By calculating the Kappa statistic, insightful information into the level of agreement or disagreement between raters in their evaluations was attained. This process allowed for the identification of any discrepancies or inconsistencies, which could then be addressed to enhance the reliability and robustness of the translation and linguistic equivalence of the E3SR. Ultimately, assessing inter-rater reliability is crucial for ensuring the validity and credibility of the research findings and conclusions derived from the assessments made by different raters.

Phase Two: Reporting on Content Validity

Phase two focused on reporting on content validity of the translated isiXhosa version of the E3SR. In contrast to the Delphi technique employed by Adams (2021), the research team opted for an alternative approach by engaging an expert reviewer in the field of translation and adaptation to report on the validity of the isi-Xhosa version of the E3SR. Expert reviewers typically possess specialised knowledge and expertise in the subject area or field under investigation. Their insights can help identify nuances and intricacies that might be missed by traditional statistical methods (Almanasreh et al., 2019). This decision was made as a rigorous process was already followed in the first phase of the study and linguistic equivalence was already established. Specifically, we used a team of five translators, three focused on forward

translation and two on backward translation, already attending to aspects such as linguistic accuracy and cultural sensitivity in the translation process. Additionally, two independent reviewers rigorously examined the translated forward and back translations. Finally, linguistic equivalence was established through the use of the Quality of Translation and Linguistic Equivalence Checklist (QTLC). Given the thorough and extensive focus on the adaptation process, the inclusion of an expert reviewer served as an effective means to provide specialised insights and further enhance the validity and quality of our research findings.

The expert reviewer was identified and sourced by the principal researcher through purposive sampling. Inclusion criteria used were that the expert reviewer was required to be fluent in isiXhosa and needed to have a familiarity with school readiness and emotional and social competence as a domain of school readiness. In addition, formal training in languages and experience in translation was also a recommendation.

Table 8 provides a summary of the expert reviewer's demographics and demonstrates the alignment with the established selection criteria.

Table 8

Demographics of the Expert Reviewer

Reviewer	Profession	Field of expertise	Qualification in language studies	Experience in translation
ER	Educational Psychologist	Linguistics	Bachelor of Arts majoring in isiXhosa and African thought and Literature	Yes

The expert reviewer, ER, has a PhD and MEd in Educational Psychology and a Bachelor of Arts degree from the University of Fort Hare, with isiXhosa being a major and African Thought and Literature being a second major indicating proficiency in both spoken and written forms of isiXhosa. The reviewer also has a Postgraduate Diploma in Applied Linguistics with a portfolio of practical experience which includes the translation of four parliament reports

from English to isiXhosa, co-authoring and editing an academic manuscript in isiXhosa, and contributing two book chapters in isiXhosa to a research book. Additionally, ER has authored a series of isiXhosa reading books for the Foundation Phase and developed facilitator and participants' manuals for isiXhosa Home Language Teachers in the Foundation and Intermediate Phase. In addition, ER has familiarity with academic/formal isiXhosa and conversational/colloquial isiXhosa with expertise extending to a comprehensive understanding of isiXhosa dialects spoken in both the Eastern Cape and Western Cape regions.

The expert reviewer was provided with a document (Appendix F) and was tasked with the evaluation of the isiXhosa translation of the E3SR in which the following had to be achieved:

- Assess if the translation effectively measures emotional and social competence.
- Compare the isiXhosa translation to the source version to determine if they cover the same content.
- Evaluate the accuracy of the translation for theoretical definitions, attributes, instructions, demographics, and items, and highlight any concerns.
- Determine if the language of the isiXhosa version is suitable and understandable for preschool teachers.
- Identify any concerns with the isiXhosa translation.
- Suggest revisions to enhance the translation's accuracy and clarity.
- Provide general recommendations to improve the isiXhosa translation.
- Rate the utility of having the tool available in isiXhosa.
- Identify any potential issues that might hinder the use or adoption of the isiXhosa translation.

These questions aimed to ensure the quality, accuracy, and suitability of the isiXhosa translation for its intended audience, the teachers.

Ethical Considerations

In recent years, emphasis on ethical behaviour has become a key focus when conducting research (Zegwaard et al., 2017). Research projects require careful consideration of potential risks and inherent benefits that can arise. Therefore, an ethics clearance, from the Humanities and Social Science Research Ethics Committee (HSSREC) through the University of the Western Cape (UWC), was obtained (Ref no: HS23/3/6) (Appendix G). In addition, for Phase One, permission to translate the E3SR (Appendix H) was obtained and in Phase Two, permission to use the QTLC (Appendix I) was obtained. Further, each potential participant (including translators, reviewers and raters) in Phase One and Phase Two were sent an electronic invite accompanied by an information sheet (Appendix J) and the ethics clearance certificate. The information sheet clarified the reasoning for the research, contained requirements of involvement, and explained that participation is completely voluntary, and while no foreseeable risks were anticipated during participation, participants had the right to withdraw at any time without the withdrawal being held against them in any way. Complete anonymity and confidentiality were guaranteed to all participants. Participants were also asked to sign a consent form and a confidentiality binding form (Appendix K). Consent forms are an important part of the process as they signify the willingness to participate after reasonable awareness has been made of the potential risks and benefits (Jhangiani et al., 2019) and the confidentiality form was used as a form of protection to preserve the intellectual property of the E3SR and QTLC. All personal data is being stored in line with the guidelines from the Protection of Personal Information Act (POPIA) on the UWC server for five years and thereafter disposed of in accordance with the universities policies.

The next chapter will provide the results of both phases. The chapter is an integrated results and discussions chapter. After the tabulation of results, including the outcomes of the translation process, the establishment of linguistic equivalence and content validity, and any

other relevant findings, a comprehensive discussion of the findings were done. The chapter is crucial in bringing together the outcomes of the study and interpreting their implications in a cohesive manner.

It must be noted that translating and adapting a psychometric screening tool into isiXhosa as an English speaker in South Africa has been both challenging and enlightening, The process highlighted the need for cultural relevance and sensitivity in testing, requiring a deep understanding of both languages and their nuances. Relying on native isiXhosa speakers for translation expertise was crucial, despite challenges such as limited vocabulary for psychological terms. However, these challenges provided opportunities for thoughtful inquiry and unbiased reporting. This experience deepened appreciation for linguistic diversity and further highlighted the importance of preserving and celebrating all languages in South Africa.

Chapter 4: Results

This chapter delineates the results of the two phases of the study, reporting on any patterns, trends, or discrepancies observed in the data.

Step One: Translation of the Original E3SR into isiXhosa

This important first step in the translation process, the forward translation of the E3SR yielded three distinct translations into the target language, isiXhosa. The translations of both the demographics section and the questionnaire are presented individually to offer a comprehensive and transparent view of the resultant forward translations by the three independent translators. Presenting the translations separately ensures clarity and enables a meticulous comparison between the original English version and the isiXhosa translations. This approach allowed for a rigorous assessment of the similarities and differences in the translations of items with consideration of aspects such as cultural appropriateness of the translations. Additionally, it facilitates a detailed exploration of any discrepancies or variations that arose in both sections of the E3SR.

E3SR Demographics

Table 9 provides a summary of the translated content from the English (source) version of the demographics section to the isi-Xhosa (target) version of the demographics section. A total of 41 phrases were translated. The translations done by Translator 1 are denoted by the alpha-numeric code TL-1 and the translations done by Translator 2 translations are represented by TL-2. It is important to note that after these translations was sent to Reviewer 1, a discussion took place between the reviewer, supervisor and researcher where it was decided to appoint a third translator due to the visible differences in translations on items. This could be attributed to the geographical background from of the translators; one being from the Western Cape (a local translator) and the other originally emanating from Gauteng. It was established that different dialects and translations could be attributed to various factors that influence language

evolution and communication across regions and cultures and would therefore produce variations that can arise in pronunciation, vocabulary, and grammar. Translations done by Translator 3, originating from the Eastern Cape, are represented by TL-3 and all three translations can be seen in table 9 below.

Table 9

Translations of the Demographics

	TL-1	TL-2	TL-3
1	ISIXHOBO SOKUHLOLA IMVAKALELO YOLUNTU UKULUNGISELELA ISIKOLO	ISIXHOBO SOKUHLOLA IMIVAKELO ZENTLALO	Isixhobo sokuhlolwa kwemo yemvakelelo nentlalo ekulungeleni isikolo (E3SR)
2	Icandelo A: Izibalo Zabantu	ICANDELO A: IZIBALO ZABANTU	Icandelo A: Ulwazi ngokobalo lwabantu
3	IINKCUKACHA ZOBUQU ZOMFUNDI	INKCUKACHA ZOMFUNDI	Inkcukacha ngomfundi
4	Unyaka wokuzalwa	Usuku lokuzalwa	Umhla wokuzalwa
5	Inyanga, Imini, Unyaka	Inyanga_Usuku_Unyaka	Inyanga Umhla Unyaka
6	Iminyaka	Iminyaka	Iminyaka yokuzalwa
7	Isini	Isini	Isini:
8	Inkwenkwe	Inkwenkwe	Inkwenkwe
9	Intombazana	Intombazana	Intombazana
10	Iqela lobuhlanga	Iqela lobuhlanga	Ubuhlanga
11	Ulwimi lwasekhayeni Isingesi Isibhulu IsiXhosa Okunye, cacisa	Ulwimi lasekhayeni: isiNgesi iAfrikaans isiXhosa Olunye ulwimi, sicela ucacise:	Ulwimi lwenkobe IsiNgesi IsiBhulu IsiXhosa Enye, cacisa

12	Isikolo sokulungiselela Karhulumente Eyabucala Eyoluntu Okunye, cacisa	Pre-school: isiKolo sika rhulumente isiKolo sabucala iskolo sase mphakathini esinye, sicela ucacise	Isikolo sabaqalayo Esikarhulumente Esabucala Esoluntu Esinye, cacisa
13	Ingaba umfundi unako ukukhubazeka ngokwezemfundo?	Ingaba umfundi unazo izigulo ezithile okanye uku khubazeka	Ingaba umfundi unalo ukhubazeko
14	Ewe Hayi Ukuba bukhona ingabe bobounjani ukukhubazeka	Ewe Hayi Ukuba unaso,	Hayi Ewe Ukuba unalo loluphi kula,
15	Ngokomzimba	Umzimba	Ngokomzimba
16	Ngegqeqo	Ingqondo	Uthatha kade ukuqonda
17	Ngokwengqondo	Ngokwase nqondweni	Ngokwasengqondweni
18	Ingabe umfundi sesuka ukuthunyelwa uxhaselwa ezinye izidingo?	Wakhe wathunyelwa afumane uncedo ngokwe mfuno ezikhethekileyo	Ingaba ukhe wathunyelwa ekufumaneni uncedo kwabemfuno ezikhethekileyo
19	Ewe Hayi	Ewe Hayi	Ewe Hayi
20	Isazi ngengqondo	Isazi ngengqondo	Umluleki oyingcali kwezengqondo
21	Nontlalo ntle	Unontlalontle	Unontlalo-ntle
22	Ingcali yonyango ngokomsebenzi	Ingcali emsebenzini	Umluleleki oyingcali kwezemisebenzi
23	Ingcali yentetho	Ingcali yentetho	Umluleki oyingcali kwintetho
24	Ugqirha wabantwana	Ugqirha wabantwana	Ugqirha oyingcali wabantwana
25	Okunye, cacisa	Omnye, sicela ucacise	Okunye, cacisa
26	Ingabe ukhona umonzakalo onawo	Kukhona ukonzakala (emphefulweni) ebomini	Ingaba kukhona ukwenzakala

	ngoku umfundi okanye owake wamehlela phambili?	bomfundi ngoku, okanye ngaphambili ebomini bakhe?	ngokusemphemfumlweni nasengqondweni okwakhe kwamehlela umfundi?
27	Umzekelo Ukuphazanyiswa bobomi Ukuhlukana kwabazali Ukuthutha Ukuswelekelwa Ukuxhatshazwa ngabanye abantu ngaleminyaka Ukusukelwa ekuzalweni uyofikelwa kwiminyaka emi-2 2-4 iminyaka Iminyaka emi-5	Umz. Ukuphazamiseka Ukohlukana kwabazali Ukutshintsha indawo yohlala Ukufa Ukuxhatshazwa ngabanye ngalamaxesha: Ekuzalweni ukuya kwiminyaka emibini 2- 4 iminyaka Iminyaka emihlanu	Umzekelo Ukuphazamiseka Ukuqhawuka komtshato wabazali Ukuyohlala kwenye indawo angayiqhelanga Ukushiywa lilungu losapho okanye umhlobo Ukuxhatshazwa kuleminyaka ilandelayo Ekuzalweni ukuya kwiminyaka emibini Phakathi kweminyaka emibini nemine Eneminyaka emihlanu
28	Waphela esonjululwa lomonzakalo?	Isimo sokonzakala sade sasonjuluwa?	Ingaba kwabakho isisombululo?
29	Ewe Hayi Akho kuqiniseka	Ewe Hayi Andiqinisekanga	Hayi Ewe Andiqinisekanga
30	Ingabe umfundi uphinde wakwazi ukubuyela kwamanqanaba aqhelekileyo okusebenza Ewe Hayi Akho kuqiniseka	Umfundi wakwazi ubuyela ekusebenzeni ngokuqhelekilyo? Ewe Hayi andiqinisekanga	Ingaba umfundi wakwazi ubuyela kwimo eqhelekileyo Ewe Hayi Andiqinisekanga
31	Ingaba ikhona imiceli-mngeni ekhoyo kwi ghumbi lofudnela	Bhala apha ubunzima obuthe bafunyanwa eklasini	Dwelisa uluhlu lwemingeni ethe wahlangabezana nayo egumbini lokufundisa

32	Ingxelo katishala	INGXELO KA TISHALA/UMPHENDULI	INGXELO KATISHALA
33	Unenyanga ezingaphi umazi lo mfudni	Umazi inyanga ezingaphi umfundi? Iinyanga __.	Unexesha elingakanani umazi lomfundi Inyanga ____
34	Ungamlinganisela njani lo mfundi malunga ne	UNGAMBEKA KWELIPHI IZINGA LO MFUNDI KWEZI ZIBAKALA ZILANDELAYO	UNGABA UMBEKA KWELIPHI INQANABA LOMFUNDI?
35	Ukulungela ngokweemvakalelo ngokubanzi esikolweni	Ukulungela isikolo ngokweemvakelo	Ukulungela ngokweemvakalelo ngokubanzi esikolweni
36	Ukulungela isikolo ngokwentlalo kukonke	Ukulungela isikolo ngokweezentlalo	Ngokwemo yokulungela intlalo yesikolo ngokupheleleyo
37	Kuhle kakhulu	Kuhle kakhulu	Uyagqwesa
38	Kulungile	Kakuhle	Wenza kakuhle kakhulu
39	Ifuna ukuhoywa	Udinga isihoyo	Uyaludinga uncedo
40	Ifuna ungqwalasela enkulu	Udinga isihoyo kakhulu	Udinga uncedo ngakumbi
41	Isezanti kakhulu	Uyasokola	Akenzi kakuhle

Table 9 reflects that all 41 of the phrases and terms were translated. The translations were presented in the table, as received, to protect the integrity of the process, however it was noted that there were variations in the formatting of the translations in terms of using capital text, underlining text and using punctuation. These differences in formatting did not impact the meaning of the text.

E3SR Questionnaire

Table 10 provides a summary of the translated content found in the questionnaire section of the E3SR. A total of 53 items were translated from the source language to the target language.

The translations done by Translator 1 are denoted by the alpha-numeric code TL-1, the translations done by Translator 2 translations are represented by TL-2 and translations done by Translator 3 are represented by TL-3.

Table 10

Translations of the Questionnaire Section

	TL-1	TL-2	TL-3
1	Icandelo B:	Icandelo B:	Icandelo B:
2	Apha ngezantsi kukho uluhlu lweenkcazo ezichaza ubuchule/izakhono zomfundi ngokweemvakalelo nentlalo.	Ngezantsi kukho uluhlu lwe ngxelo eli chaza isakhono somfundi, malunga nengxelo zemvakalelo emphefumlweni kunye nezentlalo	Ngezantsi luluhlu lwezinkcazelo ezichaza izakhono/ubuchule zabafundi ngokwemvakalelo nezantlalo.
3	Khetha inkcazo ibe nye ngento nganye eya kulungela ngcono ulwazi/izakhono zomfundi ngokwakaloku nje okanye kwezi nyanga zintathu zidlulileyo.	Khetha ibenye inkcazelo, eyona efanelekileyo, ezocacisa ingxelo yemvakalelo emphefumlweni kunye nezentlalo zomfundi.	Khetha inkcazo ibenye ngento nganye eyakuthi ilungele abafundi ngokwemvakelelo/ubuchule bezentlalo/izakhono ngoku okanye kwiinyanga ezintathu ezidlulileyo.
4	Bonisa ukhetho lwakho ngomnqamlezo (X)	Bonisa ukhetho lwakho ngofaka u(X)	Bonakalisa ukhetho lwakho ngo (X)
5	Zange	Zange	Zange
6	Kunqabile	Kunqabile	Akuxhaphakanga
7	Ngamanye amaxesha	Ngamanye amaxesha	Ngamanye amaxesha
8	Ngamaxesha amaninzi	Amaxesha amaninzi	Amaxesha amaninzi
9	Phantse qho	Phantse qho	Ngawo amaxesha
10	Awukwazi ukuvavanye	Andinako ukuvavanya	Ayivavanyeki
11	UKUKHULA NGOKWEMVA	UKUKHULA NGOKWEEMVAKELO	UKUKHULA NGOKWEMVAKALELO
12	UMFUNDI	UMFUNDI...	UMFUNDI (Umntwana)
13	Uyakwazi ukuzibeka ezihlangwini zabanye	Uyakwazi ukuzifaka kwizihlangu zomnye (umz.	Uyakwazi ukuzifaka ezihlangwini zomnye

	(umzekelo, ukuthuthuzela umntu xa wonzakele).	Athuthuzele omnye xa esiva kabuhlungu)	umntu (umzekelo ukumthuthuzela umntu okhathazelekileyo).
14	Uyamkela xa izinto zingahambi ngendlela yakhe.	Uyamkela xa izinto zingahambi ngendlela yakhe	Uyakwazi ukwamnkela xa izinto zingahambi ngendlela yakhe.
15	Ucela uxolo ukuba wenze into engalunganga (umzekelo, wenzakalise intanga yakhe, wophule into yokudlala).	Uyalu cela uxolo xa enze into engalunganga	Ukuxolisa xa enze into engalunganga (umzekelo ephule itoyi yomnye umntana)
16	Uyalwamkela uxanduva lwezenzo.	Uyalwamkela uxanduva lwezenzo zakhe	Uyakwazi ukulathatha uxandanduva lwezenzo zakhe
17	Uyakwamkela ukulungiswa/ukuqeqesho.	Uyamkela xa elungiswa okanye eqeqeshwa	Ukwamkwelwa ukwelulweka
18	ULAWULO LWEMVO	ULAWULO LWEEMVAKALELO	ULWAWULO LWEMVAKALELO
19	Uyazazi iimvakalelo zakhe.	Uyaziqonda imvakalelo zomphefumlo wakhe	Uyazazi imvakalelo zabanye.
20	Uyakwazi ukuthetha oko akuvayo.	Uyakwazi ukuzichaza iimvakalelo zakhe	Uyakwazi ukutsho ukuba uziva njani.
21	Ubonisa iimvakalelo ngokwasemzimbeni (umzekelo ukwanga, ukubonisa uthando).	Uyayibonakalisa iimvakalelo ngokwasemzimbeni (umz. Ukwanga umntu kuze ambonise uthando)	Uyakwazi ubonisa indlela aziva ngayo (umzekelo ubonisa uthando ngokwanga (hug)).
22	Ukwazi ukuchonga iimvakalelo (umzekelo, uvuyo, usizi).	Unako ukuchonga iimvakalelo zomphefumlo (umz. Ulonwabo, usizi)	Uyakwazi ubalula indlela aziva ngayo (umzekelo xa enwabile naxa enegonwabanga)
23	Uyakwazi ukunxibelelana ngamava ovakalelo kutitshala okanye kumkhathaleli (umzekelo, belunjani	Unako uchazela utishala okanye umzali ngamava emvakalelo yakhe (umz. Ibinjani imini yakho namhlanje?)	Uyakwazi ukuthetha notishala okanye umzali ngendlela aziva ngayo nezinto adlule kuzo.

	usuku lwakho?).		
24	IMVAKALELO YOBUQU	IMVAKALELO YOBUQU	IMO NGOBUWENA
25	Wenza ngokuzithemba xa ecelwa ukuba enze into.	Wenza ngokuzi themba xa eceliwe ukuba enze nto ithile	Wenza ngokuzithemba xa eceliwe uba enze into.
26	Ukulungele ukufunda/ukuthatha umngcipheko nokuba umsebenzi ubonakala unzima.	Uzimisele ukufunda/uzama nokuba umsebenzi ubonakala unzima	Uyawubonakalisa umdla ekufundeni nokuba umsebenzi ubonakala unzima.
27	Uyazimela.	Uyakwazi ukuzimela/ ukuzithethelela	Uyakwazi ukuzimela.
28	Uyakwazi ukukhokhela xa elindelwe	Uyakwazi ukhokhela xa kulindelekile	Uyakwazi ukukhokhela xa kukho imfuneko.
29	Uyakwazi ukuzimela ukuba oontanga bakhe banemfuno ezingekho ngqiqweni.	Uyakwazi ukuzimela xa iintanga zakhe zine mfuno ezingekho ngqiqweni	Uyakwazi ukuyimela into naxana oontanga bakhe befuna izinto ezingesosidingo.
30	UKULENGELA UKUFUNDA	UKULUNGELA UKUFUNDA	UKULUNGELA UKUFUNDA
31	Unokusebenza ngokuthula nangokuzolileyo ngaphandle kwengxelo eqhubekayo (umzekelo, indumiso kunye nokuqinisekiswa).	Uyakwazi ukuzisebenzela engena xhala noba akukho mntu omkhuthazayo rhoqo (umz. Indumiso kunye nesiqinisekiso)	Uyakwazi ukusebenza ngokuzolileyo ngaphandle kokukhuthazwa.
32	Uhlala phantsi xa ecelwa ukuba enze njalo okanye xa exakeke ngumsebenzi othile.	Uhlala ndawo enye xa eceliwe ukuba enze njalo okanye xa exakekile ngumsebenzi.	Uyakwazi uhlala azole xa eyalelwe uba makenze emsebenzi.
33	Unokugxila kumsebenzi.	Uyakwazi ukuzinza kumsebenzi	Uyakwazi ukuqwasela kumsebenzi lowo awunikiweyo.
34	Ugqibezela umsebenzi	Uyawugqiba umsebenzi	Uyakwazi ukuwugqiba

	awunikiweyo ngexesha elifanelekileyo.	awunikiweyo ngexesha elifanelekileyo	umsebenzi ngexesha alinikiweyo.
35	Umamela kwaye alandele imiyalelo elula esuka kutitshala/umkhathaleli.	Uyamamela alandele imiyalelo elula, esuka kutishala okanye kumzali	Uyakwazi ukumamela nokuthatha nemiqathango engekho nzima kutishala.
36	Uyakwazi ukulandela imigaqo eklasini okanye kwimo engqongileyo eyakhiweyo.	Unako ukulandela imiqathango yaseklasini okanye eyase ndaweni enomthetho wayo.	Uyakwazi ukulandlela imigaqo yeklasi.
37	Unokuthatha inxaxheba kwimisebenzi yeqela (umzekelo, uhlala athule kwaye amamele ibali).	Uyakwazi ukuthatha inxaxheba kumsebenzi weqela (umz. Ukuhlala phantsi umamela ibali)	Uyakwazi ubanegalelo xa besenza beliqela lwabantwana (umzekelo ahlale amamele amabali).
38	IZAKHONO ZENTLALO	IZAKHONO ZENTLALO	IZAKHONO ZENTLALO
39	Uthathela ingqalelo abanye abafundi (umz. banokutshintshana ngokudlala ngento yokudlala).	Uyakwazi ukuvelana nabanye abafundi (umz. Uyakwazi ukulinda ithuba lakhe xa kudlalwa).	Ubathathela ingqalelo abanye abafundi (umzekelo abanike ithuba lokudlala).
40	Uyamkelwa ngokubanzi kwaye uyathandwa ngabanye abafundi.	Uyamkelwa ngobubanzi kwaye uyathandwa ngabanye abafundi.	Ungumntana owamnkelwayo nothandwayo nabanye abantwana
41	Unokwenza kwaye agcine ubuhlobo obutsha ekuhambeni kwexesha.	Uyakwazi ukwenza ubuhlobo obutsha kwaye uyakwaz ugcina ubuhlobo ngokwexeshana.	Uyakwazi ukwakha nokugcina ubuhlobo ixesha elide.
42	Udlala ngentsebenziswano nomfundi omnye okanye ngaphezulu ukuya kutsho kwimizuzu emihlanu ephantsi kweliso elingephi.	Unako ukudlala kakuhle nabanye abafundi okwexesha elifika kwimizuzu emihlanu, kungekhomntu obajongileyo.	Ukudlala ngentsebenziswano nabanye abantwana imizuzu emihlanu ngaphandle kobekwa iliso.
43	Ngokuzithandela	Ngokuzithandela uyavuma	Uyakwazi ukwabelana

	wabelana ngezinto anazo nabanye abalingana naye.	udlalisa iintanga zakhe ngezinto zakhe eziphathekayo.	nabanye abantwana ngokuzithandela.
44	Uyakwazi ukunika oontanga ithuba lokuba baqale okanye badlale.	Uyakwazi unika iintanga zakhe ithuba lokuba ziqale okanye zidlale.	Uyakwazi ubanika ithuba lodlala abanye abantwana.
45	Uyazama ukunceda/ukungenelela xa kunomntu onzakeleyo (ukubacingela abanye).	Uyazama ukunceda okanye angenelele xa konzakele umntu.	Uyazama ukuncenda xa omnye umntwana edinga uncedo.
46	UNXIBELELWANO	UNXIBELELWANO	UNXIBELELWANO (intetho)
47	Uthetha ngokucacileyo nangokuvakalayo ngaphandle kokusebeza okanye ukukhwaza.	Uthetha avakale engakhange asebeze okanye akwhaze.	Uthetha kakuhle nangokuvakalayo
48	Uyakwazi ukubuza oko akufunayo ngolwimi oluqondakalayo.	Uyakwazi ukucela into ayidingayo ngolwimi oluvakalayo.	Uyakwazi ukucela xa efuna uncedo ngendlela nolwimi oluvakalayo
49	Uyakwazi ukuthetha ngezivakalisi ezipheleleyo.	Uyakwazi ukuthetha ngezivakalisi ezipheleleyo.	Uyakwazi ukuthetha ngesivakalisi esipheleleyo.
50	Uyakwazi ukubamba incoko.	Uyakwazi ukuncokola nabanye abantu.	Uyakwazi ukubamba incoko.
51	Unokunxibelelana, athethe into kwiqela.	Uyakwazi uthetha ekwi qela.	Uthetha naphambi kweqela Labantu
52	Uyakwazi ukuphendula imibuzo ethe ngqo xa ebuzwa.	Uyakwazi ukuphendula imibuzo.	Uyakwazi uphendula imibuzo ejongiswe kuye
53	Unokuqonda xa kuthethwa okanye xa enikwa imiyalelo elula ngokuthetha.	Uyaqonda xa kuthetwha naye okanye enikwa imiyalelo	Uyeva xa kuthethwa naye enikwa imiyalelo.

