THE CHALLENGES AND COPING STRATEGIES OF INTERPRETING INTO B AND/OR C- LANGUAGE: A CASE OF INTERPRETATION INTO CHINESE BY KENYAN INTERPRETERS

BY

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A DISSERTATION SUBMITTED TO IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS DEGREE IN INTERPRETATION, CENTRE FOR TRANSLATION AND INTERPRETATION

UNIVERSITY OF NAIROBI

NOVEMBER 2018

DECLARATION

This research project is my original work and has not been submitted for any degree award or to any other university.

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Approval

This Research Project has been submitted to the University of Nairobi with my approval as the University Supervisors.

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DEDICATION

I dedicate this work to my parents, Mr. John Ooko Odongo and Mrs. Jane Akinyi Ooko, who have been a great motivation to me encouraging me to exploit my potential, my sisters Susan Muyale and Elizabeth Ooko who have been supportive throughout this journey, always remembering me in prayers, the classmates whom I have been a great encouragements and my friends who always cheered me on.

ACKNOWLEDGEMENTS

I would like to thank the Almighty God for His Grace that has enabled me to complete this course and everyone who contributed substantially in this study; I thank you for the guidance, assistance, understanding and indulgence throughout the study. The following people deserve my extra special gratitude:

My supervisors: Professor Jayne Mutiga and Mr. Rufus Karani: thank you for the positive criticism, corrections and guidance that helped me put this project together. Without your patience and guidance it would have been an impossible task. Special thanks to Mr. Rufus Karani who dedicated his time in guiding me on where to find reference materials and for the timely feedback.

To my Chinese tutor 廖嘉例 (Liao Jia Li), thank you for your willingness to help me in improving my Chinese and for the feedback you offered that was useful in this research. I would also like to thank Joy Wei and the Chinese Staff at the Confucius Institute for their assistance.

To the staff at the Center for Translation and Interpretation thank you for harmoniously working together with me and for the assistance in accessing reference materials.

The Kenyan-Chinese interpreters' fraternity: Thank you for your cooperation during data collection. I was able to collect sufficient data which was very useful for this research.

My classmates: Vincent Nyatuka, Ruth Sarah Achieng, Christine Auma, Ouattara Kader, Sister Victorine Mansanga, Caroline Ndinda Kyalo, Faith Mworia, Shariffa Begam, Ivy Micere, John Kalu and all the translators who have been a source of inspiration and always urging me not to give up.

To my family and friends who were supportive throughout the journey. Thank you.

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ABSTRACT

The study is on the challenges and coping strategies used by Kenyan interpreters who interpret into Chinese as either their B or C language. There were 42 respondents in the research who are all working as either freelance or inhouse interpreters. A questionnaire was distributed to the 42 respondents and two speeches were sent to 4 interpreters for observation. From the analysis the following was revealed: Kenyan- Chinese interpreters interpret into Chinese which is a C language for many. However, majority of the interpreters still prefer interpreting into English which is either their B or A language. While interpreting into a C language, the interpreters have several challenges at the deverbalization and reformulation stage. They have therefore come up with coping strategies which are mainly used at the reformulation stage. The challenges and strategies used vary form one interpreter to another depending on their language proficiency, training and experience in interpretation. Regardless of the challenges encountered, the interpreters were able to pass a message.

CHAPTER ONE

INTRODUCTION

Interpretation is a profession that is gaining popularity in Kenya and the rest of the world especially in the Chinese markets. In Kenya the demand for Kenyan-Chinese interpreter has been increasing because of the raising number of Chinese investors in Kenya due to the expanding trade relations between Kenya and China. Kenyan- Chinese interpreters practice different modes of interpretation ranging from Community interpretation, court interpretation, medical interpretation, telephone interpretation and others. They also practice the different types of interpretation but the most common type of interpretation is Liaison interpretation.

With the rising demand of Kenyan-Chinese interpreters, the interpreters have been forced to work into Chinese which is either a B or a C language for the interpreters. According to the International Association of Conference Interpreters (2012) languages are classified in the following ways: an 'A' language is the interpreter's mother tongue or its strict equivalent, a 'B' language is an active language which the interpreter is perfectly fluent, but is not a mother tongue. An interpreter can sometimes work into a B language. A 'C 'language on the other hand is a passive language that an interpreter understands perfectly but is not allowed to work into professionally. The Kenyan–Chinese interpreters differ in their proficiency levels; there are those who are at a high proficiency level while others are at a lower level, depending on the interpreter's proficient level, Chinese can be classified as either a B or a C language.

There has been a debate on whether an interpreter should work into their A language, B language in conference interpreting or into a C language in an informal liaison

interpretation. The proponents of interpreting into an 'A' language say that working into other languages requires extra effort in finding a corresponding expressions Supporters interpreting from an A language on the other hand claim that better comprehension of one's 'A' language helps in producing a complete and reliable interpretation. However despite the controversy on the direction that one should interpret into, Kenyan-Chinese interpreters find themselves working into Chinese. Some of the reasons attributed to this practice include: lucrative salaries that lures some interpreters, lack of a governing body or a professional organization that would ensure interpreters work into the acceptable direction, a large number of untrained interpreters, clients preference etc. Interpreting into Chinese by the Kenyan interpreter especially those who speak Chinese as a C language hinders proper communication and as a result some bits of the message may be lost, information may be distorted, incoherent, inconsistent etc.

In order to cope with the challenge of interpreting from an A into a B/C language the Kenyan –Chinese interpreters have devised ways to cope with the challenges. The aim of this research paper will be to determine how the Kenyan Chinese speakers whose level of Chinese is C are able to interpret and pass the message as it was intended and effectively despite the linguistic challenges, it also seeks to establish how the interpreter in this field overcomes various obstacles in interpretation with the deficiencies.

1.1 Background on Directionality

The issue of directionality (whether to interpret from or into an A language.) in interpretation has been a bone of contention for both professional interpreters and trainers ever since interpretation was recognized as a profession, so far an agreement has not yet been reached on the matter .The source of disagreement has been whether interpretation

should be done into an A (detour interpreting) or whether it should be done out of an A language (retour Interpreting). The challenge for interpreting out of an A language is mainly production while that of interpreting into an A is comprehension.

Those who advocate for interpretation into an A language claim that an interpreter will give a rendition that is perfect linguistically assuming that the interpreter has full understanding of their language B and C. The proponents of interpretation out of an A language disagree with this, they say that there are some bits of information that might be left out because an interpreter may not have complete understanding of the source language if it is an B or a C language to an interpreter, the solution to this problem would be to interpret out of an A language because of the perfect understanding of an A language. There are two schools of thought regarding the issue of directionality; the traditional view and those who challenge the traditional view (Soviet model).

1.1.1 The Traditional View of Directionality

The traditional view of directionality states that interpreters should normally work into their A language. Pavlović (2008: 81) claims that this view is probably influenced by Peter Newmark (1988: 3): "translating into your language of habitual use is the only way you can translate naturally, accurately and with maximum effectiveness". Although Newmark acknowledges that translators "do translate out of their A language," but he dismisses the practice by calling it "service" translation. Some proponents of this view are either practicing interpreters or interpreter trainers for example; Herbert (1952), Seleskovitch (1978), Harris (1989), Bros-Brann (1976) among others and international organizations, such as the United Nations, the European Commission, NATO and others, state that interpretation can only be done properly if it is into one's A language.

Seleskovitch (1968: 43) explains that, even though an interpreter be proficient in their B language, when interpreting the 'native-like fluency disappears'. The flow of words seizes to be easy and natural, the pronunciation and vocabulary can be affected too. Seleskovitch adds that only interpretation into an A language is spontaneous, linguistically and idiomatically perfect in quality. Harris (1989:116) suggests further that the preference for interpreting into an 'A' language can be considered a norm in Western European interpreting schools. The belief in the superiority in interpretation into an A language comes from the assumption that interpreters have a better production in their A language because of their high proficiency level in the language than in a B or a C language. Their rendition is assumed to be linguistically faultless, particularly under stressful conditions. Gran and Fabro (1988:40) in addition says that interpreting into a foreign language can be cognitively taxing and tiring than when working into an A language. To these scholars an interpreter working into a B or a C language will require a lot of effort only to end up producing a bad rendition with a lot of errors that might lead to loss of information.

Professional interpreters and trainers of interpreters on the other hand insist that true interpretation can only be achieved if one interprets into their A language. Professional associations also e.g. ATIA, ITA, CEATL, AIIC and others also insist in their codes of ethics that its members should exclusively work into their 'A' language they also urge many their clients to only employ mother-tongue translators. The reasons according to Gile (2005:10) are due to 'a mix of personal experience, ideology and tradition' rather than research which is still insufficient. E. Fernandez (2005: 105) says that despite the them leaning on the traditional view, the Paris School and AIIC acknowledge the

possibility of consecutive interpretation into a B or a C language, this can be possible if an interpreter has enough time to guarantee a production that is of acceptable quality. The practice in the private sector and in International organizations also shows a difference in directionality with International organizations preferring and encouraging interpretation exclusively into an A language while the private sector for example the Kenyan private market preferring an interpreter to work into any direction.

The various arguments presented show some level of truth, an A language is supposed to be of high proficiency level, the interpreter should understand all the linguistic and cultural features in the language. However interpretation also involves other languages of which an interpreter has a lower proficiency level compared the A language, the assumption is that the interpreter has full understanding of the languages but still not at the same level with the A language. According to the traditional school of thought an interpreter should not interpret into these languages but can interpret out of the languages; this means even with the lower proficiency level in comparison to the A language, the traditional school of thought is willing to compromise the quantity of the content that the interpreter can comprehend in the foreign languages to a perfect production in an A language.

1.1.2 Critics of the Traditional View of Directionality

Critics of the traditional view of directionality are mainly pro interpreting from an A language. Denissenko (1989: 155-159) argues that interpreting from an A language is ‘more optimal’ because comprehension is better in an A language than in foreign languages. Comprehension of the source language is the most crucial level in

interpretation and needs high level of attention even under ordinary conditions or even in disturbing conditions such as heavy accents by the speaker, use of jargon words, complex syntax of written texts that are read at a very fast, etc. come into play. Denissenko also adds that when interpreting into an A language, the interpreter will have a wide range of expressions compared to a B language which has a restricted choice, this is due to the assumption that an interpreter has a higher proficiency level in their A language than in their 'B' language, this however has a negative side because it may interfere with the interpreters decision-making process while interpreting into an A language because he/she might take a longer time while subconsciously he/she seeks to be at their best. This argument has however been contested by the proponents interpreting into the A language, who state that it is impossible to acquire perfect rendition in B language, they argue that interpreters have good comprehension of their B language, which guarantees accuracy and completeness when interpreting into an A language. Viaggio (1991) adds that receiving the message from the A language does not necessarily mean that the interpreter will have a better comprehension of the message or better accuracy and completeness in his/her rendition, this is because the higher linguistic understanding of the message the harder it is for interpreters to detach themselves from the linguistic structure of the message, the result being a poor rendition in the target language.

Second language research also gives evidence for a possible advantage of working from an A language , McAllister (2000: 59-60) says that a nonnative language speaker who was perceived to have good command of the nonnative language similar to that of a native speaker were found to have a greater challenge than the native speakers whenever the speech was masked by noise, for example foreign accent from the

speaker, physical noise etc. The greatest challenge in all of this is the interpreter's ability to correctly comprehend the source text, which may consequently affect their rendition into the target even if it done in the native language. The linguistic and cultural gap can also be a challenge even when the nonnative speaker is advanced in the nonnative language.

1.2. Statement of the Problem

Although there is still a debate on directionality: whether to interpret into an A, B or C language, retour interpretation and interpretation into a 'C' language is gaining popularity and this is a topic that cannot be ignored. In Kenya, Kenyan-Chinese freelance interpreters are required to work into all directions; this is because it is economical for the client: the client will only need one interpreter to interpret from and into the languages spoken in Kenya and Chinese thus cutting the cost of employing more than one interpreter. A large number of the Kenyans who interpret into Chinese are untrained, in addition to that the only available opportunities for interpretation are interpreting into and out of Chinese this is because most Chinese who come to Kenya have a little understanding of English or indigenous languages and therefore cannot communicate efficiently and so they require native interpreter, for this reason the interpreter ends up working in all directions. The lack of a proper professional interpreter's organization to regulate interpretation in Kenya particularly in the Chinese field is also a contributing factor to interpreters working into a B and a C language. Since there are no proper regulations in the practice, the profession becomes open to anyone who can speak Chinese regardless of their proficiency level.

Interpretation into Chinese as a B or C language is widely practiced in Kenya. This is challenging because the interpreter is interpreting into a language that they are not linguistically and culturally competent. Despite the limitation, Kenyans freelance interpreters continue to interpret into Chinese. This has several consequences for example parts of the message being lost, they listener may not understand or even misunderstand the message that is being delivered; the audience might lose interest in the message etc. This research will investigate how the Kenyan freelance interpreters are able to interpret into Chinese and communicate efficiently, the challenges the interpreters face while interpreting into Chinese and how they cope with these challenges.

A lot of research has been done on directionality some centered on retour interpretation while others investigating retour interpretation by Chinese but so far there is no research that has been done focusing on the situation in Kenya particularly on Kenyan Chinese interpreters. So far there is no substantial research on interpreting into a C language; therefore this study shall seek to contribute to filling the knowledge gap that exists. It will also be used by Chinese interpreters for reference purposes.

1.3. Research Objectives

This research aims to fulfill the following objectives:

1. To discuss contextual factors surrounding retour interpretation and interpretation into a C.
2. To find out the challenges that Kenyan Chinese interpreters face when interpreting into Chinese and the coping strategies they employ when interpreting into Chinese.
3. To establish the effect of the interpreting into a C on communication.

1.4. Hypothesis

The study hypothesized the following:

1. There are factors that determine the direction of interpretation in the Chinese market.
2. Kenyan freelance interpreters are aware of the challenges that are associated with interpretation into a Chinese as a C language and they have devised ways of addressing the challenge.
3. The strategies that the interpreters have devised end up affecting effective communication.

1.5 Significance of the Study

This study will be significant in interpretation because it will fill the knowledge gap that exists regarding interpretation into Chinese as a B or a C language which is an area that has not been exploited by researchers and particularly focusing in the Kenyan situation. Retour interpretation and interpretation into a C language is widely practiced and it is an area that can't be ignored this research will shed light on how interpreters interpret into Chinese especially as a C Language, the challenges they face and how they overcome the challenges since it is a practice this is gaining popularity. The research will also look at the effects of interpreting into Chinese as a C language.

1.6. Scope and Limitation

The researcher will focus on Kenyan freelance interpreters who speak English/Kiswahili as their A language and Chinese as their B or C language who often interpret into Chinese. This language combination was chosen because it is the most common. The interpreters are all working in Nairobi and mode of interpretation that they use while interpreting is Liaison interpretation.

