The Linguistic Challenges Faced by Kenyan Sign Language Interpreters of the Proceedings of the Kenya National Assembly

A Research Project submitted in partial fulfilment of the requirements for the award of the degree of Master of Arts in Interpretation
Linguistics and Languages Department, Faculty of Arts, University of Nairobi

by
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November 2013

Declaration

This research project is my original work and it has not been submitted for any other examination in any other university or any other institution of higher learning.

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Rachel Christine Wanjirǔ Koigi   Date

This research project has been submitted for examination with our approval as the University of Nairobi supervisors.

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 Professor Okoth Okombo   Date

_____   _____

Dr Jefwa G Mweri   Date

Dedication

I dedicate this work in the first instance to my parents, Mr Solomon Koigi Kabiũ and Mrs Rahab Nyambugi Koigi, who promoted equal gender education against overwhelming odds. Further, to my brother Paul Owen Ndũng'ũ Koigi, for the tenet "give a person every opportunity to restart, even if it be a million times to achievement". In addition, to my brother, Edward Gachũnũ Solomon Koigi, with the addendum that "after all, you can teach old dogs new tricks".

Abstract

This study set out to investigate the linguistic challenges encountered by the Kenyan Sign Language Interpreters (KSLIs) of the proceedings of the Kenya National Assembly (KNA). Interpreting the proceedings of the KNA is a new dispensation as a result of the Constitution of Kenya 2010. Thus it is a pioneering activity in Kenya. The study had the objective of establishing whether the KSL interpreters encounter challenges; whether they are consciously aware of the challenges and what communication strategies they use to solve these challenges. Further, the study aimed at establishing and documenting any linguistic innovations by the KSL interpreters with regard to parliamentary discourse.

The study used the theory of communication strategies which derives from Tarone through Ellen Bialystok in her *Communication Strategies A Psychological Analysis of Second-Language Use* (1990) and provides some examples of communication strategies such as: avoidance, paraphrase, conscious transfer or borrowing, appeal for assistance, and mime.

The research was initiated by the designing of Questionnaire 1, followed by separate face-to-face interviews with the four KSL interpreters of the proceedings of the KNA. Questionnaire 1 was distributed immediately after the face-to-face interviews, and responded to immediately or soon thereafter. The recorded face-to-face interviews were transcribed and subsequently Questionnaire 2 was designed and distributed by electronic mail. The receipt of responses to Questionnaire 2 was followed by the analysis of the material from the face-to-face interviews, Questionnaire 1 and Questionnaire 2.

The study has established that there were linguistic challenges encountered by the KSL interpreters of the proceedings of the KNA; that these interpreters were aware, if not always consciously, of such challenges; that most of the communication strategies used were as outlined by Bialystok; and that there was minimal innovation in parliamentary discourse glossary by the KSL interpreters themselves.

Chapter One introduces interpreting and the background to the study based on the Constitution of Kenya 2010, defines the research objectives, outlines research hypothesis, posits the significance and rationale of the study as well as the scope and limitations thereof; describes the theoretical framework, provides the literature review and concludes with a summary of the research methodology.

Chapter Two introduces the Kenyan Sign Language Interpreters of the proceedings of the Kenya National Assembly; presents the responses to the data and examines challenges related mainly to training, parliamentary terms, language competency and similar skills.

Chapter Three is the nucleus of this research as it analyses the data collected and works through it on the basis of the theory of communication strategies outlined by Bialystok (1990).

Chapter Four provides summaries of the findings, as well as various aspects connected with the responses.

Chapter Five contains the summary, conclusion and recommendations for further research as well as other possible areas of focus.

Contents

Abbreviations and Acronyms

KBC   :   Kenya Broadcasting Corporation
KNA   :   Kenya National Assembly
KNAD: Kenya National Association for the Deaf
KSL   :   Kenyan Sign Language
KSLI   :   Kenyan Sign Language Interpreter
KSLIs   :   Kenyan Sign Language Interpreters
KSLRP   :   Kenyan Sign Language Research Project
PWDs   :   Persons with Disabilities
Qn   :   Question
Qre   :   Questionnaire
SL   :   Source language
TL   :   Target language
UoN   :   University of Nairobi

CHAPTER ONE: INTRODUCTION

If as one people speaking the same language
they have began to do this, then nothing
they plan to do will be impossible for them.
Genesis 11:6 (NIV)

1.0. Introduction to language interpreting

Language interpreting entails rendering an utterance from one language, referred to as source language (SL), to one or more other languages, called target language(s) (TL) to a target audience. The interpreter should convey the message of the speaker to the target audience in such a way that the target audience receives it as if it was originally uttered in their own language. Language interpreting is conveying the message, not interpreting word for word. While the interpreting must remain loyal to the utterance of the speaker, it must also be correct and acceptable. Consequently, the interpreter is not only required to know both languages well, but must also be fully conversant in both cultures in order to ensure the correctness and the acceptability.

There are various modes of interpreting but the most common for conferences are whispered, sight, consecutive and simultaneous. Normally, whispered interpreting is rendered directly to a maximum of three people in a conference room where there is no booth. The interpreter sits behind or next to the audience and literally whispers the interpretation in order not to disturb the rest of the delegates. Whispering is almost real time. Sight interpreting is directly from a written text as if one was making a speech. Consecutive interpreting involves taking notes and interpreting at intervals or at the end of the speech, depending on the speaker. Simultaneous is real time, at the same time as the speaker, just allowing a small lag in order to make sense of the utterance. Simultaneous

interpreting takes place in conference halls where the interpreter sits in a booth. Earphones as well as microphones are available to the interpreter and to the audience, the delegates. If the conference involves many languages, there are buttons on the audience receivers and each delegate presses the appropriate button for the relevant language.

The Kenyan Sign Language (KSL) interpreting of the proceedings of the Kenya National Assembly (KNA) is simultaneous, voice to sign.

1.1.   Background to the Study

The Constitution of Kenya 2010, Article 120 (1) stipulates that:

> The official languages of Parliament shall be
> Kiswahili, English and Kenyan Sign language,
> and the business of Parliament may be
> conducted in English, Kiswahili and Kenyan
> Sign language. (*sic*)

The Kenya National Assembly, as per the Kenyan constitution, has to operate with three approved official languages. This is a departure from previous practice where the languages of parliament were only English and Kiswahili. Since members of parliament then were required to be competent in Kiswahili and English, there was no need for Kenyan Sign Language (KSL) interpretation. By introducing the Kenyan Sign Language (KSL) to parliamentary discourse, the Constitution of Kenya 2010 has introduced, by implication, the need for KSL interpreting services for KSL users.

This practice places KSL in a new communicative domain, with the consequence that the discourse capacity of the language is stretched beyond what it would comfortably handle. We therefore expect the KSL interpreters of the proceedings of the Kenya National Assembly to encounter a level of unusual challenge in establishing the expressional equivalences, especially considering the fact that the KSL parliamentary interpretation is simultaneous and, therefore, allows no room for preparation or even thorough reflection.

At the moment, Kenya does not have a Deaf Member of Parliament. The interpretation done by the KSL interpreters is meant for Deaf Kenyans, or other Kenyans who have learnt KSL, who watch the proceedings on TV. KSL interpreting of parliamentary proceedings is a new phenomenon in Kenya, and this is coupled with the fact that KSL is an independent language which is completely different from any spoken language; it has its own unique grammar which is expressed by visual gestures. This, to a large extent, is responsible for the lack of development of KSL as a language of Kenyan parliamentary sign language discourse.