Table 10 reflects the 53 items that were translated. This concluded Step One of the translation process. The translations obtained in Step One served as the foundation for the subsequent review in Step Two.

Step Two: Comparison of the Three Translated Versions (TL-1, TL-2, TL3)

In this stage, R1 was asked to compare the resultant draft translations, to identify both similarities and differences. This posed to be a challenging task and a decision was made to use a second reviewer R2 to assist to make more informed and well thought through decisions about the choice of item best suited to be representative of the source item, thus ensuring a more rigorous translation process. The outcomes of these comparisons, specifically in the demographics and questionnaire sections, are elaborated upon in the relevant sections below.

E3SR Demographics

During the review of the various forward translations in the demographic section, a total of 4 items were found to have identical translations. The researcher marked these items as green, indicating approval by the reviewers and these approved items were directly incorporated into the draft isiXhosa translation (TL-4). The details of all the items coded as green in the demographics section are provided in Table 11.

Table 11

Comparison of Similar Translations of the E3SR Demographics

	TL-1	TL-2	TL-3	TL-4
7	Isini	Isini	Isini:	Isini:
8	Inkwenkwe	Inkwenkwe	Inkwenkwe	Inkwenkwe
9	Intombazana	Intombazana	Intombazana	Intombazana
19	Ewe Hayi	Ewe Hayi	Ewe Hayi	Ewe Hayi

A total of 36 items were coded as "orange," signifying similar but not identical translations by the three translators used in the forward translation phase. It was noted that TL1

and TL2 translated items more identical compared to TL3. Three broad types of differences were identified. Firstly, spelling was noted as a differentiator. In item 1, the use of "u" instead of an "i" was noted. The use of "u" is often denoted for referral to a person whereas "i" is often used in reference to an object in isiXhosa. The second difference can also be observed in item 1 and pertained to a difficulty to accurately translate the phrases. 'ISIXHOBO SOKUHLOLA IMIVAKELO ZENTLALO' means 'a social responsibility assessment tool'. This translation did not take the emotional aspect into consideration and therefore did not resemble the source document enough to be included 'however ISIXHOBO SOKUHLOLA IMVAKALELO YOLUNTU UKULUNGISELELA ISIKOLO' and 'Isixhobo sokuhlolwa kwemo yemvakelelo nentlalo ekulungeleni isikolo (E3SR)' both are similar in that although they look differently, they relay the same meaning and included the 'emotional' aspect into the translation. Therefore, either of the two were deemed suitable as a translation of the source item: EMOTIONAL SOCIAL SCREENING TOOL FOR SCHOOL. However, after consultation 'ISIXHOBO SOKUHLOLA IMVAKALELO YOLUNTU UKULUNGISELELA ISIKOLO' was decided to be the most appropriate in terms of the teaching context to be used. understood and used by teachers. The third type of difference consist of challenges to accurately translated specific academic constructs such as the word "demographics". An example of this difficulty can be denoted in item 2; "Icandelo A: Ulwazi ngokobalo." Whilst the translation is not totally incorrect (have similar meaning), the description is not usually used in questionnaires as 'Ulwazi' means 'knowledge of a person's details' whereas the translation of 'demographics' is required. Another example of where just one translator's translation was chosen can be seen in "Inkcukacha ngomfundi" (Information about the learner) which was chosen as the most appropriate answer. "IINKCUKACHA ZOBUQU ZOMFUNDI" and "INKCUKACHA ZOMFUNDI" where discarded as ZOBUQU means a person ZOMFUNI is 'of the learner.' "Ngomfundi" was found to be more appropriate as it spoke 'about the learner.' While 'of the

learner' and 'about the learner' may not seem to differ significantly, these small nuances would impact teachers' way of understanding when they are reading and understanding what is being asked.

Thus, the two reviewers had to keep the above in mind while they worked through the forward translations of the demographics section by the three translators. More examples of these types of differences can be seen in for example, Item 15 TL1 and TL3 used "Ngokomzimba" to translate the English word "physical." R1 and R2 found that "Umzimba" was not appropriate at it meant body whilst "Ngokomzimba" means 'things that is physical'. The latter translation was therefore most appropriate in terms of what was asked. Another example can be seen in item 22 where the translation for 'occupational therapist' was required. The translation for TL1 "Ingcali yonyango ngokomsebenzi" was identified as most appropriate translation for an occupational therapist. "Ingcali emsebenzini" was discarded as it means 'expert at work' and "Umluleleki oyingcali kwezemisebenzi" was also not chosen as it refers more to "a role of a counsellor".

Extensive discussion between reviewers were required, to resolve the variations in the forward translation for each item that was marked "orange" and identified as similar but not identical by the first reviewer. After a discussion of each of the identified items by the reviewers the most accurate translations that reflected the meaning of the original source item the best, were chosen. The two items with similar but not identical translations, as well as the translation that was chosen to be the most accurate (TL-4), are presented in Table 12.

Table 12

Comparison of E3SR Demographics with Identified Differences [1]

	TL-1	TL-2	TL-3	TL-4
1	ISIXHOBO SOKUHLOLA IMVAKALELO YOLUNTU UKULUNGISELE LA ISIKOLO	ISIXHOBO SOKUHLOLA IMIVAKELO ZENTLALO	Isixhobo sokuhlolwa kwemo yemvakelelo nentlalo ekulungeleni isikolo (E3SR)	ISIXHOBO SOKUHLOLA IMVAKALELO YOLUNTU UKULUNGISEL ELA ISIKOLO
2	Icandelo A: Izibalo Zabantu	ICANDELO A: IZIBALO ZABANTU	Icandelo A: Ulwazi ngokobalo lwabantu	CANDELO A: IZIBALO ZABANTU
3	IINKCUKACHA ZOBUQU ZOMFUNDI	INKCUKACHA ZOMFUNDI	Inkcukacha ngomfundi	Inkcukacha ngomfundi
4	Unyaka wokuzalwa	Usuku lokuzalwa	Umhla wokuzalwa	Usuku lokuzalwa
5	Inyanga, Imini, Unyaka	Inyanga_Usuku_Unyaka	Inyanga Umhla Unyaka	Inyanga, Usuku, Unyaka
6	Iminyaka	Iminyaka	Iminyaka yokuzalwa	Iminyaka
10	Iqela lobuhlanga	Iqela lobuhlanga	Ubuhlanga	Iqela lobuhlanga
11	Ulwimi lwasekhayeni Isingesi Isibhulu IsiXhosa Okunye, cacisa	Ulwimi lasekhayeni: isiNgesi iAfrikaans isiXhosa Olunye ulwimi, sicela ucacise:	Ulwimi lwenkobe IsiNgesi IsiBhulu IsiXhosa Enye, cacisa	Ulwimi Lwasekaya isiNgesi isiBhulu isiXhosa Okunye, cacisa
12	Isikolo sokulungiselela Karhulumente Eyabucala	Pre-school: isiKolo sika rhulumente isiKolo sabucala	Isikolo sabaqalayo Esikarhulumente Esabucala Esoluntu	Isikolo Sokulungiselela Sikarhulumente Esabucala

[1] Item 26 (please see table 13) was marked in red by the first reviewer.

	Eyoluntu Okunye, cacisa	iskolo sase mphakathini esinye, sicela ucacise	Esinye, cacisa	Esoluntu Okunye cacisa
13	Ingaba umfundi unako ukukhubazeka ngokwezemfundo?	Ingaba umfundi unazo izigulo ezithile okanye uku khubazeka	Ingaba umfundi unalo ukhubazeko	Ingaba umfundi unazo izigulo ezithile okanye uku khubazeka
14	Ewe Hayi Ukuba bukhona ingabe bobounjani ukukhubazeka	Ewe Hayi Ukuba unaso,	Hayi Ewe Ukuba unalo loluphi kula,	Ewe Hayi Ukuba unaso,
15	Ngokomzimba	Umzimba	Ngokomzimba	Ngokomzimba
16	Ngegqeqo	Ingqondo	Uthatha kade ukuqonda	Ngegqeqo
17	Ngokwengqondo	Ngokwase nqondweni	Ngokwasengqond weni	Ngokwase nqondweni
18	Ingabe umfundi sesuka ukuthunyelwa uxhaselwa ezinye izidingo?	Wakhe wathunyelwa afumane uncedo ngokwe mfuno ezikhethekileyo	Ingaba ukhe wathunyelwa ekufumaneni uncedo kwabemfuno ezikhethekileyo	Ingaba ukhe wathunyelwa ekufumaneni uncedo kwabemfuno ezikhethekileyo
20	Isazi ngengqondo	Isazi ngengqondo	Umluleki oyingcali kwezengqondo	Isazi ngengqondo
21	Nontlalo ntle	Unontlalontle	Unontlalo-ntle	Nontlalo ntle
22	Ingcali yonyango ngokomsebenzi	Ingcali emsebenzini	Umluleleki oyingcali kwezemisebenzi	Ingcali yonyango ngokomsebenzi
23	Ingcali yentetho	Ingcali yentetho	Umluleki oyingcali kwintetho	Ingcali yentetho
24	Ugqirha wabantwana	Ugqirha wabantwana	Ugqirha oyingcali wabantwana	Ugqirha wabantwana
25	Okunye, cacisa	Omnye, sicela ucacise	Okunye, cacisa	Okunye, cacisa

27	Umzekelo	Umz.	Umzekelo	Umzekelo
	Ukuphazanyiswa bobomi	Ukuphazamiseka	Ukuphazamiseka	Ukuphazamiseka
	Ukuhlukana kwabazali	Ukohlukana kwabazali	Ukuqhawuka komtshato wabazali	Ukuqhawuka komtshato wabazali
	Ukuthutha	Ukutshintsha indawo yohlala	Ukuyohlala kwenye indawo angayiqhelanga	Ukutshintsha indawo yohlala
	Ukuswelekelwa	Ukufa	Ukushiywa lilungu losapho okanye umhlobo	Ukufa
	Ukuxhatshazwa ngabanye abantu ngaleminyaka	Ukuxhatshazwa ngabanye ngalamaxesha:	Ukuxhatshazwa kuleminyaka ilandelayo	Ukuxhatshazwa ngabanye abantu ngaleminyaka
	Ukusukelwa ekuzalweni uyofikelwa kwiminyaka emi-2	Ekuzalweni ukuya kwiminyaka emibini	Ekuzalweni ukuya kwiminyaka emibini	Ukusukelwa ekuzalweni uyofikelwa kwiminyaka emi-2
	2-4 iminyaka	2- 4 iminyaka	Phakathi kweminyaka emibini nemine	2-4 iminyaka
	Iminyaka emi-5	Iminyaka emihlanu	Eneminyaka emihlanu	Iminyaka emi-5
28	Waphela esonjululwa lomonzakalo?	Isimo sokonzakala sade sasonjuluwa?	Ingaba kwabakho isisombululo?	Waphela esonjululwa lomonzakalo?

29	Ewe Hayi Akho kuqiniseka	Ewe Hayi Andiqinisekanga	Hayi Ewe Andiqinisekanga	Ewe Hayi Andiqinisekanga
30	Ingabe umfundi uphinde wakwazi ukubuyela kwamanqanaba aqhelekileyo okusebenza	Umfundi wakwazi ubuyela ekusebenzeni ngokuqhelekilyo?	Ingaba umfundi wakwazi ubuyela kwimo eqhelekileyo	Ingabe umfundi uphinde wakwazi ukubuyela kwamanqanaba aqhelekileyo okusebenza
	Ewe Hayi Akho kuqiniseka	Ewe Hayi andiqinisekanga	Ewe Hayi Andiqinisekanga	Ewe Hayi Andiqinisekanga
31	Ingaba ikhona imiceli-mngeni ekhoyo kwi ghumbi lofudnela	Bhala apha ubunzima obuthe bafunyanwa eklasini	Dwelisa uluhlu lwemingeni ethe wahlangabezana nayo egumbini lokufundisa	Dwelisa uluhlu lwemingeni ethe wahlangabezana nayo egumbini lokufundisa
32	Ingxelo katishala	INGXELO KA TISHALA/UMPHENDULI	INGXELO KATISHALA	INGXELO KA TISHALA/UMPHENDULI
33	Unenyanga ezingaphi umazi lo mfudni	Umazi inyanga ezingaphi umfundi? Iinyanga __.	Unexesha elingakanani umazi lomfundi Inyanga ____	Umazi inyanga ezingaphi umfundi? Iinyanga __.
34	Ungamlinganisela njani lo mfundi malunga ne	UNGAMBEKA KWELIPHI IZINGA LO MFUNDI KWEZI ZIBAKALA ZILANDELAYO	UNGABA UMBEKA KWELIPHI INQANABA LOMFUNDI?	UNGABA UMBEKA KWELIPHI INQANABA LOMFUNDI?
35	Ukulungela ngokweemvakalelo ngokubanzi esikolweni	Ukulungela isikolo ngokweemvakelo	Ukulungela ngokweemvakalelo ngokubanzi esikolweni	kulungela isikolo ngokweemvakelo
36	Ukulungela isikolo	Ukulungela isikolo	Ngokwemo	Ngokwemo

	ngokwentlalo kukonke	ngokweezentlalo	yokulungela intlalo yesikolo ngokupheleleyo	yokulungela intlalo yesikolo ngokupheleleyo
37	Kuhle kakhulu	Kuhle kakhulu	Uyagqwesa	Kuhle kakhulu
38	Kulungile	Kakuhle	Wenza kakuhle kakhulu	Kulungile
39	Ifuna ukuhoywa	Udinga isihoyo	Uyaludinga uncedo	Ifuna ukuhoywa
40	Ifuna ungqwalasela enkulu	Udinga isihoyo kakhulu	Udinga uncedo ngakumbi	Udinga uncedo ngakumbi
41	Isezanti kakhulu	Uyasokola	Akenzi kakuhle	Akenzi kakuhle

One item, item 26 (please see table 13) was marked in red by the first reviewer. The reviewer noted a vast discrepancy in the translations. Upon discussion of the item between the reviewers a decision was made that the three translations were all acceptable but that they could not be used, due to challenges to convert spoken language into written language without sacrificing meaning. For example, “ingabe” is correct when pronouncing the word but would be incorrect when it is written. The written word should be with an “a”, therefore the correct written isiXhosa word is “ingaba.” It was noted that TL1 did a direct spoken translation, focusing on conveying the meaning of the original text without taking cultural adaptation into consideration. TL2 and TL3 translations were found to be partially appropriate but could not relate adequately to the meaning of the item in the source document. Therefore, a decision was made to translate the item to the most similar meaning using the translations already obtained from TL2 and TL3. Table 13 below reflects the translations and final translation in TL4 for item 26.

Table 13

Comparison of E3SR Demographics with Vast Differences

	TL1	TL2	TL3	TL4
26	Ingabe ukhona umonzakalo onawo ngoku umfundi okanye owake wamehlela phambili?	Kukhona ukonzakala (emphefulweni) ebomini bomfundi ngoku, okanye ngaphambili ebomini bakhe?	Ingaba kukhona ukwenzakala ngokusemphemfumlweni nasengqondweni okwakhe kwamehlela umfundi?	Ingaba kukhona ukonzakala emphemfumlweni ngoku kumfundi,okanye wakhe wonzakala ebomini bakhe?

The final forward translated demographics section was transferred to the final TL-4 draft (Appendix L).

E3SR Questionnaire

Reviewer 1 engaged with the review of the translated items for the E3SR, following a similar process comparing E3SR item translations of the three translators in terms of identical translations, translations that are similar but not identical and translations that are dissimilar. A total of 7 items were found to have identical translations across the three translations. Reviewer 1 marked these items as green and incorporated them into the draft isiXhosa translation (TL-4). The details of the 7 items coded as green in the questionnaire section are tabularised in Table 14.

Table 14

Comparison of Similar Translations of the E3SR Questionnaire

	TL-1	TL-2	TL-3	TL4
1	Icandelo B:	Icandelo B:	Icandelo B:	Icandelo B:
5	Zange	Zange	Zange	Zange
7	Ngamanye amaxesha	Ngamanye amaxesha	Ngamanye amaxesha	Ngamanye amaxesha
16	Uyalwamkela uxanduva lwezenzo.	Uyalwamkela uxanduva lwezenzo zakhe	Uyakwazi ukulathatha uxandanduva lwezenzo zakhe	Uyakwazi ukulathatha uxandanduva lwezenzo zakhe
30	UKULENGELA UKUFUNDA	UKULUNGELA UKUFUNDA	UKULUNGELA UKUFUNDA	UKULUNGELA UKUFUNDA
38	IZAKHONO ZENTLALO	IZAKHONO ZENTLALO	IZAKHONO ZENTLALO	IZAKHONO ZENTLALO
49	Uyakwazi ukuthetha ngezivakalisi ezipheleleyo.	Uyakwazi ukuthetha ngezivakalisi ezipheleleyo.	Uyakwazi ukuthetha ngesivakalisi esipheleleyo.	Uyakwazi ukuthetha ngesivakalisi esipheleleyo.

A total of 47 items were coded as "orange," by reviewer 1 signifying similar but not identical translations. The highlighted items were discussed by both R1 and R2 similar to the approach employed in Step 2, the demographics section whereby not just a direct translation was considered but rather one that could incorporate and account for cultural nuances in the written and spoken language. In this section we found that translators sometimes omitted important details from the translations. For example, in item 3 the English source states “Choose one description for each item that will best fit the learner’s emotional and social competencies/skills currently or the last 3 months.” TL 2 translates this into “Khetha ibenye inkcazelo, eyona efanelekileyo, ezocacisa ingxelo yemvakalelo emphefumlweni kunye nezentlalo zomfundi.” This translation omitted ‘or the last 3 months’ and the translation was thus incomplete and could therefore not be used. Another example of the omission of words in a translated item can be seen in item 15 whereby TL 2 omits the examples (e.g., hurt a peer,

broke a toy) that accompanies the statement and just translated it to; 'He apologises when he does something wrong'. TL3 incorporates one example of breaking a child's toy but omits hurting a peer. Here only TL2 translated the item and included both of the examples in the translation. Therefore "Ucela uxolo ukuba wenze into engalunganga (umzekelo, wenzakalise intanga yakhe, wophule into yokudlala)" was chosen as the most appropriate choice.

In other instances, in this section, similar but not identical words were used in the translations of the source items into isiXhosa. For example, words like "Seldom" (item 6), were difficult to translate. Here TL1 and TL3 chose Kunqabile. While Kungabile means 'rare' or 'hardly ever', the meaning seems similar to "seldom". "Akuxhaphakanga", chosen by TL2, was discarded as it means 'not common' thus dissimilar to "seldom". The highlighted items, as well as the outcomes reached (TL-4), through the deliberations, are presented in Table 15.

Table 15

Comparison of E3SR Questionnaire with Identified Differences

	TL1	TL2	TL3	TL4
2	Apha ngezantsi kukho uluhlu lweenkcazo ezichaza ubuchule/izakhono zomfundi ngokweemvakalelo nentlalo.	Ngezantsi kukho uluhlu lwe ngxelo eli chaza isakhono somfundi, malunga nengxelo zemvakalelo emphefumlweni kunye nezentlalo	Ngezantsi luluhlu lwezinkcazelo ezichaza izakhono/ubuchule zabafundi ngokwemvakalelo nezantlalo.	Ngezantsi kukho uluhlu lwe ngxelo eli chaza isakhono somfundi, malunga nengxelo zemvakalelo emphefumlweni
3	Khetha inkcazo ibe nye ngento nganye eya kulungela ngcono ulwazi/izakhono zomfundi ngokwakaloku nje okanye kwezi nyanga zintathu	Khetha ibenye inkcazelo, eyona efanelekileyo, ezocacisa ingxelo yemvakalelo emphefumlweni kunye nezentlalo zomfundi.	Khetha inkcazo ibenye ngento nganye eyakuthi ilungele abafundi ngokwemvakelelo/ubuchule bezentlalo/izakhono ngoku okanye kwiinyanga ezintathu	Khetha inkcazo ibe nye ngento nganye eya kulungela ngcono ulwazi/izakhono zomfundi ngokwakaloku nje okanye kwezi nyanga zintathu zidlulileyo.

	zidlulileyo.		ezidlulileyo.	
4	Bonisa ukhetho lwakho ngomnqamlezo (X)	Bonisa ukhetho lwakho ngofaka u(X)	Bonakalisa ukhetho lwakho ngo (X)	Bonakalisa ukhetho lwakho ngo (X)
6	Kunqabile	Kunqabile	Akuxhaphakanga	Kunqabile
8	Ngamaxesha amaninzi	Amaxesha amaninzi	Amaxesha amaninzi	Amaxesha amaninzi
9	Phantse qho	Phantse qho	Ngawo amaxesha	Phantse qho
10	Awukwazi ukuvavanye	Andinako ukuvavanya	Ayivavanyeki	Andinako ukuvavanya
11	UKUKHULA NGOKWEMVA	UKUKHULA NGOKWEEMVA KELO	UKUKHULA NGOKWEMVAKAL ELO	UKUKHULA NGOKWEMVAKAL ELO
12	UMFUNDI	UMFUNDI...	UMFUNDI (Umntwana)	UMFUNDI...
13	Uyakwazi ukuzibeka ezihlangwini zabanye (umzekelo, ukuthuthuzela umntu xa wonzakele).	Uyakwazi ukuzifaka kwizihlangu zomnye (umz. Athuthuzele omnye xa esiva kabuhlungu)	Uyakwazi ukuzifaka ezihlangwini zomnye umntu (umzekelo ukumthuthuzela umntu okhathazelekileyo).	Uyakwazi ukuzifaka ezihlangwini zomnye umntu (umzekelo ukumthuthuzela umntu okhathazelekileyo).
14	Uyamkela xa izinto zingahambi ngendlela yakhe.	Uyamkela xa izinto zingahambi ngendlela yakhe	Uyakwazi ukwamnkela xa izinto zingahambi ngendlela yakhe.	Uyamkela xa izinto zingahambi ngendlela yakhe.
15	Ucela uxolo ukuba wenze into engalunganga (umzekelo, wenzakalise intanga yakhe, wophule into yokudlala).	Uyalu cela uxolo xa enze into engalunganga	Ukuxolisa xa enze into engalunganga (umzekelo ephule itoyi yomnye umntana)	Ucela uxolo ukuba wenze into engalunganga (umzekelo, wenzakalise intanga yakhe, wophule into yokudlala).