The limitations for this research will be that the research will be carried out in only one county Kenya, Nairobi, leaving out other 46 counties which might be having Kenyan Chinese interpreters too. The research will not be conducted on interpreters who work from other Kenyan languages assuming Kiswahili or English were the only source languages. The research is investigating a practice that is not widely acceptable that is interpreting into a 'C' language. Since there was no way to test the proficiency level of the interpreters in the questionnaire, the research relied on the HSK standard exam to determine the Chinese proficiency level of the participants, however this is not 100% reliable because there are those who improve their proficiency level as they continue with interpretation or their language retrogresses with time. This study also limited itself to liaison interpretation yet there are other modes. The speeches that were used in the study was a familiar topic to the interpreters and did not have any jargon; this is because the interpreters were not given time to prepare for the speech.

1.7. Theoretical Framework

The theoretical framework used in this paper is the theory of sense

1.7.1. Theory of Sense

The theory of sense is sometimes referred to as the interpretive theory of translation or even interpretative theory/approach. The theory was developed by the founding father of the Paris School, Prof. D. Seleskovitch during the late 1960s. The theory was later adopted by members of the Academy of Translation and Interpretation of Paris who are also known as the Paris School. The theory of sense was originally meant for conference consecutive interpretation but was later extended to simultaneous interpretation and to written translation (M. Lederer, (2003) and Delisle (1988)).

The Paris School considers interpretation and translation as act of paraphrasing, which means the translator/interpreter offers an explanation of what he/she made sense from the original text through linguistic signals the interpreter's/ translator's comprehension with the aim of communicating. The theory of sense explains that the purpose of interpreting is to communicate.

The theory of sense has three tenets: the comprehension of meaning, the deverbalization the message and the re-formulating of the message.

1.7.1.1 Comprehension of Meaning

Comprehension of meaning is the first step the process of interpretation interpreting. When an interpreter fails to comprehend the original text or discourse then the interpretation will either go off the track or even end up going nowhere because it lacks direction. Comprehension of meaning requires an interpreter to be proficient in the source language and also the knowledge of the extra linguistic features.

The comprehension of meaning relies greatly on the cognitive supplement of the interpreter. The proponent of the theory lays emphasis on the meaning of the whole discourse in its context instead of the simple meaning of particular words by looking at the nature of linguistic ambiguity. The theory of sense puts a clear distinction between explicitness (the expressed meaning) and implicitness (the un-spoken intended meaning). Proponents of the theory claim that language comprehension is a dynamic process takes place whenever units of linguistic meaning are combined with prior (extra linguistic) knowledge to 'make sense' (Seleskovitch and Lederer (1995: 227- 231) and (Seleskovitch 1986a: 371). Special attention is paid to the meaning of a whole discourse in a situational context instead of the isolated meaning of specific words by analyzing the course of the nature of linguistic ambiguity.

Lederer (2005) says that the complete comprehension of meaning is dependent on the shared knowledge between speaker and listener/interpreter, because if there is no shared knowledge between the parties, meaning would not come out automatically. Seleskovitch (1977) explains that what interpreters are attempting to express is not the linguistic/verbal meaning of discourse in source language, but the speakers' intended meaning that is born in the specific situational context and deverbalized from its source language.

1.7.1.2 Deverbalization

Seleskovitch states that deverbalization refers to the process whereby the Source Language words lose their linguistic form to change into a nonverbal sense in the interpreter's mind thus bringing back the message to a state that is similar to the state existed in the speaker's brain before having been uttered by him/her. Deverbalization is not only natural in interpreting, but also in monolingual communication, as human beings

we tend to remember the content of what has been said but not the exact words used to express that concept. Interpreting which entails at least two languages, deverbalization is indispensable for perfect rendition into the target language.

Deverbalization is the cognitive meaning that is generated and emotional sense that goes along with the language symbols, which is the transcending to language symbols. Without the deverbalization, meaning cannot be extracted, thus real interpreting cannot be accomplished. Linguistic meanings are not deverbalized but the sense which makes it easier and possible for the an interpreter to come up with natural and spontaneous expression in the Target Language provided that he/she has perfect command of both working languages, sufficient knowledge of the topic and the requisite interpreting and intellectual skills (Seleskovitch 1986a and 1989).

The proponents of this theory argue that since sense is a non-verbal is evidence that it can be expressed in any language or in various ways in the same language because it is independent of linguistic form then the theory of sense can be applied universally to any discourse type and language combination.

Deverbalization in important because it helps in eliminate any possible linguistic interference which often results from in linguistic borrowing of the source language structures and/or expressions, which results to the use of a hybrid form of language.

Deverbalization allows the interpreter to be faithful content and form of the source text because they are dealing with sense rather than individual words which allows the interpreter to use a variety of expression, the latitude of expressions allows the interpreter to be faithful to the form of the source text by respecting the speaker's style and register, restating it naturally in the target language what was said in the source language.

1.7.1.3 Re-formulation

This is the third stage of the process whereby the sense of the source text is rendered, the actual wordings of the source text are divorced and the rules of the usage and customs of the target language are followed. The theory of sense does not give details on the production phase, it only emphasizes on the full command of the working languages and familiarity with the subject of discussion which will help the interpreters to automatically render the message into the target language once they grasp the sense of the source text. This means that interpreters obtain the original text consciously but express unconsciously since they have knowledge of the TL words, grammatical rules, etc. in other words Prof Seleskovitch says that interpretation is instinctive and interpreters should be interpretive in nature.

In as much as the theory of sense does not give details on the productive stage but it emphasizes on accuracy but seeks no complete equivalence between two languages. The theory of sense shall be used to analyze the challenges and the coping strategies in three stages of interpretation. It shall also be used to explain the effect of interpretation into a C language.

1.8 Literature Review

In this section we shall review both the theoretical and the empirical literature surrounding interpretation into a B and a C language.

1.8.1 Review of Theoretical Literature

R. Godijns and M. Hinderdael (2005) say that interpretation out of a mother tongue is frequently practiced especially in the private market, they add that this is however acceptable in some countries than others. For example the Spanish find it acceptable to

interpret into a B language while the French do not. In Kenya the Chinese find it acceptable for a Kenyan Interpreter to interpret into a Chinese as a C language while in some other parts of the world it is unacceptable. The private market do this so as to reduce costs because the interpreter can now work into two directions They also add that interpretation out of an A language is acceptable in some international bodies like the European Union especially when the language involved is a minority language and in the Chinese booth. This statement could is applicable in the Kenyan situation because the Chinese are still a minority group in Kenya and most of them have little understanding of the Kenyan languages so they end up looking for interpreters who can interpret into both sides.

Jana Doubalova, et al. (2010) in a presentation on the pitfalls, tips and tricks of working into a B language, by gives a general perspective of what interpreting into a B language entails: the process includes two main stages; the comprehension-oriented stage and the production-oriented stage. They also talked of the advantages and the disadvantages of working into a B language. They also discuss the strategies of interpreting into a B language at the two different stages for example the comprehension suggests that one strategy that an interpreter can employ while working into a B language is anticipation. There are two ways to anticipate language prediction and sense expectation. At the production the research suggests that using morphosyntactic reformulation strategies which include morphosyntactic transformation and syntactic segmentation. Riccardi (1999: 172) defines morphosyntactic transformation as changing a subordinate clause into a main clause, a negative clause into an affirmative clause, or a noun phrase into a verb phrase. Riccardi (1999: 173) and Jones (1998) describe syntactic segmentation

which is also known as the salami/chopping a technique that involves dividing long clauses into shorter clauses. The research by Branca Vianna et al is significant to this research because it shall provide a guideline to assessing the challenges of interpreting into Chinese and the strategies interpreters use in dealing with the challenges. The research by Branca Vianna et al does talk about interpreting into a C language; however it talks about challenges of interpreting into a B language which shows that the situation could be worse when interpreting into a C language.

Elaine Hsieh (2003) explains about the history and the development of liaison interpretation. Historically the liaison interpreters were slaves who were kidnapped by their masters to act as language mediators. While quoting Gentile, Ozolins, & Vsilakakos (1996) Hsieh says that the liaison interpreters were formally not considered as professional interpreters, they were untrained and only practiced interpretation as a temporary occupation as they wait for an opportunity to start a "real job", although things are changing and now the liaison interpreters are receiving some training but the situation in Kenya has not changed much because majority of the Kenyan Chinese interpreters still feel like Chinese interpretation is just a temporary occupation.

Małgorzata Tryuk (2010) talks about the various strategies used both in simultaneous and consecutive interpretation. She begins by highlighting what other authors have done with regard to interpretation strategies. She later discusses anticipation, condensation and notation as specific strategies used in simultaneous and consecutive interpretation; she adds that the three strategies can be used as criteria for quality of performance for professional and experienced interpreter. Although Małgorzata Tryuk's work does not

focus on the strategies used when interpreting into a C language, it shall act as a guideline for the research on strategies of interpretation into a C language.

1.8.2 Review of Empirical Literature

Anna Sasaki (2018) did an empirical study on the difference between interpreting from a B language into an A language as it is traditionally acceptable and interpretation from a B language into a C language which she called a new trend. The research involved Japanese and Chinese respondents; they were all given an English speech to render into Japanese. Japanese was a C language to the Chinese and an A language to the Japanese while English was a B language to the two groups. According to Sasaki the interpretation was more or less the same, the only difference was the errors that were made. This is probably due to the fact that the Chinese and the Japanese had different backgrounds with the Chinese being experienced professional interpreters and the Japanese being students of interpretation. This study however is different from the present study because it limits itself to interpretation from a B into a C language; it also focused on interpreting into Japanese.

Research has been done on the topic on directionality particularly on retour interpretation. Nataša Pavlović (2007) did an empirical study on directionality in translation and interpreting in Croatia, the study was aimed at questioning the prescriptive statements against interpretation and translation into 'B' language by describing the actual situation in the real world. The findings on the research showed that translation/interpreting into a 'B' language is a regular practice for over 70% of the full-time translators/interpreters in Croatia. A third of the respondents in the research preferred interpretation/translation into a 'B' language because they found it easier than the other way. The research by Pavlović

is related to this research because there are interpreters who interpret into Chinese as a B language and prefer working in that direction which is not acceptable to some scholars and trainers. Pavlović research however does not talk about interpretation into a C language.

Chia-Chien Chang and Diane L. Schallert(2007) in their research on the impact of directionality on Chinese/English simultaneous interpreting explored directionality in simultaneous interpreting by in professional Chinese/English interpreters in Taiwan, focusing mainly on how language direction on impacted their choice of strategies and the cognitive and metacognitive processes reflected by these strategies. Their findings indicated that professional interpreters who work regularly into both directions may have developed strategic approaches so as to cope with the demands of interpreting into both directions for instance Chinese A interpreters, while interpreting into English which is their B language tend to give a rendition that has a significant lower percentage of propositions, due to their previous experiences. To cope with the challenge of limited language resources when interpreting into a B language, interpreters whose Chinese is dominant only aimed at expressing the meaning of the text when working into English unlike those with English as dominant language that struggled with finding equivalent expressions when working into Chinese. The choice of strategy was due the interpreters guided by expectancy norm and professional norm. The expectancy norm emphasizes on the importance of a production that is fluent, logical and with minimal pauses, expressing the sense or the main ideas of the source text while the professional norm stresses on the appropriate use of these strategies. The Chia-chien Chang and Diane L. Schallert explains about the choice strategies employed by different interpreters when working into either

an A or a B language which shall be useful in this study, they however don't talk about interpreting into a C language and the strategies that an interpreter would choose when working into a C language.

Though several researchers have researched on retour interpretation, very little research has been done on interpretation into a C language; this could because it is not an acceptable direction of interpretation. The reality however is that interpretation into a C language is being practiced especially in Kenya and more research needs to be done. Although research on strategies to employ when interpreting into a B language has been done but more research needs to be done especially on strategies to employ when interpreting into a 'C' language.

1.9 Research Methodology

This section will describe the participants of the study, the data collection instruments and procedures and data analysis.

1.9.1 The Participants

A total of 41 interpreters participated in the research. 32 of them were freelance interpreters while 9 in house interpreters who are employed by various Chinese companies. The participants were selected through a non-probability sampling method, where the population was selected purposively through a maximum Variation Sampling. Since there is a limited number of a trained Kenyan Chinese interpreter, the participant included both trained and untrained interpreters. The respondents had different levels of education ranging from Doctorate degree, master's degree, undergraduate degree and diploma. Their Chinese proficiency level was not the same; the data obtained shall be used to find out what Challenges they had and strategies respondents with different

proficiency levels used. The respondents also had varied experience as interpreters; this shall be useful to analyze the coping strategies that interpreters have come up with during their work experience.

1.9.2 Data Collection Procedure and Instrument

A questionnaire survey was sent out to Kenyan Chinese interpreters. The questionnaire includes a list of questions that the respondent is expected to answer by either selecting a response or writing a brief response. The questionnaire was distributed both electronically and through hard copies. The electronic questionnaire was prepared through Google drive and the link was distributed to Kenyan Chinese Interpreters via in Whatsapp and Wechat. The hard copy questionnaires were handed to the respondents that the interpreter met physical.

Four Kenyan-Chinese interpreters were later given 1.5 minute speeches in English to interpret into Chinese and an observation was made on how they interpreted the speeches into Chinese. The speeches were on Kenyan-China relationship that was prepared by the researcher. This research chose a topic that was familiar to the interpreter and a speech that did not have any jargon words so as to make fair observation because Kenyan-Chinese interpreter have specialized in different fields and so if an interpreter would be subjected to a field that they are not familiar with they would be disadvantaged. The interpreters were also not given prior notice on the subject of the speech that would have allowed them to read around the topic and prepare for the interpretation.

The challenges in interpreting the speech were observed and how the interpreters overcame them was also noted. All four interpreters selected interpreters spoke Chinese as their C language; they however differed in the duration they worked as interpreters.

Interpreter 1 had only worked for 6 months; interpreter 2 and 3 had worked for over 3 years while 4 had worked for 2 years as interpreters. Of the 4 interpreters, interpreter 3 was an interpreter under training. The variation between the different interpreters will be used to asses if there was a difference in the performance of the interpreters. A second questionnaire was sent out to the 4 interpreters for follow up after the interpretation.

The research also involved native Chinese speakers to examine the renditions that were given by different interpreters. The native Chinese listened to the renditions and gave feedback on what was not rendered properly.

1.9.3 Data Analysis

The data collected was analyzed through a qualitative analysis. Various themes were identified according to the response given by the respondent in the questionnaire and what was observed. The data was then categorized according to the identified theme in terms of the challenges that the interpreters faced while interpreting and their strategies for overcoming these challenges. The data collected was reported through tables and graphs and was analyzed through both qualitative analyses. The data that was collected from the questionnaire was represented in graphs while the information obtained from the observed interpretation was transcribed and analyzed descriptively and a conclusion was drawn based on the observed patterns in the analysis.

CHAPTER TWO

DIRECTION OF INTERPRETATION

This chapter shall discuss the overall view of the direction of interpretation focusing on comprehension and production. Factors that determine the direction of interpretation shall also be discussed and the overall challenges of interpreting into a foreign language and strategies by interpreters to deal with the challenge.