The KSL interpreting of the proceedings of the Kenya National Assembly is simultaneous voice to sign. The interpreter hears what is being said and renders it simultaneously into KSL, for the benefit of the Kenyan users of KSL watching the proceedings on TV. The interpreters who interpret parliamentary proceedings in Kenya do not interpret from within parliament. They interpret from the Kenya Broadcasting Corporation (KBC) studios, which are approximately three kilometres away. Images and sounds are transmitted from Parliament and the KSL interpreter"s image is "pasted" on the TV transmission for the benefit of the TV viewers. Outside the domain of parliamentary proceedings, the KSL interpreters are used to situations in which they have direct contact with both the

hearing and the KSL users. In such situations, they get immediate feedback from both sides, which leads to some moderation in the interpreter's expression.   This helps in ensuring greater understanding of the expressional equivalences established by the interpreter.

1. 2   Statement of the Problem

Interpreting is a communication process with a goal and a mission to emotionally and intellectually make the speaker and the audience connect and communicate for further action.

Interpreting therefore is communication, for it is only through interpreting that both groups using different languages are able to linguistically relate and communicate with each other.

To the best of our knowledge, therefore, there is no documentation of the linguistic challenges faced by KSL interpreters of the proceedings of the Kenya National Assembly in the effort to make their interpreting fully communicative, since this is the pioneering group of interpreters for such an assignment**.**

This is the first generation of KSL interpreters at the Kenya National Assembly, indeed the first encounter of KSL with spoken parliamentary discourse.

The problem addressed in this study is, therefore, one of a significant gap in knowledge arising from the absence of research in an area of interpreting in Kenya, that is Kenyan Sign Language interpreting, leading to many unanswered questions with regard to, among other things:

   i.   Simultaneous interpreting involving spoken and signed languages;
   ii. Communicative strategies in sign language interpreting;

iii. KSL interpreting at the Kenya National Assembly.

More directly, it will address the following questions:

    a. What linguistic challenges are the Kenyan Sign Language interpreters of the proceedings of the Kenya National Assembly consciously aware of?

    b. What are some of the communicative strategies they use to address those challenges?

1.3 Research Objectives

The objectives of this research are as follows:

    i. To investigate the linguistic challenges the Kenyan Sign Language interpreters encounter when interpreting parliamentary proceedings in Kenya;

    ii. To document the communicative strategies the Kenyan Sign Language interpreters use when faced with the linguistic challenge of vocabulary and related expressions for items they do not have ready signs for;

    iii. To identify and discuss any new KSL vocabulary developed by the KSL interpreters from the interaction with parliamentary proceedings;

    iv. To establish the extent to which the findings can be explained in terms of Bialystok's theory of communication strategies.

1.4 Research Hypotheses

The hypotheses to be tested in this study are:

    i. That the KSL interpreters of the proceedings of the Kenya National Assembly are conscious of some of the challenges they encounter in establishing equivalences;

    ii. That there are communication strategies used by the KSL interpreters of the proceedings of the Kenya National Assembly to address the challenges they encounter;

iii. That the KSL interpreters of the Kenya National Assembly have developed innovative vocabulary and other forms of expression from utilizing such communication strategies in the endeavour to handle parliamentary proceedings;

iv. That the Bialystok theory of communication strategies can be used to explain this phenomenon.

1.5 The Significance and Rationale of the Study

KSL has played, and continues to play, an important role in the Kenyan society. Substantial research has been conducted on KSL and its development. In 1991 a dictionary on KSL was published and in 2002 the Regional Deaf Youth Awareness Project (RDYAP) published "The Basic Kenyan Sign Language manual"; the Kenyan Sign Language Research Project (KSLRP) is working on a digital dictionary of KSL; Jefwa G. Mweri et al. have written on "Sign Language Interpreter Training in Kenya" (2009, Journal of Language Technology Entrepreneurship in Africa Vol. 1, Gallaudet University Press); and there is a handbook for teachers by Okombo et al entitled **"**Introduction to Theory and Skills of Teaching Kenyan sign Language" (2006). There is a Deaf Church in Nairobi. The All Saints Cathedral and the PCEA St Andrews Church offer elementary courses in sign language. Seminars and training sessions are being offered in the public sector especially in health and government with a view to preparing for communication with the deaf for more efficient service to them. The Kenyan Sign Language Research Project, while researching on Kenyan Sign Language, produces materials on KSL, teaches KSL, and trains on KSL interpreting. Students of KSL are on the increase especially at the KNAD where a basic course on KSL is offered; at KSLRP where KSL and KSL interpreting are taught; and at the ACK Language and Orientation School. Some of these students

are preparing to become interpreters and may one day end up interpreting in the Kenya Parliament.

The findings of this research will be useful to such people and theirs trainers. Moreover, it will expand the body of knowledge available to scholars in the area of interpreting in general, and signed language interpreting in particular.

At a more general level, compilers of KSL dictionaries will find the research findings a useful source of new insights into KSL development.

1.6 The Scope and Limitations of the Study

The study investigated the challenges encountered by four (4) KSL interpreters when they are interpreting the proceedings of the Kenya National Assembly.

The study obtained systematic and individual testimonies from the four (4).

Moreover, the study took cognizance of the fact that interpreting in KSL at the Kenya National Assembly places KSL in a national, procedural and quasi-legal status. Interpreting must fit within, in general, the African context, and in particular, the Kenyan context; it must follow the procedures and it must understand the different contexts. KSL interpreting in the Kenya National Assembly would need to differentiate terms like "standing order" which is a procedural concept of fixed, secure, static from the ordinary understanding of "to stand up" or "to be upstanding". Other examples would be "crime against humanity" as compared to "murder", or "adjourn sine die" as compared to "adjourn to…".

In addition, the KSL interpreters of the proceedings of the Kenya National Assembly often have to interpret interchanging from English to Kiswahili and vice versa.

The scope of the study is limited by the fact that only the testimonies of the four (4) KSL interpreters of the proceedings of the Kenya National Assembly have been analysed. The study has not delved into investigating the awareness of the Kenya National Assembly subjects as to whether they are aware that they are being interpreted. Neither has the study determined the KSL interpreters" levels of competence or the benchmarks against which these levels are pegged. Further, the study would require another investigation into the number of Kenyan Deaf and other KSL users watching TV and thus benefitting from the KSL interpreting at Parliament.

In addition, at the time this study was conceptualized, the Kenyan Parliament was a single-chamber House. At the present time it is bicameral.

Finally, this study is confined to linguistics concerns only and has not delved into the sociological and psychological implications and consequences of interpreting in the Kenya National Assembly such as remuneration, comfort or otherwise of the interpreters.

Consequently, this study has heeded the advice of Gile et al. (2001. p.4.) and avoided stating that answers have been found or problems have been solved. It has also not bridged gaps. However, it has provided some insight into how sign language interpreting in Parliament could be developed further in order to improve service delivery.

1.7. Theoretical Framework

The theoretical framework employed in this study is that of "communication strategies" as outlined by Ellen Bialystok. (1990).

Bialystok calls for consideration of the following communication strategies:

i.   A systematic technique employed by a speaker to express his meaning when faced with some difficulty (Corder, 1977);

ii. A mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared (Tarone 1980);

iii. Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch and Kasper, 1983a);

iv. Techniques of coping with difficulties in communicating in an imperfectly known second language (Stern, 1983).

This study attempts to engage on whether the KSL interpreters of the proceedings of the KNA are aware of any difficulties, and if so, how they resolve them; as well as on how the KSL interpreters communicate when faced by the "unknown terminology", i.e. new terms as well as terms which do not have a sign.

Bialystok explains that there are two implications when defining a problem that would require to be solved by a communication strategy:

a)   There is a difference between how speakers use language strategically to solve a problem and how speakers use language non-strategically when they are communicating normally. This distinction is not always very clear and a deep study would have to

be undertaken to establish that "communication strategies" are used when there is a problem in communicating.

b) The possibility of a communicative language that might not be necessarily to solve a problem but which might nonetheless be strategic. Bialystok gives the example of native speakers when they give long explanations so that meaning may be clear and explains that these explanations would be translated as "communication strategy" were they being used by a second-language user.