17	Uyakwamkela ukulungiswa/ukuqeqesho.	Uyamkela xa elungiswa okanye eqeqeshwa	Ukwamkwelwa ukwelulweka	Uyakwamkela ukulungiswa/ukuqeqesho
18	ULAWULO LWEMVO	ULAWULO LWEEMVAKALELO	ULWAWULO LWEMVAKALELO	ULWAWULO LWEMVAKALELO
19	Uyazazi iimvakalelo zakhe.	Uyaziqonda imvakalelo zomphefumlo wakhe	Uyazazi imvakalelo zabanye.	Uyazazi iimvakalelo zakhe.
20	Uyakwazi ukuthetha oko akuvayo.	Uyakwazi ukuzichaza iimvakalelo zakhe	Uyakwazi ukutsho ukuba uziva njani.	Uyakwazi ukuthetha oko akuvayo.
21	Ubonisa iimvakalelo ngokwasemzimbeni (umzekelo ukwanga, ukubonisa uthando).	Uyayibonakalisa iimvakalelo ngokwasemzimbeni (umz. Ukwanga umntu kuze ambonise uthando)	Uyakwazi ubonisa indlela aziva ngayo (umzekelo ubonisa uthando ngokwanga (hug)).	Ubonisa iimvakalelo ngokwasemzimbeni (umzekelo ukwanga, ukubonisa uthando).
22	Ukwazi ukuchonga iimvakalelo (umzekelo, uvuyo, usizi).	Unako ukuchonga iimvakalelo zomphefumlo (umz. Ulonwabo, usizi)	Uyakwazi ubalula indlela aziva ngayo (umzekelo xa enwabile naxa enegonwabanga)	Ukwazi ukuchonga iimvakalelo (umzekelo, uvuyo, usizi).
23	Uyakwazi ukunxibelelana ngamava ovakalelo kutitshala okanye kumkhathaleli (umzekelo, belunjani usuku lwakho?).	Unako uchazela utishala okanye umzali ngamava emvakalelo yakhe (umz. Ibinjani imini yakho namhlanje?)	Uyakwazi ukuthetha notishala okanye umzali ngendlela aziva ngayo nezinto adlule kuzo.	Uyakwazi ukunxibelelana ngamava ovakalelo kutitshala okanye kumkhathaleli (umzekelo, belunjani usuku lwakho?).
24	IMVAKALELO YOBUQU	IMVAKALELO YOBUQU	IMO NGOBUWENA	IMVAKALELO YOBUQU

25	Wenza ngokuzithemba xa ecelwa ukuba enze into.	Wenza ngokuzi themba xa eceliwe ukuba enze nto ithile	Wenza ngokuzithemba xa eceliwe uba enze into.	Wenza ngokuzithemba xa eceliwe uba enze into.
26	Ukulungele ukufunda/ukuthatha umngcipheko nokuba umsebenzi ubonakala unzima.	Uzimisele ukufunda/uzama nokuba umsebenzi ubonakala unzima	Uyawubonakalisa umdla ekufundeni nokuba umsebenzi ubonakala unzima.	Ukulungele ukufunda/ukuthatha umngcipheko nokuba umsebenzi ubonakala unzima.
27	Uyazimela.	Uyakwazi ukuzimela/ ukuzithethelela	Uyakwazi ukuzimela.	Uyakwazi ukuzimela/ ukuzithethelela
28	Uyakwazi ukukhokhela xa elindelwe	Uyakwazi ukhokhela xa kulindelekile	Uyakwazi ukukhokhela xa kukho imfuneko.	Uyakwazi ukhokhela xa kulindelekile
29	Uyakwazi ukuzimela ukuba oontanga bakhe banemfuno ezingekho ngqiqweni.	Uyakwazi ukuzimela xa iintanga zakhe zine mfuno ezingekho ngqiqweni	Uyakwazi ukuyimela into naxana oontanga bakhe befuna izinto ezingesosidingo.	Uyakwazi ukuzimela xa iintanga zakhe zine mfuno ezingekho ngqiqweni
31	Unokusebenza ngokuthula nangokuzolileyo ngaphandle kwengxelo eqhubekayo (umzekelo, indumiso kunye nokuqinisekiswa).	Uyakwazi ukuzisebenzela engena xhala noba akukho mntu omkhuthazayo rhoqo (umz. Indumiso kunye nesiqinisekiso)	Uyakwazi ukusebenza ngokuzolileyo ngaphandle kokukhuthazwa.	Unokusebenza ngokuthula nangokuzolileyo ngaphandle kwengxelo eqhubekayo (umzekelo, indumiso kunye nokuqinisekiswa).
32	Uhlala phantsi xa ecelwa ukuba enze njalo okanye xa exakeke	Uhlala ndawo enye xa eceliwe ukuba enze njalo okanye xa exakekile	Uyakwazi uhlala azole xa eyalelwe uba makenze emsebenzi.	Uhlala phantsi xa ecelwa ukuba enze njalo okanye xa exakeke ngumsebenzi

	ngumsebenzi othile.	ngumsebenzi.		othile.
33	Unokugxila kumsebenzi.	Uyakwazi ukuzinza kumsebenzi	Uyakwazi ukuqwasela kumsebenzi lowo awunikiweyo.	Unokugxila kumsebenzi.
34	Ugqibezela umsebenzi awunikiweyo ngexesha elifanelekileyo.	Uyawugqiba umsebenzi awunikiweyo ngexesha elifanelekileyo	Uyakwazi ukuwugqiba umsebenzi ngexesha alinikiweyo.	Uyawugqiba umsebenzi awunikiweyo ngexesha elifanelekileyo
35	Umamela kwaye alandele imiyalelo elula esuka kutitshala/umkhathaleli.	Uyamamela alandele imiyalelo elula, esuka kutishala okanye kumzali	Uyakwazi ukumamela nokuthatha nemiqathango engekho nzima kutishala.	Umamela kwaye alandele imiyalelo elula esuka kutitshala/umkhathaleli.
36	Uyakwazi ukulandela imigaqo eklasini okanye kwimo engqongileyo eyakhiweyo.	Unako ukulandela imiqathango yaseklasini okanye eyase ndaweni enomthetho wayo.	Uyakwazi ukulandlela imigaqo yeklasi.	Unako ukulandela imiqathango yaseklasini okanye eyase ndaweni enomthetho wayo.
37	Unokuthatha inxaxheba kwimisebenzi yeqela (umzekelo, uhlala athule kwaye amamele ibali).	Uyakwazi ukuthatha inxaxheba kumsebenzi weqela (umz. Ukuhlala phantsi umamela ibali)	Uyakwazi ubanegalelo xa besenza beliqela lwabantwana (umzekelo ahlale amamele amabali).	Uyakwazi ukuthatha inxaxheba kumsebenzi weqela (umz. Ukuhlala phantsi umamela ibali)
39	Uthathela ingqalelo abanye abafundi (umz. banokutshintshana ngokudlala ngento yokudlala).	Uyakwazi ukuvelana nabanye abafundi (umz. Uyakwazi ukulinda ithuba lakhe xa kudlalwa).	Ubathathela ingqalelo abanye abafundi (umzekelo abanike ithuba lokudlala).	Uyakwazi ukuvelana nabanye abafundi (umz. Uyakwazi ukulinda ithuba lakhe xa kudlalwa).
40	Uyamkelwa	Uyamkelwa	Ungumntana	Uyamkelwa

	ngokubanzi kwaye uyathandwa ngabanye abafundi.	ngobubanzi kwaye uyathandwa ngabanye abafundi.	owamnkelwayo nothandwayo nabanye abantwana	ngokubanzi kwaye uyathandwa ngabanye abafundi.
41	Unokwenza kwaye agcine ubuhlobo obutsha ekuhambeni kwexesha.	Uyakwazi ukwenza ubuhlobo obutsha kwaye uyakwaz ugcina ubuhlobo ngokwexeshana.	Uyakwazi ukwakha nokugcina ubuhlobo ixesha elide.	Unokwenza kwaye agcine ubuhlobo obutsha ekuhambeni kwexesha.
42	Udlala ngentsebenziswano nomfundi omnye okanye ngaphezulu ukuya kutsho kwimizuzu emihlanu ephantsi kweliso elingephi.	Unako ukudlala kakuhle nabanye abafundi okwexesha elifika kwimizuzu emihlanu, kungekhomntu obajongileyo.	Ukudlala ngentsebenziswano nabanye abantwana imizuzu emihlanu ngaphandle kobekwa iliso.	Udlala ngentsebenziswano nomfundi omnye okanye ngaphezulu ukuya kutsho kwimizuzu emihlanu ephantsi kweliso elingephi.
43	Ngokuzithandela wabelana ngezinto anazo nabanye abalingana naye.	Ngokuzithandela uyavuma udlalisa iintanga zakhe ngezinto zakhe eziphathekayo.	Uyakwazi ukwabelana nabanye abantwana ngokuzithandela.	Ngokuzithandela wabelana ngezinto anazo nabanye abalingana naye.
44	Uyakwazi ukunika oontanga ithuba lokuba baqale okanye badlale.	Uyakwazi unika iintanga zakhe ithuba lokuba ziqale okanye zidlale.	Uyakwazi ubanika ithuba lodlala abanye abantwana.	Uyakwazi unika iintanga zakhe ithuba lokuba ziqale okanye zidlale.
45	Uyazama ukunceda/ukungenelela xa kunomntu onzakeleyo (ukubacingela abanye).	Uyazama ukunceda okanye angenelele xa konzakele umntu.	Uyazama ukuncenda xa omnye umntwana edinga uncedo.	Uyazama ukunceda/ukungenelela xa kunomntu onzakeleyo (ukubacingela abanye).

46	UNXIBELELWANO	UNXIBELELWANO	UNXIBELELWANO (intetho)	UNXIBELELWANO
47	Uthetha ngokucacileyo nangokuvakalayo ngaphandle kokusebeza okanye ukukhwaza.	Uthetha avakale engakhange asebeze okanye akwhaze.	Uthetha kakuhle nangokuvakalayo	Uthetha ngokucacileyo nangokuvakalayo ngaphandle kokusebeza okanye ukukhwaza.
48	Uyakwazi ukubuza oko akufunayo ngolwimi oluqondakalayo.	Uyakwazi ukucela into ayidingayo ngolwimi oluvakalayo.	Uyakwazi ukucela xa efuna uncedo ngendlela nolwimi oluvakalayo	Uyakwazi ukucela xa efuna uncedo ngendlela nolwimi oluvakalayo
50	Uyakwazi ukubamba incoko.	Uyakwazi ukuncokola nabanye abantu.	Uyakwazi ukubamba incoko.	Uyakwazi ukubamba incoko.
51	Unokunxibelelana , athethe into kwiqela.	Uyakwazi uthetha ekwi qela.	Uthetha naphambi kweqela Labantu	Unokunxibelelana, athethe into kwiqela.
52	Uyakwazi ukuphendula imibuzo ethe ngqo xa ebuzwa.	Uyakwazi ukuphendula imibuzo.	Uyakwazi uphendula imibuzo ejongiswe kuye	Uyakwazi ukuphendula imibuzo ethe ngqo xa ebuzwa.
53	Unokuqonda xa kuthethwa okanye xa enikwa imiyalelo elula ngokuthetha.	Uyaqonda xa kuthetwha naye okanye enikwa imiyalelo	Uyeva xa kuthethwa naye enikwa imiyalelo.	Unokuqonda xa kuthethwa okanye xa enikwa imiyalelo elula ngokuthetha.

Similar to the demographics section, one item, item 16, was marked in red by R1 to indicate a copy and paste error. The equivalent that was chosen ‘Ucela uxolo ukuba wenze into engalunganga (umzekelo, wenzakalise intanga yakhe, wophule into yokudlala)’ refers to question 15 and not 16. Upon identification R1 and R2 translated item 16 independently,

compared and discussed their translations and decided upon R1's translation as the most identical to the source (accepts responsibility for actions) "Uyalwamkela uxanduva lwezenzo zakhe". This item can be seen in last column TL-4. in Table 16.

Table 16

Comparison of E3SR Questionnaire with Vast Differences

	TL1	TL2	TL3	TL4
16	Uyalwamkela uxanduva lwezenzo.	Uyalwamkela uxanduva lwezenzo zakhe	Uyakwazi ukulathatha uxandanduva lwezenzo zakhe	Ucela uxolo ukuba wenze into engalunganga (umzekelo, wenzakalise intanga yakhe, wophule into yokudlala).

The final forward translated questionnaire section formed part of the final TL-4 draft (Appendix M). The final TL-4 draft incorporates both Demographics and Questionnaire, completed Step Two in Phase 1 of the study. The next stage in the process allowed the final TL-4 to document to now be subjected to the back translation process.

Step Three: Back Translation of the IsiXhosa Draft (TL-4)

During the third step of Phase 1 the focus was on the back translation of TL-4 (isi-Xhosa draft) into English. Step 3 was operationalised by two independent translators BL-1 and BL-2, each tasked with the responsibility to do a back translation of the derived TL-4 questionnaire independently. As a result, two back-translated drafts were obtained.

E3SR Demographics

Table 17 provides a summary of the back-translated content from the TL-4 (isi-Xhosa draft) into English of the demographics section. A total of 41 phrases were translated. The translations done by Back Translator 1 are denoted by the alpha-numeric code BL-1 and the translations done by Translator 2 translations are represented by BL-2.

Table 17

Back - Translations of the Demographics Section

	TL4	BL-1	BL-2
1	ISIXHOBO SOKUHLOLA IMVAKALELO YOLUNTU UKULUNGISELELA ISIKOLO	Assessment tool for personal feeling towards preparing for school	Emotional screening tool in preparation for school
2	CANDELO A: IZIBALO ZABANTU	Section A: Counting of people.	Section A:
3	Inkcukacha ngomfundi	Leaner details	Details of the learner
4	Usuku lokuzalwa	Date of Birth	Date of birth
5	Inyanga, Usuku, Unyaka	Month, day, year	Month, Date, Year
6	Iminyaka	Years	Age
7	Isini:	Gender	Sex
8	Inkwenkwe	Boy	Male
9	Intombazana	Girl	Female
10	Iqela lobuhlanga	Racial Group	Ethnic groups
11	Ulwimi Lwasekaya	Home Language	Home Language
	isiNgesi	English	English
	isiBhulu	Afrikaans	Afrikaans
	isiXhosa	Xhosa	Xhosa
	Okunye, cacisa	Other, specify	Other, explain
12	Isikolo Sokulungiselela	Preparatory School	Preparatory School
	Sikarhulumente	Government	Government
	Esabucala	Private	Private
	Esoluntu	Public	Public
	Okunye cacisa	Others, specify	Others
13	Ingaba umfundi unazo izigulo ezithile okanye uku khubazeka	Does the learner have any illness or disabilities?	Does the learner have any other illnesses or disability
14	Ewe	Yes	Yes
	Hayi	No	No
	Ukuba unaso,	If s/he has	If yes,
15	Ngokomzimba	Physically	Physically
16	Ngegqeqo	Intellectually	Cognitive

17	Ngokwase nqondweni	Mentally	Mental
18	Ingaba ukhe wathunyelwa ekufumaneni uncedo kwabemfuno ezikhethekileyo	Was the learner sent for assessment for special needs?	Have he/she been in Special needy children
19	Ewe Hayi	Yes No	Yes No
20	Isazi ngengqondo	Psychiatrist	Psychiatrist
21	Nontlalo ntle	Social worker	Social worker
22	Ingcali yonyango ngokomsebenzi	Occupational Therapist	Occupational Therapist
23	Ingcali yentetho	Speech Therapist	Speech Therapist
24	Ugqirha wabantwana	Paediatrician	Paediatrician
25	Okunye, cacisa	Other, specify	Other, explain
26	Ingaba kukhona ukonzakala emphemfumlweni ngoku kumfundi, okanye wakhe wonzakala ebomini bakhe	Does the leaner have any current emotional trauma or has suffered any life traumas?	Has the learner experienced any traumatic events
27	Umzekelo Ukuphazamiseka Ukuqhawuka komtshato wabazali Ukutshintsha indawo yohlala Ukufa Ukuxhatshazwa ngabanye abantu ngaleminyaka Ukusukelwa ekuzalweni uyofikelwa kwiminyaka emi-2 2-4 iminyaka Iminyaka emi-5	Example Disturbance Divorced parents Relocation Death Abuse by other people in these years? From birth to age of 2 2- 4 years 5 years	Example Disturbances Divorced parents Moving from one place to another Death Abused by others from ages: Birth to 2 years 2-4 years 5 years
28	Waphela esonjululwa lomonzakalo?	Was the trauma resolved?	Was the problem resolved

29	Ewe	Yes	Yes
	Hayi	No	No
	Andiqinisekanga	Not sure	Not sure
30	Ingabe umfundi uphinde wakwazi ukubuyela kwamanqanaba aqhelekileyo okusebenza	Has the learner managed to function as old self?	Was the learner able to go back to his /her baseline
	Ewe	Yes	Yes
	Hayi	No	No
	Andiqinisekanga	Not sure	Not sure
31	Dwelisa uluhlu lwemingeni ethe wahlangabezana nayo egumbini lokufundisa	List challenges in the classroom.	List all the challenges experienced in classroom
32	INGXELO KA TISHALA/UMPHENDULI	TEACHER'S REPORT/ RESPONDENT	TEACHERS RESPONSE/RESPONDENT
33	Umazi inyanga ezingaphi umfundi?	How long do you the leaner?	For how long did you know the learner?
	Iinyanga __.	Months____	Months_?
34	UNGABA UMBEKA KWELIPHI INQANABA LOMFUNDI?	WHICH LEVEL DO CLASSIFY THE LEARNER	AT WHICH LEVEL DO YOU THINK THE LEARNER WILL FIT
35	kulungela isikolo ngokweemvakelo	Emotional readiness for the school.	Emotional fit
36	Ngokwemo yokulungela intlalo yesikolo ngokupheleleyo	Fully recovered for school environment	Complete social school fitness
37	Kuhle kakhulu	Fully recovered	Excellent
38	Kuhle kakhulu	Fully recovered	Excellent
39	Ifuna ukuhoywa	Needs attention	Need attention
40	Udinga uncedo ngakumbi	Needs more assistance	Need extra help
41	Poor	Akenzi kakuhle	Not doing well

E3SR Questionnaire

Table 18 provides a summary of the back-translated content found in the questionnaire section of the E3SR. A total of 53 items were translated from the TL-4 (isi-Xhosa draft) into

English. The translations done by Back Translator 1 are denoted by the alpha-numeric code BL-1 and the translations done by Translator 2 translations are represented by BL-2.

Table 18

Back - Translations of the Questionnaire Section

	TL-1	TL-2	TL-3
1	Icandelo B:	Section B	Section B:
2	Ngezantsi kukho uluhlu lwe ngxelo eli chaza isakhono somfundi, malunga nengxelo zemvakalelo emphefumlweni kunye nezentlalo	Below is the list that shows the skills of the learner regarding report about emotional and social status.	From the list below there is a description of learners emotional and social capabilities
3	Khetha inkcazo ibe nye ngento nganye eya kulungela ngcono ulwazi/izakhono zomfundi ngokwakaloku nje okanye kwezi nyanga zintathu zidlulileyo.	Choose one explanation that will suite the leaner's ability for now and past 3 months.	Choose one explanation below which best describes the learners abilities in the next 3 months
4	Bonakalisa ukhetho lwakho ngo (X)	Mark with an (X)	Indicate your answer with an X
5	Zange	Never	Never
6	Kunqabile	Rare	Seldom
7	Ngamanye amaxesha	Sometimes	Sometimes
8	Amaxesha amaninzi	A lot	Mostly
9	Phantse qho	Almost every time.	Always
10	Andinako ukuvavanya	Cannot examine.	Not at all
11	UKUKHULA NGOKWEMVAKALELO	EMOTIONAL GROWTH	EMOTIONAL GROWTH
12	UMFUNDI...	LEARNER	LEARNER…
13	Uyakwazi ukuzifaka ezihlangwini zomnye umntu (umzekelo ukumthuthuzela umntu	Are empathic example are you able to comfort others?	Are you able to show empathy to others (for example reassuring someone who is distressed)

	okhathazelekileyo).		
14	Uyamkela xa izinto zingahambi ngendlela yakhe.	Are able to accept when plans are not going according to your way	When you don't get your way, are you willing to accept
15	Ucela uxolo ukuba wenze into engalunganga (umzekelo, wenzakalise intanga yakhe, wophule into yokudlala).	Are you able to apologise for example when you injure your friend or broken her toys?	Do you apologize to others when you are wrong (for example, you hurt your friend)
16			
17	Uyakwamkela ukulungiswa/ukuqeqesho	Do you accept to be corrected?	Do you accept discipline
18	ULWAWULO LWEMVAKALELO	EMOTIONAL CONTROL	CONTROL OF FEELING'S
19	Uyazazi iimvakalelo zakhe.	Are you aware of your emotions?	Does the learner has self awareness /self conscious
20	Uyakwazi ukuthetha oko akuvayo.	Ability to express emotions/ feelings?	Able to express own feelings
21	Ubonisa iimvakalelo ngokwasemzimbeni (umzekelo ukwanga, ukubonisa uthando).	Ability to show emotions physical for example hugging.	Able to show body language (e.g hugging, expressing love)
22	Ukwazi ukuchonga iimvakalelo (umzekelo, uvuyo, usizi).	Ability to identify emotions for example joy and sympathy?	Able to identify emotions (e.g. happy, sad)
23	Uyakwazi ukunxibelelana ngamava ovakalelo kutitshala okanye kumkhathaleli (umzekelo, belunjani usuku lwakho?).	Ability to connect with the teacher or guardian emotionally, for example how was your day?	Able to connect emotionally with teachers or carer (How was your day today ?).
24	IMVAKALELO YOBUQU	PERSONAL FEELING	PERSONAL FEELINGS
25	Wenza ngokuzithemba xa eceliwe uba enze into.	Performs task with confidence when asked to do so.	Showing self confidence in a given task
26	Ukulungele	Prepared to learn or take	Eager to learn/taking risk

	ukufunda/ukuthatha umngcipheko nokuba umsebenzi ubonakala unzima.	risks even if the task seems tough.	in challenging task
27	Uyakwazi ukuzimela/ ukuzithethelela	Can stand/defend self.	Able to defend herself /himself
28	Uyakwazi ukhokhela xa kulindelekile	Can take leadership when expected.	Able to take lead when need arise
29	Uyakwazi ukuzimela xa iintanga zakhe zine mfuno ezingekho ngqiqweni	Can stand for self if peer group has bad influence.	Able to stand peer pressure
30	UKULUNGELA UKUFUNDA	READY TO LEARN	ABILITY TO LEARN
31	Unokusebenza ngokuthula nangokuzolileyo ngaphandle kwengxelo eqhubekayo (umzekelo, indumiso kunye nokuqinisekiswa).	Can work quietly without constant assurance (for example, praise and assurance).	Can work quietly despite surrounding noise (e.g music and concentrate)
32	Uhlala phantsi xa ecelwa ukuba enze njalo okanye xa exakeke ngumsebenzi othile.	Able to sit down when told so or when busy with the task.	Seat still when told to do so or when busy with some work.
33	Unokugxila kumsebenzi.	Task concetration.	Can focus to the task given
34	Uyawugqiba umsebenzi awunikiweyo ngexesha elifanelekileyo	Able to complete task on time.	Can complete his task at a given time
35	Umamela kwaye alandele imiyalelo elula esuka kutitshala/umkhathaleli.	Listen and follow instructions as ordered by teacher/carer.	Listen and follow educators clear instructions/ carer
36	Unako ukulandela imiqathango yaseklasini okanye eyase ndaweni enomthetho wayo.	Ability to follow class instruction or of any particular area	Able to follow class rules or any other place with own rules
37	Uyakwazi ukuthatha inxaxheba kumsebenzi	Able to participate in group work. (for example, listen	Can participate in group activities (e.g sit quietly

	weqela (umz. Ukuhlala phantsi umamela ibali)	to the story).	and listen to a story)
38	IZAKHONO ZENTLALO	SOCIAL SKILLS	SOCIAL ABILITIES
39	Uyakwazi ukuvelana nabanye abafundi (umz. Uyakwazi ukulinda ithuba lakhe xa kudlalwa).	Able to empathise with fellow learners (eg wait for turn to play).	Can show empathy to other learners (e.g can wait for his/her turn during play activities)
40	Uyamkelwa ngokubanzi kwaye uyathandwa ngabanye abafundi.	Welcomed well and loved by other learners.	Accepted and lovable by other learners
41	Unokwenza kwaye agcine ubuhlobo obutsha ekuhambeni kwexesha.	Ability to start new friendship and keep it.	Able to make new friends and maintain friendship
42	Udlala ngentsebenziswano nomfundi omnye okanye ngaphezulu ukuya kutsho kwimizuzu emihlanu ephantsi kweliso elingephi.	Plays with learners for five to more minutes without being watched.	Play together with other learners for about 5 minutes without close supervision
43	Ngokuzithandela wabelana ngezinto anazo nabanye abalingana naye.	Willingly share his/her belongings with peer group.	Sharing with other peers willingly
44	Uyakwazi unika iintanga zakhe ithuba lokuba ziqale okanye zidlale.	Able to give peers time to start or play.	Able to give others turns to play
45	Uyazama ukunceda/ukungenelela xa kunomntu onzakeleyo (ukubacingela abanye).	Tries to assist/take part when one is injured.	Willing to help others
46	UNXIBELELWANO	CONNECTION	COMMUNICATION
47	Uthetha ngokucacileyo nangokuvakalayo ngaphandle kokusebeza okanye ukukhwaza.	Communicating well without whispering or shouting.	Communicate clearly and making sense without being loud and soft.
48	Uyakwazi ukucela xa efuna uncedo ngendlela	Able to ask for help clearly.	Can ask for assistance with clear language

	nolwimi oluvakalayo		
49	Uyakwazi ukuthetha ngesivakalisi esipheleleyo.	Able to speak in complete sentence.	Can communicate using full sentences
50	Uyakwazi ukubamba incoko.	Able to have conversation.	Can maintain conversation
51	Unokunxibelelana, athethe into kwiqela.	Able to communicate with the group.	Can communicate, give speech to a group
52	Uyakwazi ukuphendula imibuzo ethe ngqo xa ebuzwa.	Able to answer question as they have been asked.	Able to answer direct questions
53	Unokuqonda xa kuthethwa okanye xa enikwa imiyalelo elula ngokuthetha.	Understand verbal communication and easy verbal instructions.	Can understand clear commands/instructions

Step Four: Comparison of the Back Translations

In step four the two back translated drafts, Table 17 and Table 18, were compared to the original source (English) version by the two reviewers. The data was transferred identically from the backtranslations templates, with only minor spelling and spacing corrections, to preserve integrity. Reviewer 1 and 2, were tasked to compare the back translations done by translators 1 and 2 with the original (English) source version of the E3SR. Their reviews included a focus on linguistic elements, cultural nuances, and contextual relevance to ensure that the essence and meaning of the original English version were conveyed in the back-translated drafts.

E3SR Demographics

During the comparison of the back translations, it was noted that there were a number of differences between most backtranslations and therefore a decision was made, by the supervisor and researcher, to mark the responses in green where at least one backtranslation was done identically. A total of 17 items were found to have identical back translations by at least one back translator to the source document, these were marked in green by the researcher

and indicated in Table 20. An example of one identical back translation by at least one back translator can be identified in item 9: the word girl whose direct translation is 'Intombazana'. It was highlighted green as BL-1 translated it as girl and BL-2 translated it as female. 'Female' is a more general and neutral term while 'girl' specifically refers to a female child or a young female.

Table 19

Back Translations of the E3SR Demographics that were Identical in Meaning, by At least One Translator

	English Source	isiXhosa Equivialent Version	BL-1	BL-2
4	Birth date	Usuku lokuzalwa	Date of Birth	Date of birth
5	Month __Day _Year__	Inyanga, Usuku, Unyaka	Month, day, year	Month, Date, Year
6	Age:	Iminyaka	Years	Age
7	Gender:	Isini:	Gender	Sex
8	Boy	Inkwenkwe	Boy	Male
9	Girl	Intombazana	Girl	Female
10	Ethnic group:	Iqela lobuhlanga	Racial Group	Ethnic groups
11	Home language/ mother tongue:	Ulwimi Lwasekhaya	Home Language	Home Language
	English	isiNgesi	English	English
	Afrikaans	isiBhulu	Afrikaans	Afrikaans
	Xhosa	isiXhosa	Xhosa	Xhosa
	Other, specify:	Okunye, cacisa	Other, specify	Other, explain
13	Does the learner have any illness or disability?	Ingaba umfundi unazo izigulo ezithile okanye uku khubazeka	Does the learner have have any illness or disabilities?	Does the learner have any other illnesses or disability
14	Yes	Ewe	Yes	Yes
	No	Hayi	No	No
	If Yes,	Ukuba unaso,	If s/he has	If yes,
16	Cognitive	Ngenqqiqo	Intellectually	Cognitive
19	Yes	Ewe	Yes	Yes

	No	Hayi	No	No
21	Social worker	Nontlalo ntle	Social worker	Social worker
22	Occupational therapist	Ingcali yonyango ngokomsebenzi	Occupational Therapist	Occupational Therapist
23	Speech therapist	Ingcali yentetho	Speech Therapist	Speech Therapist
24	Paediatrician	Ugqirha wabantwana	Paediatrician	Paediatrician
38	Good	Kulungile	Well	Good

A total of 21 were identified as having a similar meaning to the source document while not being identical. An example of an item having a similar meaning and not being identical can be identified in item 28: 'Was the traumatic issue resolved?' does not have a direct isiXhosa translation available but it does have words that could describe the meaning and therefore 'Waphela esonjululwa lomonzakalo?' which is similar in meaning was used to convey the message. These items were marked in orange and were earmarked for discussion by the reviewers and were tabulrised in Table 20.