There is an ongoing debate of whether an interpreter should interpret into an A or a B language, however a recent study by Anna Sasaki (2018) shows that interpretation into a C language is a new trend. The demand for such interpreters is also on the rise especially in countries like China, Japan, Brazil, Zimbabwe and Kenya where there are no organizations to limit the practice. The bone of contention in the issue of directionality is the Comprehension which is expected to be better when an interpreter when an interpreter is working from their A language and Production which is expected to be better when an interpreter is working from their B/C language.

Comprehension in interpretation is important. An interpreters needs to understand not only the language but also the culture of the language, the logic and functional structures of a speech. This will enable the interpreter to extract meaning and give back the message. Denissenko (1989:157) says that comprehension of the source language which is important for a successful interpretation. When an interpreter comprehends well the source language the interpretation becomes easier. He adds that errors in the production can be repaired whereas gaps in the comprehension of the source language may not even be identified. Comprehension can however be affected by factors like the interpreter's language competence, physical noise, the interpreters state of mind etc. When some of

these factors are present as the interpreter is interpreting from a foreign language into an A language William (1994:21) the interpreter might end up having more semantic errors.

Production on the other hand is equally important, the interpreter at this stage renders the Source language into the target language bearing in mind the differences between the two languages involved. The interpreter at this point steps into the speaker's shoes and gives back a message that captures the mood, tone and the language of the speaker. The rendition should be coherent, convincing, clear, and with a good register in terms of language. A good rendition can however be hindered if the interpreter is not confident especially with the target language. When an interpreter is working into their A language they can easily express themselves even in complex ideas but when interpreting into a foreign language, Seleskovitch (1999:62) claims that interpreter is likely to have many production errors like lexical gaps and syntactical errors because of the effort made in trying to find a corresponding expression which distracts the mind from constructing sense. Interpreting into a foreign language is also cognitively taxing (Gran and Fabro, 1988: 40) this is because of lack of automaticity in finding expressions and so the interpreter will need to put more effort in finding a corresponding expression, Schweda-Nicholson (1992) also adds that the interpretation will pay more attention to the syntax of the B language and put more effort in prosodic features during production.

Even though interpretation into an A language is considered to be superior, It also has its pitfall. Denissenko (1989: 155-159) says because an interpreter has a wide range of choices on how to rely a message in their A language, they may take longer time in decision making as opposed to when working into a foreign language where the

interpreter has a restricted choice on how to convey a message, this according to him reduces the burden of re-encoding the message.

Despite the debate retour interpretation seems to be an acceptable practice; however interpretation into a C language is yet to be accepted this is because it is assumed to be a passive language that an interpreter cannot work into. Retour interpreting has been proven to be a challenging exercise and probably the challenges of interpreting into a C language could be worse. Interpreting into a C language is however becoming a new trend in interpretation, this is due to the rising demand of interpreters and also due to the fact that some universities especially in Asian are accepting students for seminars where interpretation into a C language is being taught (Anna Sasaki 2018: 33-34). Setton & Dawrant (2016: 26) say "all or nearly all professional interpreters offer a service in at least two directions or language pairs, either between an L1 and L2 in both directions or from two or more L3 into L1." The professionals who provide interpretation into a C language often cover the Asian market like China and Japan, where such kind of interpretation is needed in broadcast media, conference interpretation and in telephone services (Setton & Dawrant, 2016: 52). This is the same situation in Kenya where interpretation into a C language is acceptable this is due to the increasing demand of Chinese interpreters. The demand can be attributed to the limited number of native Chinese who can speak fluent English, employing such an interpreter would also be costly and so the clients opt to employ Kenyans to interpret.

2.1 Factors that Determine the Direction for Interpretation

Some scholars have tried to determine the ideal direction for interpreting. They have taken various angles in trying to determine this for example the preference of the interpreter, the audience, cognitive load by interpreters when interpreting in each direction and features of the interpreters' output. The following is a detailed explanation of the factors that determine directionality.

2.1.1 The Interpreter's Preference

The results from the research on the interpreter's preference determining the direction was inconclusive, this is because there were some researchers who discovered that some interpreter favored working into an A language (Donovan 2002, 2004; Bartłomiejczyk 2004; Lim 2005; Chang 2005). Others (Al-Salman & Al-Khanji 2002; Lim 2005; Pavlovič 2007; Szabari 2000) found out some interpreters were indifferent about directionality. The interpreter's preference may be affected by the country's dominant attitude towards interpretation into a B or a C language as well as the status of an interpreter working languages. A survey on interpreters who preferred to work into their A language showed that the interpreters were trained in Western European interpreting school or belonged to professional associations like AIIC (Donovan 2002, 2004; Bartłomiejczyk 2004; Chang 2005). Those who preferred working into foreign languages are either students of interpretation or freelance interpreters who work in the private market and do not belong to any international organization.

2.1.2 Interpreters Output

Research on the interpreters output has shown contradicting results too. Interpreters output are two main features: the quality of the language used in the rendition (grammar, vocabulary, idioms) and content captured in the rendition (completeness and accuracy).

Empirical studies have shown that there is a high quality of language when an interpretation is done into an A language. Research on the content captured in renditions has shown conflicting results. Some researchers found out that the level of accuracy when interpreting into an A language is lower (Tommola and Helevä 1998) where as others found out that the level of accuracy is higher when interpreting into an A language (Chang 2005). Sasaki (2018) says that the quality of an interpretation into a C and an A was more or less the same; this is because the respondents of the research were both students and experienced interpreters.

The level of experience for an interpreter is a contributing factor to their output. Sasaki (2018) in her research says that professional interpreters interpreting into a C language performed more or less the same as student interpreters interpreting into an A language due to the experience. Barik (1994) found out that trainee interpreter performed better when interpreting into their in their B languages than into their A language. Bartłomiejczyk 2004 adds that trainee interpreters are more confident working into their B language compared to professionals.

Language combination also affects the interpreter's output into a B language. Al-Salman and Al-Khanji (2002) says that due to the existence of both colloquial and formal registers in Arabic native speakers and other speakers have a challenge interpreting into Arabic. Kurz and Färber (2003) on the other hand say that German/English speakers are successful when interpreting into a second language because it is easier to anticipate in the language combination you only need to know the word order in a sentence (subject-object-verb language or subject-verb-object language) Setton & Dawrant, (2016) urgue

that interpretation from an Asian language into a European language is more difficult than from a European language into an Asian language.

2.1.3 The Audience

The audience attitude various researchers reached corresponding results. The audience was found to be unconcerned about interpretation into a B language (; Donovan 2002, 2004; Gile 1990) they considered factors like the interpreters' familiarity with the subject being discussed in the speech. Donovan (2002) in her survey on interpretation users claims that most of her respondents seemed puzzled by the distinction of A-B interpretation. None of her respondents was dissatisfied by accents, grammar of nonnative interpretation.

Szabari (EMCI Workshop Teaching Simultaneous Interpreting into a "B" Language 2000:14) adds that the attitude of the audience towards a listening nonnative speaker is a factor to consider. The level of tolerance may differ depending on the openness of the society, the population of the nonnative speakers etc. Hungarians for example have a low level of tolerance because they are not used to listening to foreign accents, Chinese on the other hand have a high tolerance to listening to foreigner speak their language.

Kurz (2001: 394-409) added that users' needs tend to change in terms of how often they use interpretation services. First timers for example will lay emphasis on the usage of grammar whereas the regular users of interpretation services will consider the logic and cohesion of the message.

Gile (1990) says that the audience linguistic background could would determine if they will be lenient or not in the assessment of the interpreter. The Anglophones were found to be less critical compared to the Francophone communities.

2.1.4 The Cognitive Load for an Interpreter

Cognitive research has been motivated by the mystery of the mental processes involved in interpretation. There is however a debate regarding which direction requires less cognitive effort, the debate revolves around comprehension and production. Researchers who advocate for interpretation into a native language claim that more cognitive effort is required in giving back the rendition. Seleskovitch (1999: 62) for instance claims that "When [the interpreters] worked both ways, it is easy to note not only that the 'B' language is poorer but that it is subservient to the 'A' source language and that the efforts made to find corresponding expressions in B distracts the mind from constructing sense", this means that syntactic and lexical gap is likely to occur when interpreting into a B language. In addition, the retrieval speed of a lexicon from a B language is slower this according to Kroll and Stewart (1994) is because of the translation asymmetry from an A language into a B language that does not exist from a foreign language into an A language.

Gile (2005) in the Effort model demonstrates that what determines the direction of interpretation is the favorability (i.e the need for lass processing resource for a high quality production) depending on how one views the difficulty in producing a language in relation to difficulty in comprehension. Therefore in the cognitive process is demanding than comprehension the interpreter will prefer to interpret into an A language. If the reverse is true then an interpreter will prefer interpreting into a B language.

Those who advocate for interpretation from a native language claim that an interpreter will have full comprehension of a language (Denissenko 1989). William (1994, 1995) adds that the disadvantages of working into an A language include limited memory in a B language and a possible deterioration of the perception and comprehension of a B language in a stressful or noisy environment. In addition (Denissenko 1989) it is cognitively economical for an interpreter who works into their foreign because of the limited choices in the foreign language, at first glance, what seems to work in the disadvantage of the interpreter in reality works to his/her advantage. Denissenko also adds that the issue of poor production is more of an ethical thing claims.

2.2 Challenges and Strategies Used when Interpreting into a Foreign Language

There are several challenges that interpreters face when they are interpreting into a foreign language this is because it is not their native language and so they do not have a very high command of the language. Most of the challenges are seen in the production stage. In dealing with the challenges the interpreters have come up with strategies to cope with the challenges. We shall begin this part by discussing the challenges that the interpreters face.

2.2.1 Challenges of Interpreting into a Foreign Language

The main challenge that interpreters face when interpreting into a B or a C language is production Challenges, this however does not mean the interpreter has no challenge in comprehension. In this research shall focus on the challenges of production because according to research it is associated with interpretation into a C language. We shall later discuss some the strategies employed in order to cope with these challenges. The following are the challenges that interpreters face when interpreting into a B or a C language.

a) **Weak dynamism:** This means that an interpreter is not flexible with his/her use of language. Due to limited vocabulary, an interpreted may us the same expression several times in the same speech or may be unable to use appropriate language for different registers.

b) **Linguistic interference**: This is interference from a mother tongue or the source language. According to Seleskovitch (1989) mother tongue interference can cause incidences of transcoding, and producing an interpretation with similar grammatical and lexical features with the source language. The interpreter may end up using the

source language/mother tongue's word order which might be wrong in the target language. The interpreter may also mispronouncing some sounds in the target language because they do not exist in their mother tongue, as a way of coping the interpreter may use the sounds in the mother tongue to substitute the ones he/she cannot pronounce, for example the Chinese phonemes like [ɕ] may be pronounced as [ʃ] because [ɕ] sound does not exist in some languages used in Kenya.

c) **Fatigue**: this may be as a result of the cognitive activities that involved especially when an interpreter is looking for the right word to express an idea.

d) **Lack of equivalents**: the interpreter may lack the right word to express an idea in the source language or an equivalent to the word used in the source language.

e) **Lack of fluency:** This when a language is not flowing smoothly and naturally. An interpreter may have this challenge because he/she is fatigued, is having linguistic challenges or is not confident about what he/she is saying. The interpreter may end up posing; using filler words or even have incomplete sentences.

f) **Morphological, syntactic and lexical** errors such as use of the wrong word order, tenses, prepositions, articles, incorrect gender agreement, repetition, false friends, wrong choice of idiomatic expression, use of nonexistent word (Jana Doubalove et al (2010:41)

Giles (1999) proposes five rules that govern the selection of interpretation strategy they include1) maximization of information recovery, 2) minimization of recovery interference, 3) maximization of the communication impact of the speech, 4) the law of least effort, and 5) self-protection. With this in mind the paper shall now mention the strategies for coping with various interpretation challenges.

2.2.2 The Production Strategies

Falbo's (1999) classifies the strategies into three categories: morphosyntactic reformulation, synthesis and expansion.

a) **Morphosyntactic Reformulation:** this is the transformation of a sentence in the target text. The interpreter uses this strategy when he does not fully understand what is being said or has some missing bits of information or wants to avoid awkward sentence construction. Morphosyntactic reformulation includes the following:

   i. Morphosyntactic transformations: Riccardi (1999) says it is the transformation of a subordinate clause into a main clause, of a negative clause into an affirmative clause and of a noun phrase into a verb phrase or vice-versa. This strategy is useful and pertinent when interpreting to a B language so as to avoid word-for-word interpretation due to inflexibility interpreters have when working into a B language which may in turn lead to a cumbersome sentence structure that does not sound natural.

   ii. Syntactic segmentation means breaking long clauses into shorter clauses (Riccardi 1999:173) it is also known as chopping or salami. This strategy is important in keeping the message simple, it also facilitates monitoring and improvement of lexical simplification.

   iii. Least-commitment strategy means leaving a clauses open to add other clauses when there is need to add especially when a speech has long sentences embedded with relative clauses (Riccardi 1999) .

   iv. Changing the order of phrases or elements of other types within the clause. This is necessary for better reformulation (Riccardi 1999).

b) **Synthesis** entails compressing the message; the interpreter does this when he/she considers some information in the speech unnecessary. It can be done in the following ways:

   i. **Generalizing**: This where an interpreter will use hypernyms, general terms or neutral terms this may be stylistic reasons to avoid unnecessary repetition or ambiguity.

   ii. **Simplifying** the message by deletion of some information deemed to be unnecessary.

c) **Expansion** means content is added to the message. It can be done through explanation, addition especially on languages which differ culturally, repetition and paraphrasing (Gile 1995; Donato 2003).

   i. **Explanation**: this is giving a clear description of a word or an idea so as to make the message more clear and understandable. An interpreter may use this strategy when the audience seems not to understand what they are saying.

   ii. **Addition:** An interpreter may add some information that was not in the source text. This could be due to reasons like preexisting knowledge that an interpreter may have, so as to avoid awkward sentences or the interpreter trying to clarify an idea. They may also add information to fill in an information gap that the interpreter did not hear in the source text.

   iii. **Repetition**: An interpreter uses using synonyms of a word or uses the same word over and over again to enhance lexical accuracy.

   iv. **Paraphrasing**: This is when an interpreter uses their own words to express the source text's idea.

Other strategies include:

a) **Monitoring** where the interpreter checks his/her rendition with the original speech to ensure that the two are similar in meaning and in content coverage.

b) **Prosodic elements** play an important role in conveying a message capturing the speakers tone and his/her intention (Jones 1998). The interpreter can also use Prosodic elements to seek clarity from a speaker without using words.

c) **Literal translation** which is word-for-word interpretation where the source language sentence structure is retained. The interpreter uses this strategy to cope with the challenge of comprehension and production.

d) **Approximation** is when an interpreter uses a word/term that he/she intended to use but adds another one that makes he/she has activated and fits even better (Kalina 1992).

e) **Omission:** This is when an interpreter removes some information from the source test while giving a rendition. Omissions could be both conscious and unconscious. The conscious omissions could be due to lack of equivalences, comprehension failure, to enhance effectiveness by reducing redundant information. Having background knowledge of the source language and culture will enable an interpreter to identify redundant information in an incoming message and sieve it out to give a clear and economical rendition.