Here we may also posit that they would be communication strategies were they being used by an interpreter from a source to a target language or by a KSL interpreter from a spoken language to a sign language.

Bialystok (1990 p4) further points out that "it is not clear that problematicity accurately delineates the domain of second-language communication strategies" and that "communication strategies can occur in the absence of problematicity". Bialystok points out to consciousness and questions whether communication strategies are used consciously: "Communication always involves choice, and the choices evident when a strategy has been used may have been made no more or less consciously than any other choice"; and ends up agreeing with the conclusion of Faerch and Kasper (1983a) that "strategies are potentially conscious plans".

Bialystok (1990 p.39) provides Tarone's topology in Tarone 1977 as one of the earliest organized assemblage of conscious communication strategies, though in "*Some thoughts on the Notion of Communication*" (1981) Tarone, makes reference to Tarone (1978), and indicates that these "should not be taken as the final categorization of all existent communication strategies, but as examples of

communication strategies as a means to arriving at a definition as well as a clarification of the term communication strategy" :

    i.   Avoidance:

        a. Topic avoidance: to avoid mentioning the unknown vocabulary, term, terminology;

        b. Message abandonment: stopping in mid-sentence;

    ii.   Paraphrase:

        a. Approximation: using a target language word, knowing it is incorrect, but sharing enough with the source language word to somehow communicate: *an educated person who is poor in Kiswahili wanted to know whether her instructions had been followed and if some casual labourers had been fed by the house girl, and asks them "mmetibiwa?" (Were you treated?). Although they responded in the affirmative because content was understood, they could not help but laugh at the speaker;*

        b. Word coinage: making up a new word to communicate a concept;

        c. Circumlocution: describing the features, characteristics or elements for lack of the appropriate vocabulary in target language (TL): the lady is pregnant: *the lady has a ball in her stomach;*

iii. Conscious transfer/ Borrowing:

        a. Literal translation*: translating word for word from the native language: 1. Nasikia njaa: I hear hunger. 2. Recently a member of parliament promised her constituents that before it rained "nitawaletea sumu ya kupanda" (I will bring you "poison" for planting), meaning "fertilizer", having borrowed from the Kikuyu word "thumu" meaning "compost manure" and changing "thu" for "su" to make it sound more Kiswahili.*

b. Language switch*: using the source language word directly: a knowledgeable Kiswahili speaker and expert in water catchment and irrigation suffered a mental lapse on the word "bwawa" (dam) while giving a Kiswahili talk and interpreted "in dry areas there is need for small dams" as "katika sehemu kame kuna haja ya kujenga **damu**" (blood);*

iv. Appeal for Assistance*: asking others for the correct meaning: the audience, fellow interpreters, and possibly available documents on the subject;*

v. Mime: employing gestures which hold the meaning: *an example given is "clapping" in order to point out that people applauded.*

In *Some thoughts on the Notion of Communication* (reproduced in the   TESOL Quarterly Vol. 15, No. 3 September 1981 pp 285 to 295), Tarone attempts to clarify communication strategy and states two proposals:

a. That communication strategies describe "the learners' pattern of use of what they know as they try to communicate with speakers of the target language";

For the purpose of this study, we need to substitute "learner" with KSLIs interpreting the proceedings of the KNA.

b. That communication strategies "have an interactional function, as they are used for a joint negotiation of meaning between speaker and hearer"; and seeks additional future research in the area of communication strategies.

For the intent of this study, the indication *speake*r and *hearer* further takes a different turn when we consider and examine *speaker* at the KNA being the member of parliament, *hearer* being the KSL interpreter who again becomes the

speaker in order to communicate with *hearer*, but now the Deaf is not a *hearer,* but a *watcher*.

With reference to the above, Tarone evaluates two past definitions of communication strategies and states:

1.   A systematic attempt by the learner to express or decode meaning in the target language (TL), in situations where the appropriate systematic TL rules have not been formed, (quoting Tarone, Frauenfelder, and Selinker 1976; Tarone, Cohen, and Dumas 1976);

2.   A conscious attempt to communicate the learner's thought when the interlanguage structures are inadequate to convey that thought (also quoting Varadi 1973, Tarone 1978, Galvan and Campbell 1979); and proceeds to point out that it is difficult if not impossible to say whether any of the examples above *[communication strategies]* occur consciously or unconsciously.

Tarone and Bialystok make reference to learners, but their position is confirmed for interpreters by Daniel Gile in his *"Basic Concepts and Models for Interpreter and Translator training"* (1995), although he calls them "coping tactics". (Appendix V) .

1.8 Literature Review

The background section informed that KSL interpreting in KNA is novel communications practice in Kenya hence the study did not find literature on SL usage in parliamentary business in Kenya.

Consequently, most literature mentioned herein refers to matters concerning the Deaf, interpreting in general and sign language interpreting, in particular, as well

as settled opinions on the needs and the rights of the Deaf. The literature review also examines first and second language learning processes. In view of this, the literature referenced herein would be used in other studies which probably would cover issues such as whether the Deaf are appropriately served by the interpreting services of the proceedings of KNA; whether the Deaf are, or feel, marginalized as far as parliamentary communication is concerned and whether the KSL interpreters of the proceedings of the KNA have adequate competency.

Bialystok (1990) provides the subject matter of our study into communication strategies employed by the KSL interpreters of the proceedings of the KNA and the analysis thereof. KSL interpreting of the proceedings of the KNA is communicating the parliamentary proceedings to the Deaf. Bialystok points out that *communication is a problem-solving activity and one which requires skilful planning and choice on the part of the speaker.* In order to effectively deliver parliamentary utterances, the KSLIs require skill.

Brock-Utne and Garbo (2009) give us an insight into "global peace language" where peace as we understand it is not utilized but instead "strategic stability"; and where language changes when the position interchanges between "friends" and "foes". A KSL interpreter of the proceedings of the KNA would be required to capture such changing situations.

Education: The PWDs Act 2003 specifies that all learning institutions must take into account the special needs of persons with disabilities with respect to the entry requirements, pass marks, curriculum, examinations, auxiliary services, use of school facilities, class schedules, physical education requirements and other similar considerations. The Act also specifies that no person or learning

institution shall deny admission to a person with disability because of their disability.

http://ncpwd.go.ke/info-portal/education/ 07.10.2013:22h40

Englund & Nyamnjoh. eds. (2004) Chapter 5 *Deaf Culture; problems of recognition in contemporary Kenyan politics*, Marianne Søgaard Andersen indicates that "The process of realizing Deafness as a possible marker of identity does not start till a Deaf person enters school; that is *if* a Deaf person enters school." … while in school there is "remarginalization of the Deaf as incompetent beings." Besides, "according to the Deaf themselves, the inability by the government to acknowledge their claim to a distinct identity and culture is a matter of outright oppression", and that "…, the marginalization of the Deaf equals that experienced by the politically marginalized ethnic populations in Kenya".

The subject of "Communication strategies" is also explained by Ingram (1989-91-92), as well as Gass and Selinker (2001), by noting that "communication strategies" are not only utilized by children on their first language when they begin to talk, but also by second language, sometimes referred to as B language, learners.

Kenyan Sign Language Research Project:
Aims and objectives:
To do research on Kenyan sign language; teach KSL to interested hearing people; train interpreters; produce materials on KSL; create awareness on the deaf and deafness
http://www.deafchildworldwide.info/applications/dcw/idcs_input/view/organisatio ns/view_organisation.idcs?Organisation_id=723 07.10.13. 09h00

Lane et al (1996) provide an understanding of the completeness and naturalness of Deaf language as well as the social and psychological traverses encountered by Deaf people, their relations and their associates.

Ndurumo, Michael M. (2008). *Sign Language Interpreting With Special Reference to Swahili.* The article passes through the history of sign language over the last two decades, analyses the difficulties encountered in interpreting KSL to Kiswahili and offers recommendations on interpreting in general and sign language interpreting in particular.