Table 20

Back Translations of the E3SR Demographics that were Similar in Meaning

	English Source	isiXhosa Equivialent Version	BL-1	BL-2
1	EMOTIONAL SOCIAL SCREENING TOOL FOR SCHOOL READINESS (E3SR)	ISIXHOBO SOKUHLOLA IMVAKALELO YOLUNTU UKULUNGISELELA ISIKOLO	Assessment tool for personal feeling towards preparing for school	Emotional screening tool in preparation for school
2	SECTION A: DEMOGRAPHICS	CANDELO A: IZIBALO ZABANTU	Section A: Counting of people.	Section A:
3	PERSONAL INFORMATIO	Inkcukacha ngomfundi	Leaner details	Details of the learner

	N OF LEARNER			
12	Pre-school: Governmental Private Community Other, specify:	Isikolo Sokulungiselela Sikarhulumente Esabucala Esoluntu Okunye cacisa	Preparatory School Government Private Public Others, specify	Preparatory School Government Private Public Other
15	Physical	Ngokomzimba	Physically	Physically
18	Has he/ she ever been referred for special needs support?	Ingaba ukhe wathunyelwa ekufumaneni uncedo kwabemfuno ezikhethekileyo	Was the learner sent for assessment for special needs?	Have he/she been in Special needy children
25	Other, please specify	Okunye, cacisa	Other, specify	Other, explain
26	Is there currently any trauma present in the learner's life or is there a history of trauma?	Ingaba kukhona ukonzakala emphemfumlweni ngoku kumfundi, okanye wakhe wonzakala ebomini bakhe	Does the leaner have any current emotional trauma or has suffered any life traumas?	Has the learner experienced any traumatic events
27	E.g. Disruption Divorce Moving Death Bullying during the following periods: Birth – 2 years of age 2 – 4 years of age 5 years	Umzekelo Ukuphazamiseka Ukuqhawuka komtshato wabazali Ukutshintsha indawo yohlala Ukufa Ukuxhatshazwa ngabanye abantu ngaleminyaka Ukusukelwa ekuzalweni uyofikelwa kwiminyaka emi-2 2-4 iminyaka	Example Disturbance Divorced parents Relocation Death Abuse by other people in these years? From birth to age of 2 2- 4 years 5 years	Example Disturbances Divorced parents Moving from one place to another Death Abused by others from ages: Birth to 2 years 2-4 years 5 years

		Iminyaka emi-5		
28	Was the traumatic issue resolved?	Waphela esonjululwa lomonzakalo?	Was the trauma resolved?	Was the problem resolved
29	Yes No Unsure	Ewe Hayi Andiqinisekanga	Yes No Not sure	Yes No Not sure
30	Has the student been able to return to normal levels of functioning? Yes No Unsure	Ingabe umfundi uphinde wakwazi ukubuyela kwamanqanaba aqhelekileyo okusebenza Ewe Hayi Andiqinisekanga	Has the learner managed to function as old self? Yes No Not sure	Was the learner able to go back to his /her baseline Yes No Not sure
31	List any challenges experienced in the class environment.	Dwelisa uluhlu lwemingeni ethe wahlangabezana nayo egumbini lokufundisa	List challenges in the classroom.	List all the challenges experienced in classroom
32	TEACHER/ RESPONDENT ’S REPORT	INGXELO KA TISHALA/UMPHENDULI	TEACHER'S REPORT/ RESPONDENT	TEACHERS RESPONSE/RESPONDENT
33	For how many months have you known this learner? _____ months.	Umazi inyanga ezingaphi umfundi? Iinyanga __.	How long do you the learner Months____	For how long did you know the learner? Months_
34	HOW WOULD YOU RATE THIS LEARNER’S	UNGABA UMBEKA KWELIPHI INQANABA LOMFUNDI?	WHICH LEVEL DO CLASSIFY THE LEARNER	AT WHICH LEVEL DO YOU THINK THE LEARNER WILL FIT

35	Overall emotional readiness for school	kulungela isikolo ngokweemvakelo	Emotional readiness for the school.	Emotional fit
36	Overall social readiness for school	Ngokwemo yokulungela intlalo yesikolo ngokupheleleyo	Fully recovered for school environment	Complete social school fitness
37	Excellent	Kuhle kakhulu	Fully recovered	Excellent
39	Requires/ needs attention	Ifuna ukuhoywa	Needs attention	Need attention
40	Requires a lot of attention	Udinga uncedo ngakumbi	Needs more assistance	Need extra help

Three items were translated equivalently, but with differences in meaning. An example is the word 'psychological,' item 17, which lacked a direct translation, leading to the use of the isiXhosa term 'Ngokwase nqondweni' to convey the closest meaning to the English source. Here the translation describes psychological in terms of the mental aspect. These translation difficulties were marked in red and earmarked for discussions by the reviewers. The details of the colour coded items that were marked in red for the questionnaire section are tabularised in Table 21.

Table 21

Back Translations of the E3SR Demographics with Differences in Meaning

	English Source	isiXhosa Equivialent Version	BL-1	BL-2
17	Psychological	Ngokwase nqondweni	Mentally	Mental
20	Psychologist	Isazi ngengqondo	Psychiatrist	Psychiatrist
41	Poor	Akenzi kakuhle	Not doing well	Below average

E3SR Questionnaire

In the questionnaire section, a total of 7 items were found to have been identically back translated to the source document by again, at least one back translator, these were marked in green by reviewer 1. An example of this is item 1, in which 'Section B, was translated as 'Icandelo B,' which is an exact translation. Items marked green are presented in Table 22.

Table 22

Back Translations of the E3SR Questionnaire that were Identical in Meaning, by At Least One Translator

	English Source	isiXhosa translation	Back translation 1	Back translation 2
1	Section B:	Icandelo B:	Section B	Section B:
5	Never	Zange	Never	Never
6	Seldom	Kunqabile	Rare	Seldom
16	Accepts responsibility for actions.	Uyalwamkela uxanduva lwezenzo zakhe	Accepts responsibility for actions.	Accepts responsibility for actions.
22	Able to identify emotions (e.g. happy, sad).	Ukwazi ukuchonga iimvakalelo (umzekelo, uvuyo, usizi).	Ability to identify emotions for example joy and sympathy?	Able to identify emotions (e.g happy, sad)
38	SOCIAL SKILLS	IZAKHONO ZENTLALO	SOCIAL SKILLS	SOCIAL ABILITIES
46	COMMUNICATION	UNXIBELELWANO	CONNECTION	COMMUNICATION

Forty-one items were identified as having a similar meaning to the source document with differences in phrasing and these items were marked in orange. An example is item 7, 'some of the time' was translated into isiXhosa as 'Ngamanye amaxesha' which means sometimes. While this is similar it is not the same. Items coded in orange are presented in Table 23.

Table 23

Back Translations of the E3SR Questionnaire that were Similar in Meaning

	English Source	isiXhosa translation	Back translation 1	Back translation 2
2	Below is a list of statements that describe the learner's emotional and social competencies/skills.	Ngezantsi kukho uluhlu lwe ngxelo eli chaza isakhono somfundi, malunga nengxelo zemvakalelo emphefumlweni kunye nezentlalo	Below is the list that shows the skills of the learner regarding report about emotional and social status.	From the list below there is a description of learners emotional and social capabilities
4	Indicate your choice with a cross (X)	Bonakalisa ukhetho lwakho ngo (X)	Mark with an (X)	Indicate your answer with an X
7	Some of the time	Ngamanye amaxesha	Sometimes	Sometimes
8	Most of the time	Amaxesha amaninzi	A lot	Mostly
9	Almost Always	Phantse qho	Almost every time.	Always
11	EMOTIONAL MATURITY	UKUKHULA NGOKWEMVAKALELO	EMOTIONAL GROWTH	EMOTIONAL GROWTH
12	THE LEARNER …	UMFUNDI...	LEARNER	LEARNER…
14	Accepts when things are not going his/her way.	Uyamkela xa izinto zingahambi ngendlela yakhe.	Are able to accept when plans are not going according to your way	When you don't get your way, are you willing to accept
15	Apologise if he-/she did something wrong (e.g., hurt a peer, broke a toy).	Ucela uxolo ukuba wenze into engalunganga (umzekelo, wenzakalise intanga yakhe, wophule into yokudlala).	Are you able to apologise for example when you injure your friend or broken her toys?	Do you apologize to others when you are wrong (for example, you hurt your friend)
17	Accepts correction/discipline.	Uyakwamkela ukulungiswa/ukuqeqesho	Do you accept to be corrected?	Do you accept discipline

19	Is aware of their emotions.	Uyazazi iimvakalelo zakhe.	Are you aware of your emotions?	Does the learner has self awareness /self conscious
20	Can say what he/ she feels.	Uyakwazi ukuthetha oko akuvayo.	Ability to express emotions/ feelings?	Able to express own feelings
21	Show emotions physically (e.g. gives hugs to show love).	Ubonisa iimvakalelo ngokwasemzimbeni (umzekelo ukwanga, ukubonisa uthando).	Ability to show emotions physical for example hugging.	Able to show body language (e.g hugging, expressing love)
23	Able to communicate emotional experiences to teacher or caregiver (e.g. how was your day?).	Uyakwazi ukunxibelelana ngamava ovakalelo kutitshala okanye kumkhathaleli (umzekelo, belunjani usuku lwakho?).	Ability to connect with the teacher or guardian emotionally, for example how was your day?	Able to connect emotionally with teachers or carer (How was your day today ?).
25	Acts with self-confidence when asked to do something.	Wenza ngokuzithemba xa eceliwe uba enze into.	Performs task with confidence when asked to do so.	Showing self confidence in a given task
26	Is willing to learn/ take a risk even if a task seems difficult.	Ukulungele ukufunda/ukuthatha umngcipheko nokuba umsebenzi ubonakala unzima.	Prepared to learn or take risks even if the task seems tough.	Eager to learn/taking risk in challenging task
27	Stands up for him/ herself.	Uyakwazi ukuzimela/ ukuzithethelela	Can stand/defend self.	Able to defend herself /himself
28	Is able to take the lead when expected.	Uyakwazi ukhokhela xa kulindelekile	Can take leadership when expected.	Able to take lead when need arise

29	Able to stand his/ her own ground if peers have unrealistic demands.	Uyakwazi ukuzimela xa iintanga zakhe zine mfuno ezingekho ngqiqweni	Can stand for self if peer group has bad influence.	Able to stand peer pressure
30	READINESS TO LEARN	UKULUNGELA UKUFUNDA	READY TO LEARN	ABILITY TO LEARN
31	Can work quietly and calmly without constant feedback (e.g., praise and affirmation).	Unokusebenza ngokuthula nangokuzolileyo ngaphandle kwengxelo eqhubekayo (umzekelo, indumiso kunye nokuqinisekiswa).	Can work quietly without constant assurance (for example, praise and assurance).	Can work quietly despite surrounding noise (e.g music and concentrate)
32	Sits still when asked to do so or when busy with a task.	Uhlala phantsi xa ecelwa ukuba enze njalo okanye xa exakeke ngumsebenzi othile.	Able to sit down when told so or when busy with the task.	Seat still when told to do so or when busy with some work.
33	Can focus on a task.	Unokugxila kumsebenzi.	Task concentration.	Can focus to the task given
34	Completes a task given to him/her within reasonable time.	Uyawugqiba umsebenzi awunikiweyo ngexesha elifanelekileyo	Able to complete task on time.	Can complete his task at a given time
35	Listens to and follow simple directions/ instructions from the teacher/ caregiver.	Umamela kwaye alandele imiyalelo elula esuka kutitshala/umkhathaleli.	Listen and follow instructions as ordered by teacher/carer.	Listen and follow educators clear instructions/ carer
36	Is able to follow rules in class or structured environments.	Unako ukulandela imiqathango yaseklasini okanye eyase ndaweni enomthetho wayo.	Ability to follow class instruction or of any particular area	Able to follow class rules or any other place with own rules
37	Can participate in group tasks (e.g. sit	Uyakwazi ukuthatha inxaxheba kumsebenzi	Able to participate in group work.	Can participate in group activities (e.g sit

	still and listen to a story).	weqela (umz. Ukuhlala phantsi umamela ibali)	(for example, listen to the story).	quietly and listen to a story)
39	Considers other learners (e.g. can take turns to play with a toy).	Uyakwazi ukuvelana nabanye abafundi (umz. Uyakwazi ukulinda ithuba lakhe xa kudlalwa).	Able to empathise with fellow learners (eg wait for turn to play).	Can show empathy to other learners (e.g can wait for his/her turn during play activities)
40	Is generally accepted and liked by other learners.	Uyamkelwa ngokubanzi kwaye uyathandwa ngabanye abafundi.	Welcomed well and loved by other learners.	Accepted and lovable by other learners
41	Can make and maintain new friendships over time.	Unokwenza kwaye agcine ubuhlobo obutsha ekuhambeni kwexesha.	Ability to start new friendship and keep it.	Able to make new friends and maintain friendship
42	Plays cooperatively with one or more learners for up to 5 minutes with minimal supervision.	Udlala ngentsebenziswano nomfundi omnye okanye ngaphezulu ukuya kutsho kwimizuzu emihlanu ephantsi kweliso elingephi.	Plays with learners for five to more minutes without being watched.	Play together with other learners for about 5 minutes without close supervision
43	Willingly shares his/ her possessions with others his/ her own age.	Ngokuzithandela wabelana ngezinto anazo nabanye abalingana naye.	Willingly share his/her belongings with peer group.	Sharing with other peers willingly
44	Is able to give peers a turn to start or play.	Uyakwazi unika iintanga zakhe ithuba lokuba ziqale okanye zidlale.	Able to give peers time to start or play.	Able to give others turns to play
45	Tries to help/ intervene when someone is hurt (considerate towards others).	Uyazama ukunceda/ukungenelela xa kunomntu onzakeleyo (ukubacingela abanye).	Tries to assist/take part when one is injured.	Willing to help others
47	Speaks clearly and audibly without	Uthetha ngokucacileyo nangokuvakalayo	Communicating well without	Communicate clearly and making sense

	whispering or shouting.	ngaphandle kokusebeza okanye ukukhwaza.	whispering or shouting.	without being loud and soft.
48	Is able to ask for what he/ she needs in understandable language.	Uyakwazi ukucela xa efuna uncedo ngendlela nolwimi oluvakalayo	Able to ask for help clearly.	Can ask for assistance with clear language
49	Can speak in full sentences.	Uyakwazi ukuthetha ngesivakalisi esipheleleyo.	Able to speak in complete sentence.	Can communicate using full sentences
50	Can hold a conversation.	Uyakwazi ukubamba incoko.	Able to have conversation.	Can maintain conversation
51	Can communicate, say something in a group.	Unokunxibelelana, athethe into kwiqela.	Able to communicate with the group.	Can communicate, give speech to a group
52	Is able to answer direct questions when asked.	Uyakwazi ukuphendula imibuzo ethe ngqo xa ebuzwa.	Able to answer question as they have been asked.	Able to answer direct questions
53	Can understand when spoken to or given simple verbal instructions.	Unokuqonda xa kuthethwa okanye xa enikwa imiyalelo elula ngokuthetha.	Understand verbal communication and easy verbal instructions.	Can understand clear commands/instructions

Lastly, 5 items were translated equivalently, but with differences in meaning different from the source document and was marked in red. An example of this, is item 10, 'cannot assess' which does not have a direct translation and therefore translated as 'andinako ukuvavanya' which means cannot examine. The details of the colour coded red items for the questionnaire section are tabularised in Table 24.

Table 24

Back Translations of the E3SR Questionnaire with Differences in Meaning

	English Source	isiXhosa translation	Back translation 1	Back translation 2
3	Choose one description for each item that will best fit the learner's emotional and social competencies/skills currently or the last 3 months.	Khetha inkcazo ibe nye ngento nganye eya kulungela ngcono ulwazi/izakhono zomfundi ngokwakaloku nje okanye kwezi nyanga zintathu zidlulileyo.	Choose one explanation that will suite the leaner's ability for now and past 3 months.	Choose one explanation below which best describes the learner's abilities in the next 3 months
10	Cannot assess	Andinako ukuvavanya	Cannot examine.	Not at all
13	Is able to place him/herself in the shoes of others (e.g., consoles someone when hurt).	Uyakwazi ukuzifaka ezihlangwini zomnye umntu (umzekelo ukumthuthuzela umntu okhathazelekileyo).	Are empathic example are you able to comfort others?	Are you able to show empathy to others (for example reassuring someone who is distressed)
18	EMOTIONAL MANAGEMENT	ULWAWULO LWEMVAKALELO	EMOTIONAL CONTROL	CONTROL OF FEELING'S
24	SENSE OF SELF	IMVAKALELO YOBUQU	PERSONAL FEELING	PERSONAL FEELINGS

The outcome of the review was complex, and while the decision was made to accept a translation where at least one backtranslation was done identically, this allowed for flexibility and accommodated various perspectives. This approach permitted a rigorous decision-making process between the reviewers to be followed, ensuring the maintenance of the integrity of the overall assessment process. Reviewer 1 and Reviewer 2 both independently concurred that the translations effectively maintained linguistic equivalence at face value, preserving the integrity of the items. The consensus among the reviewers further substantiated the rigor of the translation process and the accuracy of the translated items, affirming that they accurately

represented the original English version in isiXhosa, a crucial step towards the establishment of equivalence in the translation process.

Step Five: The Establishment of Linguistic Equivalence

During the final stage of phase one, linguistic equivalence for the translated isiXhosa version of the E3SR was sought by the use of the Quality of Translation and Linguistic Equivalence Questionnaire (QTLC). Results from the QTLC are reported upon in two Sections, Section A that focus primarily on the translation processes including forward and back translations and Section B that focus primarily on linguistic equivalence. Section A, the translation section, have two subsections while Section B, reporting on equivalence have three subsections.

In Section A subsection 1, the *experience of the translators* was rated. Upon reviewing the results of subsection 1, a unanimous 100% agreement between raters were noted. Table 25 summarises the scores obtained from the raters for section A, subsection 1.

Table 25

Experience of Translators: Subsection 1 Scores

Items	Score Rater 1	Score Rater 2
1.1 Experience of translators	0	0
What percentage of the translators possessed formal qualifications translation or editing?		
What percentage of the translators possessed formal qualifications in language studies?	3	3
How much experience do forward translators have in the source and target languages?	5	5
How much experience do backward translators have in the source and target languages?	6	6
Subscore 1	14	14

In subsection 2, the *process of translation* was rated. This section again produced consensus among raters, with identical scores of 13. Table 26 summarises the scores for section A, subsection 2.

Table 26

Process of Translation: Subsection 2 Scores

Items	Score Rater 1	Score Rater 2
1.2 Process of translation	1	1
Was the forward translation conducted by at least 2 independent translators?		
Were the resultant translations compared to each other?	1	1
How were discrepancies resolved?	2	2
Was there any external auditing conducted to confirm resolutions?	1	1
Was an integrated version produced in the target language?	1	1
Was back translation conducted?	1	1
Was the back translation conducted by at least 2 independent translators?	1	1
Was the integrated version produced from forward translation used for back translation?	1	1
Were the resultant translations compared with each other?	1	1
How were discrepancies resolved?	2	2
Was there any external auditing conducted to confirm resolutions?	1	1
Subscore 2	13	13

Based on the results of subsection 1 and 2, a section score was calculated. This was done by adding the score received in subsection 1 and subsection 2. A total score of 27 was obtained for both raters, signifying that the results suggest a high level of compliance in the process of translation for both raters. This result allowed the raters to proceed to Section B. Table 27 provides a visual illustration of the section score and resulting action suggesting to *proceed to equivalence* after completion of Section A.

Table 27

Process of Translation: Subsection 2 Scores

Sub sections	Score Rater 1	Score Rater 2
Subscore 1	14	14
Subscore 2	13	13
Section Score	27	27
Quality description	High level of compliance	
Action	Proceed to equivalence	

Section B subsection 1, compared the source document to the draft target language. The results from both reviewers for this section were identical, with both raters assigning a score of 13. Results of both raters are presented in Table 28 below.

Table 28

Comparison between Source Document and Draft in Target Language

Criterion	Score Rater 1	Score Rater 2
2.1 Comparison between original (source document) and draft in target language		
Was there a process to compare the original (source document) and draft in the target language?	1	1
Was there a process to evaluate whether the content of items in the original version were accurately captured in the translated version?	1	1
How were discrepancies about the content of items resolved?	2	2
Was there a process to evaluate whether the meanings of items in the original version were accurately captured in the translated version?	1	1
How were concerns about differences in the meaning resolved?	2	2
Was there any external auditing conducted to confirm resolutions?	1	1
Was there a process to compare the original version (source document) and translated version (target language) were equivalent in terms of		
Wording (Vocabulary or word choice)	1	1
Content	1	1
Complexity	1	1
Sentence structure	1	1

Meaning	1	1
Subscore 1	13	13

In section B, subsection 2 a comparison between the targeted language, isiXhosa, and the back translations were done. Again, both raters assigned identical scores of 13 indicating a *high level of equivalence* in the translation process. Results are presented in table 29 below.

Table 29

Comparison between Target Language and Back Translations

2.2 Comparison between Translated version (Target language) and Back translations		
Criterion	Score Rater 1	Score Rater 2
Was there a process to compare the translated version (target language) and back translation(s)?	1	1
Was there a process to evaluate whether the content of items in the translated version were accurately captured in the back translations?	1	1
How were concerns about the difference in the content of items in the back translations resolved?	2	2
Was there a process to evaluate whether the meanings of items in the translated version were accurately captured in the back translations?	1	1
How were concerns about differences in the meaning of items in the back translations resolved?	2	2
Was there any external auditing conducted to confirm resolutions?	1	1
Was there a documented process to establish whether the translated version and the back translations were equivalent in terms of	1	
Wording (Vocabulary or word choice)	1	1
Content	1	1
Complexity	1	1
Sentence structure	1	1
Meaning	1	1
Subscore 2	13	13

In section B, subsection 3 a comparison between the original version and the back translations were completed. Both raters rated scores of 13 for this section, signifying *a high level of equivalence* in the translation process. Results are presented in table 30 below.

Table 30

Comparison between Original Language and Back Translations

2.3 Comparison between original version (source) and back translations Criterion	Score Rater 1	Score Rater 2
Was there a process to compare the original version (source document) and back translations?	1	1
Was the content of items in the original accurately captured in the back translations?	1	1
How were concerns about differences in the content resolved?	2	2
Were the meanings of items in the original accurately captured in the integrated version?	1	1
How were concerns about differences about the meaning resolved?	2	2
Was there any external auditing conducted to confirm resolutions?	1	1
Was there a documented process to establish whether the original and back translations were equivalent in terms of		
Wording (Vocabulary or word choice)	1	1
Content	1	1
Complexity	1	1
Sentence structure	1	1
Meaning	1	1
Subscore 3	13	13

Based on the results of subsection 1, 2 and 3, section scores were calculated for both raters. This was done by adding the score received in subsection 1, subsection 2 and subsection 3. A total score of 39 was attained by rater 1 and 2, signifying an excellent level of equivalence in translation in section B. In accordance with the quality description outlined in the QTLC, the translation process demonstrated a strong adherence to the ITC guidelines, and that linguistic equivalence was established. Table 31 presents a visual illustration of the results of section B.

Table 31

Comparison between Original Language and Back Translations

Sub sections	Score Rater 1	Score Rater 2
Subscore 1	13	13
Subscore 2	13	13
Subscore 3	13	13
Section Score	39	39
Quality description		Excellent
Action		Equivalence established

Inter-Rater Reliability

Inter-rater reliability was calculated by the use of crosstabulations and the Kappa statistic. Each item score provided by both raters was utilised to assess agreement, yielding a Kappa value of 1.0 with a significance level of $p < 0.01$. Cohen's guidelines for interpreting Kappa values suggest that a result of 1.0 falls into the category of almost perfect agreement, signifying a high level of agreement (Jhangiani et al., 2019). The inter-rater reliability results are reflected in Table 32 and 33 respectively.

Table 32

Crosstabulation between Rater 1 and Rater 2

Rater1 * Rater2 Crosstabulation Count

		Rater2						
		.00	1.00	2.00	3.00	5.00	6.00	Total
Rater1	.00	1	0	0	0	0	0	1
	1.00	0	36	0	0	0	0	36
	2.00	0	0	8	0	0	0	8
	3.00	0	0	0	1	0	0	1
	5.00	0	0	0	0	1	0	1
	6.00	0	0	0	0	0	1	1
Total		1	36	8	1	1	1	48

Table 33

Kappa Statistic

Symmetric Measures					
		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	1.000	.000	9.453	<.001
N of Valid Cases		48			

a. Not assuming the null hypothesis.

The Kappa Statistic yielded a score of 1.000, with a standard error of 0.000. This result together with the test statistic of 9.453 and the p-value of <0.001, which is highly significant, indicates a high level of agreement between the raters, suggesting consensus in their assessments.

Phase Two: Establishment of Content Validity

The establishment of validity, in phase two marks an important last step in the translation and adaptation process. This process yielded qualitative feedback on face value, content accuracy, translation accuracy, appropriate level of understanding for the target group, concerns, revisions, recommendations, and the identification of issues that could hinder the adaptation process.