   Unconscious omission on the other hand is when an interpreter leaves out some information unknowingly. This can happen because of various reasons for example due to high levels of stress on the interpreter; the interpreter may also fail to hear bits of information from the source text and therefore ends up omitting them.

f) **Borrowing**: It is taking a word directly from the source language without interpreting. This is normally used when the term does not exist in the target language or when an interpreter wants to create an exotic or stylistic effect. However when an interpreter is interpreting into a C language borrowing can be used when an interpreter lacks equivalence in the target language because they lack competence in the language.

g) **Invention**: This is where an interpreter comes up with a new terminology that does not exist in the target text. This is because of lack of an equivalence in the target language or the interpreter's linguistic challenge.

h) **Substitution**: This occurs when an interpreter uses another word or phrase to replace the original in the source text. This can happen because an interpreter lacks a proper equivalent for a certain phrase or word.

CHAPTER THREE

DATA PRESENTATION

This chapter gives a summary of the data collected through various mechanisms. The chapter includes the findings on the questionnaire, one speech excerpt and how different interpreters rendered the speech.

3.1 Results from the Questionnaire

The following data was collected the participants:

A total of 41 respondents were involved in the study. 33 were freelance and 8 were employed by Chinese companies. They had different level of education: 58.5% of the respondents had a master's degree 34.1% had bachelor's degree, 4.9% had a Doctorate degree while 2.4% had diploma. Their Chinese proficiency level also differed: 51.2% had HSK (Chinese language standard exams) 5, 39% had HSK 6, 17.1% had a master's degree in Chinese language related field, 7.3% had a certificate in Chinese, 2.4 had HSK 3 and 7.3% had a diploma in Chinese. 73.2% of the respondent studied Chinese both in China and in Kenya while 29.3% studied only in China. 56.1% lived in china for more than three years, 12.2% two years, 26.8% one year and 7.3 % for six months. The respondents also had varied duration of working as a Chinese interpreter 29.3% have worked for over three years, 19.5% for two years, 22% for one year, and 29.3% for six months.

From the findings the participants were heterogeneous in all aspects. Their level of education made their judgment on their proficiency level reliable. There was a varied language combination but for the sake of this study, the focus was on Chinese, English

and Kiswahili. The languages that were categorized as others include: Dhuo, French, Kiluhya (Kisamia), Kikamba, Kimeru, Nandi and Kikuyu.

Classification / Languages	A language Respondent	B language Respondent	C language Respondent
Kiswahili	5	11	6
English	13	11	1
Chinese	0	4	18
Others	12	0	2

Table 1: Language combination

From the table above most of the respondents speak English as their A language followed by others. None of the respondents speak Chinese as their A language. Most of the respondents speak English and Kiswahili as their B language, whereas 4 speak Chinese as their B language. Majority of the respondents speak Chinese as their C language followed by Kiswahili, only one spoke English as their C language.

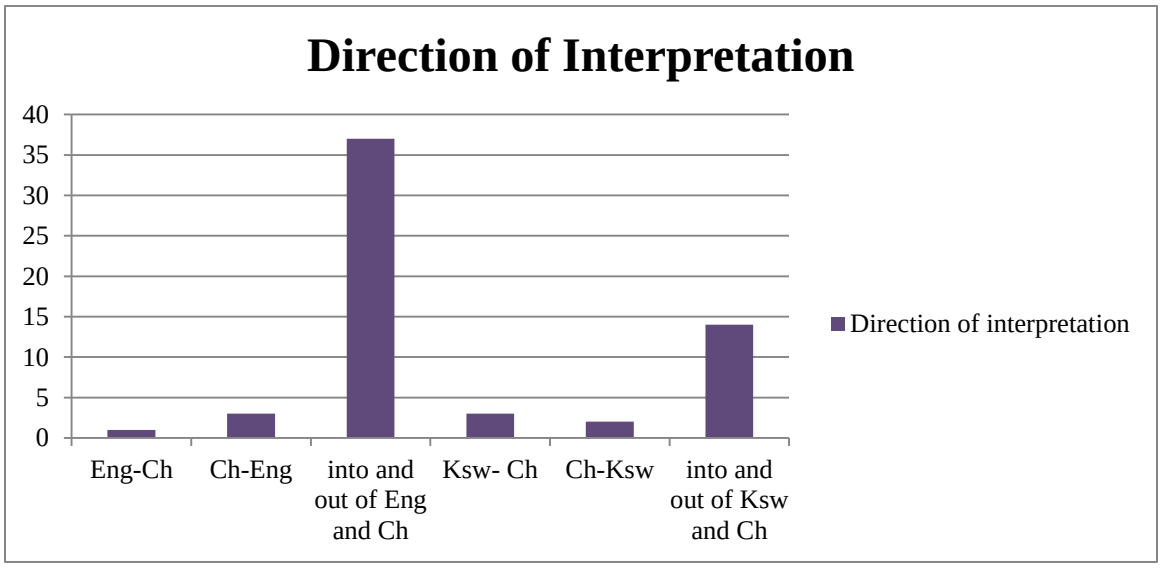

Figure 1: Directionality for the Kenyan-Chinese Interpreters

From the graph above, majority of the respondents interpret into and out of Chinese. 37 (90.2%) of them interpret from English into Chinese and the vice versa, while 14 (34.1%) interpret into Chinese from Kiswahili. This clearly shows that majority of the respondents interpret into Chinese which is a C language for the majority of the respondents.

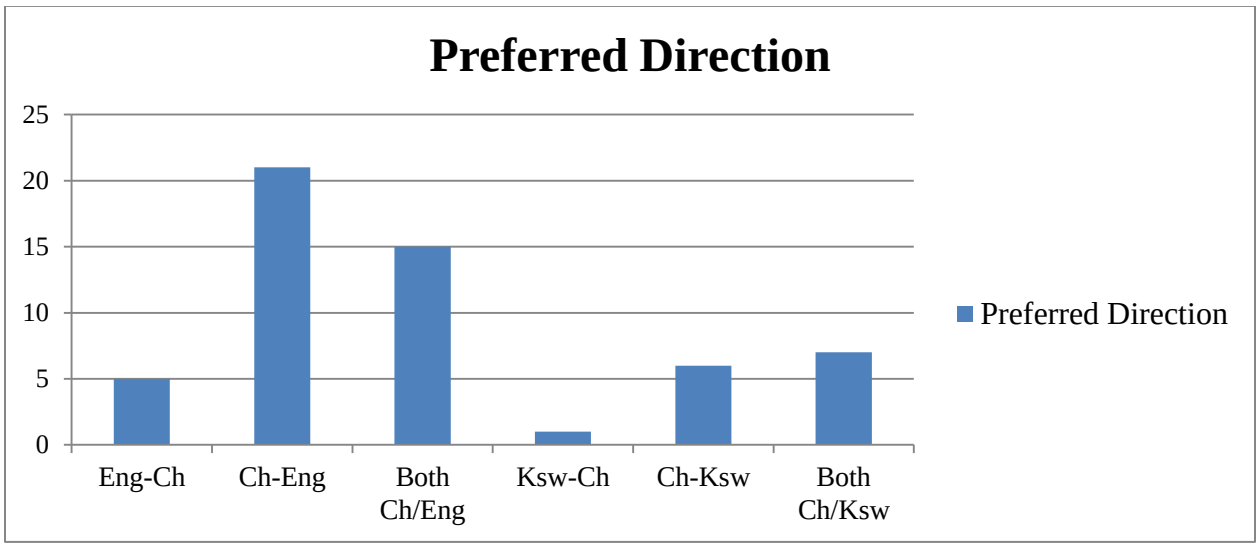

Figure 2: Interpreters' Preferred Direction

From the table above 21 (51.2%) of the respondents prefer working into English while 15 (36.6%) prefer working from English into Chinese and the vice versa. 7 (17.1%) prefer working from Chinese into Kiswahili and the vice versa. Only one person would prefer working from Kiswahili into Chinese. Majority preferred working into English because they have a better command of the language and they would not have a lot of challenges interpreting into it.

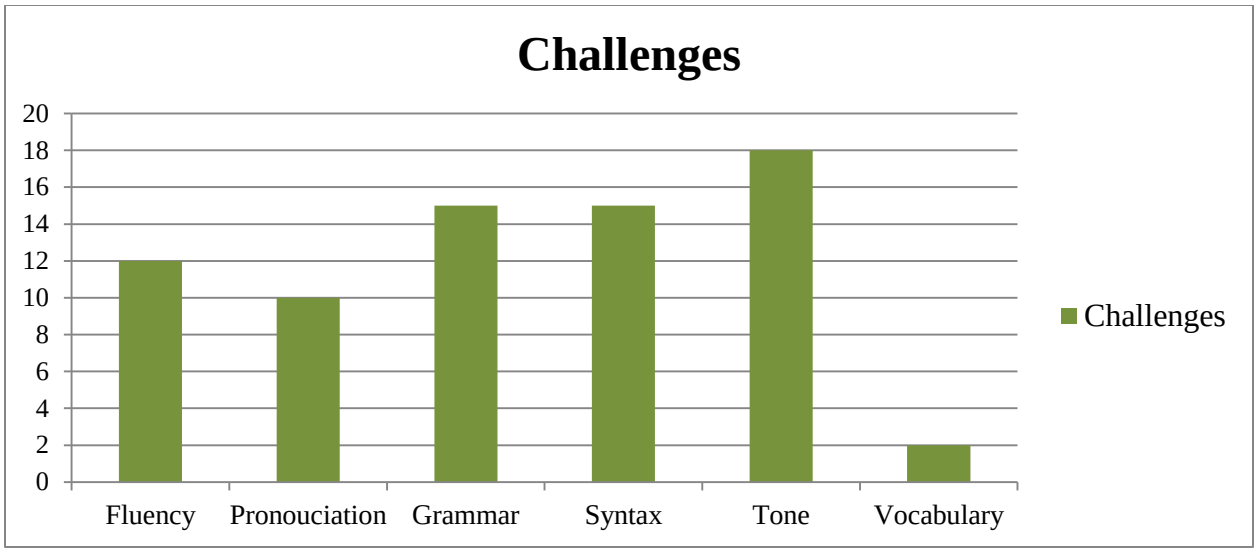

Figure 3: Challenges Faced By Interpreters When Interpreting Into Chinese

From the questionnaire the respondents indicated that they had challenges when interpreting into Chinese as shown in the graph above. A most of the respondents had difficulty with the Chinese tones (43.9%), Grammar (36.6%) and Syntax (36.6). Only 2 of the respondents claimed to have difficulty with the Chinese vocabulary

Coping strategy / No. of Respondents	Very Unlikely	Unlikely	Somewhat	Likely	Very likely	Total no. of respondents
Borrowing from the SL	8	7	8	8	10	41
Literal translation	10	13	7	3	8	41
Paraphrasing	6	10	6	6	13	41
Explanation	6	9	5	7	14	41
Substitution of a word	4	11	4	12	10	41
Omission	12	10	8	7	4	41
Addition of information	5	12	11	8	5	41

Table 2: Coping Strategies

The respondents recorded the following coping strategies that they use in order to deal with challenges of interpreting into a Chinese. From the table the first row shows the various strategies the respondents would employ, the second to the sixth row shows number of respondents who would employ a certain strategy and to what extent they would do that. From the questionnaire the most preferred coping strategies were explaining concepts and substitution of words, while the least preferred strategies were literal translation and omission of information.

3.2 Results from Observation

The following is a speech excerpt that was used to make observations. The speech is about the relationship between China and Kenya and was made in English. Since

majority of the Chinese interpreters in Kenya use liaison mode of interpretation the researcher chose to give a short speech for observation.

The tables below show the interpreter's renditions, the English gloss and the observations made. The first speech is on Kenya-China relationship; it is simple and has only one terminology which is Standard gauge railway. The aim of this speech is to find out what challenges the interpreters would have and strategies interpreter would use in a simple speech and later draw a comparison on their performance in a more technical speech.

Interpreter	**Back translation**	**Challenges**	**Strategies**
<u>Interpreters 1</u> 大家好，我只肯尼亚想中国非洲的关系说一下， 肯尼亚和中国的关系已经有很长的历史还有发展的合作比如内罗毕 TIKA 工程路还有内罗毕蒙巴合适路弄建的，这对肯尼亚很好因为条路部越来越变好，从内罗毕到蒙巴萨现在只要用五个小时以下.这关系还有让肯尼亚从中国会借钱，中国也给了肯尼亚的同学们奖学金，看样这关系	*Hello everyone, I only want to talk about the relationship between China and Africa in Kenya. The relationship between Kenya and already has a lengthy history and development cooperation, such as the TIKA –Nairobi Road project and the suitable road from Mombasa to Nairobi. This is good for Kenya because the road department is getting better and better, from Nairobi to Mombasa*	**Hesitations-** 5 Times **Syntactical error:** 1. 我只肯尼亚想中国非洲的关系说一下 *(I only want to talk about the relationship between China and Africa in Kenya.)* 2. 肯尼亚和中国的关系已经有很长的历史还有发展的合作比如内罗毕 TIKA 工程路还有内罗毕蒙巴合适路弄建的，*(Kenya and China*	**Omission**: 1. I will focus on Kenya **Borrowing:** 1. TRADE/BUSINESS **Substitution**: 1. 女们，先生们 *(ladies and gentlemen)*- 大家好 *(hello everyone)* **Invention** 1. 合适路 *(suitable road)*- 标准轨距铁路 *(standard gauge railway)* 2. TIKA- Thika **Literal translation**

对肯尼亚只好可是经并不对，这关系也对中国好因为中国在肯尼亚会作 TRADE/BUSINESS 。谢谢。	*is now less than five hours, this relationship also lets Kenya borrow money from China, China has also given fellow Kenyan students scholarship, it seems that this relationship is good for Kenya, but it is not right, this relationship is good for China because China will make TRADE / BUSINESS in Kenya. Thank you.*	*has a long history and development cooperation, such as the TIKA – Nairobi Road project and the suitable road from Mombasa to Nairobi)* 3. 这对肯尼亚很好因为条路部越来越变好 *(This is good for Kenya because the road department is getting better and better)* 4. 中国也给了肯尼亚的同学们奖学金，看样这关系对肯尼亚只好 *(China has also given fellow Kenyan students scholarship)* **Grammatical error** 1. 长的历史 *(long history)* **Lack of equivalent:** 1. Thika	1. 长的历史 *(Long history)*