Pöchhacker (2004) offers the example of the 1960 legislation in the US which was intended to provide Deaf people with equal access to the labour market, emphasis on Deaf education, employment training and social rehabilitation. This marries well with the provisions of the Kenya Vision 2030 that aims to being an all-inclusive society.

Torikai (2009 p.2 and p.25) enabled comparison between interpreting voice-to-voice and interpreting voice-to-sign by his assertion that interpreters are meant to be heard, not seen, and the affirmation that this tenet now appears to be held universally. This invisibility does not apply to sign language interpreters as the sign has to be seen.

Wadensjö (1998) brings to our attention the importance of sign language interpreting in community and an awareness that sign language interpreting is required not only in the Parliament, but also in local as well as national government institutions; in schools, hospitals, courts, etc.

Law Review: This research appreciates that Kenyan Sign Language derives its legitimacy from the Constitution. The right to access information is enshrined in the Constitution of Kenya (Article 35). To ensure that those who cannot access information through sight or hearing are not marginalised, this right is further buttressed by Article 54 (1) (d) which expressly states that a person with any disability is entitled, inter alia, to use of Sign Language, Braille or other appropriate means of communication. Article 7 (1) and (2) prescribe Kiswahili as the national language while article 7 (2) entrenches Kiswahili and English as the official languages of Kenya. Article 7 (3) (b) compels the state to promote the development and use of indigenous languages, Kenyan Sign Language, Braille and other communication formats and technologies accessible to persons with disabilities. Article 120 (1) expressly provides that the official languages in Parliament shall be Kiswahili, English and Kenyan Sign Language and the business of Parliament may be carried out in Kiswahili, English and Kenyan Sign Language.

Although this study is not on *reception by the Deaf*, a visit to the Deaf Outreach Development which houses the Deaf Bible Training and Translation Centre gave some insight into how KSL interpretation from the Kenya National Assembly is received. The Deaf reported that they do appreciate the interpretation although quite often they understand and sometimes they do not;   that some of the reasons why they do not fully follow the KSL interpreting are:

i. The caption of the KSL interpreter on TV is small, they would prefer equal size to that of the original speaker- they watch from a feeling of marginalisation as to "why small one for us?", thus some lose interest;

ii. The KSL interpreters appear to drop some words when they do not have the meaning, thus making the whole idea lost; and that the KSL

interpreters sometimes reverse the sign for "Commission" thus interpret "Christ", causing some confusion.

Gile et al (2001) point out that "beginners quite often misunderstand research by thinking that they must always *find an answer*, *solve a problem*, *bridge a gap*". This study takes heed.

1.9 Research Methodology

The data for this study is based on testimonies obtained from the four (4) KSL interpreters of the proceedings of the Kenya National Assembly through face-to-face discussions, interviews and two questionnaires.

The research was initiated by designing Questionnaire 1. This was followed by separate face-to-face interviews with the four KSL interpreters of the proceedings of the KNA. The face-to-face interviews were recorded on the phone and in a *sansa* recorder. Questionnaire 1 was distributed immediately after the face to face interviews, and responded to immediately or soon thereafter. The recordings of the face-to-face interviews were transcribed. A need for Questionnaire 2 was identified, thus Questionnaire 2 was designed and distributed by electronic mail, after agreeing with the KSLIs that this mode of communication was acceptable. The receipt of responses to Questionnaire 2 was followed by the analysis of the material from the face-to- face interviews, from Questionnaire 1 and from Questionnaire 2.

The data should assist us to establish the pattern of communication strategies employed by the KSL interpreters of the proceedings of the Kenya National Assembly and to emerge from a point of relative knowledge in making suggestions for the future.

CHAPTER TWO: A TYPOLOGY OF CHALLENGES AND RESPONSES

2.1   Brief Profiles of the Interviewed Interpreters

This study is based on the testimonies of four (4) Kenyans who were serving as KSL interpreters of the proceedings of the Kenya National Assembly, whom I have code-named: KSLI-1, KSLI-2, KSLI-3, KSLI-4. KSLI stands for Kenyan Sign Language Interpreter. On occasion KSLIs will be employed to mean Kenyan Sign Language Interpreters.

I met them on separate occasions and held face-to-face discussions with them, which I taped on my mobile telephone as well as on my *sansa* recorder. After the face-to-face sessions, I gave them Questionnaire 1 (Appendix I) for completion. Only one of them completed Questionnaire 1 immediately after the face-to-face discussion, leaving out one page which was subsequently dealt with via electronic mail. The rest requested me to leave it behind for eventual completion. The face-to-face discussion attempted to establish aspects of their backgrounds and personal motivation by getting them to answer two questions:

   i.   Why are you in sign language?
   ii. Why are you interpreting the proceedings of the Kenya National Assembly?

The responses were lengthy, varied, and sometimes they deviated from the topic; but I found the explanations enriching, informative and instructive so I allowed them to talk on before I picked what I needed for my study.

Questionnaire 1 in Appendix I was used to elicit information on how they handled various terms used in parliament, in government, in international parlance and in environmental discourse.

The second questionnaire, coded Questionnaire 2 in Appendix II, was designed after transcribing the taped face-to-face interviews and was sent to the KSLIs via electronic mail. Questionnaire 2 examines their experiences in parliament and additional information on how they handled the relevant terminology.

2.2   Biodata and Responses

The four (4) KSLIs interpreting the proceedings of the KNA studied sign language in different institutions, and all of them have at least received six months of KSL interpreting training from the KSLRP.

2.2.1: **KSLI-1** studied sign language at the Emmanuel Church for the Deaf and KSL interpreting at the Kenyan Sign Language Research Project.

KSLI-1 studied sign language at the Emmanuel Church for the Deaf and KSL interpreting at the Kenyan Sign Language Research Project. The respondent advised that he was in class for nine months and thereafter it took one year to perfection the skills. The respondent holds a diploma in social science and he was introduced to sign language by a cousin. The cousin, who is deaf, was discovered by some missionaries who took him to school in America. When he returned to Kenya he requested the KSLI-1 to learn sign language to enable sign language interpreting during family meetings. The respondent informed that that is how involvement with the Deaf Church came about, which was followed by interpreting in conferences, then interpreting at Parliament from 10 May 2011.

The following are reproductions of **KSLI-1**'s responses to Questionnaire 1 and Questionnaire 2, with my own clarifications in bracketed italics. The bracketed italics will also apply to the questionnaires responded to by the other three respondents.

	Questionnaire 1 : Kenyan Sign Language Interpreting of the proceedings of the Kenya National Assembly Survey	
1	Name: (optional)	*[KSLI-1]*
2	In the course of Kenyan Sign Language interpreting in the National Assembly, do you encounter many words, terms which were completely new? YES/NO	Yes
3	What linguistic strategies do you employ?	The three of us usually have a discussion at the end of every parliament session
4	Have you encountered words, terms for which there was no sign?	Yes
5	How do you manage in such a circumstance?	Not all the words have signs, some we figure spell *[fingerspell]*
6	When you started interpreting in the National Assembly, was there a Kenyan Sign Language glossary of parliamentary terms? YES?NO	Yes
7	If yes, who had developed the Kenyan Sign Parliamentary Language?	Most of this *[these]* signs have been developed by the Deaf adults but majority of them are not documented
8	If no, does one exist now? YES/NO	
9	Who develops Kenyan Parliamentary Sign Language?	Deaf themselves, Kenya National Association for the Deaf and Kenyan Sign Language Research Project
	Please indicate the equivalents you have used to interpret the following:	
10	Parliamentary**: *[this and several others in bold print were headings, not questions. Some respondent(s) gave answer(s) , therefore they were enumerated as questions]*	Has a sign
11	Adjourn sine die	Closed without knowing when to come back
12	Bill	Figure *[finger]* spell it
13	Caucus	Group
14	Dissolution	Conclusion