Content and Face Validity

The establishment of content and face validity of the isiXhosa translation's measurement of emotional and social competence is important to ensure that the research is valid, culturally sensitive, and ethically conducted, ultimately leading to meaningful and reliable findings that can inform educational practices and policies. Question 1 and Question 8 were used to broadly comment on the content and face validity of the tool. Questions and the experts' responses are reflected in Table 34.

Table 34

Questions that Speak to Face Validity and Expert Reviewer Responses

Question	Response
Question 1: Does the isiXhosa translation, at face value, appear to measure emotional and social competence as a domain of school readiness? Please motivate your answer.	Yes. The isiXhosa translation covers different aspects of emotional and social competence sufficiently. The categories listed in the tool are broad enough to cover issues of empathy, relationship management, autonomy and self-discipline, feedback acceptance, recognition and following rules etc.
Question 8. How would you rate the utility or usefulness of having this screening tool available in isiXhosa?	It will be an invaluable screening tool for educators.

Content Validity

The establishment of content validity serves to assess the accuracy and quality of the translation process and the suitability of the isiXhosa version for accurately measuring the intended content, which is essential for research validity and the overall success of the study. Question 2 and Question 7 were used to report on the content validity of the tool. Questions and the experts' responses are reflected in Table 35.

Table 35

Questions that Speak to Content Validity and the Expert Reviewers' Responses

Question	Response
Question 2: Does the isiXhosa translation of the E3SR appear to measure the same content as the source version? Please motivate your answer.	The isiXhosa translation is a fairly accurate translation of the English version. It captures the English statements well. However, there are a couple of grammatical and typographical errors that need to be attended to before the version is finalised.
Question 7: Are there any recommendations you wish to make about the isiXhosa translation?	There are a couple of errors and tighter editing needs to be done before the tool is finalised.

Translation Accuracy Evaluation

Question 4,5, 6 and Question 9 were asked to gain further insight into the accuracy of the translation process that ultimately had an impact on the accurary of the items to ensure that constructs still measure what they intend to measure. The four questions are asked to elicit comments on the quality of translation work, if equivalence exisits between the source and target versions, and to create an opportunity for further recommendations to identify and addressing any concerns or inaccuracies in the translation process. The expert reviewers' responses for Question 4,5,6 and 9 are reflected in Table 36.

Table 36

Questions and the Experts' Responses for Question 4,5,6 and 9

Question 4: Is the isiXhosa version translated into language that would be understood by preschool teachers, as the target respondent group, who will be completing the screening tool?	Yes
Question 5: Are there any concerns you could identify with the isiXhosa translation?	No, except for grammatical errors and typos.
Question 6: Are there any revisions you would like to suggest in the isiXhosa translation?	Most of the time educators use English names for the different therapists. To facilitate reading with meaning, it will be useful if these names are coined instead of using proper isiXhosa names. Examples of this have been given in he demographics session. Most revisions have been highlighted under inaccuracies
Question 9: Are there any issues that may hinder the use or adoption of the isiXhosa translation in its current form?	No. However, tighter editing must be done.

Areas of Concern

Question 3 gave the expert reviewer the opportunity to highlight any areas of concern and to provide possible alternatives. The question reads: "*Do the Following in the isiXhosa Version Constitute Fair and Accurate Translations of the Source Version?* The reviewer had to choose either "Yes" or "No" as response option. A second follow up question was asked therafter. *If No, Please Indicate Areas of Concern or Inaccuracy"* The expert reviewers' choices to the question are highlighted in grey and are reflected in table 37 below.

Table 37

Areas of Concern about the Translation Process Identified by the Expert Reviewer.

	Option 1	Option 2
a. Theoretical definitions	*Yes*	No
b. Attributes	*Yes*	No
c. Instructions	Yes	*No*
d. Demographics	Yes	*No*
e. Items	Yes	*No*

At this stage, the expert reviewer confirmed that the items are generally representative of the provided theoretical definitions and attributes, essentially establishing content validity. However, the reviewer noted specific challenges regarding the translation of instructions and mentioned grammatical and typographical errors in some items within the demographics and questionnaire sections that required revision. The reviewer identified the specific items and suggested wording and phrases for correction. For ease of reference, the inaccuracies were highlighted in red in column 1, the suggested words and phrases in column 2, and the reasoning for the replacement in column 3 of Table 38 for the demographics section and Table 39 for the questionnaire section, respectively.

Table 38

Expert Reviewers' Suggestions with Reason for Change - Demographics

	Inaccurate words/ phrases identified	Suggested words/ phrases	Reasoning
4	Usuku lokuzalwa	Umhla wokuzalwa	Inaccurate Translation
6	Iminyaka	Ubudala	Inaccurate Translation
11	Ulwimi Lwasekaya	Ulwimi lwaseKhaya	Spelling
13	Uku khubazeka	ukukhubazeka	Word Division
16	Ngegqeqo	Ngengqiqo	Inaccurate Translation
20	Isazi ngengqondo	Ingcali eluleka ingqondo or isayikholojisti (to help the teachers understand)	Inaccurate Translation
21	No ntlalontle	Unontlalontle	Word Division
22	Ingcali yonyango ngokomsebenzi	Ingcali yezakhono zomsebenzi or iotyhupheyishinali theraphisti (to help teachers understand)	Inaccurate Translation
23	Ingcali yentetho	ingcali elungisa intetho or ispitshi theraphisti	Inaccurate Translation
26 and 27	Ingaba kukhona ukonzakala emphemfumlweni ngoku kumfundi, okanye wakhe wonzakala ebomini bakhe? Umzekelo: Ukuphazamiseka, Ukuqhawuka komtshato wabazali, Ukutshintsha indawo yohlala, Ukufa, Ukuxhatshazwa ngabanye abantu	Ikhona na ingxelo engokwenzakala komfundi emphefumlweni? Umzekelo: (ukuphazamiseka, ukuqhawuka komtshato wabazali, ukutshintsha indawo yokuhlala, ukufa, ukuxhatshazwa) ngale minyaka.	Ease of Reading

	ngaleminyaka:		
27	Ukusukelwa ekuzalweni uyofikelwa kwiminyaka emi-2	Ukusukela ekuzalweni ukuya kwiminyaka emi-2	Grammar
28	Waphela esonjululwa lomonzakalo?	Ingaba wasonjululwa na umba wokwenzakala?	Grammar
30	Ingabe umfundi uphinde wakwazi ukubuyela kwamanqanaba aqhelekileyo okusebenza?	Ingaba umfundi uphinde wabuyela kumgangatho wokusebenza oqhelekileyo na?	Inaccurate Translation

Table 39

Expert Reviewers' Suggestions with Reasons for Change – Questionnaire

	Inaccurate words/ phrases identified	Suggested words/ phrases	Reasoning
2, 3 and 4	Ngezantsi kukho uluhlu lwe ngxelo eli chaza isakhono somfundi, malunga nengxelo zemvakalelo emphefumlweni kunye nezentlalo. Khetha inkcazo ibe nye ngento nganye eya kulungela ngcono ulwazi/izakhono zomfundi ngokwakaloku nje okanye kwezi nyanga zintathu zidlulileyo. Bonakalisa ukhetho lwakho ngo (X).	Ngezantsi kukho uluhlu lwezivakalisi ezichaza izakhono zomfundi zemvakalelo nezentlalo. Kwinkcazelo nganye, khetha izakhono zemvakalelo nezentlalo azibonakalisayo umfundi ngoku nakwiinyanga ezi-3 ezidlulileyo. Bonisa impendulo oyikhethileyo ngo (X).	More user friendly
18	ULWAWULO	ULAWULO	Spelling
21	Ubonisa iimvakalelo ngokwasemzimbeni	Ubonisa iimvakelelo ngomzimba	Inaccurate Translation
23	Uyakwazi ukunxibelelana ngamava	uyakwazi ukuthetha ngamava	Inaccurate Translation

31	unokusebenza ngothula nangokuzolileyo ngaphandle kwengxelo eqhubayo (umzekelo, indumiso, nokuqinisekiswa)	unokusebenza ethule nangokuzolileyo ngaphandle kokunikwa ingxelo rhoqo (umzekelo: ukunconywa nokuqinisekiswa)	Inaccurate Translation
44	Uyakwazi unika intanga zakhe	Uyakwazi ukunika intanga zakhe	Grammar
45	xa kunomntu	kukho umntu	Grammar

The suggested words and phrases were incorporated as recommended and a final version of the isiXhosa E3SR was created (Appendix N).

To conclude: A rigorous translation and adaptation process resulted in the final draft of the isiXhosa E3SR screening tool. This tool will be maily be used by the target respondend group, preschool teachers. However, it must be noted that the final draft requires a final editing to ensure that it is free from grammatical errors and typos that might have resulted in the final composition of the draft by the researcher.

The next chapter will discuss the study's findings focusing on the main goals and objectives of the study. It will focus on discussion of the translation process, assessment of linguistic equivalence, and the reporting on the content validity of the E3SR in isiXhosa. The discussion will integrate relevant literature on test adaptation and translation, relate findings to existing research and theories, analyse implications for assessment and education in South Africa's linguistic and cultural context, and conclude by addressing limitations and the broader significance of the results.

Chapter Five: Discussion and Conclusion

Introduction

The main aim of the study was to adapt the E3SR into isiXhosa. The discussion chapter is divided into three sections with the main objectives of the study as the overarching frame. The main objectives focused on using an established and rigorous process for the translation of the E3SR into isiXhosa, assessing the quality of the translation to establish linguistic equivalence and reporting on the content validity of the E3SR. The first section will focus on a discussion of the results of Phase One, the translation process and establishment of equivalence followed by a discussion of Phase Two, the establishment of the content validity.

The discussion will draw on relevant literature on test adaptation and translation where applicable. Moreover, the discussion will relate the findings to existing literature and theoretical frameworks, highlighting their alignment or divergence with previous research in the field. The implications of the results will be critically analysed, considering their relevance to the field of assessment, educational practices, and the broader linguistic and cultural context of South Africa. The last section, the conclusion, will speak to the limitations and the significance of these results, their implications in the context of the research objectives, and their broader relevance to the field of assessment, educational practices, and the linguistic and cultural context of South Africa.

Phase One

Translation

The process of translating and adapting the E3SR assessment tool into isiXhosa was a complex endeavour, as highlighted by the results of the study. The findings, in the results section, highlighted several challenges encountered during the forward and backward translation process. One of the major challenges that needed ongoing attention was the impact of differences in dialects that both translators and reviewers introduced to the adaptation and

specifically the translation process. It was noteworthy that both translators and reviewers' demographics, more specifically the province that they reside in, impacted the dialect that they used and contributed to the differences in translation from the source to the target language (forward translation) and vice versa. The five translators were predominately from the Western and Eastern Cape. Due to the isiXhosa speakers being from varied geographical regions in South Africa and the fact that they are commonly acquainted with multiple languages, including English, Afrikaans, or other official languages, often resulted in incorporating lexical and phonetic variations into their mother tongue that also impacted the translation process.

These challenges are not unique and have been noted in literature such as a study done by Niesler et al. (2005) where it was found that lexical and phonetic various exists in most indigenous languages in the South African context. Steele and Edwards (2008) also advocated that difficulties with translation could stem from the use of the different dialects in the translation process and thus a difference in linguistic versions of translations. Moreover, factors such as genetics, environment, and social inequalities in South Africa can introduce biases and variations in the adaptation of assessments measures (Johnston, 2010; Golden & Fortuny, 2016). These complexities underscored the need for comprehensive translation processes that considered not only linguistic but also cultural nuances. Considering the inherent complexities in translation, during the initial stage, one reviewer hailed from Gauteng, while another was based in the Western Cape. Acknowledging the need for an even more comprehensive approach that embraces linguistic and cultural nuances across various regions, a third translator from the Eastern Cape was introduced in phase one. Additionally, an extra reviewer currently residing in Western Cape (formally from Eastern Cape – King Williams Town) was incorporated into both stages, further enhancing the rigor of the translation process.

The rationale behind employing two independent translators was to ensure that a rigorous process was followed as stipulated by the ITC guidelines. Having two separate back-

translators, assisted to mitigate the potential for individual biases or use of idiosyncrasies in the translation process, thereby trying to enhance the overall accuracy and reliability of the back-translated drafts. This dual-translation approach facilitated a nuanced examination of the subtleties and cultural nuances embedded in the original text, ensuring that these intricacies were preserved and effectively conveyed in the back-translated versions. This meticulous process also aimed to bolster the overall quality and fidelity of the translated items, which is pivotal for ensuring that the translated instrument (isiXhosa version) is both culturally and linguistically sound.

This method was chosen to ensure accuracy and consistency in the evaluation of the translations, thereby contributing to the robustness of the study's findings. By systematically documenting the back translations, any discrepancies between the back translations and the source document could be identified. The back translation process provided valuable information about some of the difficulties that arise with translation of questionnaires into other languages such as the presence of different dialects in one language, difficulties that arose when a word is not available in the target language and a description is necessary to capture the meaning of the specific word.

These deliberate measures aimed to ensure a nuanced understanding of linguistic variations and cultural subtleties, affirming the commitment to producing a robust isiXhosa version of the E3SR screening tool. The final isiXhosa version of the E3SR involved the procedure of altering or adjusting the test in order to align it with the cultural, linguistic, or contextual attributes of the target population (De Kock et al., 2013), which is in line with the literature involving test translation and adaptation.

Equivalence

The QTLC tool employed in this study provided raters with a meticulously structured format that adhered closely to the International Test Commission (ITC) guidelines, ensuring a

rigorous assessment of translation quality and equivalence (Adams, 2022). Both raters in this study reported a significant degree of similarity in their evaluation of the process of translation and adaptation as evident by the almost identical scores obtained. This outcome was substantiated by the application of the Kappa statistic, which indicated a substantial level of agreement between the raters regarding the translation process's quality and the attainment of equivalence, thus yielding a high inter-rater reliability.

The ITC guidelines for adaptation through translation and linguistic equivalence hold significant recognition and acceptance within the field (Adams, 2022). The QTLC tool can be seen as a practical manifestation of these well-established ITC guidelines, effectively operationalising the guidelines for the assessment of best practices in translation and the establishment of equivalence in instrument adaptation (Smith et al., 2022). The outcomes obtained using the QTLC, coupled with the high inter-rater reliability observed in this study, provided compelling evidence that the adaptation of the E3SR through translation followed a systematic and methodical rigorous process. Furthermore, it underscored the close alignment of this process with the ITC guidelines (ITC, 2016) specifically designed to address the challenges of adaptation.

Phase Two

Phase two's core focus was on reporting of the content validity of the translated isiXhosa version of the E3SR. The findings revealed valuable insights from the expert reviewer. The expert reviewer identified three main issues, namely, inaccurate translation, spelling, and word division. These issues were mainly attributed to typing and grammatical errors. The expert reviewer did not identify major problems with the translation in terms of theoretical definitions or the attributes of the constructs. Thus, in essensensece confirming content validity of the isiXhosa E3SR. Instead, the issues primarily pertained to language elements such as grammar, spelling, and typographical errors.

The identified issues, particularly those related to grammar and typing errors, were important issues specifically pertaining to ensuring that the translated isiXhosa were similar in semantics to the English E3SR version. The feedback provided by the expert reviewer allowed for a rigorous translation and adaptation process, ensuring that the isiXhosa E3SR screening tool is not only an accurate representation of the English version, but that it will be easily understood by the responded group for use.

It is important to note that the expert reviewer's assessment did not raise concerns about the theoretical underpinnings or the clarity of the constructs, indicating a successful preservation of the intended meaning during the translation process. The expert reviewer acknowledged that the constructs remained clear after translation, and the items were still representing the attributes in a clear and unambiguous way. Specific mention was made to the categories listed in the screening tool which were identified as 'broad enough' to the constructs of 'empathy, relationship management, autonomy and self-discipline, feedback acceptance, recognition and following the rules. This aspect was crucial, as it ensured that the theoretical foundation and the core components of the E3SR (English version) constructs were successfully retained in the E3SR isiXhosa version of the screen tool. However, the expert reviewer emphasised the need for final editing to eliminate grammatical and typing errors, to ensure the isiXhosa E3SR screening tools linguistic accuracy and overall quality.

Limitations

While the research has been as comprehensive as possible and provided valuable insights into processes to ensure linguistic and cultural equivalence in the translation and adaptation of the Emotional Social Screening Tool for school readiness (E3SR) into isiXhosa, it is essential to recognise some of the limitations of this study.

The study focused on translating the E3SR into isiXhosa. The methodological decisions made in this study such as to include an extra translator and reviewer and make use of an expert

reviewer to comment on content validity was essential to enhance rigor and deal with challenges such as linguistic complexity, cultural nuances, regional variations and the maintenance of content equivalence. While this approach allowed the study to overcome challenges in maintaining content equivalence by translating items without losing meaning, and addressing difficulties in sentence structure, emphasising the importance of understanding latent and manifest content analysis to achieve linguistic equivalence and reduce bias in adaptation studies (Van De Vijver & Leung, 2010), the researcher became aware of and acknowledges the importance of dealing with differences in dialects. Translations between translators from different regions in South Africa and cultural variations from different regions in South Africa is a reality and brings an added complexity to the translation process. It therefore needs to be acknowledged that this version of the E3SR might not have captured all regional variations in isiXhosa however there is no single translation of the isiXhosa language that can comprehensively encapsulate all its regional variations. The linguistic diversity within isiXhosa-speaking communities is significant, and the study's focus was on the Eastern and Western Cape dialects. In addition, if used by respondents in other regions, it might necessitate a variance in potential dialect, translation, or further cultural considerations.

In addition, difficulties in the first section of the QTLC were encountered, as raters were unfamiliar with the calculation related to the translators' experience. The researcher had to consult with the supervisor and developer of the QTLC for assistance and clarification on the calculation, subsequently returning to the raters to explain and conduct that section of the review again. This limitation prompts a reflection on the process and highlights the importance of providing clear communication and clarity of instructions to raters in future studies to ensure ease of understanding and reduce time and resource implications.

Furthermore, it is crucial to acknowledge the researcher’s limitations in engaging with the results due to not being a fluent isiXhosa speaker. Heavy reliance on raters’ feedback was

necessary to comprehend the challenges experienced in the review process. These limitations highlight the intricacies and potential challenges encountered in the translation and review process of the E3SR into isiXhosa, adding another layer of complexity to the study's findings. This was specifically highlighted in phase two whereby the expert reviewer identified inaccuracies resulting from errors in spelling and grammar.

Significance of the Study

The results of this study are deemed significant for three reasons. Firstly, it places an emphasis on the importance to consider how adaptations and translations might be impacted by cultural diversity more specifically how language and the use and meaning ascribed to constructs might lead to differential translations. Secondly it also emphasises the importance of a rigorous and meticulous use of steps taken to ensure that the different forms of the Emotional Social Screening measures for school readiness (E3SR) the English, Afrikaans and isiXhosa version still measures the same constructs and is therefore equivalent and valid for use. Lastly linguistic equivalence across the various forms is critical to ensure that the E3SR cater for the screening of emotional and social competence in South Africa's diverse and multi-linguistic educational landscape.

Cultural Appropriateness

The research process employed in this study emphasises the importance of not only translating words but also considering cultural adaptations in the translation of items. The findings highlight the challenges and nuances of translating psychological instruments and the need to preserve cultural relevance in the translations. This ensures that the assessments accurately screen learners emotional and social competencies before they enter formal education (Grade1).

Validation of the Translation Process

The research process involved back translations to English, which is a critical step in validating the quality of the translations.

Ensuring Linguistic and Cultural Equivalence

The translation of assessment tools like the E3SR into isiXhosa is crucial for equitable access to education in South Africa. The results demonstrate a rigorous process aimed at achieving linguistic and cultural equivalence between the original English version and the translated isiXhosa version. This is critical to ensure that learners from isiXhosa-speaking backgrounds are not disadvantaged in educational assessments in the South African context.

Implications of the Results

The implications of these results extend to various aspects of education and assessment in South Africa; namely improving access to equitable education, enhanced validity of assessments and contribution to a multilingual education system.

The successful translation of assessment tools into isiXhosa means that isiXhosa-speaking learners can now undergo assessments without bias being introduced. The recognition of biases, including construct, method, and item bias in translation and adaptation, as discussed in the literature review, highlights the intricate challenges in the diverse context of South Africa, revealing disparities in interpretations between cultures and emphasising the priority to address biases in assessment tools. The complexity is further complicated by dialectical differences, as indicated by Steele and Edwards (2008), and influenced further by genetics and environmental factors, making it crucial to navigate linguistic and cultural nuances for equitable evaluations in this specific context. Therefore, the E3SR in isiXhosa has the potential to reduce educational disparities and improve educational outcomes among diverse linguistic groups in South Africa. Further to this, the availability of the E3SR in isiXhosa also makes affordable screening possible in the school context and equips teachers with more skills to screen for emotional and social competence in the pre-school environment.

The availability and use of an isiXhosa version of the E3SR also enhances the validity of assessments, as it incorporates cultural and linguistical relevance, and can provide more accurate insights into understandings of learners' abilities and needs.

South Africa's multilingual education system can benefit from this research by promoting the use of indigenous languages in the classroom. It aligns with efforts to preserve and promote linguistic diversity while maintaining high educational standards which aligns to the NDP 2030 and SDG 4 vision.

Recommendations for Further Study

The successful translation of the E3SR into isiXhosa has opened the door to the next crucial step: a more comprehensive investigation into the broader implications of translating assessment tools for the promotion of educational equity. The use of local languages in assessments could contribute to promoting educational equity on a larger scale and therefore this next phase of research could involve examining the multifaceted effects of providing assessments in local languages, which extend far beyond the immediate translation process. It further provides opportunities for individuals who are not first language speakers to engage in adaptation and translation studies.

Further to this, expanding the translation of the E3SR into additional official native languages, like isiZulu, given its prominence as the fourth most spoken and comprehended language among South Africans (Niesler et al., 2005) could be a focus for further research. To ensure inclusivity for isiZulu-speaking test-takers whose primary language is neither English, Afrikaans nor isiXhosa an E3SR available in isiZulu, following the methodological approach employed in this study would be beneficial.

Moreover, while the study's findings are invaluable for identifying areas of strength and potential areas for improvement in pre-schoolers' readiness for grade 1, it also holds significant implications for policy formulation. It is recommended that future research and policy

initiatives consider integrating these findings into broader policy directions aimed at promoting equitable access to quality education and enhancing school readiness for children from all backgrounds. By informing policy directions regarding the promotion of accessing and enhancing school readiness across diverse socio-economic and cultural contexts, this study has the potential to positively impact educational outcomes and contribute postively toward the development of South African children.

Conclusion

The results align with existing literature emphasising the importance of linguistic and cultural considerations in educational assessments. It also supports the use of the ITC guidelines as conceptual framework as these guidelines emphasise the need for culturally relevant assessments to ensure fairness and accuracy in educational outcomes. The high inter-rater reliability, as indicated by a Kappa value of 1.0, underscores the consistency and agreement between raters in their evaluation of the quality of translation and adaptation process. This reliability emphasises the credibility and trustworthiness of the findings in this study.

In conclusion, the results of this adaptation process demonstrate the meticulous efforts undertaken to translate and validate the isiXhosa version of the E3SR. It also highlights how important it is to emphasise and include linguistic and cultural considerations when one is engaging in test adaptations in the South African context. These findings have significant implications for equitable education, assessment practices, and the preservation of linguistic diversity in South Africa's educational landscape.

Personal Reflection

Being an English speaker in South Africa tasked with translating and adapting a psychometric screening tool into isiXhosa has been both challenging and enlightening. It is a unique experience that highlights the rich linguistic and cultural diversity of the country.

First and foremost, this endeavour has emphasised the importance of language in the field of psychology and more specifically in psychological assessments. Translating the E3SR screening tool was not a mere conversion of words; it required a deep understanding of both languages, isiXhosa and English, and their cultural nuances. isiXhosa is a language deeply rooted in South African culture and history, and adapting a test to it means considering how concepts and expressions may differ from English. It's about making sure the test remains culturally relevant and sensitive.

Not being an isiXhosa speaker meant that I had to rely on native isiXhosa speakers and their expertise in translation. This meant that the process to find adequate experts was a task that became crucial to this study. It meant that communication had to stay open and clear. One of the challenges that I witnessed as the researcher was the limited vocabulary in isiXhosa for certain psychological terms. The translators often had to use their sound judgement and experience to convey complex concepts accurately and understandably. This was not only a difficult task for them but also one that left me, as an English speaker, helpless during the process. However, on a positive note, my limited understanding of the isiXhosa language turned out to be advantageous. It compelled me to ask thoughtful questions, seek clarification, and report findings without any preconceived notions or biases.

In addition, working on this project has deepened my appreciation for the linguistic diversity in South Africa and the need to preserve and celebrate these languages. It's a reminder of the country's rich heritage and the importance of maintaining and promoting all its languages. It highlights the importance of linguistic and cultural sensitivity in psychological assessments and the need for inclusivity in psychological tools. It has made me feel like a small contributor to the dynamic field of psychology in South Africa and this journey has broadened my perspective and reaffirmed the significance of respecting and embracing the diverse languages and cultures that make up this incredible nation.