		2. Standard gauge railway) 3. trade/business **Pronunciation-** 1. sounds [ʃ] instead of [ɕ] 2. [tʂ] which was pronounced as [j] 3. [tɕʰ]which was pronounced as [tʃ] **Tones** 1. MéngBǎSā- 蒙巴萨*(Mombasa)* *2.* Něiluóbì- 内罗毕*(Nairobi)* *3.* Zhī-只 *（only）* **Lack of dynamism:** 1. overuse of 还有*(also, still, in addition)* **Contra sense** 1. 这对肯尼亚很好因为条路部越来越变好 *(This is good for Kenya because the road department is getting better and*	

		better)	
Interpreter 2 女士们先生们，我讨论一下中非关系，重点为肯尼亚。中肯两国长时间关系友好，在各个发展项目，比如修建内罗毕-迪卡公路、内蒙铁路等做了合作伙伴，这一点对肯尼亚的交通系统发展越来越好，目前，从内罗毕内去蒙巴萨少于五个小时。肯尼亚再也向中国贷款。肯尼亚的学生更获得奖学金到中国读书。中肯关系不仅有利于肯尼亚，而对中国也有利，肯尼亚已成为了中国的贸易基地。我今天就说到这里，谢谢大家!	*Ladies and gentlemen, I would like to discuss the relationship between China and Africa, focusing on Kenya. China and Kenya have long enjoyed friendly relations and have been partners in various development projects, such as the construction of the Nairobi-Dika Highway and the Nairobi-Mombasa Railway. This has helped Kenya's transport system to develop better and better. At present, the journey from Nairobi to Mombasa is less than five hours. Kenya is also borrowing money from China. Kenyan students get scholarships to study in China. China-Kenya relation is not*	**Lack of equivalence:** 1. Thika 2. standard gauge railway) **Syntactical error** 1. 肯尼亚在也向中国贷款 *(Kenya is also borrowing money from China.)* **Tones** 1. Zhōng Diǎn- 重点 *(focal point)* *2.* Bìrú- 比如 *(for example)* *3.* Chēngwéi- 成为 *(become)* **Pronunciation** 1. sounds [ʃ] instead of [ɕ] 2. [tʂ] which was pronounced as [tʃ] 3. [tɕʰ]which was pronounced as [tʃ]	**Simplification:** 1. 中肯关系不仅有利于肯尼亚 *(Kenya relations are not only beneficial to Kenya, but also to China.)* **Generalization** 1. 铁路 *(railway road)* **Addition:** 1. 肯尼亚的学生更获得奖学金到中国读书 *(Kenyan students get scholarships to study in China)* **Morphosyntactic transformations**: 1. 中肯关系不仅有利于肯尼亚 *(China-Kenya relation is not only beneficial to Kenya, but also to China.)* **Invention** 1. 迪卡 *(Dika)*-

	only beneficial to Kenya, but also to China. Kenya has become a trade base for China. I am here today, thank you!		*Thika* **Syntactic segmentation** 1. 肯尼亚再也向中国贷款。肯尼亚的学生更获得奖学金到中国读书。*(Kenya is also borrowing money from China. Kenyan students get scholarships to study in China.)*
<u>Interpreter 3</u> 女士们，先生们，我要讲为中非关系，肯尼亚和中国人很长时间有很好的关系，他们为发展的项目中有伙伴关系，比如建筑蒂卡高速公路还有蒙巴萨内罗毕的铁路，这个为肯尼亚的交通有有利，现在你可以用五个小时到蒙巴萨，肯尼亚也从中国收到了贷款还有学生	*Ladies and gentlemen, I'm going to talk about Sino-African relations today. Kenya and the Chinese have had a very good relationship for a long time. They have partnerships for development projects, such as building Thika to tell the highway and the Mombasa Nairobi Railway, which is good for the Kenyan transport. Now you can get there in five*	**Lack of dynamism:** 1. Overuse on 为 *(because of, to)* **Pronunciation**: 1. [ɕ] pronounced as [s] 2. [tʂ] which was pronounced as [j] 3. [tɕʰ]which was pronounced as [tʃ] **Tones** 1. MéngBǎSā- 蒙巴萨（*Mombasa*）	**Omission**: 1. I will focus on Kenya 2. Nairobi-Thika **Simplification**: 1. 这个为肯尼亚的交通有有利*(This is good for Kenya's transportation)*-This is a good thing for Kenya because the transport system is becoming better each day

们的奖学金，这个关系不当为肯尼亚有好处而且为中国也有很多好处因为中国人也可以在肯尼亚能发展他们的商业。 谢谢	*hours. Mombasa, Kenya also receives loans from China and scholarships from students. This relationship is not only good for Kenya but also good for China because the Chinese can develop their business in Kenya. Thank you*	2. Jiāng xuéjīn- 奖学金 *（scholarship）* **Syntactical error:** 1. 他们为发展的项目中有伙伴关系 *(They have partnerships for development projects)* **Lack of equivalence** 1. Standard gauge railway	2. 这个关系不当为肯尼亚有好处而且为中国也有很多好处 *(This relationship is not only good for Kenya but also good for China.)* **Generalization:** 1. 铁路 *(Railway line)*
<u>Interpreter 4</u> 女士们先生们， 今天我要讲关于肯尼亚和中国的关系，肯尼亚和中国从之前到现在有非常好的关系，他们合作了在个个方面，比如说在发展的方面，中国给肯尼亚改了一个公路叫 Superhighway 也给肯尼亚改了一个铁路也叫 SGR，所以现在肯尼亚交通很好，比以前更好，可以从内罗	*Ladies and gentlemen, today I am going talk about the relationship between Kenya and China. From the past to the present, the relationship between Kenya and China has been very good. They have cooperated in various fields, for example, in the development of Kenya, China has transformed a highway known as Superhighway and*	**Hesitation- 6 times** **Tones** 1. Zhíqián- 之前 *（before）* 2. Fángmiàn- 方面 *(aspect)* 3. Jiào tong- 交通 *（traffic）* 4. Cōng- 从 *（from）* *5.* Jiāng xué jīn- 奖学金 *（scholarship）* **Lack of equivalence** 1. Standard gauge railway	**Borrowing** 1. SGR 2. Super highway **Substitution** 1. 改了 *(transform, change)*- 建设 *（build）* **Addition:** 1. 比以前更好 *(it is better than before)* 2. 可以从内罗毕到蒙巴萨只要用五个小时 *(It takes only five hours*

毕到蒙巴萨只要用五个小时，也有时候不到五个小时，还有肯尼亚也有很多学生去中国留学，拿到奖学金去中国留学，那么这个看起来这是肯尼亚有利益但是中国也有利益因为现在中国扩展了它的商业，在肯尼亚可以做很多生意。 谢谢	*also transformed a railway line which is also known as SGR. So now we find that in Kenya, transport is good, it is better than before. It takes only five hours from Nairobi to Mombasa, sometimes even less than five hours. There are also many students in Kenya who go to China to study, they get scholarships to study in China. This, it seems like Kenya benefits but China is also benefiting because China has expanded its business and can do a lot of business in Kenya. Thank you*	**Pronunciation-** 1. sounds [ʃ] instead of [ɕ] 2. [tʂ] which was pronounced as [j] 3. [tɕʰ]which was pronounced as [tʃ] **Syntactical errors** 1. 肯尼亚和中国从之前到现在有非常好的关系 *(From the past to the present, the relationship between Kenya and China has been very good)* 2. 那么这个看起来这是肯尼亚有利益 *(This, it seems like Kenya benefits but China is also benefiting)* **Lack of dynamism** 1. 也有 *(there is also)* -3 times 2. 也*(also)* – twice	*from Nairobi to Mombasa)* **Paraphrasing** 1. 从之前到现在 *(From the past to the present)* **Omission:** 1. I will focus on Kenya 2. Nairobi-Thika highway and highway 3. The Mombasa-Nairobi standard gauge railway. 4. Kenya is also benefiting from loans from China and scholarships from China. **Simplification:** 1. 所以现在肯尼亚交通很好 ***(****So now we find that in Kenya, transport is good)* - This is a good thing for Kenya because

			the transport system is becoming better each day **Generalization** 1. 铁路（*Railway line*）

Table 3: Speech 1

The second speech was still on the relationship between China and Kenya, this speech is however more challenging than the previous one this is because it has more terminology than speech 1 which only had one terminology for example the big four agendas, food security, it also has a metaphor. The aim of this speech is to observe the challenges that the interpreters have and the coping strategies that the interpreters used in a more challenging speech. Only interpreter 1.3 and 4 did a rendition for speech 2.

Interpreter	**Back translation**	**Challenges**	**Strategies**
<u>Interpreter 3</u> 女士们先生们，我想继续讲关于中肯关系，我的重点是关于为肯尼亚的四大议程，中国有什么职能。第一，四大议程之间是关于加强粮食安全。为在一件中国交给肯尼亚的学生们奖学金，那么这个学	*Ladies and gentlemen, I want to continue talking about the relationship between China and Kenya. My focus will be on the contribution of China in the big four agendas in Kenya. First, among the four agendas is food security. China gives scholarships to*	**Pronunciation**: 1. [ɕ] pronounced as [s] 2. [tʂ] which was pronounced as [j] 3. [tɕʰ]which was pronounced as [tʃ] **Tones** **1.** Jī xù- 继续 *(continue)* **2.** Yǐ jiàn- 一件	**Omission** 1. Killing two birds with one stone- 2. the role China is playing in the realization of **Segmentation** 1. 为在一件中国交给肯尼亚的学生们奖学金，那么这个学生们要去中国学习农业的

生们要去中国学习农业的科目，学习以后他们能用他们的本领加强粮食安全，除了在一件以外中国还在肯尼亚建立了制造商比如食品加工厂还有建设公司，肯尼亚政府希望这些中国公司会提供肯尼亚老百姓得到比较便宜的房子还有在肯尼亚加强粮食安全。最后，中国的政府组织了医疗营，那么那个医疗营会帮肯尼亚，或者为在肯尼亚有很大的帮助。谢谢	*Kenyan students; the students go to China to study agricultural courses. After studying, they can use their skills to enhance food security. Apart from that, China has established manufacturers such as food processing factories and construction companies. The Kenyan government wants these Chinese companies to provide cheaper houses to Kenyan and to enhance food security in Kenya. Finally, the Chinese government has organized medical camps, so that medical camp will help Kenya, or it will be very helpful in Kenya. Thank you*	*(one)* ***3.*** Jiān lì- 建立 *(establish)* **Weak dynamism** Overuse of 1. 关于 （*about*）- 4 times 2. 那么（*that*）- 2 times **Syntactical errors** 1. 除了在一件以外中国还在肯尼亚建立了制造商比如食品加工厂还有建设公司 *(Apart from that, China has established manufacturers such as food processing factories and construction companies.)* *2.* 第一，四大议程之间是关于加强粮食安全 *(First, among the four agendas is food*	科目，学习以后他们能用他们的本领加强粮食安全 *(China gives scholarships to Kenyan students; the students go to China to study agricultural courses. After studying, they can use their skills to enhance food security)-* **Literal translation** 1. 四大议程- Big four Agendas **Substitution** 1. 工厂（*Factory*）

		security.) 3. 肯尼亚政府希望这些中国公司会提供肯尼亚老百姓得到比较便宜的房子还有在肯尼亚加强粮食安全（*The Kenyan government wants these Chinese companies can give cheaper houses to Kenyans and enhance food security in Kenya*） *4.* 最后，中国的政府组织了医疗营，那么那个医疗营会帮肯尼亚，或者为在肯尼亚有很大的帮助 *(Finally, the Chinese government has organized medical camps, so that medical*	

		camp will help Kenya, or it will be very helpful in Kenya) **Grammatical errors** 1. 。。。会提供肯尼亚老百姓得到比较便宜的房子 *(to provide cheaper houses to Kenyan)* **Hesitation:** Twice	
<u>Interpreter 4</u> 女士们先生们，今天我要来讲肯尼亚和中国做为了实现肯尼亚的四大议程，在这些四大议程，一个是增进食品安全，那么中国怎么帮助肯尼亚实现这个议程呢？中国给肯尼亚人奖学金去中国学习农业相关的课程，以后可以用他们的技术增进食品安全。第二个点是，在	*Ladies and gentlemen, today I am going to talk about Kenya and China in order to achieve Kenya's big four agendas, one of the four agendas is to enhance food security. How can China help Kenya achieve these agendas? China gives Kenyans scholarship to study agriculture-related courses in China, later they can use their skills*	**Hesitation- 7 times** **Syntactical errors** 1. 还有也可以这个食品的工厂帮助肯尼亚人有食品的安全 *(and also the food factory helps Kenyans to have food security.)* 2. 肯尼亚政府让中国经营他们的生意在肯尼亚。。。*(The Kenyan*	**Literal translation** 1. 四大议程- Big four agenda 2. 增进食品安全- enhance food security- 增强食品安全 1. 病肯尼亚人- sick Kenyans 2. 肯尼亚政府让中国经营他们的生意在肯尼亚是因为了这个建筑方面可以提供便宜

肯尼亚有很多中国工厂，这些工厂包括食品工厂和建筑工厂，肯尼亚政府让中国 经营他们的生意在肯尼亚是为了这个建筑方面可以提供便宜的房子还有也可以这个食品的工厂帮助肯尼亚人有食品的安全。那么总的来说， 我也可以加上中国有医疗令营 在医疗令营的时候可以治疗病肯尼亚人。 谢谢	*enhance food security. The second point is that there are many Chinese factories in Kenya. These factories include food factories and construction factories. The Kenyan government has let China run their business in Kenya in order for the construction to provide cheap houses, and also the food factory helps Kenyans to have food security. So in general, I can add that China has medical camps to treat sick Kenyans when they are in medical camps. Thank you*	*government has let China run their business in Kenya in order for the)* 3. 。。。在医疗令营的时候可以治疗病肯尼亚人 *(...Medical camps to treat sick Kenyans when they are in medical camps)* **Grammatical errors** 1. 增进食品安全- 增强食品安全 *(enhance food security)* **Pronunciation-** 1. sounds [ʃ] instead of [ɕ] 2. [tʂ] which was pronounced as [j] 3. [tɕʰ] which was pronounced as [tʃ] **Tones** 1. Sǐdàyìchéng- 四	的房子 *(The Kenyan government has let China run their business in Kenya in order for the construction to provide cheap houses)* **Addition** 1. 第二个点是- (*the second point is.)* **Omission** 1. Killing two birds with one stone **Substitution** 1. 工厂（*Factory*） **Simplification** 1. 那么中国怎么帮助肯尼亚实现这个议程呢？ - *(How can China help Kenya achieve these agendas?)*

		大议程*(big four agendas)* 2. Shī xiàn- 实现 (realize) 3. Xiǎng guǎn – 相关(*related)* 4. Shì pǐn- 食品 (*food)* 5. tì gong- 提供 (*provide)* 6. líng yǐng- 令营 *(camp)*	
Interpreter 1 大家好，我**对**中国非洲关系还有要说一下。肯尼亚有四个梦想，第一个是要有多午饭，中国给了肯尼亚同学们奖学金去学农业有关系的专业，这**对**这个梦想很重要，中国人也在肯尼亚开的弄饭的工厂和建设公司肯尼亚 jiatong 要求中国人在肯尼亚开这样的公司是好多因为弄饭的工厂会在尼亚加饭建设	*Hello, everyone, I still want to say something about China Africa relations. Kenya has four dreams. The first one is to have more meals. China has given Kenyan students scholarships to study agriculture-related majors. This is very important for this dream. The Kenyan jiatong has asked the Chinese to open such companies in Kenya because cooking factories will add food*	**Tones** 1. Guān xī- 关系 （*relationship*） 2. wù fàn- 午饭 (*lunch)* 3. Yǎo qiú- 要求 (*demand)* 4. piàn yì- 便宜 (*cheap)* **syntactical errors** 1. 我对中国非洲关系还有要说一下 （*I still want to say something about China Africa*	**Omission** 1. Killing two birds with one stone 2. …so that they can use the skills they acquire to enhance food security in Kenya 3. The focus shall be on the role China is playing in the realization of the big four agenda. **Substitution** 1. Ladies and gentlemen- 你好