15	Leader of Government	Use the word as it is *[sign leader followed by sign government]*
16	Leader of Official Opposition	No equivalent word *[meaning no equivalent sign]*
17	Mace	I haven't come across it, but if I did I would describe *[describe]* it
18	Notice of Motion	Has a sign
19	Standing Committees	Committee
20	Standing orders	Parliament rules
21	Elections	Has a sign
22	Constituency	Has a sign
23	Ward	Figure *[finger]* spell
24	Vision 2030	Has a sign
25	A globally competitive and prosperous Kenya	There is a sign each word *[would use the sign for each word, one after the other]*
26	Decentralization of decision making	Decentralization is equal to conclusion and dissolutions, There is a sign for the word decision and making *[would sign conclusion/dissolution then decision then making]*
27	First Medium Term Plan	There is a sign for each word *[would sign each word separately]*
28	The Vision Delivery Board	There is a sign for each word *[would sign each word separately]*
29	The Vision Delivery Secretariat	There is a sign for each word *[would sign each word separately]*
30	Devolved Government	There is a sign
31	Intergovernmental Fiscal Relations	There is a sign for each word *[would sign each word separately]*
32	Role of Civic Education	There is a sign for each word *[would sign each word separately]*
33	Role of Public Communication	There is a sign for each word although role could be represented by responsibility or work
34	Millennium Development Goals	No sign for millennium. We figure *[finger]* spell, although there is a sing for Development Goals
35	A Food Secure Country	There is a sign for each word *[would sign each word separately]*
36	Livelihood Opportunities for People with Disabilities	There is a sign for each word *[would sign each word separately]*

37	Reform Agenda in Kenya	There is a sign for each word *[would sign each word separately]*
38	Environment	There is a sign
39	Climate Change	There is a sign for each word *[would sign each word separately]*
40	Environment for the future we want	There is a sign for each word *[would sign each word separately]*
41	Global Warming	There is a sign for each word *[would sign each word separately]*
42	Terrestrial Dynamics	I've encountered it. *[not encountered]* First I would figure *[finger]* spell, the *[then]* do a research
43	Peace and Development	There is a sign for each word
44	Peace	There is a sign
45	Strategic stability	There is a sign for each word *[would sign each word separately]*
46	Security	There is a sign
47	Terrorist	Usually we figure *[finger]* spell but there is a sign representing irruption
48	Would the other Kenyan Sign Language Interpreters of the Kenya National Assembly employ the same terms? YES/NO	Yes
49	Are these terms known by the Deaf? YES/NO	Yes
50	How is parliamentary vocabulary developed for the Deaf?	The Deaf make these signs by themselves through observing
51	By whom is Parliamentary vocabulary developed for the deaf?	Kenya National Association for the Deaf and Kenyan Sign Language Research Project
52	How is parliamentary glossaries, terminology, vocabulary for the Kenyan Sign Language Interpreters of the Kenyan National Assembly developed?	Through carrying a research by meeting the Deaf viewers
53	Who develops parliamentary glossaries, terminology, vocabulary for the Kenyan Sign Language Interpreters of the Kenyan National Assembly?	Kenyan Sign Language research Project
54	How do the Deaf access meanings to these terms?	By referring to the Oxford Dictionary
55	Personal	There is a sign

56	Where did you study Kenyan Sign Language?	Emmanuel Church of the Deaf Kenyan Sign Language Research project
57	For how long did you study Kenyan Sign Language?	I *[it]* took me nine months i.e. being in class then another one year to perfection my skills
58	Level of Education	Diploma holder in social science
59	Have you developed new Kenyan Sign Parliamentary Vocabulary?	No
60	If so, have you managed to disseminate this new Kenyan Sign Parliamentary Vocabulary?	No
61	Where?	No
62	In terms of the linguistic challenges encountered, what would you suggest towards enhancing Kenyan Sign Language interpreting at the Kenya National Assembly?	All the new signs should be documented to help the upcoming interpreters 2. Sign Language Interpreters should closelly *[should work closely]* with Deaf Organisation to build their signing skills

KSLI-1 Responses to Questionnaire 2 distributed via electronic mail and reproduced as received, equally via electronic mail.

	Questionnaire 2 : Kenyan Sign Language Interpreting at the Kenya National Assembly Survey	Please delete as appropriate	ANSWERS (Please write as much as you wish)
1	Name: optional		*[KSLI-1]*
2	Age: optional		
3	Would you remember the first day you interpreted the proceedings of the Kenyan National Assembly?	YES/NO	YES
4	Which day was it?	Day, Date, Month Year	MAY 10 2011
5	Did you know any parliamentary glossary/term?	YES/NO	VERY FEW
6	How had you obtained the glossary/term and from where?		
7	Did you have signs for this parliamentary glossary/term?	YES/NO	YES BUT NOT ALL
8	How had you obtained the signs and from where?		FELLOW WORK MATES AND THE DEAF COMMUNITY
9	Did you have a list of parliamentary glossary/terms?	YES/NO	NO
10	How had you obtained this list of parliamentary glossary/terms and from where?		N/A
11	Were you aware of the signs for these parliamentary glossary/terms?	YES/NO	YES FOR SOME OF THE TERMS
12	How and where had you learnt these parliamentary glossary/terms?		COLLEAGUES AND THE DEAF COMMUNITY
13	On that first day, would you remember terms you had problems signing?	YES/NO	YES
14	Please list those terms		ORDERS, PETITION, MOTION, STANDING ORDERS,

			COMMITTEE OF THE WHOLE HOUSE
15	Do these terms now have signs?	YES/NO	PARTLY YES
16	If no, how do you go about signing/explaining them?		
17	If yes, where did you obtain these signs from?		DEAF COMMUNITY
18	Do you now have a list of parliamentary glossary/terms	YES/NO	NO
19	Please list them		N/A
20	Do all these parliamentary glossary/terms have signs?	YES/NO	NO
21	If no, which ones do not have signs?		N/A
22	If no, how do you go about signing/explaining them?		SPELLING SOME OF THOSE WORDS
23	If yes, how and from where/whom and when did the glossary/terms obtain signs?		N/A
24	Have you personally created any sign for any parliamentary glossary/term?	YES/NO	NO
25	If yes, please list		NO
26	If yes, what made you create the sign for the parliamentary glossary/tem?		NO
27	If yes, have you documented and disseminated the created sign for parliamentary glossary/term?	YES/NO	NO
28	If no, who uses the sign, besides yourself?		THE DEAF WHO ARE THE CONSUMERS OF KENYAN SIGN LANGUAGE
29	If yes, to whom, where, how and when have you documented and disseminated the sign for parliamentary glossary/term?		NO
30	Are you aware if any of your colleagues has created signs for parliamentary glossary/terms?	YES/NO	NO
31	If yes, do you use them?	YES/NO	NO

32	If yes, please list		NO
33	Are there still many parliamentary glossary/terms without signs?	YES/NO	YES
34	If yes, how do you solve this problem?	YES?NO	SPELL THE WORDS
35	Please describe briefly the changes which have occurred to your interpreting at the Kenya National Assembly in the course of the period you have been interpreting		AM ABLE SIGN THE LEGAL TERMS WITH EASE.
36	Please suggest ways in which you believe signs could be created for parliamentary glossary/terms		NEED FOR THOROUGH RESEARCH ON KENYAN SIGN LANGUAGE AND COMING UP WITH LOTS OF SIGN LANGUAGE DICTIONARIES
37	Do you still interpret the proceedings of the Kenya National Assembly?	YES/NO	YES
38	If yes, how often do you interpret the proceedings of the Kenya National Assembly?		FOUR TIMES IN A WEEK (TUESDAY, WEDNESDAY MORNING AND AFTERNOON AND THURSDAY)

2.2.2: **KSLI-2** is a high school graduate with a diploma is psychological counselling who started learning American sign language at church with a missionary, and eventually learnt KSL interpreting at the University of Nairobi *[Kenyan Sign Language Research Project]*. The respondent started interpreting at conferences and for the Police and since February 2012 interprets the proceedings of the KNA. This Respondent posits that most new sign language, especially political or parliamentary, is created outside the Ambassador Hotel in Nairobi. Evidently some Deaf sell wares outside this hotel and the area has become a meeting place for most Deaf.