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Appendices

Appendix A: Template for Comparison of Translated Document

TL1	TL2	TL3	TL4

Appendix B: Comparison of the Translated Documents

Demographics Section

TL-1	TL-2	TL-3
ISIXHOBO SOKUHLOLA IMVAKALELO YOLUNTU UKULUNGISELELA ISIKOLO	ISIXHOBO SOKUHLOLA IMIVAKELO ZENTLALO	Isixhobo sokuhlolwa kwemo yemvakelelo nentlalo ekulungeleni isikolo (E3SR)
Icandelo A: Izibalo Zabantu	ICANDELO A: IZIBALO ZABANTU	Icandelo A: Ulwazi ngokobalo lwabantu
IINKCUKACHA ZOBUQU ZOMFUNDI	INKCUKACHA ZOMFUNDI	Inkcukacha ngomfundi
Unyaka wokuzalwa Inyanga, Imini, Unyaka	Usuku lokuzalwa Inyanga_Usuku_Unyaka	Umhla wokuzalwa Inyanga Umhla Unyaka
Iminyaka	Iminyaka	Iminyaka yokuzalwa
Isini	Isini	Isini:
Inkwenkwe	Inkwenkwe	Inkwenkwe
Intombazana	Intombazana	Intombazana
Iqela lobuhlanga	Iqela lobuhlanga	Ubuhlanga
Ulwimi lwasekhayeni	Ulwimi lasekhayeni:	Ulwimi lwenkobe
Isingesi	isiNgesi	IsiNgesi
Isibhulu	iAfrikaans	IsiBhulu
IsiXhosa	isiXhosa	IsiXhosa
Okunye, cacisa	Olunye ulwimi, sicela ucacise:	Enye, cacisa
Isikolo sokulungiselela Karhulumente Eyabucala Eyoluntu Okunye, cacisa	Pre-school: isiKolo sika rhulumente isiKolo sabucala iskolo sase mphakathini esinye, sicela ucacise	Isikolo sabaqalayo Esikarhulumente Esabucala Esoluntu Esinye, cacisa
Ingaba umfundi unako ukukhubazeka ngokwezemfundo?	Ingaba umfundi unazo izigulo ezithile okanye uku khubazeka	Ingaba umfundi unalo ukhubazeko

Ewe	Ewe	Hayi
Hayi	Hayi	Ewe
Ukuba bukhona ingabe bobounjani ukukhubazeka	Ukuba unaso,	Ukuba unalo loluphi kula,
Ngokomzimba	Umzimba	Ngokomzimba
Ngegqeqo	Ingqondo	Uthatha kade ukuqonda
Ngokwengqondo	Ngokwase nqondweni	Ngokwasengqondweni
Ingabe umfundi sesuka ukuthunyelwa uxhaselwa ezinye izidingo?	Wakhe wathunyelwa afumane uncedo ngokwe mfuno ezikhethekileyo	Ingaba ukhe wathunyelwa ekufumaneni uncedo kwabemfuno ezikhethekileyo
Ewe	Ewe	Ewe
Hayi	Hayi	Hayi
Isazi ngengqondo	Isazi ngengqondo	Umluleki oyingcali kwezengqondo
Nontlalo ntle	Unontlalontle	Unontlalo-ntle
Ingcali yonyango ngokomsebenzi	Ingcali emsebenzini	Umluleleki oyingcali kwezemisebenzi
Ingcali yentetho	Ingcali yentetho	Umluleki oyingcali kwintetho
Ugqirha wabantwana	Ugqirha wabantwana	Ugqirha oyingcali wabantwana
Okunye, cacisa	Omnye, sicela ucacise	Okunye, cacisa
Ingabe ukhona umonzakalo onawo ngoku umfundi okanye owake wamehlela phambili?	Kukhona ukonzakala (emphefulweni) ebomini bomfundi ngoku, okanye ngaphambili ebomini bakhe?	Ingaba kukhona ukwenzakala ngokusemphemfumlweni nasengqondweni okwakhe kwamehlela umfundi?
Umzekelo	Umz.	Umzekelo
Ukuphazanyiswa bobomi	Ukuphazamiseka	Ukuphazamiseka
Ukuhlukana kwabazali	Ukohlukana kwabazali	Ukuqhawuka komtshato wabazali
Ukuthutha	Ukutshintsha indawo yohlala	Ukuyohlala kwenye indawo
Ukuswelekelwa	Ukufa	angayiqhelanga
	Ukuxhatshazwa ngabanye	Ukushiywa lilungu losapho
	ngalamaxesha:	

Ukuxhatshazwa ngabanye abantu ngaleminyaka Ukusukelwa ekuzalweni uyofikelwa kwiminyaka emi-2 2-4 iminyaka Iminyaka emi-5		okanye umhlobo Ukuxhatshazwa kuleminyaka ilandelayo Ekuzalweni ukuya kwiminyaka emibini Phakathi kweminyaka emibini nemine Eneminyaka emihlanu
Waphela esonjululwa lomonzakalo? Ewe Hayi Akho kuqiniseka	Isimo sokonzakala sade sasonjuluwa? Ewe Hayi Andiqinisekanga	Ingaba kwabakho isisombululo? Hayi Ewe Andiqinisekanga
Ingabe umfundi uphinde wakwazi ukubuyela kwamanqanaba aqhelekileyo okusebenza Ewe Hayi Akho kuqiniseka	Umfundi wakwazi ubuyela ekusebenzeni ngokuqhelekilyo? Ewe Hayi andiqinisekanga	Ingaba umfundi wakwazi ubuyela kwimo eqhelekileyo Ewe Hayi Andiqinisekanga
Ingaba ikhona imiceli-mngeni ekhoyo kwi ghumbi lofudnela	Bhala apha ubunzima obuthe bafunyanwa eklasini	Dwelisa uluhlu lwemingeni ethe wahlangabezana nayo egumbini lokufundisa
Ingxelo katishala	INGXELO KA TISHALA/UMPHENDULI	INGXELO KATISHALA
Unenyanga ezingaphi umazi lo mfudni	Umazi inyanga ezingaphi umfundi? Iinyanga __.	Unexesha elingakanani umazi lomfundi Inyanga ____
Ungamlinganisela njani lo mfundi malunga ne	UNGAMBEKA KWELIPHI IZINGA LO MFUNDI KWEZI ZIBAKALA ZILANDELAYO	UNGABA UMBEKA KWELIPHI INQANABA LOMFUNDI?
Ukulungela	Ukulungela isikolo	Ukulungela

ngokweemvakalelo ngokubanzi esikolweni	ngokweemvakelo	ngokweemvakalelo ngokubanzi esikolweni
Ukulungela isikolo ngokwentlalo kukonke	Ukulungela isikolo ngokweezentlalo	Ngokwemo yokulungela intlalo yesikolo ngokupheleleyo
Kuhle kakhulu	Kuhle kakhulu	Uyagqwesa
Kulungile	Kakuhle	Wenza kakuhle kakhulu
Ifuna ukuhoywa	Udinga isihoyo	Uyaludinga uncedo
Ifuna ungqwalasela enkulu	Udinga isihoyo kakhulu	Udinga uncedo ngakumbi
Isezanti kakhulu	Uyasokola	Akenzi kakuhle

Questionnaire Section

TL-1	TL-2	TL-3
Icandelo B: Apha ngezantsi kukho uluhlu lweenkcazo ezichaza ubuchule/izakhono zomfundi ngokweemvakalelo nentlalo.	Icandelo B: Ngezantsi kukho uluhlu lwe ngxelo eli chaza isakhono somfundi, malunga nengxelo zemvakalelo emphefumlweni kunye nezentlalo	Icandelo B: Ngezantsi luluhlu lwezinkcazelo ezichaza izakhono/ubuchule zabafundi ngokwemvakalelo nezantlalo.
Khetha inkcazo ibe nye ngento nganye eya kulungela ngcono ulwazi/izakhono zomfundi ngokwakaloku nje okanye kwezi nyanga zintathu zidlulileyo.	Khetha ibenye inkcazelo, eyona efanelekileyo, ezocacisa ingxelo yemvakalelo emphefumlweni kunye nezentlalo zomfundi.	Khetha inkcazo ibenye ngento nganye eyakuthi ilungele abafundi ngokwemvakelelo/ubuchule bezentlalo/izakhono ngoku okanye kwiinyanga ezintathu ezidlulileyo.
Bonisa ukhetho lwakho ngomnqamlezo (X)	Bonisa ukhetho lwakho ngofaka u(X)	Bonakalisa ukhetho lwakho ngo (X)
Zange	Zange	Zange
Kunqabile	Kunqabile	Akuxhaphakanga
Ngamanye amaxesha	Ngamanye amaxesha	Ngamanye amaxesha
Ngamaxesha amaninzi	Amaxesha amaninzi	Amaxesha amaninzi

Phantse qho	Phantse qho	Ngawo amaxesha
Awukwazi ukuvavanye UKUKHULA NGOKWEMVA UMFUNDI	Andinako ukuvavanya UKUKHULA NGOKWEEMVAKELO UMFUNDI...	Ayivavanyeki UKUKHULA NGOKWEMVAKALELO UMFUNDI (Umntwana)
Uyakwazi ukuzibeka ezihlangwini zabanye (umzekelo, ukuthuthuzela umntu xa wonzakele).	Uyakwazi ukuzifaka kwizihlangu zomnye (umz. Athuthuzele omnye xa esiva kabuhlungu)	Uyakwazi ukuzifaka ezihlangwini zomnye umntu (umzekelo ukumthuthuzela umntu okhathazelekileyo).
Uyamkela xa izinto zingahambi ngendlela yakhe.	Uyamkela xa izinto zingahambi ngendlela yakhe	Uyakwazi ukwamnkela xa izinto zingahambi ngendlela yakhe.
Ucela uxolo ukuba wenze into engalunganga (umzekelo, wenzakalise intanga yakhe, wophule into yokudlala).	Uyalu cela uxolo xa enze into engalunganga	Ukuxolisa xa enze into engalunganga (umzekelo ephule itoyi yomnye umntana)
Uyalwamkela uxanduva lwezenzo.	Uyalwamkela uxanduva lwezenzo zakhe	Uyakwazi ukulathatha uxandanduva lwezenzo zakhe
Uyakwamkela ukulungiswa/ukuqeqesho.	Uyamkela xa elungiswa okanye eqeqeshwa	Ukwamkwelwa ukwelulweka
ULAWULO LWEMVO	ULAWULO LWEEMVAKALELO	ULWAWULO LWEMVAKALELO
Uyazazi iimvakalelo zakhe.	Uyaziqonda imvakalelo zomphefumlo wakhe	Uyazazi imvakalelo zabanye.
Uyakwazi ukuthetha oko akuvayo.	Uyakwazi ukuzichaza iimvakalelo zakhe	Uyakwazi ukutsho ukuba uziva njani.
Ubonisa iimvakalelo ngokwasemzimbeni (umzekelo ukwanga, ukubonisa uthando).	Uyayibonakalisa iimvakalelo ngokwasemzimbeni (umz. Ukwanga umntu kuze ambonise uthando)	Uyakwazi ubonisa indlela aziva ngayo (umzekelo ubonisa uthando ngokwanga (hug)).
Ukwazi ukuchonga iimvakalelo (umzekelo,	Unako ukuchonga iimvakalelo zomphefumlo	Uyakwazi ubalula indlela aziva ngayo (umzekelo xa

uvuyo, usizi).	(umz. Ulonwabo, usizi)	enwabile naxa enegonwabanga)
Uyakwazi ukunxibelelana ngamava ovakalelo kutitshala okanye kumkhathaleli (umzekelo, belunjani usuku lwakho?).	Unako uchazela utishala okanye umzali ngamava emvakalelo yakhe (umz. Ibinjani imini yakho namhlanje?)	Uyakwazi ukuthetha notishala okanye umzali ngendlela aziva ngayo nezinto adlule kuzo.
IMVAKALELO YOBUQU	IMVAKALELO YOBUQU	IMO NGOBUWENA
Wenza ngokuzithemba xa ecelwa ukuba enze into.	Wenza ngokuzi themba xa eceliwe ukuba enze nto ithile	Wenza ngokuzithemba xa eceliwe uba enze into.
Ukulungele ukufunda/ukuthatha umngcipheko nokuba umsebenzi ubonakala unzima.	Uzimisele ukufunda/uzama nokuba umsebenzi ubonakala unzima	Uyawubonakalisa umdla ekufundeni nokuba umsebenzi ubonakala unzima.
Uyazimela.	Uyakwazi ukuzimela/ ukuzithethelela	Uyakwazi ukuzimela.
Uyakwazi ukukhokhela xa elindelwe	Uyakwazi ukhokhela xa kulindelekile	Uyakwazi ukukhokhela xa kukho imfuneko.
Uyakwazi ukuzimela ukuba oontanga bakhe banemfuno ezingekho ngqiqweni.	Uyakwazi ukuzimela xa iintanga zakhe zine mfuno ezingekho ngqiqweni	Uyakwazi ukuyimela into naxana oontanga bakhe befuna izinto ezingesosidingo.
UKULENGELA UKUFUNDA	UKULUNGELA UKUFUNDA	UKULUNGELA UKUFUNDA
Unokusebenza ngokuthula nangokuzolileyo ngaphandle kwengxelo eqhubekayo (umzekelo, indumiso kunye nokuqinisekiswa).	Uyakwazi ukuzisebenzela engena xhala noba akukho mntu omkhuthazayo rhoqo (umz. Indumiso kunye nesiqinisekiso)	Uyakwazi ukusebenza ngokuzolileyo ngaphandle kokukhuthazwa.
Uhlala phantsi xa ecelwa	Uhlala ndawo enye xa	Uyakwazi uhlala azole xa

ukuba enze njalo okanye xa exakeke ngumsebenzi othile.	eceliwe ukuba enze njalo okanye xa exakekile ngumsebenzi.	eyalelwe uba makenze emsebenzi.
Unokugxila kumsebenzi.	Uyakwazi ukuzinza kumsebenzi	Uyakwazi ukuqwasela kumsebenzi lowo awunikiweyo.
Ugqibezela umsebenzi awunikiweyo ngexesha elifanelekileyo.	Uyawugqiba umsebenzi awunikiweyo ngexesha elifanelekileyo	Uyakwazi ukuwugqiba umsebenzi ngexesha alinikiweyo.
Umamela kwaye alandele imiyalelo elula esuka kutitshala/umkhathaleli.	Uyamamela alandele imiyalelo elula, esuka kutishala okanye kumzali	Uyakwazi ukumamela nokuthatha nemiqathango engekho nzima kutishala.
Uyakwazi ukulandela imigaqo eklasini okanye kwimo engqongileyo eyakhiweyo.	Unako ukulandela imiqathango yaseklasini okanye eyase ndaweni enomthetho wayo.	Uyakwazi ukulandlela imigaqo yeklasi.
Unokuthatha inxaxheba kwimisebenzi yeqela (umzekelo, uhlala athule kwaye amamele ibali).	Uyakwazi ukuthatha inxaxheba kumsebenzi weqela (umz. Ukuhlala phantsi umamela ibali)	Uyakwazi ubanegalelo xa besenza beliqela lwabantwana (umzekelo ahlale amamele amabali).
IZAKHONO ZENTLALO	IZAKHONO ZENTLALO	IZAKHONO ZENTLALO
Uthathela ingqalelo abanye abafundi (umz. banokutshintshana ngokudlala ngento yokudlala).	Uyakwazi ukuvelana nabanye abafundi (umz. Uyakwazi ukulinda ithuba lakhe xa kudlalwa).	Ubathathela ingqalelo abanye abafundi (umzekelo abanike ithuba lokudlala).
Uyamkelwa ngokubanzi kwaye uyathandwa ngabanye abafundi.	Uyamkelwa ngobubanzi kwaye uyathandwa ngabanye abafundi.	Ungumntana owamnkelwayo nothandwayo nabanye abantwana
Unokwenza kwaye agcine ubuhlobo obutsha ekuhambeni kwexesha.	Uyakwazi ukwenza ubuhlobo obutsha kwaye uyakwaz ugcina ubuhlobo ngokwexeshana.	Uyakwazi ukwakha nokugcina ubuhlobo ixesha elide.
Udlala	Unako ukudlala kakuhle	Ukudlala

ngentsebenziswano nomfundi omnye okanye ngaphezulu ukuya kutsho kwimizuzu emihlanu ephantsi kweliso elingephi.	nabanye abafundi okwexesha elifika kwimizuzu emihlanu, kungekhomntu obajongileyo.	ngentsebenziswano nabanye abantwana imizuzu emihlanu ngaphandle kobekwa iliso.
Ngokuzithandela wabelana ngezinto anazo nabanye abalingana naye.	Ngokuzithandela uyavuma udlalisa iintanga zakhe ngezinto zakhe eziphathekayo.	Uyakwazi ukwabelana nabanye abantwana ngokuzithandela.
Uyakwazi ukunika oontanga ithuba lokuba baqale okanye badlale.	Uyakwazi unika iintanga zakhe ithuba lokuba ziqale okanye zidlale.	Uyakwazi ubanika ithuba lodlala abanye abantwana.
Uyazama ukunceda/ukungenelela xa kunomntu onzakeleyo (ukubacingela abanye).	Uyazama ukunceda okanye angenelele xa konzakele umntu.	Uyazama ukuncenda xa omnye umntwana edinga uncedo.
UNXIBELELWANO	UNXIBELELWANO	UNXIBELELWANO (intetho)
Uthetha ngokucacileyo nangokuvakalayo ngaphandle kokusebeza okanye ukukhwaza.	Uthetha avakale engakhange asebeze okanye akwhaze.	Uthetha kakuhle nangokuvakalayo
Uyakwazi ukubuza oko akufunayo ngolwimi oluqondakalayo.	Uyakwazi ukucela into ayidingayo ngolwimi oluvakalayo.	Uyakwazi ukucela xa efuna uncedo ngendlela nolwimi oluvakalayo
Uyakwazi ukuthetha ngezivakalisi ezipheleleyo.	Uyakwazi ukuthetha ngezivakalisi ezipheleleyo.	Uyakwazi ukuthetha ngesivakalisi esipheleleyo.
Uyakwazi ukubamba incoko.	Uyakwazi ukuncokola nabanye abantu.	Uyakwazi ukubamba incoko.
Unokunxibelelana, athethe into kwiqela.	Uyakwazi uthetha ekwi qela.	Uthetha naphambi kweqela Labantu
Uyakwazi ukuphendula imibuzo ethe ngqo xa ebuzwa.	Uyakwazi ukuphendula imibuzo.	Uyakwazi uphendula imibuzo ejongiswe kuye

Unokuqonda xa kuthethwa okanye xa enikwa imiyalelo elula ngokuthetha.	Uyaqonda xa kuthetwha naye okanye enikwa imiyalelo	Uyeva xa kuthethwa naye enikwa imiyalelo.

Appendix C: Back Translation Template

BACK TRANSLATOR XXX

isiXhosa Equivialent Version	Back Translation
ISIXHOBO SOKUHLOLA IMVAKALELO YOLUNTU UKULUNGISELELA ISIKOLO	
CANDELO A: IZIBALO ZABANTU	
Inkcukacha ngomfundi	
Usuku lokuzalwa	
Inyanga, Usuku, Unyaka	
Iminyaka	
Isini:	
Inkwenkwe	
Intombazana	
Iqela lobuhlanga	
Ulwimi Lwasekaya isiNgesi isiBhulu isiXhosa Okunye, cacisa	
Isikolo Sokulungiselela Sikarhulumente Esabucala Esoluntu Okunye cacisa	
Ingaba umfundi unazo izigulo ezithile okanye uku khubazeka	
Ewe Hayi Ukuba unaso,	
Ngokomzimba	
Ngegqeqo	
Ngokwase nqondweni	
Ingaba ukhe wathunyelwa ekufumaneni uncedo kwabemfuno ezikhethekileyo	
Ewe Hayi	
Isazi ngengqondo	
Nontlalo ntle	
Ingcali yonyango ngokomsebenzi	
Ingcali yentetho	
Ugqirha wabantwana	
Okunye, cacisa	
Ingaba kukhona ukonzakala emphemfumlweni ngoku kumfundi,okanye wakhe wonzakala ebomini bakhe	
Umzekelo Ukuphazamiseka Ukuqhawuka komtshato wabazali	

Ukutshintsha indawo yohlala Ukufa Ukuxhatshazwa ngabanye abantu ngaleminyaka Ukusukelwa ekuzalweni uyofikelwa kwiminyaka emi-2 2-4 iminyaka Iminyaka emi-5	
Waphela esonjululwa lomonzakalo?	
Ewe Hayi Andiqinisekanga	
Ingabe umfundi uphinde wakwazi ukubuyela kwamanqanaba aqhelekileyo okusebenza Ewe Hayi Andiqinisekanga	
Dwelisa uluhlu lwemingeni ethe wahlangabezana nayo egumbini lokufundisa	
INGXELO KA TISHALA/UMPHENDULI	
Umazi inyanga ezingaphi umfundi? Iinyanga __.	
UNGABA UMBEKA KWELIPHI INQANABA LOMFUNDI?	
kulungela isikolo ngokweemvakelo	
Ngokwemo yokulungela intlalo yesikolo ngokupheleleyo	
Kuhle kakhulu	
Kulungile	
Ifuna ukuhoywa	
Udinga uncedo ngakumbi	
Akenzi kakuhle	

isiXhosa Equivialent Version	**Back Translation**
Icandelo B:	
Ngezantsi kukho uluhlu lwe ngxelo eli chaza isakhono somfundi, malunga nengxelo zemvakalelo emphefumlweni kunye nezentlalo	
Khetha inkcazo ibe nye ngento nganye eya kulungela ngcono ulwazi/izakhono zomfundi ngokwakaloku nje okanye kwezi nyanga zintathu zidlulileyo.	
Bonakalisa ukhetho lwakho ngo (X)	
Zange	
Kunqabile	
Ngamanye amaxesha	
Amaxesha amaninzi	
Phantse qho	
Andinako ukuvavanya	

UKUKHULA NGOKWEMVAKALELO	
UMFUNDI...	
Uyakwazi ukuzifaka ezihlangwini zomnye umntu (umzekelo ukumthuthuzela umntu okhathazelekileyo).	
Uyamkela xa izinto zingahambi ngendlela yakhe.	
Ucela uxolo ukuba wenze into engalunganga (umzekelo, wenzakalise intanga yakhe, wophule into yokudlala).	
Ucela uxolo ukuba wenze into engalunganga (umzekelo, wenzakalise intanga yakhe, wophule into yokudlala).	
Uyakwamkela ukulungiswa/ukuqeqesho	
ULWAWULO LWEMVAKALELO	
Uyazazi iimvakalelo zakhe.	
Uyakwazi ukuthetha oko akuvayo.	
Ubonisa iimvakalelo ngokwasemzimbeni (umzekelo ukwanga, ukubonisa uthando).	
Ukwazi ukuchonga iimvakalelo (umzekelo, uvuyo, usizi).	
Uyakwazi ukunxibelelana ngamava ovakalelo kutitshala okanye kumkhathaleli (umzekelo, belunjani usuku lwakho?).	

isiXhosa Equivialent Version	**Back Translation**
IMVAKALELO YOBUQU	
Wenza ngokuzithemba xa eceliwe uba enze into.	
Ukulungele ukufunda/ukuthatha umngcipheko nokuba umsebenzi ubonakala unzima.	
Uyakwazi ukuzimela/ ukuzithethelela	
Uyakwazi ukhokhela xa kulindelekile	
Uyakwazi ukuzimela xa iintanga zakhe zine mfuno ezingekho ngqiqweni	
UKULUNGELA UKUFUNDA	
Unokusebenza ngokuthula nangokuzolileyo ngaphandle kwengxelo eqhubekayo (umzekelo, indumiso kunye nokuqinisekiswa).	
Uhlala phantsi xa ecelwa ukuba enze njalo okanye xa exakeke ngumsebenzi othile.	
Unokugxila kumsebenzi.	
Uyawugqiba umsebenzi awunikiweyo ngexesha elifanelekileyo	
Umamela kwaye alandele imiyalelo elula esuka kutitshala/umkhathaleli.	
Unako ukulandela imiqathango yaseklasini okanye eyase ndaweni enomthetho wayo.	
Uyakwazi ukuthatha inxaxheba kumsebenzi weqela (umz. Ukuhlala phantsi umamela ibali)	
IZAKHONO ZENTLALO	
Uyakwazi ukuvelana nabanye abafundi (umz. Uyakwazi ukulinda ithuba lakhe xa kudlalwa).	
Uyamkelwa ngokubanzi kwaye uyathandwa ngabanye abafundi.	
Unokwenza kwaye agcine ubuhlobo obutsha ekuhambeni kwexesha.	
Udlala ngentsebenziswano nomfundi omnye okanye ngaphezulu ukuya kutsho kwimizuzu emihlanu ephantsi kweliso elingephi.	
Ngokuzithandela wabelana ngezinto anazo nabanye abalingana naye.	
Uyakwazi unika iintanga zakhe ithuba lokuba ziqale okanye zidlale.	
Uyazama ukunceda/ukungenelela xa kunomntu onzakeleyo (ukubacingela abanye).	
UNXIBELELWANO	
Uthetha ngokucacileyo nangokuvakalayo ngaphandle kokusebeza okanye ukukhwaza.	
Uyakwazi ukucela xa efuna uncedo ngendlela nolwimi oluvakalayo	
Uyakwazi ukuthetha ngesivakalisi esipheleleyo.	
Uyakwazi ukubamba incoko.	
Unokunxibelelana, athethe into kwiqela.	

Uyakwazi ukuphendula imibuzo ethe ngqo xa ebuzwa.	
Unokuqonda xa kuthethwa okanye xa enikwa imiyalelo elula ngokuthetha.	

Please complete the following demographic template:

Back Translator	**Profession**	**Field of expertise**	**Qualification in Editing**	**Qualification in language studies**	**Experience in translation in years**
e.g.BTL1	e.g. Clinical Psychologist	e.g. Clincial practice, language editing and translation	Yes/No	Yes/No	e.g. 2 years

Please sign consent form also attached to this document.

Appendix D: Draft isiXhosa E3SR

E3SR

ISIXHOBO SOKUHLOLA IMVAKALELO YOLUNTU UKULUNGISELELA ISIKOLO

CANDELO A

IZIBALO ZABANTU

Inkcukacha ngomfundi

Usuku lokuzalwa: Inyanga ____ Usuku ____ Unyaka ____ Iminyaka _____

Isini: □ Inkwenkwe □ Intombazana Iqela lobuhlanga_____

Ulwimi Lwasekhaya: □ isiNgesi □ isiBhulu □ isiXhosa □ Okunye, cacisa: _____

Isikolo Sokulungiselela: □ Sikarhulumente □ Esabucala □ Esoluntu □ Okunye, cacisa: _____

Ingaba umfundi unazo izigulo ezithile okanye uku khubazeka?

□ Ewe □ Hayi Ukuba unaso □ Ngokomzimba □ Ngenqqiqo □ Ngokwase nqondweni

Ingaba ukhe wathunyelwa ekufumaneni uncedo kwabemfuno ezikhethekileyo? □ Ewe □ Hayi

Ukuba unaso □ Isazi ngengqondo □ Nontlalo ntle □ Ingcali yonyango ngokomsebenzi

□ Ingcali yentetho □ Ugqirha wabantwana □ Okunye, cacisa: _____

Ingaba kukhona ukonzakala emphemfumlweni ngoku kumfundi, okanye wakhe wonzakala ebomini bakhe? Umzekelo: Ukuphazamiseka, Ukuqhawuka komtshato wabazali, Ukutshintsha indawo yohlala, Ukufa, Ukuxhatshazwa ngabanye abantu ngaleminyaka:

□ Ukusukelwa ekuzalweni uyofikelwa kwiminyaka emi - 2 □ 2-4 iminyaka □ Iminyaka emi-5

Waphela esonjululwa lomonzakalo? □ Ewe □ Hayi □ Andiqinisekanga

Ingabe umfundi uphinde wakwazi ukubuyela kwamanqanaba aqhelekileyo okusebenza?