公司会给了肯尼亚人便宜的房子。最后要说的是，中国 jiatong 也开了减肥医院因为要帮忙穷的肯尼亚人。 谢谢	*in Kenya and construction companies give Kenyans cheap houses. The last thing I want to say is that China's jiatong has also opened a weight loss hospital to help poor Kenyans. Thank you*	*relations.*） 2. 第一个是要有多午饭 (The first one is to have more meals 3. 肯尼亚 Jiatong 要求中国人在肯尼亚开这样的公司是好多因为弄饭的工厂会在肯尼亚加饭建设公司会给了肯尼亚人便宜的房子(The Kenyan jiatong has asked the Chinese to open such companies in Kenya because cooking factories will add food in Kenya and construction companies give Kenyans cheap houses) 4. 最后要说的是，中国 jiatong 也开了减肥 医院因为要帮忙穷的肯尼	（*hallo*） 2. Big four agendas-四个梦想 (*four dreams*) **Literal translation** 1. 第一个是要有多午饭 *(the first one is to have a lot of meals)* 2. 肯尼亚总统要求中国人在肯尼亚开这样的公司是好多因为弄饭的工厂会在肯尼亚加饭建设公司会给了肯尼亚人便宜的房子 *(The Kenyan president has asked the Chinese to open such companies in Kenya because cooking factories will add food in Kenya and construction companies give Kenyans cheap houses.)*

		亚人 (The last thing I want to say is that China's jiatong has also opened a weight loss hospital to help poor Kenyans.) **Lack of equivalents** 1. Big four agendas 2. Kenyan/Chinese government 3. Enhance Food security 4. Food processing companies 5. Killing two birds with one stone 6. Medical camps	**Addition** 1. 这对这个梦想很重要 *(This is very important for this dream.)*

Table 4: Speech 2

From the observation made the interpreters had several challenges including: Hesitation, pronunciation, syntactical errors, pronunciation, grammatical error, lack of equivalents, tones fatigue and contra sense. It is however notable that interpreter 1 had a lot of challenges; this is because the interpreter was the least experienced. The interpreters also have several coping strategies which include; omission, expansion, substitution, simplification, morphosyntactic reformulation, generalization, literal translation and invention. The strategies varied from one interpreter to another. The interpreters had

similar challenges and coping strategies in the two speeches, the frequency of occurrence however differed in the two.

CHAPTER FOUR

DISCUSSION OF FINDINGS

This chapter shall discuss some of the findings that were presented in the previous chapter. The theory of sense shall be used in analyzing the challenges and coping strategies at the three stages of interpretation. The three stages according to the theory of sense include: Comprehension, Deverbalization and reformulation shall be used in this discussion.

4.1 Challenges of Interpreting into Chinese

From the data collected it is true that interpreting into Chinese by Kenyan interpreters is a common practice. None of the respondents speak Chinese as their A language, which means that the interpreters end up working into either Chinese as a B language (minority) or Chinese as their C language (the majority). According to the questionnaire only 4 interpreters speak Chinese as their B language while 18 of the respondents speak Chinese as their C language. The remaining 19 could neither classify Chinese as an A, B or C language. Despite this there being a large number of respondent working into Chinese, 21 of them prefer working out of Chinese while 15 prefer working both ways (from English/Kiswahili into Chinese or from Chinese into English/Kiswahili.) The results show that significant number of interpreters still hold on to the traditional view of interpretation from a B/C. Interpretation into Chinese as a B or a C language is a challenging task; this is because the interpreters are working into their weaker language whose proficiency is lower.

In the following section, the challenges and the coping strategies of interpreting into Chinese as a B or a C language shall be discussed; the discussion shall be according to

the three stages of the theory of sense which are Comprehension, Deverbalization and reformulation.

4.1.1 Comprehension

From the results obtained from the questionnaire, the respondents did not indicate any challenge in comprehension. From the second of questionnaire which was sent to 4 participants who gave did a speech rendition into Chinese, they (100%) said that they did not have a problem understanding the two speeches. From observation the interpreter seemed to have understood the speech although some had difficulty in bring back the message, they used words that insinuated that they understood the message. This is in line with Denissenko (1989: 155-159) who said comprehension is higher when one is interpreting from an A language. This is because the source language is a language that they have a high command and can understand any cultural or linguistic nuances in addition the speech that was used in the research did not have any technical terminology. The situation could however be different if one is interpreting in a specialized field such as medical, legal, scientific, education etc. Each specialized field has got its own jargon and language register which sometimes may pose a challenge to a new interpreter in the field who could have a challenge comprehending the source text and in turn affect their rendition.

4.1.2 Deverbalization

At this stage the Source Language words lose their linguistic form to change into a nonverbal sense in the interpreter's mind thus bringing back the message to a state that is similar to the state existed in the speaker's. In other words the interpreter's attention is drawn to the message and not the words being used in the text which enables him/her to

create mental images of the message to allow him/her to express the message back in the same way the speaker did in a manner that is acceptable in the target language. Deverbalization is what helps eliminate possible linguistic interference from the source language which results to the production of a hybrid form of language. It also assists an interpreter to be dynamic in his/her expression respecting the speaker's style and register, restating it naturally in the target language what was said in the source language. From the research we found out that there was a challenge at the deverbalization stage. Of all the three interpreters, interpreter 1 was the most affected. Most of the challenges were due to linguistic interference. They included:

4.1.2.1 Grammatical Errors

Grammatical errors can be influenced by the interpreter's mother tongue, the source language or the lack of knowledge of grammatical rules in the target language. At this stage the interpreter may stick too close to the grammar of the source language or their mother tongue therefore transferring it to the target language which may cause grammatical errors in the target language. From the results obtained from the questionnaire, 15 of the respondents claimed to have difficulty with Chinese grammar. From the observation, specific grammatical errors were observed.

The interpreters had a problem with collocation. The interpreter 1 for example had the following collocation error: instead of saying

"Kenya and China have had a good relationship for a long time."

"肯尼亚和中国的关系已经有很长的历史。"

(Kenya and China's relationship already has a very lengthy history.)

The interpreter would instead said

“肯尼亚和中国的关系已经有很久的历史。”

(Kenya and China’s relationship has a long history.)

This is because 长 (long) is not collocated with 历史 but instead 久（long time）is used. The interpreter was doing a literal translation from their A language which is English.

Interpreter 3 also had a challenge in finding the right collocation for the following phrase

“…the construction companies will provide affordable houses to Kenyans…”

The interpreter reformulated the excerpt in the following way

“。。。这些中国公司会提供肯尼亚老百姓得到比较便宜的房子。。。”

（*These Chinese companies can provide Kenyans with cheaper houses.*）

The interpreter used 得到 *(obtain something)* in a way that acceptable not in Chinese. 得到 *(get/obtain)* means that the person worked hard to achieve something like a goal, objectives etc, in this case 提供 (*provide*) would have been appropriate. The interpreter would have omitted 得到 *(obtain something)* or rephrased the sentence in the following way:

“。。。这些中国公司会给肯尼亚老百姓提供比较便宜的房子。。。”

(*The Kenyan government hopes these Chinese companies can provide cheaper houses to Kenyan.)*

Interpreter 3 also had difficulty with collocation, the interpreter made an error in the following sentence.

“Enhance food security in Kenya”

“帮助肯尼亚人有食品安全”

（help Kenyans own food security.）

The interpreter did a literal translation by using an incorrect equivalence of **have** which in this case meant possess/ own. This sentence would have been rephrased in the following way:

“。。。帮助肯尼亚人提高食品安全”

(Help Kenyans enhance food security.)

The interpreter’s failure to find the right word collocation makes them appear incompetent in the language. The interpreters were unable to find the right word collocation because they were doing literal translation at the deverbalization stage but did not find the right equivalence in the target language. The interpreters’ inability to distance themselves from the original speech led to unnatural collocations.

4.1.2.2 Syntactical Errors

There were also syntactical errors at the deverbalization stage. The syntactical errors were due to incorrect word order. From the questionnaire it was recorded that 15 respondents had problems with Chinese syntax. From observation, the interpreters had several some awkward sentences. For example interpreter 2 made an error in the following sentence:

“Kenya is also benefiting from loans from China.”

“肯尼亚在也向中国贷款。”

(*Kenya is also borrowing money from China*.)

The interpreter placed 在 (Is) before 也 (also) which made the sentence sound awkward. The error is due to influence of the source language where *'is'* comes before *'also'* The interpreter would have instead made the following sentence.

"肯尼亚也在向中国贷款。"

(*Kenya also is borrowing money from China.)*

Although the sentence may appear incorrect in when literally translated into English, it is correct in Chinese, this is because of the difference in word order between Chinese and English.

Interpreter 3 on the other hand made the following error.

"One of the Big four agendas is enhancing food security in Kenya."

"第一 四大议程之间是关于加强粮食安全。"

(*First, the four agendas between is about enhance food security.)*

The word order in this sentence is incorrect; the interpreter was conformed to the source language structure which influenced their sentence structure in the target language. The interpreter would have rephrased the sentence in the following way:

"四大议程第一点是加强粮食安全。"

(First among the big four agendas is to enhance food security.)

Interpreter 4 also had the same problem for example the interpreter made the following sentence:

"It seems like Kenya is the sole beneficiary in the relationship."

"那么这个看起来这是肯尼亚有利益。"

(This, it seems like Kenya benefits.)

The interpreter used 这个 (*This*) inappropriately; the interpreter would have instead omitted 这个 (*This*) to avoid redundancy and to sound natural. The sentence should have been rephrased as:

"看起来这对肯尼亚有利益。"

（*it seems like it benefits Kenya.)*

In this sentence the interpreter was using filler words which did not carry any meaning and resulted to errors in the sentence. This could have also been triggered by the effort made by the interpreter in trying to find a corresponding expression which distracts the mind from constructing sense (Seleskovitch, 1999).

When an interpreter gives a rendition that is full of grammatical errors, the interpreter may sound unprofessional and might not be taken seriously by the audience, in addition the errors may turn into noise to the listener and they may stop listening to the interpreter thus hindering communication. The interpreter may also appear to be incompetent.

4.1.3 Reformulation

In the reformulation stage the interpreter expresses the sense of the original speech in a way that is natural and acceptable in the target language. The theory of sense however does not give detail on how this production should be done. The theory of relevance states that the interpreter should offer the information they consider more relevant to the hearers. The theory adds that information should be given in a way that the interpreter takes the least possible effort while the audience gets all the relevant information. From the questionnaire and the observation it seems that the production level was the most challenging part of the whole process. The interpreters had the following challenges:

4.1.3.1 Fluency

From the questionnaire 12 respondents said that they had a challenge with fluency. From observation it the following was noted as indicated in the table below. The first column shows different interpreters while the second column show the number of hesitations that were noted in speech 1 and in the third column the hesitations that were noted in speech two are indicated.

Interpreter	**Hesitations in Speech 1**	**Hesitations in Speech 2**
Interpreter 1	5	4
Interpreter 2	0	2
Interpreter 4	6	7

Table 5 Hesitations

From the table above there were several hesitations by different interpreters which interfered with the flow of the speech. The hesitation increased in speech 2 for interpreter 2 and 4 this is because speech 2 was more technical than speech 1. The speech was less than 1.5 minutes yet the interpreters had such poses. The hesitations were due to the interpreters effort of trying to get the right equivalent for the words in the original speech and also because the interpreter was looking for the correct way to reformulate the sentences which according to Kroll and Stewart (1994: 149-174*)* is due to translation asymmetry. They say that there is a strong translation asymmetry from an A language to a foreign language than it is from a foreign language to an A language. This asymmetry is built when a person is learning a foreign language. As a result interpreters interpreting into a foreign language are less fluent that those interpreting into their A language. Some

interpreters may also have a native like fluency a and even pronounce these phonemes properly when they are having their day to day conversation, however this can change especially when one is interpreting into their foreign language where the native like fluency disappears and words no longer flow naturally and vocabulary is affected by the mother tongue (Seleskovitch 1978:136).

If an interpreter keeps on hesitating then the audience might lose their patience because to them the interpreter seems uncertain of what they are doing. In case of a conference interpretation the audience may switch off the headphones while in liaison interpretation the audience may opt to stop the meeting or speak directly to the audience with inhibited language or signs, which will in turn hinder communication more. The interpreter ends up losing credibility.

4.1.3.2 Pronunciation

Chinese is a language that had different phonological features from English and other African languages, it has distinct phonemes which do not exist in some languages and it is also a tonal language. These features can pose a challenge to interpreters who are not native speakers of Chinese including the Kenyan-Chines interpreters. From the questionnaire 10 of the interpreters said that they had a challenge with pronouncing Chinese phonemes and tones, in the observation the interpreters had similar difficulties. The table below shows the phonemes that were mispronounced, the first column shows the different interpreters, the second, third and fourth column shows how the interpreters pronounced the sounds that are in bold

Interpreter	X	Zh	Q
Interpreter 1	SH	J	CH
Interpreter 2	SH	CH	CH
Interpreter 3	S	J	CH
Interpreter 4	SH	J	CH

Table 6: Pronunciation

Sound 'X' ([ɕ]) which is voiceless, alveolar, fricative sound ; interpreter 1, 2 and 4 pronounced it as [ʃ] represented 'SH' which is a voiceless affricate, post alveolar sound interpreter 3 on the other hand pronounced it a [s] which is represented as 'S' a dental, voiceless, post alveolar sound.

Sound Zh ([tʂ]) which is a post alveolar non-aspirated, retroflex (the tip of tongue is curled back against the palate when articulating these, interpreter 1,3 and 4 pronounced it as [J] which is a palatal voiceless sound whereas interpreter 2 pronounced it as [tʃ] represented as 'Ch' which is an aspirated, post palatal. Sound Q ([tɕ^{h}]) which is a palatal aspirated sound was pronounced as 'CH' ([tʃ]) by all interpreters which is an aspirated, post palatal sound.

The interpreters had a problem with these phonemes because the phonemes are not found in English (for interpreter 1, 3 and 4) Kisamia (for interpreter 2) which are the native languages for the interpreters ; the interpreters had to look for a sound that has a similar sound in their mother tongue to supplement the Chinese phoneme.

The questionnaire 43.9% of the respondents claimed to have a difficulty with the Chinese tones and from observation the interpreters also had a challenge with Chinese tones. The interpreters have a challenge with the tones because they do not exist in their mother tongue or if it is a tonal language it does not have similar tones. Some of the tones that challenged the interpreters are shown in the table below. The words in bold letters are the correct way to pronounce the words while the ones not in bold are the way the interpreters pronounced the tones.