The following are reproductions of the responses to Questionnaire 1 and Questionnaire 2 by **KSLI-2** with my own clarifications in bracketed italics.

Questionnaire 1 : Kenyan Sign Language Interpreting of the proceedings of the Kenya National Assembly Survey	
1	**Name: (optional)**	*[KSLI-2]*
2	In the course of Kenyan Sign Language interpreting in the National Assembly, do you encounter many words, terms which were completely new? YES/NO	Yes
3	What linguistic strategies do you employ?	One break down the word to simple, and understanding words that the deaf ca understand. (B) Explain further the meaning of the word.
4	Have you encountered words, terms for which there was no sign?	Yes
5	How do you manage in such a circumstance?	First you fingerspell the word. Research. Take it to the deaf people to come up with sign of word.
6	When you started interpreting in the National Assembly, was there a Kenyan Sign Language glossary of parliamentary terms? YES?NO	
7	If yes, who had developed the Kenyan Sign Parliamentary Language?	Deaf Themselves together with Interpreters before me.
8	If no, does one exist now? YES/NO	
9	Who develops Kenyan Parliamentary Sign Language?	
	Please indicate the equivalents you have used to interpret the following:	
10	**Parliamentary:** *[this and several others in bold print were headings, not questions. Some respondent(s) gave answer(s) , therefore they were enumerated as questions]*	
11	Adjourn sine die	We sign the word Adjourn and u can add words that you don"t know specifically when the next sitting will be

12	Bill	Deaf Recepient [*recipients*] understand very well the parliamentary bill.
13	Caucus	Sing [*sign*] the word Organization which is equivalent to the caucus. And explain further.
14	Dissolution	Give the meaning in an understandable way. (softer way)
15	Leader of Government	Stay the same. We have the sign for leader and also government.
16	Leader of Official Opposition	Stays the same [*meaning sign each word*]
17	Mace	Stays same
18	Notice of Motion	Stays the same they word have their own signs [would sign each word]
19	Standing Committees	The Reasponsible [*responsible*] Committees [*would sign responsible then sign committee*]
20	Standing orders	Parliamentary rules/laws that are going to be disscussed [*discussed*]
21	Elections	
22	Constituency	Sign for Constituency is there.
23	Ward	There is a sign for ward.
24	Vision 2030	
25	A globally competitive and prosperous Kenya	There is a sign each word [*would use the sign for each word, one after the other*]
26	Decentralization of decision making	Explain the word Decentralization the sing [*then sign*] the word decision making.
27	First Medium Term Plan	Explain it depending on what is being talked about in a simple way. Their [*there*] is a sign for First term and plan.
28	The Vision Delivery Board	There is a sign for the word.
29	The Vision Delivery Secretariat	There is is a sign for the word.
30	Devolved Government	There is a sign
31	Intergovernmental Fiscal Relations	There is a sign for intergovermental and relations but fiscal you have to explain.
32	Role of Civic Education	There is a sign for the word.

33	Role of Public Communication	There is a sign.
34	Millennium Development Goals	
35	A Food Secure Country	We already have a sign for the word.
36	Livelihood Opportunities for People with Disabilities	There is already sign for that
37	Reform Agenda in Kenya	There is a sign for Reform Agenda Kenya
38	Environment	
39	Climate Change	We have signs of Enviroment . *[Environment]* Climate Change
40	Environment for the future we want	We have the sign
41	Global Warming	We have a sign for that.
42	Terrestrial Dynamics	Explain the sign for Terrestrial and Dynamics *[means signing each word separately and explaining further]*
43	Peace and Development	There is a sign for each word
44	Peace	We have a sign for the word
45	Strategic stability	We already have a signs for the words
46	Security	There is a sign
47	Terrorist	There is a sign
48	Would the other Kenyan Sign Language Interpreters of the Kenya National Assembly employ the same terms? YES/NO	Yes
49	Are these terms known by the Deaf? YES/NO	Yes
50	How is parliamentary vocabulary developed for the Deaf?	Parliamentary vocabulary is developed by deaf themselves
51	By whom is Parliamentary vocabulary developed for the deaf?	
52	How is parliamentary glossaries, terminology, vocabulary for the Kenyan Sign Language Interpreters of the Kenyan National Assembly developed?	Interpreters work together with deaf people. As the deaf come up with the sing *[sign]*.
53	Who develops parliamentary glossaries, terminology,	deaf people

	vocabulary for the Kenyan Sign Language Interpreters of the Kenyan National Assembly?	
54	How do the Deaf access meanings to these terms?	deaf people acess *[access]* the meaning through socializing between themselves i in their churches and also when they meet in seminars etc.
55	Personal	
56	Where did you study Kenyan Sign Language?	nairobi university
57	For how long did you study Kenyan Sign Language?	I started in 1995 with a missionary-joined nairobi university after finishing my high school. And since ksl is a developing language am still learning new words
58	Level of Education	School Certificate and Diploma in psychological councelling (counselling)
59	Have you developed new Kenyan Sign Parliamentary Vocabulary?	Deaf are the Ones responsible to develop
60	If so, have you managed to disseminate this new Kenyan Sign Parliamentary Vocabulary?	Yes, Once we know we inform the others and use it
61	Where?	In Seminars
62	In terms of the linguistic challenges encountered, what would you suggest towards enhancing Kenyan Sign Language interpreting at the Kenya National Assembly?	Interacting more with parliament and with the parliamentary litreature *[literature]*. Written information in what is being talked about would assist in interpretation. Advance Literature on the proceedings. Interpreting from the parliament itself Rather from miles away. Getting more training on parliamentary proceedings.

KSLI-2 Responses to Questionnaire 2 distributed via electronic mail and reproduced as received, equally via electronic mail.

	Questionnaire 2 Kenyan Sign Language Interpreting at the Kenya National Assembly	Please delete as appropriate	ANSWERS (Please write as much as you wish)
1	Name: optional	*[first name was indicated but is now replaced by KSLI 2]*	
2	Age: optional	35	
3	Would you remember the first day you interpreted the proceedings of the Kenyan National Assembly?	YES/NO	yes
4	Which day was it?	Day, Date, Month Year feb/2012	
5	Did you know any parliamentary glossary/term?	YES/NO	yes
6	How had you obtained the glossary/term and from where?	From interpreting in Many times parliamentary proceedings.thats where i learned	
7	Did you have signs for this parliamentary glossary/term?	YES/NO	yes
8	How had you obtained the signs and from where?	From my couleges	
9	Did you have a list of parliamentary glossary/terms?	YES/NO	
10	How had you obtained this list of parliamentary glossary/terms and from where?	From interpreting	

11	Were you aware of the signs for these parliamentary glossary/terms?	YES/NO	yes
12	How and where had you learnt these parliamentary glossary/terms?	From listening and ineterpreting	
13	On that first day, would you remember terms you had problems signing?	YES/NO	yes
14	Please list those terms	Motion Standing order Article Point of order	
15	Do these terms now have signs?	YES/NO	yes
16	If no, how do you go about signing/explaining them?		
17	If yes, where did you obtain these signs from?	Deaf community	
18	Do you now have a list of parliamentary glossary/terms	YES/NO	
19	Please list them	Motion Stading order Act Putting question Article	
20	Do all these parliamentary glossary/terms have signs?	YES/NO	yes
21	If no, which ones do not have signs?		
22	If no, how do you go about signing/explaining them?		
23	If yes, how and from where/whom and when did the glossary/terms obtain signs?	From interpreting parliamentary Proceedings and listening keenly	
24	Have you personally created any sign for any parliamentary glossary/term?	YES/NO	no