Waphela esonjululwa lomonzakalo? □ Ewe □ Hayi □ Andiqinisekanga

Dwelisa uluhlu lwemingeni ethe wahlangabezana nayo egumbini lokufundisa: _____

_____

INGXELO KA TISHALA/UMPHENDULI:

Umazi inyanga ezingaphi umfundi? Iinyanga _____

UNGABA UMBEKA KWELIPHI INQANABA LOMFUNDI?	Kuhle kakhulu	Kulungile	Ifuna ukuhoywa	Udinga uncedo ngakumbi	Akenzi kakuhle
kulungela isikolo ngokweemvakelo					
Ngokwemo yokulungela intlalo yesikolo ngokupheleleyo					

ICANDELO B

Ngezantsi kukho uluhlu lwe ngxelo eli chaza isakhono somfundi, malunga nengxelo zemvakalelo emphefumlweni kunye nezentlalo. Khetha inkcazo ibe nye ngento nganye eya kulungela ngcono ulwazi/izakhono zomfundi ngokwakaloku nje okanye kwezi nyanga zintathu zidlulileyo. Bonakalisa ukhetho lwakho ngo (X).

UKUKHULA NGOKWEMVAKALELO						
	Zange	Kunqabile	Ngamanye amaxesha	Amaxesha amaninzi	Phantse qho	Andinako ukuvavanya
UKUKHULA NGOKWEMVAKALELO UMFUNDI... Uyakwazi ukuzifaka ezihlangwini zomnye umntu (umzekelo ukumthuthuzela umntu okhathazelekileyo).						
Uyamkela xa izinto zingahambi ngendlela yakhe.						
Ucela uxolo ukuba wenze into engalunganga (umzekelo, wenzakalise intanga yakhe, wophule into yokudlala).						
Uyalwamkela uxanduva lwezenzo zakhe.						
Uyakwamkela ukulungiswa/ukuqeqesho.						
ULWAWULO LWEMVAKALELO UMFUNDI... Uyazazi iimvakalelo zakhe.						
Uyakwazi ukuthetha oko akuvayo.						
Ubonisa iimvakalelo ngokwasemzimbeni (umzekelo ukwanga, ukubonisa uthando).						
Ukwazi ukuchonga iimvakalelo (umzekelo, uvuyo, usizi).						
Uyakwazi ukunxibelelana ngamava ovakalelo kutitshala okanye kumkhathaleli (umzekelo, belunjani usuku lwakho?).						
IMVAKALELO YOBUQU UMFUNDI... Wenza ngokuzithemba xa eceliwe uba enze into.						
Ukulungele ukufunda/ukuthatha						

umngcipheko nokuba umsebenzi ubonakala unzima.						
Uyakwazi ukuzimela/ ukuzithethelela						
Uyakwazi ukhokhela xa kulindelekile						
Uyakwazi ukuzimela xa iintanga zakhe zine mfuno ezingekho ngqiqweni						
UKULUNGELA UKUFUNDA UMFUNDI... Unokusebenza ngokuthula nangokuzolileyo ngaphandle kwengxelo eqhubekayo (umzekelo, indumiso kunye nokuqinisekiswa).						
Uhlala phantsi xa ecelwa ukuba enze njalo okanye xa exakeke ngumsebenzi othile.						
Unokugxila kumsebenzi.						
Uyawugqiba umsebenzi awunikiweyo ngexesha elifanelekileyo.						
Umamela kwaye alandele imiyalelo elula esuka kutitshala/umkhathaleli.						
Unako ukulandela imiqathango yaseklasini okanye eyase ndaweni enomthetho wayo.						
Uyakwazi ukuthatha inxaxheba kumsebenzi weqela (umz. Ukuhlala phantsi umamela ibali)						
IZAKHONO ZENTLALO UMFUNDI... Uyakwazi ukuvelana nabanye abafundi (umz. Uyakwazi ukulinda ithuba lakhe xa kudlalwa).						
Uyamkelwa ngokubanzi kwaye uyathandwa ngabanye abafundi.						
Unokwenza kwaye agcine ubuhlobo obutsha ekuhambeni kwexesha.						
Udlala ngentsebenziswano nomfundi omnye okanye ngaphezulu ukuya kutsho kwimizuzu emihlanu ephantsi kweliso elingephi.						
Ngokuzithandela wabelana ngezinto anazo nabanye abalingana naye.						
Uyakwazi unika iintanga zakhe ithuba lokuba ziqale okanye zidlale.						
Uyazama ukunceda/ukungenelela xa						

kunomntu onzakeleyo (ukubacingela abanye).						
UNXIBELELWANO UMFUNDI... Uthetha ngokucacileyo nangokuvakalayo ngaphandle kokusebeza okanye ukukhwaza.						
Uyakwazi ukucela xa efuna uncedo ngendlela nolwimi oluvakalayo						
Uyakwazi ukuthetha ngesivakalisi esipheleleyo.						
Uyakwazi ukubamba incoko.						
Unokunxibelelana, athethe into kwiqela.						
Uyakwazi ukuphendula imibuzo ethe ngqo xa ebuzwa.						
Unokuqonda xa kuthethwa okanye xa enikwa imiyalelo elula ngokuthetha.						

Appendix E: QTLC

ADDENDUM A QTLC TEMPLATE TRANSLATION		
CRITERION	**DESCRIPTION**	**RESPONSE**
Formal qualifications translation or editing	Indicate the number of translators	5
	How many translators have formal qualifications in translation or editing?	None
	Express as a percentage	
Formal qualifications in language studies	Indicate the number of translators	5
	How many translators have formal qualifications in language studies or linguistics?	5
	Express as a percentage	100%
Cumulative experience in the source and target languages?	Indicate number of years of experience in translation for each translator ● Translator 1 ● Translator 2 ● Translator 3 ● Translator 4 ● Translator 5 Add lines for each additional translator	
Forward translation	How many translators were involved with forward translation?	3
	Did the translators conduct their translations independently?	Yes
	Were the resultant translations compared to each other?	Yes
	Describe how discrepancies between the translations were resolved.	An independent reviewer compared the translation using the following filtration process: Firstly, highlighting translations across the three translators that was 100% identical. She coded it green. Secondly se looked at translations that had similar meaning but that was not identical in wording. This was highlighted as orange, she then compared the three translator responses to the *source document* and chose the translation that was the most similar/ appropriate

		translation (taking into account meaning, wording, sentence structure and content). Thirdly all responses that had huge discrepancies were marked *red*, these responses were earmarked for discussion between herself and the second reviewer. The orange and red responses were discussed until consensus were reached.
	Were the resolutions presented to an external person for confirmation and verification?	Yes. An independent second reviewer was formally appointed.
	Was a single translated version produced from the forward translations after comparison?	Yes
Back translation	Was back translation conducted?	Yes
	How many translators were involved with back translation?	2
	Did the translators conduct their translations independently?	Yes
	What was used as the basis for the back translation?	The final draft of the forward translation.
	Were the resultant translations compared to each other?	Yes.
	Describe how discrepancies between the translations were resolved.	The independent reviewer compared the translation using the following filtration process: Firstly, highlighting translations across the three translators that was 100% identical. She coded it green. Secondly, she looked at translations that had similar meaning but that was not identical in wording. This was highlighted as orange, she then compared the three translator responses to the *source document* and chose the translation that was the most similar/ appropriate translation (taking into account meaning, wording, sentence structure and content).

		Thirdly, all responses that had huge discrepancies were marked *red*, these responses were earmarked for discussion between herself and the second reviewer. The orange and red responses were discussed until consensus were reached.
	Were the resolutions presented to an external person for confirmation and verification?	Yes. A second independent reviewer assessed the resolutions.
Additional notes	Report anything that you considered during translation that was not assessed above.	This process was discussed and verified with the project leader and consultant. The translators were briefed on what needs to be done. The project leader and consultant was presented with all work product including the forward, and backward translations, the resultant drafts, and the resolutions. The project leader and consultant also reviewed the process followed at every stage. They asked questions if there were any uncertainties and evaluated compliance with the project plan.

ADDENDUM B

QTLC

REVIEWER RESPONSE FORM

Translation		
Criterion	**Rating**	**Comment**
What percentage of the translators possessed formal qualifications translation or editing?	0	
What percentage of the translators possessed formal qualifications in language studies?	3	100%
How much experience do the translators have in the source and target languages? Indicate each translator separately	1 1 1 2 2	TL1 – 2 Forward translation TL2 – 3 Forward translation TL3 – 3 Forward translation TL1 – 10 Back translation TL2 – 10 Back translation
Subscore 1	**10**	
Was the forward translation conducted by at least 2 independent translators?	Yes (1)	Three translators used
Were the resultant translations compared to each other?	Yes (1)	
How were discrepancies resolved?	(2)	Review process which focused on linguistic equivalence – discussed until agreed upon
Was there any external auditing conducted to confirm resolutions?	Yes (1)	
Was an integrated version produced in the target language?	Yes (1)	
Was back translation conducted?	Yes (1)	
Was the back translation conducted by at least 2 independent translators?	Yes (1)	
Was the integrated version produced from the forwards translation used as a basis for the back translation?	Yes (1)	The final draft of the first translation was the template used for back translation
Were the resultant translations compared to each other?	Yes (1)	
How were discrepancies resolved?	2	Review process which focused on linguistic equivalence. Discussed until agreed upon.
Was there any external auditing conducted to confirm resolutions?	Yes (1)	
Subscore 2	**13**	
Section Score	**23**	
Quality description	**High level of compliance**	
Action	**Proceed to equivalence**	

Linguistic equivalence		
Criterion	**Rating**	**Comment**
Comparison between original (source document) and draft in target language		
Was there a process to compare the original (source document) and draft in the target language?	Yes (1)	Yes, a table was drawn up to enable comparison
Was there a process to evaluate whether the content of items in the original version were accurately captured in the translated version?	Yes (1)	
How were concerns about differences in the content resolved?	(2)	Discussion until agreed
Was there a process to evaluate whether the meanings of items in the original version were accurately captured in the translated version?	Yes (1)	
How were concerns about differences in the meaning resolved?	(2)	Discussion until agreed
Was there any external auditing conducted to confirm resolutions?	(1)	With principal researcher and supervisor(s)
Was there a process to compare the original version (source document) and translated version (target language) were equivalent in terms of	(1)	
Wording (Vocabulary or word choice)	Yes (1)	
Content	Yes (1)	
Complexity	Yes (1)	
Sentence structure	Yes (1)	
Meaning	Yes (1)	
Subscore 1	**14**	
Comparison between Translated version (Target language) and Back translations		
Was there a process to compare the translated version (target language) and back translation(s)?	Yes (1)	

How were concerns about the difference in the content of items in the back translations resolved?	2	Discussion until agreed
How were concerns about differences in the meaning of items in the back translations resolved?	2	Discussion until agreed
Was there any external auditing conducted to confirm resolutions?	1	
Was there a documented process to establish whether the translated version and the back translations were equivalent in terms of	1	
Wording (Vocabulary or word choice)	1	
Content	1	
Complexity	1	
Sentence structure	1	
Meaning	1	
Subscore 2	**12**	
Comparison between original version (source) and back translations		
Was there a process to compare the original version (source document) and back translations?	Yes (1)	
Was the content of items in the original accurately captured in the integrated version?	Yes (1)	
How were concerns about differences in the content resolved?	(2)	Discussion until agreed
Were the meanings of items in the original accurately captured in the integrated version?	Yes (1)	
How were concerns about differences about the meaning resolved?	(2)	Discussion until agreed
Was there any external auditing conducted to confirm resolutions?	Yes (1)	Review process by reviewers involved in the study
Was there a documented process to establish whether the translated version and	(1)	

the back translations were equivalent in terms of		
Wording (Vocabulary or word choice)	1	
Content	1	
Complexity	1	
Sentence structure	1	
Meaning	1	
Subscore 3	**14**	
Section Score	**40**	
Quality description	**Excellent**	
Action	**Equivalence established**	

ADDENDUM C

Quality of Translation and Linguistic Equivalence Checklist (revised)

QTLC

Section 1: Translation

1.1. Experience of translators

- What percentage of the translators possessed formal qualifications translation or editing?

None (0) Less than 50% (1) 50% - 80% (2) More than 80% (3)

- What percentage of the translators possessed formal qualifications in language studies?

None (0) Less than 50% (1) 50% - 80% (2) More than 80% (3)

- How much experience does forward translators have in the source and target languages?

Translator 1: None (0) Less than 5 years (1) 5-10 years (2) More than 10 years (3)
Translator 2: None (0) Less than 5 years (1) 5-10 years (2) More than 10 years (3)
Translator 3: None (0) Less than 5 years (1) 5-10 years (2) More than 10 years (3)

- How much experience does backward translators have in the source and target languages?

Translator 1: None (0) Less than 5 years (1) 5-10 years (2) More than 10 years (3)
Translator 2: None (0) Less than 5 years (1) 5-10 years (2) More than 10 years (3)
Translator 3: None (0) Less than 5 years (1) 5-10 years (2) More than 10 years (3)

Subscore 1: /18

1.2. Process of translation

- Was the forward translation conducted by at least 2 independent translators?

No (0) Yes (1)

- Were the resultant translations compared to each other?

No (0) Yes (1)

- How were discrepancies resolved?

Not resolved (0) Executive decision (1) Discussion/ Consensus (2)

- Was there any external auditing conducted to confirm resolutions?

No (0) Yes (1)

- Was an integrated version produced in the target language?

No (0) Yes (1)

- Was back translation conducted?

  No (0) Yes (1)

- Was the back translation conducted by at least 2 independent translators?

  No (0) Yes (1)

- Was the integrated version produced from the forward translation used for back translation?

  No (0) Yes (1)

- Was the back translation conducted by at least 2 independent translators?
  No (0) Yes (1)

- Were the resultant translations compared to each other?
  No (0) Yes (1)

- How were discrepancies resolved?

  Not resolved (0) Executive decision (1) Consensus (2)

- Was there any external auditing conducted to confirm resolutions?

  No (0) Yes (1)

Subscore 2: /14

Section 2: Linguistic equivalence

2.1. Comparison between original (source document) and draft in target language

- Was there a process to compare the original (source document) and draft in the target language?

  No (0) Yes (1)

- Was there a process to evaluate whether the content of items in the original version were accurately captured in the translated version?

  No (0) Yes (1)

- How were discrepancies about the content of items resolved?

  Not resolved (0) Executive decision (1) Consensus (2)

- Was there a process to evaluate whether the meanings of items in the original version were accurately captured in the translated version?

  No (0) Yes (1)

- How were concerns about differences in the meaning resolved?
  Not resolved (0) Executive decision (1) Consensus (2)

- Was there any external auditing conducted to confirm resolutions?

  No (0) Yes (1)

- Was there a process to compare the original version (source document) and translated version (target language) were equivalent in terms of
  - Wording (Vocabulary or word choice) No (0) Yes (1)
  - Content No (0) Yes (1)
  - Complexity No (0) Yes (1)
  - Sentence structure No (0) Yes (1)
  - Meaning No (0) Yes (1)

Subscore 1: /13

2.2 Comparison between Translated version (Target language) and Back translations

- Was there a process to compare the translated version (target language) and back translation(s)?

  No (0) Yes (1)

- Was there a process to evaluate whether the content of items in the translated version were accurately captured in the back translations?

  No (0) Yes (1)

- How were concerns about the difference in the content of items in the back translations resolved?

  Not resolved (0) Executive decision (1) Discussion/ Consensus (2)

- Was there a process to evaluate whether the meanings of items in the translated version were accurately captured in the back translations?

  No (0) Yes (1)

- How were concerns about differences in the meaning of items in the back translations resolved?

  Not resolved (0) Executive decision (1) Discussion/ Consensus (2)

- Was there any external auditing conducted to confirm resolutions?

  No (0) Yes (1)

- Was there a documented process to establish whether the translated version and the back translations were equivalent in terms of
  - Wording (Vocabulary or word choice) No (0) Yes (1)
  - Content No (0) Yes (1)
  - Complexity No (0) Yes (1)
  - Sentence structure No (0) Yes (1)
  - Meaning No (0) Yes (1)

Subscore 2: /13

2.3 Comparison between original version (source) and back translations

- Was there a process to compare the original version (source document) and back translations?

  Nos (0) Yes (1)

- Was the content of items in the original accurately captured in the back translations?

  No (0) Yes (1)

- How were concerns about differences in the content resolved?

  Not resolved (0) Executive decision (1) Discussion/ Consensus (2)

- Were the meanings of items in the original accurately captured in the integrated version?

  No (0) Yes (1)

- How were concerns about differences about the meaning resolved?

  Not resolved (0) Executive decision (1) Discussion/ Consensus (2)

- Was there any external auditing conducted to confirm resolutions?

  No (0) Yes (1)

- Was there a documented process to determine whether the original and back translations were equivalent in terms of
  - Wording (Vocabulary or word choice) No (0) Yes (1)
  - Content No (0) Yes (1)
  - Complexity No (0) Yes (1)
  - Sentence structure No (0) Yes (1)
  - Meaning No (0) Yes (1)

Subscore 3: /13

QTLC

Interpretation matrix

Section 1: Translation

Rating	**Poor**	**Good**	**Excellent**
Score (SS1 + SS2) (___/32)	<50% <16	50%-79% 17-22	80%-100% >23
Quality level	Low level of compliance with ITC guidelines	Basic compliance with ITC guidelines	High level of compliance with ITC guidelines
Action	Redo as per recommended guidelines	Identify and revise items where concerns have been raised.	Proceed to establish equivalence

Section 2: Linguistic equivalence

Rating	**Poor**	**Good**	**Excellent**
Score Individual subscores (__/13) Composite score (SS1+SS2+SS3) (_ /39)	< 50% < 6 <19	50% - 79% 7 - 10 20-31	80% - 100% 11 -13 32 - 39
Quality assurance	Low level of equivalence	Basic equivalence	High level of equivalence
Action	Redo as per recommended guidelines	Identify and revise items where concerns have been raised.	Conclude high level of linguistic was achieved.

Appendix F: Expert Reviewer Evaluation Document

Phase 1: TRANSLATION

Step One: Forward translation

The translation of the E3SR into isiXhosa was carried out by three translators, who were fluent in isiXhosa and had a familiarity with school readiness and emotional-social competence as a domain of school readiness. They also had formal training in languages and experience in editing and translation. The number of translators (3) was based on the regional nuances that existed in isiXhosa. The translators were from the Western Cape, Gauteng and the Eastern Cape respectively representing three regions.

Translators were provided with an English copy of the E3SR (Appendix A) and a template for documenting the translated phrases. To ensure objectivity, the translators performed their translations independently of each other and the research team. Three translated versions (TL1, TL2 TL3) were created.

Step Two: Comparison of forward translations

Two reviewers compared TL1, TL2 and TL3. Reviewer 1 (R1) was a clinical psychologist based at a regional psychiatric hospital. R1 possessed knowledge and practical experience in psychological testing, clinical practice, language and translation. The reviewer held informal qualifications in editing and language studies and has five years of experience working in the clinical context. This included a focus on assessment and working with children. The reviewer was also familiar with the constructs measured by the E3SR.

Reviewer 2 (R2), with a background in marketing management, brought a unique blend of skills and qualifications to the research. Holding formal qualifications in language studies and informal expertise in editing, R2 also had five years of hands-on experience in the field of

translation. Notably, R2 possessed a remarkable command of isiXhosa, both spoken and written.

Table 1 provides a delineation of the color code key that was used to conduct the comparison of the three forward translated versions:

Table 1: Descriptive Colour-Coded Key used in the Forward Translation

Coding	Qualitative Description	Interpretation	Action
	Identitical translations	Translations are equivalent	Content directly transferred to TL4 draft.
	Similar but not identical	Translations are equivalent, but different phrasings and colloquial expressions possible	Earmarked for further review.
	Vast discrepancies	Translations are not equivalent.	Ear marked for further review.

The comparison process was staggered. R1 started the review by comparing the segments on each of the three translations. She firstly identified the translations that were identical, secondly the translations that was similar and thirdly the translations that had vast discrepancies.

Table 2 provides a summary of the number of identical translations, translations that were similar but not identical and translations that had vast discrepancies. The table reports on the demographic section and the E3SR questionnaire separately.

Table 2: Forward translation: Number of identical, similar and translations with vast differences.

Demographics (41 items)	
4 items were translated identically	Directly transferred to TL3 draft.
36 items were translated equivalently, but with differences in phrasing	Determined most appropriate versions to include in TL3 draft
1 item was translated equivalently, but with vast differences in phrasing	Determined most appropriate version to include in TL3 draft
E3SR (53 items)	
7 items were translated identically	Directly transferred to TL3 draft.
45 items were translated equivalently, but with differences in phrasing	Determined most appropriate versions to include in TL3 draft
1 item was translated equivalently, but ith vast differences in phrasing	Determined most appropriate version to include in TL3 draft

The four items that were identical in the demographics section and the seven phases that were identical in the E3SR section was transferred to the TL3 draft. On segments that were translated similar but not identically (n=36) for the demographic version and (n=45) for the E3SR section, R1 identified the preferred translation that was deemed closest to the source version considering meaning, wording, sentence structure and content. The second reviewer (R2) evaluated the comparison conducted by R1. R2 either endorsed the choices and recommendations or marked the phrase for further discussion. The translations that had vast differences, (n=1) for demographics section and (n=1) for the E3SR section were earmarked for discussion between R1 and R2.

As mentioned before, the second reviewer endorsed the identical items and focused on the items that differed. The second reviewer then looked at the most appropriate version identified by the R1 and had to decide if it was deemed as the most similar or appropriate for translation, looking at the highlighted translation but also considered the others as well as the original source (English) version. After R2 completed this process, a discussion between the reviewers took place to decide (by consensus) on reconciliations and possible modifications for the identified segments. The differences on all identified segments were resolved.

The resultant translated version consisted of the segments that were translated identically and the resolutions for segments that had different translations. TL4 was produced.

Step Three: Back Translation

Back translation from the target (isiXhosa) to the source language (English) was conducted by two newly recruited translators who met the same criteria as stated above. Each back-translator was provided with a template containing the isiXhosa phrases established from the TL4 translation document. The template allowed for a space in which the English translation could be done. This step produced two back-translated drafts namely, BTL-1 and BTL-2. The same colour coded key and process of comparison was followed by R1 to compare the different version of the backtranslations. Table 2 provides a summary of the phrases that were identified as identical, similar and phrases with vast differences.

Table 3: Back translation: number of identical, similar and translations with vast differences.

Demographics (41 items)	
17 items were translated identically	Directly transferred to final isiXhosa translation.
21 items were translated equivalently, but with differences in phrasing	Determined most appropriate versions to include in final isiXhosa translation
3 items were translated equivalently, but with differences in meaning	Determined most appropriate versions to include in final isiXhosa translation
E3SR (53 items)	
7 items were translated identically	Directly transferred to final isiXhosa translation.
41 items were translated equivalently, but with differences in phrasing	Determined most appropriate versions to include in final isiXhosa translation.
5 items were translated equivalently, but with differences in meaning	Determined most appropriate versions to include in final isiXhosa translation

Step Four: Comparison of the back translations

The same reviewers (R1 and R2) compared the back-translated versions (BTL-1 and BTL-2) to each other as well as to the isi-Xhosa version and the source (English) version of the E3SR following the same basic steps similar to the forward translation. Seventeen items (n=17) were identical in the demographics section and five phases (n=5) were identical in the E3SR section. On segments that were back translated similar but not identically (n=21) for the demographic version and (n=43) for the E3SR section, R1 identified the preferred translation that was deemed closest to the source version considering meaning, wording, sentence structure and content. The second reviewer (R2) evaluated the comparison and choice conducted by R1 and either endorsed it or marked the phrase for further discussion. The back translations that were translated equivalently but varied in meaning, (n=3) for demographics section and (n=5) for the E3SR section were earmarked for discussion between R1 and R2. Discrepancies in form,

expression and style were identified by the reviewers independently. The reviewers discussed all the discrepancies to identify what may have contributed to it (e.g. dialects or differences in expression etc.). The aim of the discussion was to reach a resolution on all identified segments as per color code. After a resolution of the discrepancies was reached, a meeting was held between reviewer One (R1), the primary researcher and the supervisor to explain the process and discuss any uncertainties. The outcome of this step was a final draft isiXhosa version of the E3SR (Appendix B).

Phase 2: Quality of translation and Establishment of Linguistic Equivalence

The Quality of Translation and Linguistic Equivalence checklist (QTLC) developed by Smith et al. (2022) was used to evaluate the quality of the processes to conduct the isiXhosa translation and to establish linguistic equivalence. The primary researcher and supervisor completed the QTLC template and recorded the process. Two new raters were recruited to conduct the assessment. Both were provided with practice applications of the QTLC. Each rater conducted the evaluation independently using the QTLC rater form and submitted their assessment to the researcher. The quantitative scores were produced and subjected to an inter-rater reliability test using the Kappa Statistic.

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	1.000	.000	9.453	<.001
N of Valid Cases		46			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Kappa of 1.000 tested significant indicating substantial agreement between raters.

Phase 3: Content validation and linguistic equivalence by an expert reviewer

This phase entails an expert reviewer assessing the source and target versions of the E3SR for content validity and linguistic equivalence.

Instructions for the expert reviewer

You have been selected as a reviewer in this process based on your fluency in the target language and your expertise with educational material in the target language and language education. Please find attached the original English version of the E3SR, the translated isiXhosa version of the E3SR and a template with both isiXhosa and English versions of the phrasing in columns with a third column to record comments (if needed). Before you engage with the template could you please answer questions 1-3.