Interpreter 1	**Interpreter 2**	**Interpreter 3**	**Interpreter 4**
1. MéngBăSā- **Méng bāsà** *(Mombasa*) 2. Něiluóbì- **Nèiluóbì** *(Nairobi)* 3. Zhī- **Zhǐ** *（only）*	1. ZhōngDiǎn- **Zhòngdiǎn** *(focal point)* 2. Bìrú- **Bǐrú** (*for example)* 3. Chēngwéi- **Chéngwéi** *(become)*	1. Jīxù- **Jìxù** *(continue)* 2. Yǐjiàn- **Yījiàn** *(one)* 3. Jiānlì- **Jiànlì** *(establish)* 4. MéngBăSā- **Méng bāsa** *(Mombasa）* 5. Jiāngxuéjīn- **Jiǎngxuéjīn** *(scholarship）*	yìchéng- **Sì dà yìchéng** *ur agenda* n- **Shíxiàn** *(realize)* guǎn- **Xiāngguān** *ed)* - **Shípǐn** *(food)* - **Tígōng** *(provide)* ng- **Lìngyíng** *(camp)*

Table 7: Tones

It was noted that had more difficulties in tones in speech 2 than in speech one. Pronunciation of words is significant in communication because a wrong pronunciation may lead to a message being misunderstood; this is the same case with tones. Chinese is a tonal language and most of the words are differentiated with tones. When an interpreter uses the wrong tone in a word they may pass a message may not be clearly understood. For example interpreter 4 said "Sǐdàyìchéng" which if not clearly understood could mean "the dead agendas" instead of **Sì dà yìchéng** (big four agenda). However even with that some of the Chinese audiences are able to figure out what the interpreter is saying by generating the meaning of the word from the context which can be a strenuous exercise for the audience.

4.1.3.3 Vocabulary

From the findings of the research the interpreters were having difficulty in finding the right equivalents of some words in the target language. From the questionnaire only two respondents said that they often have difficulty in finding the right equivalents for words but during observation all the interpreters had a difficulty finding the right equivalents. The first column on the table below shows the vocabulary in English while the second column shows its correct Chinese equivalence, the third to the sixth column shows the equivalence that interpreter on to four gave in their rendition and their English equivalence. Some of the interpreters got the right equivalence while others did not.

Vocabulary	**Correct equivalent**	**Interpreter 1**	**Interpreter 2**	**Interpreter 3**	**Interpreter 4**
Highway	**公路**	工程路 *(road project)*	公路 *(highway)*	公路 *(highway)*	Superhighway
Thika	**锡卡**	Tika	Dika	锡卡 *(Thika)*	-
Standard gauge railway	**标准轨距铁路**	合适路 *(suitable road)*	铁路*(railway*)	铁路 *(Railway)*	SGR
Business	**商业/生意**	Trade/ business	贸易 (Trade)	商业 *(business)*	生意 *(business)*
Killing two bird with on stone-	**一举两得**	-	-	-	-
I will focus on-	**我将关注**	-	重点 *(focal point)*	-	-
Food security-	**粮食安全**	加饭 *(add food)*		粮食安 *(Food security)*	食品安全 *(Food security)*
Big four agenda	**四大日程**	四个梦想 *(four dreams)*		四大议程 (*Big four agendas)*	四大议程*(Big four agendas*
Food processing	**食品加工厂**	弄饭工厂 *(cooking factories)*		食品加工厂 *(Food processing)*	食品加工厂 *(Food processing)*
Needy Kenyans	**贫穷肯尼亚人**	穷肯尼亚人 *(poor Kenyans)*		-	病肯尼亚人 *(sick Kenyans)*
Medical camps	**医疗营**	减肥医院（*weight loss*		医疗营（ *Medical*	医疗令营 (*Medical*

		hospital）		*camps*）	*camps*）
Government	政府	Jiatong		政府（*government*）	政府（*government*）

Table 8: Vocabulary

From the table above interpreter 1 had more difficulty finding the right equivalence especially in the second speech which was more technical than speech 1. Lack of equivalence for the words that already have equivalence in Chinese shows that the interpreter still lacks mastery of the language which is the is the reason why the traditional view on directionality discourages interpreters from interpreting into a C language.

4.1.3.4 Weak Dynamism

From the observation some of the interpreters had a challenge in expressing themselves in Chinese and they ended up overusing certain words. This was mainly observed in the speech renditions that the interpreters gave.

Interpreter 1 used 还有 *(in addition, also)* three times in the speech. .

Interpreter 3 used 为 *(because of, to, for)* sentences five times.

关于 （*about*）four times

那么（*that*）twice

Interpreter 4 used 也有 (*there is also*) three times

也(*also*) – twice

The interpreters were less flexible and intuitive this because the interpreter could have been prone to first language interference while searching for the most appropriate word to use which in return interfere with their analysis process and as a result they end up using the same words over and again. When an interpreter lacks dynamics and keeps on repeating the same phrase over and again, the audience might focus on the number of times the interpreter has used the same phrase which might block them from listening.

4.2 Coping Strategies

According to the research finding the interpreters used various strategies to cope with the challenges they were having. The strategies were used at the reformulation stage which according to the theory of sense is the last stage when interpreting. Some of the coping strategies that the respondents used were:

4.2.1 Borrowing

Majority of the respondents in the questionnaire said that they would use the borrowing as a strategy. 10 respondents said that they would most likely use the strategy while 8 said that they would likely use the strategy and 8 said they would somewhat use the strategy. During observation interpreter 1 and 4 borrowed the following words.

Interpreter 1 borrowed the following word

Trade and Business

Interpreter 4 on the other hand borrowed

Superhighway

SGR

All these words have got equivalents in Chinese; the interpreters borrowed the words directly from English because they did not know the right equivalent during interpretation. Borrowing can be an effective strategy when the audience has had prior exposure to the word being borrowed from the source language and understand its meaning in the target language. The method can be ineffective when the audience lacks prior knowledge of the word; the interpreter can accompany the borrowed word with some explanation to ensure that the audience understands the word well.

4.2.2 Literal Translation

From the questionnaire majority of the respondents said that they were unlikely to use this strategy. 10 respondents said that they were very unlikely to use this strategy while 13 said that they were unlikely to use the strategy. Despite this a significant number of respondents said that they would use this strategy with 8 respondents claiming that they would most likely use it. From the results obtained from observation the strategy was used by interpreter 1, 3 and 4. Some of the sentences that had grammatical errors were due to literal translation. Literal translation was used more in speech 2 compared to speech 1 which was simpler.

Interpreter1 made the following literal translation:

"Kenya and China have had a good relationship for a long time."

"肯尼亚和中国的关系已经有很长的历史"。"

(Kenya and China's relationship has a lengthy history.)

The interpreter would have instead rephrased the sentence in the following way:

"肯尼亚和中国的关系已经有很久的历史。"

(Kenya and China's relationship has a long history.)

Interpreter 3 also used literal translation in the following sentence. 长 and 九 mean long, however 长 shows length while 九 indicates period of time. The interpreter did not know the distinction between the two.

The interpreter stuck close to the English structure which did not only interfere with the word order.

Interpreter 2 also made a literal translation in the following sentence:

"Kenya is also benefiting from loans from China."

"肯尼亚在也向中国贷款。"

(*Kenya is also borrowing money from China*.)

The interpreter used the English word order in the sentence which made the sentence sound awkward. In Chinese *'is'* comes before *'also'*, therefore the sentence would have been made in the following way:

"肯尼亚也在向中国贷款。"

(*Kenya also is borrowing money from China.)*

Although the sentence may appear incorrect in when literally translated into English, it is correct in Chinese, this is because of the difference in word order between Chinese and English.

Interpreter 4 had literal translations in the following sentence:

"Kenya, the government is killing to birds with one stone; this is because the construction companies will provide affordable houses to Kenyans…"

“肯尼亚政府让中国经营他们的生意在肯尼亚是为了这个建筑方面可以提供便宜的房子。”

(The Kenyan government lets China run their businesses in Kenya so as to provide cheap houses.)

In this sentence the interpreter stuck close to the original speech thus making a literal translation. The underlined excerpt was translated literally following the English word order. The interpreter would have reformulated the excerpt to:

“肯尼亚政府让中国人在肯尼亚经营他们的生意 为了建筑方面可以提供便宜的房子。”

(The Kenyan government lets Chinese in Kenya to run their business so as to provide cheap houses.)

The above sentence is the natural way of reformulating that sentence.

The interpreter also used literal translation in the below sentence:

“Needy Kenyans”

“病肯尼亚人 *” (sick Kenyans)*

Instead of 肯尼亚病人 (*Kenyan sick people*) which is the correct word order in Chinese.

Literal translation is caused by the interpreter’s failure to detach themselves from the linguistic form of the source language which they have a higher linguistic level and as a

result the quality of language produced is affected (Viaggio (1991). When an interpreter interprets a message literally it becomes a hindrance to the audiences because the interpreter is giving back a message in a way that is culturally acceptable in the source language but not in the target language and as a result the audience may struggle to decode the message. Literal translation brings about awkward sentences in the target language which may also interfere with communication as the audience tries to figure out what the interpreter is saying. This not only strenuous to the audience who struggle to understand the interpretation but also to the interpreter who also uses a lot of cognitive effort only to end up giving a poor rendition. However on the brighter side literal translation can also lead to creation of new terminology (Gile 2013: 133-4).

4.2.3 Expansion

Majority of the respondents on the questionnaire admitted that they would use three major expansion methods which are: explaining, paraphrasing and addition as coping strategies.

21 respondents said that they would use explanation with 14 saying they would very likely apply the strategy. 13 respondents said that they were very likely to paraphrase as a coping strategy while 6 said they would likely use it. 8 of the respondents said that they would likely use addition while 5 said they would very likely use addition as a coping strategy. Even though the number of respondents who would use addition as a strategy is lower compared to those who would not, the number is still significant. During observation some interpreters added some information; the interpreters explained that the addition was because they felt that if they left out the information they added the sentence

would sound awkward, while another said that they had missed out on some information and so they used addition to compensate for the lost information.

From the observation interpreter 2 added some information on the following excerpt:

> **"Kenya is also benefiting from loans from China and scholarships from China."**

The interpreter added

> "到中国读书"
>
> (*to study in China)*

This is because of the interpreters knowledge that majority of Kenyan students are given scholarships to go and study in China instead of Kenya.

Interpreter 4 on the other hand also made additions on the following excerpts:

> **"This is a good thing for Kenya because the transport system is becoming better each day, you can now travel from Nairobi to Mombasa in less than five hours."**

The interpreter added the following to the excerpt:

> "比以前更好，可以从内罗毕到蒙巴萨只要用五个小时。"
>
> *(It is better than before, It takes only five hours from Nairobi to Mombasa.)*

Interpreter 1 also added the following:

> **"China has been awarding scholarship to Kenyan students to go and study Agriculture related course in China so that they can use the skills they acquire to enhance food security in Kenya."**

“这对这个梦想很重要”

(This is very important for this dream.)

There was only one instance where interpreter 4 paraphrased,

“…a long history” to

“从之前到现在。。。”

(From the past to the present)

From observation, the interpreters used addition rather than explanation and paraphrasing which were preferred by respondents in the questionnaire. Explanation and paraphrasing may be used when an interpreter does not have the right equivalence of a word, during observation the interpreters chose other means of finding equivalents like borrowing and invention of terms because the other methods were suitable for the speech. The interpreter can use expansion sparingly because it is time consuming and if overused the audience may lose faith in the interpreter thus interfering with communication (Gile 2013: 132). Addition which was used in by the interpreters on the speech can affect communication, when an interpreter adds information to the original text it means that they are no longer faithful to the speaker.

4.2.4 Omission

From the questionnaire most of the respondent said that they were unlikely to use this strategy, 12 said that they would very unlikely use the strategy while 10 said they would unlikely use the strategy. However a significant number still said that they would use the

strategy. From observation the Interpreters used this strategy. The following words were omitted.

Vocabulary	Interpreter 1	Interpreter 2	Interpreter 3	Interpreter 4
I will focus on Kenya		重点为肯尼亚		
Nairobi	内罗毕	内罗毕		
Killing two birds with one stone	-		-	-
…focus on the role China is playing in the realization of the big four agenda	-		-	…我要来讲肯尼亚和中国做为了实现肯尼亚的四大议程

Table 10: Omission

The omissions might have been conscious or unconscious. If the interpreters omitted the information consciously they lacked proper words to express the concept or they deliberately decide not to reformulate the information which was the case with the interpreters who omitted some information; some did it knowingly while others did it unknowingly. Unconscious omission can result from the interpreter forgetting what they heard or failure to hear the information from the source text (Daniel Gile 1995: 135). According to Dejean (2005) due to the linguistic challenges by the interpreter, there is a lot of strain in the interpreter short term memory since more information keeps on accumulating at the comprehension and analytical stage which they struggle to render

back causing involuntary omission. Omission deprives the audience of information which could be essential in the message.

4.2.5 Synthesis

This is where the interpreter compresses the message. It is done in two ways: Simplification and Generalization.

4.2.5.1 Simplification

From the questionnaire the respondent did not mention this strategy; however from observation the interpreters used this strategy.

Interpreter 2 for example simplified:

> **"It seems like Kenya is the sole beneficiary in the relationship but that is not the case, China is also benefiting in their own way…"** to
>
> "中肯关系不仅有利于肯尼亚而对中国也有利。。。"
>
> *(China -Kenya relationship is not only beneficial to Kenya but also to China.*)

Interpreter 3 on the other hand also simplified,

> **"It seems like Kenya is the sole beneficiary in the relationship but that is not the case, China is also benefiting in their own way"** by saying:
>
> "这个关系不当为肯尼亚有好处而且为中国也有很多好处"
>
> *(This relationship is not only beneficial to Kenya but also to China.)*

The interpreter also simplified,

> **"This is a good thing for Kenya because the transport system is becoming better each day."** to

“这个为肯尼亚的交通有有利。”

(This is good for the Kenyan transport.)

Interpreter 4 on the other hand simplified the following sentence:

“This is a good thing for Kenya because the transport system is becoming better each day” to

“所以现在肯尼亚交通很好””

(*So now we find that in Kenya, transport is good.)*

Simplification is often used by interpreter working into their weaker languages: the interpreters are encouraged to be less ambitious when working into a weaker language to avoid misuse of culturally loaded words or clumsy syntax which is associated with interpretation into a weaker language.

4.2.5.2 Generalization

The results from the questionnaire did not show generalization as a coping strategy that would be used. However from the observation the interpreters used generalization as a coping strategy. All the interpreters generalized “standard gauge railway with” 铁路（*railway line*）. The interpreters used hypernym for all railway line yet there are several types of railway lines.

The two synthesis strategies are often used by interpreters when working into a weaker language. When using these strategies the interpreter aims to be less ambitious in their rendition so as to avoid falling into a linguistic trap which may result to awkward use of words or sentences.