25	If yes, please list		
26	If yes, what made you create the sign for the parliamentary glossary/tem?		
27	If yes, have you documented and disseminated the created sign for parliamentary glossary/term?	YES/NO	no
28	If no, who uses the sign, besides yourself?		
29	If yes, to whom, where, how and when have you documented and disseminated the sign for parliamentary glossary/term?		
30	Are you aware if any of your colleagues has created signs for parliamentary glossary/terms?	YES/NO	no
31	If yes, do you use them?	YES/NO	
32	If yes, please list		
33	Are there still many parliamentary glossary/terms without signs?	YES/NO	yes
34	If yes, how do you solve this problem?	YES?NO Through fingerspelling	
35	Please describe briefly the changes which have occurred to your interpreting at the Kenya National Assembly in the course of the period you have been interpreting	We are now interpreting both national assembly and senate we have also more members debates sometimes are long	

| 36 | Please suggest ways in which you believe signs could be created for parliamentary glossary/terms | Through the deaf community | |

37	Do you still interpret the proceedings of the Kenya National Assembly?	YES/NO	yes
38	If yes, how often do you interpret the proceedings of the Kenya National Assembly?	During all the parliamentary proceedings until resses	

NB : In sing language in order for one to communicate effectively the colour dress one wears matters. for the receiver of language to benefit the ineterpreter must wear, cloths that are not flowered or bright.

2.2.3: KSLI-3 has a diploma in computers. At her church a deaf lady made reference to the KSLRP who required a secretary with such competency.   Working for KSLRP, the respondent was able to interact with the Deaf and learn sign language, work on a first degree in communication and be sponsored for two years by the Danish to undertake a sign language interpreting course that covered Kenya, Tanzania, Uganda and Zimbabwe. The students would spend two continuous months in each one of these four countries. KSL-3 teaches sign language, sign language interpreting, is a free lance sign language interpreter with a retainer contract with UNDP and started interpreting the proceedings of the KNA in February 2011.

The following are reproductions of the responses to Questionnaire 1 and Questionnaire 2 by **KSLI-3.**

Questionnaire 1 : Kenyan Sign Language Interpreting of the proceedings of the Kenya National Assembly Survey		
1	Name: (optional)	*[KSLI-3]*
2	In the course of Kenyan Sign Language interpreting in the National Assembly, do you encounter many words, terms which were completely new? YES/NO	Yes
3	What linguistic strategies do you employ?	Option one - spell the word in sign language. Option two - explain the meaning in SL if I understand it.
4	Have you encountered words, terms for which there was no sign?	Yes
5	How do you manage in such a circumstance?	Names- for these Personalities without Name signs spell their names using the KSL alphabet. I do the same with places or towns with no signs. For any other word or term that is v key to pass the meaning , I also spell it. However, I try as much as possible to minimize spelling in Media interpreting.
6	When you started interpreting in the National Assembly, was there a Kenyan Sign Language glossary of parliamentary terms? YES?NO	
7	If yes, who had developed the Kenyan Sign Parliamentary Language?	
8	If no, does one exist now? YES/NO	No

9	Who develops Kenyan Parliamentary Sign Language?	After my first encounter in parliament I listed new terms and met the deaf persons at KSLRP who helped me with signs. I do the same for any new terms I encounter in any interpreting experience.
	Please indicate the equivalents you have used to interpret the following:	
10	Parliamentary: *[this and several others in bold print were headings, not questions. Some respondent(s) gave answer(s) , therefore they were enumerated as questions]*	
11	Adjourn sine die	Taking a break/adjourning without knowing when to resume
12	Bill	B-I-L-L (spell using the KSL alphabet)
13	Caucus	Party meeting
14	Dissolution	Context??? Can sign it depending on context. Sign the meaning of disolving if the context is abt ending parliament business.
15	Leader of Government	Use sign For leader + sign for Government
16	Leader of Official Opposition	Sign Leader + Official & Opposition
17	Mace	M-A-C-E
18	Notice of Motion	Notice + Motion
19	Standing Committees	Parliament Committees
20	Standing orders	House/Parliament Rules
21	Elections:	
22	Constituency	Sign constituency
23	Ward	W-A-R-D
24	Vision 2030:	

25	A globally competitive and prosperous Kenya	Sign world + competitive and + successful + Kenya
26	Decentralization of decision making	Decision + make + decentral/more from centre
27	First Medium Term Plan	Sign 1st + mid term + plan
28	The Vision Delivery Board	Board Responsible Vision deliver
29	The Vision Delivery Secretariat	Secretariat responsible vision deliver.
30	Devolved Government	
31	Intergovernmental Fiscal Relations	EXPENDITURE GOVERNMENT
32	Role of Civic Education	Sign Civic + education + role
33	Role of Public Communication	Role + Public + communication i.e. Sign => Public Communication Role (caps)
34	Millennium Development Goals	
35	A Food Secure Country	COUNTRY FOOD ENOUGH
36	Livelihood Opportunities for People with Disabilities	Signs -> OPPORTUNITY LIFE PEOPLE WITH DISABILITY
37	Reform Agenda in Kenya	SIGN AGENDA REFORM KENYA
38	Environment	
39	Climate Change	Sign CLIMATE/WEATHER + CHANGE
40	Environment for the future we want	Context? Environment FUTURE WE WANT
41	Global Warming	GLOBE + WARMING (for Deaf Elites) If Deaf audience has low educative level EARTH CLIMATE CHANGE CHANGE
42	Terrestrial Dynamics	Spelling using KSL alphabet

43	Peace and Development	There is a sign for each word
44	Peace	Sign PEACE
45	Strategic stability	STRATEGY + STABLE
46	Security	Sign SECURITY
47	Terrorist	T-E-R-R-O-R-I-S-T (spell)
48	Would the other Kenyan Sign Language Interpreters of the Kenya National Assembly employ the same terms? YES/NO	Yes But Not always
49	Are these terms known by the Deaf? YES/NO	Yes some of the educated/exposed deaf pple do know more than others
50	How is parliamentary vocabulary developed for the Deaf?	On encountering new terminologies, I consult Deaf people who provide me with the sign. They devise a sign from the meaning.
51	By whom is Parliamentary vocabulary developed for the deaf?	The Deaf users of sign language develop it on encountering such vocabulary
52	How is parliamentary glossaries, terminology, vocabulary for the Kenyan Sign Language Interpreters of the Kenyan National Assembly developed?	I always consult the Deaf on encountering unfamiliar parliamentary terminology.
53	Who develops parliamentary glossaries, terminology, vocabulary for the Kenyan Sign Language Interpreters of the Kenyan National	The Deaf users of sign language on encountering a new term they develop a sign and I enquire from them.

	Assembly?	
54	How do the Deaf access meanings to these terms?	On encountering a new term they find the meaning and develop a sign based on the meaning
55	Personal:	
56	Where did you study Kenyan Sign Language?	Should have asked where did you study interpreting? At the Kenyan Sign Language Research Project (UoN) for a basic course. Started practicing interpreting in a small way. Sponsored for a two-year training by the Danish for Sign Language Interpreting and Training
57	For how long did you study Kenyan Sign Language?	Basic-4 months but I was spending 12 hours a day with the Deaf pple so I was able to grasp a lot of the language through interaction. I am still learning a lot from deaf pple esp when new terms come up.
58	Level of Education	University Level. B.A. in Communication and Sociology Majors
59	Have you developed new Kenyan Sign Parliamentary Vocabulary?	The Deaf persons are the ones that help us develop vocabulary
60	If so, have you managed to disseminate this new Kenyan Sign Parliamentary Vocabulary?	On encountering a new term, I spell it then consult Deaf pple who give me a sign.
61	Where?	As the deaf interact, the sign is acquired by other deaf sign language users
62	In terms of the linguistic challenges encountered, what would you suggest towards enhancing Kenyan Sign Language interpreting at the Kenya National Assembly?	Most important is for interpreters to read read read! widely because parliament discussions are diverse, they could be talking abt different subjects. -Increasing background knowledge is key for this setting. Background info- e.g. Interps should be provided with the order papers in advance to familiarize with the content. Interpreters would perform better if they were working within the National Assembly. It would be easy to get answers to questions before hand & this would enhance their understanding because they would read in advance. When answering qstns, the qstn is not read to the viewers thus having it in advance would help the interp get the gist of the qstn.