Below briefly indicate the following:

1. How would you rate your fluency in the target language (isiXhosa)?
    a. Very fluent in spoken and written forms
    b. Reasonably fluent in spoken and written forms
    c. Basic abilities in in spoken and written forms
    d. Conversational mastery

2. Which forms of the target language are you familiar with
    a. Academic/ formal isiXhosa
    b. Conversational/ colloquial isiXhosa.
    c. Please indicate your familiarity with different regional dialects

_____

_____

3. Indicate any formal qualifications you hold in the target language, language studies, editing or education. Provide a brief summary or feel free to attach an abbreviated CV if preferable.

_____

_____

_____

_____

_____

_____

Please read through the original source (English) and the translated version (isiXhosa) of the E3SR carefully and answer the following questions based on your impressions:

1. Does the isiXhosa translation, at face value, appear to measure emotional and social competence as a domain of school readiness? Please motivate your answer.

_____

_____

_____

_____

_____

2. Does the isiXhosa translation of the E3SR appear to measure the same content as the source version? Please motivate your answer.

_____

_____

_____

_____

_____

3. Do the following in the isiXhosa version constitute fair and accurate translations of the source version? If no, please indicate areas of concern or inaccuracy.

a.	Theoretical definitions	Yes	No
b.	Attributes	Yes	No
c.	Instructions	Yes	No
d.	Demographics	Yes	No
e.	Items	Yes	No

_____

_____

_____

_____

_____

4. Is the isiXhosa version translated into language that would be understood by preschool teachers, as the target respondent group, who will be completing the screening tool?

5. Are there any concerns you could identify with the isiXhosa translation?

6. Are there any revisions you would like to suggest in the isiXhosa translation?

7. Are there any recommendations you wish to make about the isiXhosa translation?

8. How would you rate the utility or usefulness of having this screening tool available in isiXhosa?

9. Are there any issues that may hinder the use or adoption of the isiXhosa translation in its current form?

Thank you for your invaluable insights and contribution to this project.

Appendix G: Ethics Clearance

UNIVERSITY of the WESTERN CAPE

Directorate: DVC: Research and Innovation
Research Development & Postgraduate Support
Tel: +27 21 959 4111
Email: research-ethics@uwc.ac.za

09 June 2023

Mrs P Reddi
Psychology
Faculty of Community and Health Sciences

HSSREC Reference Number:	HS23/3/6
Project Title:	Expanding the Emotional Social Screening tool for School Readiness (E3SR) for pre-schoolers: An isiXhosa translation equivalence and validation study
Approval Period:	06 June 2023 – 05 June 2024

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above-mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit an annual progress report at least two months before expiry date. Failure to submit your annual progress report on time will result in the immediate lapse of your ethics approval and you will have to resubmit an entirely new ethics application.

For permission to conduct research using student and/or staff data or to distribute research surveys/questionnaires please apply via: https://sites.google.com/uwc.ac.za/permissionresearch/home

The permission letter must then be submitted to HSSREC for record keeping purposes.

The Committee must be informed of any serious adverse events and/or termination of the study.

Ms Patricia Josias
Officer: Research Ethics
University of the Western Cape

NHREC Registration Number: HSSREC-130416-049

Appendix H: Permission to Translate E3SR

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Researcher: (Prenita Reddi), email: 4300035@myuwc.co.za

Project leader: emunnik@uwc.ac.za

Collaborators: rnrsmith@uwc.ac.za, cebo.mtati@westemcape.gov.za

Permission for the Use of the E3SR

16 February 2023

To whom it may concern

PERMISSION FOR THE USE OF THE E3SR

I, Professor Erica Munnik, confirm that I own the intellectual rights of the E3SR and hereby grant permission to Mrs. Prenita Reddi, who is enrolled in the Clinical Masters programme as student of the University of the Western Cape, student number 4300035, to use the E3SR as part of her mini research dissertation: "Expanding the Emotional Social Screening tool for School Readiness (E3SR) for pre-schoolers: An isiXhosa translation equivalence study".

Warm regards

E Munnik

Erica Munnik

Associate Professor, Clinical Psychologist
Deputy HOD (Post graduate studies)
Department of Psychology
Faculty of Community and Health Sciences
University of the Western Cape

Appendix I: Permission to use QTLC

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Researcher: (Prenita Reddi), cell: (0832966157)

Project leader: emunnik@uwc.ac.za

Collaborators: rnrsmith@uwc.ac.za, cebo.mtati@westemcape.gov.za

Permission for the Use of the QTLC

2 February 2023

Mrs P. Reddi

Department of Psychology, UWC

Private Bag xl 7, Bellville

7535

PERMISSION FOR THE USE OF THE QTLC

Dear Mrs Reddi

Thank you for your interest in the QTLC and your request to use it in your research in fulfilment of the degree requirements for the M.Psych degree. I hereby grant permission for the QTLC to be used in the following research:

> Title: "Expanding the Emotional Social Screening tool for School Readiness (E3SR) for pre- schoolers: An isiXhosa translation equivalence study".

Student: Prenita Reddi

Degree: M. Psych

Student Number: 4300035

Institution: University of the Western Cape

Please use the following reference to acknowledge the QTLC:

Smith, M.R., Adams, N. & Munnik, E. (2022). The development of the Quality of Translation and Linguistic Equivalence Checklist (QTLC). African Journal of Psychological Assessment, 4 (0).

I invite you to provide feedback on your experience of the QTLC in the context of your study. Please do not hesitate to contact me if you have any questions.

Best wishes to you in your academic endeavours.

Mario Smith

Professor Mario Smith
Professor, Clinical Psychologist
Faculty of Community and Health Sciences
University of the Western Cape

Appendix J: Information Sheet (Translators)

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa Researcher: (Prenita Reddi), cell: (0832966157) Project leader: emunnik@uwc.ac.za

Collaborators: mrsmith@uwc.ac.za, cebo.mtati@westerncape.gov.za

Participant Information Sheet – Translator

XX XXXX 2023

Information Sheet: Translator

Topic: Expanding the Emotional Social Screening tool for School Readiness (E3SR) for pre-schoolers: An isiXhosa translation equivalence and validation study

Dear Potential Translator

I, Prenita Reddi, am pursing my Clinical Psychology Masters Degree in the Department of Psychology at the University of the Western Cape South Africa. I would like to invite you to take part in my research project. Please take time to read the following information carefully, and please feel free to ask questions if anything you read is not clear to you or if you'd like more information.

What is the study about?

My study is done under the umbrella of a registered project entitled: Validation and Adaptation of the revised Emotional Social Screening tool for school readiness (E3SR), ethical clearance number HS22/10/10.This study consists of two phases. Phase One aims to translate the E3SR into isiXhosa and to establish its linguistic equivalence. This will be done through translation and back-translation. Phase Two aims to establish the content validity of the isiXhosa E3SR to ensure the assessment is valid to test-takers. The study is currently in Phase One.This part of the study will require the adaptation, more specifically the back translation of the Emotional Social Screening

tool for School Readiness (E3SR-R), developed by Professor Erica Munnik.

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Why are you being invited to participate this study?

You have been earmarked as a potential translator as your expertise is sought due to you being a first language isiXhosa speaker, your familiarity with early childhood development, psychological assessment or you have had exposure to training in languages.

What will you be expected to do in this study?

Should you agree to participate as translator, you will be required to completed either a forward translation i.e., translate the document from English to isiXhosa or back translation of the document i.e., translate the document from isiXhosa to English. You will be required to do the translation individually. The anticipated time frame for translation is two weeks for completion from the time you receive the documents, but this is negotiable. Participation in the study will involve signing a consent and a confidentiality form as this will serve as protection to preserve the intellectual property of the E3SR.

What are the potential risks involved in this study?

Participation is entirely voluntary and choosing to participate will not disadvantage you in any way as there are no foreseeable risks involved in your participation. Please note that you have the right to withdraw as a translator from this study at any time and should you choose to exercise this right, it will not be held against you in any way.

What are the potential benefits involved in this study?

I understand that partaking in such research requires a substantial investment of your time, however your participation will be greatly valued and therefore a small stipend of R1000 will be awarded.

Will my details be kept confidential?

Confidentiality will also be guaranteed since only the research team will have access to the data. All data, however, will be stored in line with the data management guidelines as specified by UWC for 5 years in accordance with the universities policies.

In terms of the requirements of the Protection of Personal Information Act (Act 4 of 2013), please note additional information:

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What type of personal information will be collected?

Personal information that will be collect from the process will be all biographical information supplied by you.

Who at UWC is responsible for collecting and storing my personal information?

The research team at UWC will be responsible for collecting and storing all your personal information.

Who will have access to my personal information outside of UWC?

Anonymity will be guaranteed in all reports, thesis and/or publications as participant codes will be used in line with the Protection of Personal Information Act (POPIA).

How long will my personal information be stored?

Electronic data will be kept on the researcher's/supervisor's password protected computer for five years and deleted thereafter. Hard copies will be kept in a locked drawer for five years and deleted thereafter.

How will my personal information be processed?

The research team will use the data collected for analysis, reporting, and publication and/ or presentations with regard to this study.

Who do I contact for further information?

Researcher's Contact Details

Should you have any questions regarding this study and your rights as a translator, or if you wish to report any problems you have experienced related to the study, please contact:

Researcher: Prenita Reddi

MPsych student Dept. of Psychology, UWC 4300035@myuwc.ac.za

Project leader: Prof Erica Munnik

Dept. of Psychology, UWC

emunnik@uwc.ac.za 20

Collaborator: Prof. Mario Smith

Dept. of Psychology, UWC mrsmith@uwc.ac.za

Collaborator: Ms Cebokhazi Mtati

Valkenberg Hospital cebo.mtati@westerncape.gov.za

To report any adverse or unexpected effects emergent from this research, please contact the ethics committee below:

Humanities and Social Sciences Research Ethics Committee Research and Postgraduate Support

University of the Western Cape Private Bag X17

Bellville 7535

Tel: 021 959 4111

Email: research-ethics@uwc.ac.za

This information sheet is for you to keep so that you can be aware of the purpose of the study. With your signature on the attached consent form, you indicate that you understand the purpose of the exercise.

Thank you for your cooperation and you are welcome to contact us for any queries at the address given above.

Appendix K: Consent Sheet (Translators)

UNIVERSITY OF THE WESTERN CAPE

Bellville 7535, South Africa Researcher: (Prenita Reddi), cell: (0832966157) Project leader: emunnik@uwc.ac.za

Collaborators: mrsmith@uwc.ac.za, cebo.mtati@westerncape.gov.za

Consent and Confidentiality Contract- Translator

30 March 2023

Dear Translator

Thank you for your willingness to participate in my Masters' study.

The translation process is the first phase of my masters' study. My study seeks to translate the Emotional Social Screening tool for School Readiness into isiXhosa. As a translator, you will be asked to perform either a forward translation i.e., from English to isiXhosa, or perform back-translation i.e., from isiXhosa to English. To preserve copyright and intellectual property of Munnik (2018) of the E3SR original and the isXhosa draft version, please read the below terms and conditions.

I confirm that I have read and understood the above research project and I have had the opportunity to ask questions about the project.

I understand that by participating in the translation process is completely voluntary. I am free to withdraw at any time without giving any reason and without there being any negative consequences.

I understand the E3SR is an intellectual property of Munnik (2018) and I will not, under no circumstance, make use of the E3SR for personal use or share it with anyone parties external to this study.

I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the reports or publications that result from the research.

I agree to take part in the above research project.

I grant permission to the researcher to disseminate the information obtained in the following formats:

Unpublished thesis

Conference presentation

Published manuscript or article

I am further aware that all documents will be kept safe for the period of five years, in line with the POPI Act and the universities policies, and then destroyed.

By attaching your signature below, you acknowledge that:

You are well informed about the Terms and Conditions.

You agree that information can be disseminated

will not use the E3SR for personal use or share it with third parties.

I, _____*(insert full name),* fully understand the research aims, and my role as a translator in the study, as well as issues related to confidentiality, as outlined above.

_____ _____

(Insert signature above) *(Insert date above)*

Researcher's Contact Details

Should you have any questions regarding this study and your rights as a translator, or if you wish to report any problems you have experienced related to the study, please contact:

Researcher: Prenita Reddi

MPsych student 4300035@myuwc.ac.za

Project leader: Dr Erica Munnik

Dept. of Psychology, UWC emunnik@uwc.ac.za

Collaborator: Prof. Mario Smith

Dept. of Psychology, UWC mrsmith@uwc.ac.za

Collaborator: Ms Cebokhazi Mtati

Valkenberg Hospital cebo.mtati@westerncape.gov.za

Thank you for your cooperation and you are welcome to contact us for any queries at the address given above.

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Appendix L: Forward Translations (TL-4) Demographics

	TL-4
1	ISIXHOBO SOKUHLOLA IMVAKALELO YOLUNTU UKULUNGISELELA ISIKOLO
2	CANDELO A: IZIBALO ZABANTU
3	Inkcukacha ngomfundi
4	Usuku lokuzalwa
5	Inyanga, Usuku, Unyaka
6	Iminyaka
7	Isini:
8	Inkwenkwe
9	Intombazana
10	Iqela lobuhlanga
11	Ulwimi Lwasekaya isiNgesi isiBhulu isiXhosa Okunye, cacisa
12	Isikolo Sokulungiselela Sikarhulumente Esabucala Esoluntu Okunye cacisa
13	Ingaba umfundi unazo izigulo ezithile okanye uku khubazeka
14	Ewe Hayi Ukuba unaso,
15	Ngokomzimba
16	Ngegqeqo
17	Ngokwase nqondweni
18	Ingaba ukhe wathunyelwa ekufumaneni uncedo kwabemfuno ezikhethekileyo
19	Ewe Hayi
20	Isazi ngengqondo
21	Nontlalo ntle

22	Ingcali yonyango ngokomsebenzi
23	Ingcali yentetho
24	Ugqirha wabantwana
25	Okunye, cacisa
26	Ingaba kukhona ukonzakala emphemfumlweni ngoku kumfundi,okanye wakhe wonzakala ebomini bakhe?
27	Umzekelo Ukuphazamiseka Ukuqhawuka komtshato wabazali Ukutshintsha indawo yohlala Ukufa Ukuxhatshazwa ngabanye abantu ngaleminyaka Ukusukelwa ekuzalweni uyofikelwa kwiminyaka emi-2 2-4 iminyaka Iminyaka emi-5
28	Waphela esonjululwa lomonzakalo?
29	Ewe Hayi Andiqinisekanga
30	Ingabe umfundi uphinde wakwazi ukubuyela kwamanqanaba aqhelekileyo okusebenza Ewe Hayi Andiqinisekanga
31	Dwelisa uluhlu lwemingeni ethe wahlangabezana nayo egumbini lokufundisa
32	INGXELO KA TISHALA/UMPHENDULI
33	Umazi inyanga ezingaphi umfundi? Iinyanga __.
34	UNGABA UMBEKA KWELIPHI INQANABA LOMFUNDI?
35	kulungela isikolo ngokweemvakelo
36	Ngokwemo yokulungela intlalo yesikolo ngokupheleleyo
37	Kuhle kakhulu
38	Kulungile
39	Ifuna ukuhoywa

40	Udinga uncedo ngakumbi
41	Akenzi kakuhle

Appendix M: Forward Translations (TL-4) Questionnaire

	TL4
1	Icandelo B:
2	Ngezantsi kukho uluhlu lwe ngxelo eli chaza isakhono somfundi, malunga nengxelo zemvakalelo emphefumlweni
3	Khetha inkcazo ibe nye ngento nganye eya kulungela ngcono ulwazi/izakhono zomfundi ngokwakaloku nje okanye kwezi nyanga zintathu zidlulileyo.
4	Bonakalisa ukhetho lwakho ngo (X)
5	Zange
6	Kunqabile
7	Ngamanye amaxesha
8	Amaxesha amaninzi
9	Phantse qho
10	Andinako ukuvavanya
11	UKUKHULA NGOKWEMVAKALELO
12	UMFUNDI...
13	Uyakwazi ukuzifaka ezihlangwini zomnye umntu (umzekelo ukumthuthuzela umntu okhathazelekileyo).
14	Uyamkela xa izinto zingahambi ngendlela yakhe.
15	Ucela uxolo ukuba wenze into engalunganga (umzekelo, wenzakalise intanga yakhe, wophule into yokudlala).
16	Ucela uxolo ukuba wenze into engalunganga (umzekelo, wenzakalise intanga yakhe, wophule into yokudlala).
17	Uyakwamkela ukulungiswa/ukuqeqesho
18	ULWAWULO LWEMVAKALELO
19	Uyazazi iimvakalelo zakhe.
20	Uyakwazi ukuthetha oko akuvayo.
21	Ubonisa iimvakalelo ngokwasemzimbeni (umzekelo ukwanga, ukubonisa uthando).
22	Ukwazi ukuchonga iimvakalelo (umzekelo, uvuyo, usizi).
23	Uyakwazi ukunxibelelana ngamava ovakalelo kutitshala okanye kumkhathaleli (umzekelo, belunjani usuku lwakho?).
24	IMVAKALELO YOBUQU

25	Wenza ngokuzithemba xa eceliwe uba enze into.
26	Ukulungele ukufunda/ukuthatha umngcipheko nokuba umsebenzi ubonakala unzima.
27	Uyakwazi ukuzimela/ ukuzithethelela
28	Uyakwazi ukhokhela xa kulindelekile
29	Uyakwazi ukuzimela xa iintanga zakhe zine mfuno ezingekho ngqiqweni
30	UKULUNGELA UKUFUNDA
31	Unokusebenza ngokuthula nangokuzolileyo ngaphandle kwengxelo eqhubekayo (umzekelo, indumiso kunye nokuqinisekiswa).
32	Uhlala phantsi xa ecelwa ukuba enze njalo okanye xa exakeke ngumsebenzi othile.
33	Unokugxila kumsebenzi.
34	Uyawugqiba umsebenzi awunikiweyo ngexesha elifanelekileyo
35	Umamela kwaye alandele imiyalelo elula esuka kutitshala/umkhathaleli.
36	Unako ukulandela imiqathango yaseklasini okanye eyase ndaweni enomthetho wayo.
37	Uyakwazi ukuthatha inxaxheba kumsebenzi weqela (umz. Ukuhlala phantsi umamela ibali)
38	IZAKHONO ZENTLALO
39	Uyakwazi ukuvelana nabanye abafundi (umz. Uyakwazi ukulinda ithuba lakhe xa kudlalwa).
40	Uyamkelwa ngokubanzi kwaye uyathandwa ngabanye abafundi.
41	Unokwenza kwaye agcine ubuhlobo obutsha ekuhambeni kwexesha.
42	Udlala ngentsebenziswano nomfundi omnye okanye ngaphezulu ukuya kutsho kwimizuzu emihlanu ephantsi kweliso elingephi.
43	Ngokuzithandela wabelana ngezinto anazo nabanye abalingana naye.
44	Uyakwazi unika iintanga zakhe ithuba lokuba ziqale okanye zidlale.
45	Uyazama ukunceda/ukungenelela xa kunomntu onzakeleyo (ukubacingela abanye).
46	UNXIBELELWANO
47	Uthetha ngokucacileyo nangokuvakalayo ngaphandle kokusebeza okanye ukukhwaza.
48	Uyakwazi ukucela xa efuna uncedo ngendlela nolwimi oluvakalayo
49	Uyakwazi ukuthetha ngesivakalisi esipheleleyo.
50	Uyakwazi ukubamba incoko.

51	Unokunxibelelana, athethe into kwiqela.
52	Uyakwazi ukuphendula imibuzo ethe ngqo xa ebuzwa.
53	Unokuqonda xa kuthethwa okanye xa enikwa imiyalelo elula ngokuthetha.

Appendix N: Final isiXhosa E3SR

E3SR

ISIXHOBO SOKUHLOLA IMVAKALELO YOLUNTU UKULUNGISELELA ISIKOLO

CANDELO A

IZIBALO ZABANTU

Inkcukacha ngomfundi

Umhla wokuzalwa: Inyanga ____ Usuku ____ Unyaka ____ Ubudala _____

Isini: □ Inkwenkwe □ Intombazana Iqela lobuhlanga_____

Ulwimi lwaseKhaya: □ isiNgesi □ isiBhulu □ isiXhosa □ Okunye, cacisa: _____

Isikolo Sokulungiselela: □ Sikarhulumente □ Esabucala □ Esoluntu □ Okunye, cacisa: _____

Ingaba umfundi unazo izigulo ezithile okanye ukukhubazeka?

□ Ewe □ Hayi Ukuba unaso □ Ngokomzimba □ Ngengqiqo □ Ngokwase nqondweni

Ingaba ukhe wathunyelwa ekufumaneni uncedo kwabemfuno ezikhethekileyo? □ Ewe □ Hayi

Ukuba unaso □ isayikholojisti □ Unontlalontle □ Ingcali yezakhono zomsebenzi

□ ingcali elungisa intetho □ Ugqirha wabantwana □ Okunye, cacisa: _____

Ikhona na ingxelo engokwenzakala komfundi emphefumlweni? Umzekelo:

(ukuphazamiseka, ukuqhawuka komtshato wabazali, ukutshintsha indawo yokuhlala,

ukufa, ukuxhatshazwa) ngale minyaka:

□ Ukusukela ekuzalweni ukuya kwiminyaka emi-2 □ 2-4 Ubudala □ Ubudala emi-5

Ingaba wasonjululwa na umba wokwenzakala? □ Ewe □ Hayi □ Andiqinisekanga

Ingaba umfundi uphinde wabuyela kumgangatho wokusebenza oqhelekileyo na?

Waphela esonjululwa lomonzakalo? □ Ewe □ Hayi □ Andiqinisekanga

Dwelisa uluhlu lwemingeni ethe wahlangabezana nayo egumbini lokufundisa:

_____

_____

INGXELO KA TISHALA/UMPHENDULI:

Umazi inyanga ezingaphi umfundi? Iinyanga _____

UNGABA UMBEKA KWELIPHI INQANABA LOMFUNDI?	Kuhle kakhulu	Kulungile	Ifuna ukuhoywa	Udinga uncedo ngakumbi	Akenzi kakuhle
kulungela isikolo ngokweemvakelo					
Ngokwemo yokulungela intlalo yesikolo ngokupheleleyo					

ICANDELO B

Ngezantsi kukho uluhlu lwezivakalisi ezichaza izakhono zomfundi zemvakalelo nezentlalo. Kwinkcazelo nganye, khetha izakhono zemvakalelo nezentlalo azibonakalisayo umfundi ngoku nakwiinyanga ezi-3 ezidlulileyo. Bonisa impendulo oyikhethileyo ngo (X).

UKUKHULA NGOKWEMVAKALELO						
	Zange	Kunqabile	Ngamanye amaxesha	Amaxesha amaninzi	Phantseqho	Andinako ukuvavanya
UKUKHULA NGOKWEMVAKALELO UMFUNDI... Uyakwazi ukuzifaka ezihlangwini zomnye umntu (umzekelo ukumthuthuzela umntu okhathazelekileyo).						
Uyamkela xa izinto zingahambi ngendlela yakhe.						
Ucela uxolo ukuba wenze into engalunganga (umzekelo, wenzakalise intanga yakhe, wophule into yokudlala).						
Uyalwamkela uxanduva lwezenzo zakhe.						
Uyakwamkela ukulungiswa/ukuqeqesho.						
ULAWULO LWEMVAKALELO UMFUNDI... Uyazazi iimvakalelo zakhe.						
Uyakwazi ukuthetha oko akuvayo.						
Ubonisa iimvakelelo ngomzimba (umzekelo ukwanga, ukubonisa uthando).						
Ukwazi ukuchonga iimvakalelo (umzekelo, uvuyo, usizi).						
uyakwazi ukuthetha ngamava ovakalelo kutitshala okanye kumkhathaleli (umzekelo, belunjani usuku lwakho?).						
IMVAKALELO YOBUQU UMFUNDI... Wenza ngokuzithemba xa eceliwe uba enze into.						
Ukulungele ukufunda/ukuthatha umngcipheko nokuba umsebenzi ubonakala unzima.						
Uyakwazi ukuzimela/ ukuzithethelela						
Uyakwazi ukhokhela xa kulindelekile						

Uyakwazi ukuzimela xa iintanga zakhe zine mfuno ezingekho ngqiqweni						
UKULUNGELA UKUFUNDA UMFUNDI... unokusebenza ethule nangokuzolileyo ngaphandle kokunikwa ingxelo rhoqo (umzekelo: ukunconywa nokuqinisekiswa).						
Uhlala phantsi xa ecelwa ukuba enze njalo okanye xa exakeke ngumsebenzi othile.						
Unokugxila kumsebenzi.						
Uyawugqiba umsebenzi awunikiweyo ngexesha elifanelekileyo.						
Umamela kwaye alandele imiyalelo elula esuka kutitshala/umkhathaleli.						
Unako ukulandela imiqathango yaseklasini okanye eyase ndaweni enomthetho wayo.						
Uyakwazi ukuthatha inxaxheba kumsebenzi weqela (umz. Ukuhlala phantsi umamela ibali)						
IZAKHONO ZENTLALO UMFUNDI... Uyakwazi ukuvelana nabanye abafundi (umz. Uyakwazi ukulinda ithuba lakhe xa kudlalwa).						
Uyamkelwa ngokubanzi kwaye uyathandwa ngabanye abafundi.						
Unokwenza kwaye agcine ubuhlobo obutsha ekuhambeni kwexesha.						
Udlala ngentsebenziswano nomfundi omnye okanye ngaphezulu ukuya kutsho kwimizuzu emihlanu ephantsi kweliso elingephi.						
Ngokuzithandela wabelana ngezinto anazo nabanye abalingana naye.						
Uyakwazi ukunika intanga zakhe ithuba lokuba ziqale okanye zidlale.						
Uyazama ukunceda/ukungenelela kukho umntu onzakeleyo (ukubacingela abanye).						
UNXIBELELWANO UMFUNDI... Uthetha ngokucacileyo nangokuvakalayo ngaphandle kokusebeza okanye ukukhwaza.						
Uyakwazi ukucela xa efuna uncedo ngendlela nolwimi oluvakalayo						
Uyakwazi ukuthetha ngesivakalisi esipheleleyo.						
Uyakwazi ukubamba incoko.						
Unokunxibelelana, athethe into kwiqela.						
Uyakwazi ukuphendula imibuzo ethe ngqo xa ebuzwa.						
Unokuqonda xa kuthethwa okanye xa enikwa imiyalelo elula ngokuthetha.						