4.2.6 Substitution

The questionnaire results show that 12 respondents would likely use substitution as a coping strategy while 10 respondents said they were likely to use substitution. The interpreters would either substitute a word with a general term, a word with a similar meaning or a word that would serve the same purpose as the term in the source text. The interpreters substituted more words in speech 2 than in speech 1.

Interpreter 1 substituted the following:

Ladies and gentlemen- 你好（*hallo*）

Big four agendas- 四个梦想 (*four dreams)*

Interpreter 4 on the other hand substituted

Build- 改了 *(transform, change*).

Interpreter 3 and 4 substituted

Company- 工厂（*a factory*）

Interpreter 1 had more substitution cases than the other interpreters. The interpreters used substitution to deal with the lack of equivalence. However this could interfere with communication because the audience may have a different mental image from what the speaker intended for example when the speaker uses '*building of roads'* they could mean that the Chinese constructed a road while 改了 *(transform, change*) which the interpreter used could mean the only repaired the road. The interpreter in this case waters down the intended meaning.

4.2.7 Syntactic Segmentation

This strategy entails chopping long complex sentences into smaller segments. Although the questionnaire did not reveal the use of this strategy, during observation the strategy was used. This strategy was used by interpreter 2 and3.

Interpreter 2 segmented the following sentence

> "**Kenya is also benefiting from loans from China and scholarships from China."** into two to become:
>
> "肯尼亚再也向中国贷款。肯尼亚的学生更获得奖学金到中国读书。"
>
> (*Kenya is also borrowing money from China. Kenyan students get scholarships to go study in China.*)

Interpreter 3 on the other hand segmented the following sentence:

> **"China has been awarding scholarships to Kenyan students to go study agriculture related courses so that they can use the skills they acquire to enhance food security in Kenya"** into:
>
> "为在一件中国交给肯尼亚的学生们奖学金，那么这个学生们要去中国学习农业的科目，学习以后他们能用他们的本领加强粮食安全"
>
> (*China gives scholarships to Kenyan students; the students go to China to study agricultural courses. After studying, they can use their skills to enhance food security.*)

This is strategy is useful when an interpreter is working into their weaker language which they are less flexible in because they can break sentences into simple segments and avoid long and cumbersome sentence structures. This is necessary for communication because the audience will not struggle in understanding the message.

4.2.8 Invention

This was a strategy that was used by interpreter 1 and 2. In the strategy the interpreter comes up with new terminology that does not exist in the languages involved. Interpreter 1 and 2 invented an equivalent for 'Thika', interpreter 1 called it 'Tika' while interpreter 2 called it 迪卡 this is because the two lacked a proper equivalence for the noun. Interpreter 1 also used the same strategy in the second speech where they used *Jiatong* which did not make any sense in the speech. When such a strategy is used the audience may be left puzzled by what the interpreter is trying to say and can only guess what the interpreter is trying to invent especially if they have no background knowledge of the subject being discussed.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION.

5.1 Summary

The present research was set out to investigate how interpreters are able to interpret into Chinese as a C language; the challenges and the strategies. The research began by giving a background the situation in Kenya with regard to interpretation into Chinese. The research then proceeded to discussing the debate surrounding directionality in interpretation talking about the two divides: the traditional view and the opponents of the traditional view, the traditional school of thought supports interpretation from B/C languages into an A language while the opponents are pro retour interpretation. We then proceeded to expounding more on the situation in Kenya by siting different reasons why interpretation into Chinese is practiced by Kenyan interpreters.

The research was guided by the following objectives:

1. To discuss contextual factors surrounding retour interpretation and interpretation into a C.
2. To find out the challenges that Kenyan Chinese interpreters face when interpreting into Chinese and the coping strategies they employ when interpreting into Chinese.
3. To establish the effect of the interpreting into a C on communication.

The study hypothesized that:

1. There are factors that determine the direction of interpretation in the Chinese market.
2. Kenyan freelance interpreters are aware of the challenges that are associated with interpretation into a Chinese as a C language and they have devised ways of addressing the challenges.

3. The strategies that the interpreters have devised end up affecting effective communication.

The theory that was used in the research was the theory of sense which was proposed by D. Seleskovitch in the 1960s. We then proceeded to reviewing the various literature works on interpretation into a foreign language, the challenges and the coping strategies. Then we went ahead to discussing how the data shall be collected by discussing the respondents, data collection procedure and instrument and how the data shall be analyzed.

In chapter two we continued to give an overview of directionality in interpretation by discussing the bone of contention which is comprehension and production. We also discussed the factors that determine the direction of interpretation for example the interpreters preference, the interpreters output, the audience and the cognitive load for an interpreter when interpreting in each direction. We then gave an overview of the challenges and the coping strategies when interpreting into Chinese as a C language which were mainly at the production level.

In chapter three the research findings were presented, we first started with the findings from the questionnaire which included the participant's data, the language combination of the interpreters where we discovered Chinese was a C language to the majority of the interpreters, the interpreters often interpret into which was interpreting into and out of Chinese. However most interpreters preferred direction of interpretation is interpreting from Chinese into English which is an A/B language for some of the respondents from Chinese, even though a significant number still prefer working into Chinese. This shows that most interpreters still hold on to the traditional view on directionality of interpreting

from a B/C language into an A language and the common practice of retour interpretation. The challenges have when interpreting into Chinese and the coping strategies that the interpreters used were also shown in this chapter.

In chapter 4 the challenges, strategies and their effect on communication was discussed. From the research it was discovered even though interpreting into a C language is said to be a difficult task, the interpreters were able to deliver a message depending on their language proficiency for example Interpreter 2, 3 and 4 were able to bring back the message that had a few errors because their level of mastery of the language is higher than interpreter 1, this was coupled with the fact that the three interpreters had more experience. This shows that experience in interpretation and language competence plays a key role in the performance of an interpreter. This is in line with Sasaki (2018:42) findings who found out that those who were interpreting into an A and into a C had a similar performance due to the experience that the C interpreters had. These findings prove that experience plays a very important role in delivery regardless of the language you are interpreting into.

Among the four interpreters, interpreter 3 was still under interpretation training. It was observed that even with training the interpreter had the same number of challenges with interpreter two who just like interpreter 3 had more than 3 years of experience as an interpreter. However when it came to the strategies of interpretation, interpreter 3 had fewer strategies compared to the rest, the strategies that the interpreter chose were to avoid giving contradictory information. This could be because of the training the interpreter had received.

Most of the challenges when interpreting into a C language are at the reformulation stage where the interpreter is expected to render the speech to the audience. From the data collected the interpreters did not have any challenge at the comprehension stage but it was noted that some challenges at the reformulation stage may have risen from the deverbalization stage. These challenges however vary form one interpreter to another for example it was noted that interpreter 1 had more challenges than the rest, the interpreter struggle through the interpretation but even with the difficulty the interpreter was able to deliver a message that could be used by an audience. the interpreters also had more challenges in interpreting speech 2 than speech one, they had more challenges in fluency, pronunciation and lack of equivalence, this is because speech 2 was more technical than speech 1.

Interpreters have come up with strategies that would help them cope with the challenges. The strategies are used mostly at the reformulation stage. These strategies vary form one individual to another depending on the challenges that the interpreter has, but there are those that are commonly practiced by the interpreter for example literal translation omission, invention, simplification and generalization. There are also some strategies that are least practiced for example paraphrasing and explanation. The interpreters used more coping strategies in speech 2 than speech 1 for example they used literal translation and substitution more in speech 2. Some of the strategies used by the interpreters are similar to those used when interpreting into a B or an A language.

The present chapter is about summary of the findings, conclusion and recommendations.

5.2 Conclusion and Recommendations

Although interpretation into a C language is highly discouraged, interpreters still find themselves interpreting into a C language as it has been shown in the present study. Some of the interpreters are able to give back a message using various strategies while others struggle through the interpretation for example interpreter 1 in this study. This can be attributed to the language deficiency that the interpreter had and lack of experience. Interpretation into a C language is a challenging process for both trained and untrained interpreters although the strategies employed during the process differs, the trained interpreter tends to avoid giving contradictory information.

Interpretation into a C language is gaining popularity especially in the Asian markets (Sasaki 2018:34) and is something that cannot be ignored. However, even though interpretation into a C language is gaining popularity, it comes with challenges which may in turn affect communication.

More research also needs to be done in the field of interpretation into a C language since it is gaining popularity. The research would recommend research in the following areas

1. Simultaneous interpretation into a C language. Simultaneous interpretation is assumed to be more difficult than consecutive interpretation because it requires instant interpretation as the speaker is speaking. The present study focused on liaison consecutive interpretation during observation.
2. Difference between interpreting from an A language into a C language and interpreting from a B language into a C language, this is because of the linguistic gap between an A and a C language compared to the gap between a B and a C

language. The research would help to identify if the challenge would be greater in interpreting from an A into a C language than from a B into a C language.

3. The difference in interpretation into a C language between a trained and untrained interpreter. The present study did not focus so much on the subject due to the scope of the study.

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APPENDICES

Appendix I: Questionnaire 1

INVESTIGATING THE COPING STRATEGIES OF KENYAN-CHINESE INTERPRETERS

My name is Maureen Achieng a master's student of interpretation at the University of Nairobi. I am doing a research on the coping strategies for Chinese interpreters when interpreting into Chinese. Kindly fill in the questionnaire following the instructions below

Instructions: Please tick in the box next to the answer ☑of choice or write in the in the space provided as the case may be

1. Are you:

☐Freelance interpreter ☐ In-house (permanent) interpreter

2. What is your highest level of education?

☐Certificate ☐diploma ☐undergraduate ☐masters ☐PHD ☐others

3. What is your highest level of Chinese Language?

☐HSK 5 ☐HSK 6 ☐Certificate ☐diploma ☒undergraduate ☐masters ☒others

4. Where did you study Chinese?

☐Kenya ☐China ☐Both Kenya and China

5. If in China, how long did you live in China?

☐6 months ☐1 year ☐2 years ☐3 years and above

6. How long have you worked as an interpreter?

☐ 0-1 year ☐1-2 Years ☐over 3 years

7. Of your working languages which one is your ,

A language (Native language)? _____

B language (Active language)? _____

C languages (Passive Language)? _____

8. What direction do you interpret into?

☐English – Chinese ☐Chinese – English ☐ both directions

☐Swahili – Chinese ☐Chinese - English ☐both directions

9. Which language direction do you feel comfortable working into?

☐English – Chinese ☐Chinese – English ☐both directions

☐Swahili – Chinese ☐Chinese –English ☐both directions

10. When working into Chinese what are the challenges you encounter?

☐Fluency ☐Pronunciation ☐ Lack of equivalents ☐Grammar ☐ syntax

☐Tones Others

_____

_____

_____

_____

11. How likely are you to employ the following coping strategies? 1 means the least likely and 5 most likely

Borrowing of terms from the source language ☐1 ☐ 2 ☐3 ☐4 ☐5

Description/definition of a terminology ☐1 ☐ 2 ☐3 ☐4 ☐5

Literal translation ☐1 ☐ 2 ☐3 ☐4 ☐5

Paraphrasing ☐1 ☐ 2 ☐3 ☐4 ☐5

Explaining a concept	☐1 ☐ 2 ☐3 ☐4 ☐5
Substitution of a word by another	☐1 ☐ 2 ☐3 ☐4 ☐5
Use of a synonyms	☐1 ☐ 2 ☐3 ☐4 ☐5
Omission of a word/idea	☐1 ☐ 2 ☐3 ☐4 ☐5
Addition	☐1 ☐ 2 ☐3 ☐4 ☐5

Other coping strategies-

_____

_____

_____

_____

Appendix II: Questionnaire 2

INVESTIGATING THE COPING STRATEGIES OF KENYAN-CHINESE INTERPRETERS

My name is Maureen Achieng a master's student of interpretation at the University of Nairobi. I am doing a research on the coping strategies for Chinese interpreters when interpreting into Chinese. Kindly fill in the questionnaire following the instructions below

Instructions: Please tick in the box next to the answer ☑of choice or write in the in the space provided as the case may be

1. Are you a trained interpreter? ☐yes ☐ no ☐ under training

Did you have any problem comprehending the two speeches? ☐yes ☐ no

2. Why did you use omission as one of the coping strategies?

_____

_____

_____

3. Why did you use literal translation as a coping strategy?

_____

_____

_____

4. Why didn't you use explanation as a coping strategy?

_____

Appendix III: Speech 1

"Ladies and gentlemen, I will talk about Sino-Africa relationship and I will focus on Kenya. Kenya and China have had a good relationship for a long time; they have partnered in various development projects for example the building of Nairobi-Thika highway and the Mombasa- Nairobi standard gauge railway. This is a good thing for Kenya because the transport system is becoming better each day; you can now travel from Nairobi to Mombasa in less than five hours. Kenya is also benefiting from loans from China and scholarships from China. It seems like Kenya is the sole beneficiary in the relationship but that is not the case, China is also benefiting in their own way because Kenya provides a ground for Chinese companies to expand their businesses. I would like to stop there thank you"。

Chinese Interpretation of the original speech

"女士们，先生们，我将讨论中非关系，我将关注肯尼亚。肯尼亚和中国长期以来一直保持着良好的关系，两国在各个发展项目中建立了伙伴关系，例如内罗毕-蒂卡高速公路和蒙巴萨-内罗毕标准轨距铁路的建设。这对肯尼亚来说是件好事，因为交通系统每天都在改善；你现在可以在不到五个小时内从内罗毕到蒙巴萨旅行。肯尼亚也受益于中国的贷款和中国的奖学金。看起来肯尼亚是这种关系的唯一受益者，但事实并非如此，中国也在以自己的方式受益，因为肯尼亚为中国公司扩大业务提供了基础。谢谢"

Appendix IV: Speech 2

“Ladies and gentlemen I will continue with my speech on the relationship between China and Kenya. The focus shall be on the role China is playing in the realization of the big four agenda.

One of the Big four agendas is enhancing food security in Kenya. China has been awarding scholarship to Kenyan students to go and study Agriculture related course in China so that they can use the skills they acquire to enhance food security in Kenya. I addition, Chinese have also established manufacturing companies in Kenya, some of these companies include food processing companies and construction companies. In allowing such companies to operate in Kenya, the government is killing to birds with one stone; this is because the construction companies will provide affordable houses to Kenyans while the food processing companies will enhance food security in Kenya. To conclude, the Chinese government has also organized medical camps to help needy Kenyans. Thank you”

“女士们，先生们，我将继续讲中肯关系。重点是中国在实现“四大日程”中发挥的作用。

四大日程之一是加强肯尼亚的粮食安全。中国向肯尼亚学生提供奖学金，去中国学习农业相关课程，以便他们能够利用他们获得的技能来加强肯尼亚的粮食安全。另外，中国人还在肯尼亚建立了制造公司，其中一些公司包括食品加工公司和建筑公司。在允许这些公司在肯尼亚经营时，政府一箭双雕，这是因为建筑公司将为肯尼亚人提供经济适用房，而食品加工公司将提高肯尼亚的粮食安全。总而言之，中国政府还组织了医疗营来帮助贫困的肯尼亚人。谢谢“