KSLI-3 Responses to Questionnaire 2 distributed via electronic mail and reproduced as received, equally via electronic mail.

	Questionnaire 2 Kenyan Sign Language Interpreting at the Kenya National Assembly	Please delete as appropriate	ANSWERS (Please write as much as you wish)
1	Name: optional		*[KSLI 3]*
2	Age: optional		Over 35years but below 40
3	Would you remember the first day you interpreted the proceedings of the Kenyan National Assembly?	YES/NO	Yes
4	Which day was it?	Day, Date, Month Year	wed at 2.30 pm on the week of th feb 2011
5	Did you know any parliamentary glossary/term?	YES/NO	Some
6	How had you obtained the glossary/term and from where?		I only knew a few terms I had learnt from deaf people whenever we had discussions about parliament
7	Did you have signs for this parliamentary glossary/term?	YES/NO	No, there were more that I did not have
8	How had you obtained the signs and from where?		Consulted deaf consumers involved in SL research
9	Did you have a list of parliamentary glossary/terms?	YES/NO	NO
10	How had you obtained this list of parliamentary glossary/terms and from where?		
11	Were you aware of the signs for these parliamentary glossary/terms?	YES/NO	NO
12	How and where had you learnt these parliamentary glossary/terms?		My first assignment in parliament for me was like "baptism of fire" I had to do a lot of research after the first assignment

13	On that first day, would you remember terms you had problems signing?	YES/NO	Yes
14	Please list those terms		Matter is subjudise, standing orders, adjourn sine die,
15	Do these terms now have signs?	YES/NO	Some
16	If no, how do you go about signing/explaining them?		Interpreting the meaning
17	If yes, where did you obtain these signs from?		Researched and consulted deaf people
18	Do you now have a list of parliamentary glossary/terms	YES/NO	Yes, in my long term memory
19	Please list them		Motion of adjournment, procedural motion, petition, petition, order of the day,
20	Do all these parliamentary glossary/terms have signs?	YES/NO	Yes
21	If no, which ones do not have signs?		
22	If no, how do you go about signing/explaining them?		I explain some terms that have no signs
23	If yes, how and from where/whom and when did the glossary/terms obtain signs?		Through consultation with deaf consumers
24	Have you personally created any sign for any parliamentary glossary/term?	YES/NO	NO
25	If yes, please list		
26	If yes, what made you create the sign for the parliamentary glossary/tem?		Creating a sign without consulting deaf consumers is counterproductive, you will not be communicating
27	If yes, have you documented and disseminated the created sign for parliamentary glossary/term?	YES/NO	The Deaf consumers I consult disseminate the sign themselves
28	If no, who uses the sign, besides yourself?		
29	If yes, to whom, where, how and when have		

	you documented and disseminated the sign for parliamentary glossary/term?		
30	Are you aware if any of your colleagues has created signs for parliamentary glossary/terms?	YES/NO	NO
31	If yes, do you use them?	YES/NO	
32	If yes, please list		
33	Are there still many parliamentary glossary/terms without signs?	YES/NO	Yes
34	If yes, how do you solve this problem?	YES?NO	I spell some of them or explain the meaning if possible
35	Please describe briefly the changes which have occurred to your interpreting at the Kenya National Assembly in the course of the period you have been interpreting		I have learnt to capture the message and only to details when time allows. I have also broadened my knowledge in diverse areas because diverse issues are discussed in parliament and as a result, my skills have improved
36	Please suggest ways in which you believe signs could be created for parliamentary glossary/terms		Conducting a workshop with some deaf consumers from different counties, sharing the terms with them and allowing them to come up with signs
37	Do you still interpret the proceedings of the Kenya National Assembly?	YES/NO	YES
38	If yes, how often do you interpret the proceedings of the Kenya National Assembly?		Four times a week: Tuesday afternoon, wed morning and afternoon and Thursday afternoon.

2.2.4: **KSLI-4** studied in a high school for the deaf in Mukurueini, Nyeri. The respondent learnt sign language from the students although it was Signing Exact English (SEE) which is word for word, whereas KSL has its own grammar so does the English Sign Language. The Respondent did not learn KSL formally but received formal KSL interpreting training from KSLRP, UoN. The Respondent started interpreting already in high school, followed by interpreting at churches, especially All Saints Cathedral, DOOR International Africa which is a theological and Bible translation college for the Deaf, Global Deaf Connection in Kenya who are now based in the US; and now interprets for Leonard Cheshire in Nairobi and the judiciary. KSLI-4 joined interpreting of the proceedings of the KNA in February 2011, however has left during this study to concentrate on an organization founded with friends which aims at developing sign language further.

The following are reproductions of the responses to Questionnaire 1 and Questionnaire 2 by **KSLI-4.**

Questionnaire 1 : Kenyan Sign Language Interpreting of the proceedings of the Kenya National Assembly Survey		
1	Name: (optional)	*[KSLI-4]*
2	In the course of Kenyan Sign Language interpreting in the National Assembly, do you encounter many words, terms which were completely new? YES/NO	Yes
3	What linguistic strategies do you employ?	Yes I do, I normally fingerspell and if the word is used so offenly give it a sign name but explain that I have given it this or that sign name.
4	Have you encountered words, terms for which there was no sign?	Yes
5	How do you manage in such a circumstance?	KSL is still growing and with this situation we just fingerspell the words and give them a sign name which we continue using until its adopted in the deaf community.
6	When you started interpreting in the National Assembly, was there a Kenyan Sign Language glossary of parliamentary terms? YES/NO	No
7	If yes, who had developed the Kenyan Sign Parliamentary Language?	
8	If no, does one exist now? YES/NO	
9	Who develops Kenyan Parliamentary Sign Language?	Now that interpreters are in parliament the best we can do is collect all the terminologies and discuss with the relevant stakeholders and come up with signs for them.
	Please indicate the equivalents you have used to interpret the following:	
10	Parliamentary: *[this and several others in bold print were headings, not questions. Some respondent(s) gave answer(s) , therefore they were enumerated as questions]*	
11	Adjourn sine die	Sign is similar to close or postpone

12	Bill	fingerspell (easy to fingerspell it"s a short word)
13	Caucus	finger spell or sign similar to committee
14	Dissolution	finger spell or sign similar to dissolve
15	Leader of Government	has a sign for all the words
16	Leader of Official Opposition	have an existing sign for these words
17	Mace	Fingerspell
18	Notice of Motion	has a sign for this words
19	Standing Committees	has existing signs for this words
20	Standing orders	has existing signs
21	Elections	
22	Constituency	has signs
23	Ward	has sign
24	Vision 2030	
25	A globally competitive and prosperous Kenya	all the words here have signs
26	Decentralization of decision making	
27	First Medium Term Plan	
28	The Vision Delivery Board	
29	The Vision Delivery Secretariat	
30	Devolved Government	
31	Intergovernmental Fiscal Relations	
32	Role of Civic Education	All the words have signs
33	Role of Public Communication	
34	Millennium Development Goals	
35	A Food Secure Country	
36	Livelihood Opportunities for People with Disabilities	
37	Reform Agenda in Kenya	
38	Environment	

39	Climate Change	
40	Environment for the future we want	All the words have signs
41	Global Warming	
42	Terrestrial Dynamics	
43	Peace and Development	
44	Peace	
45	Strategic stability	
46	Security	
47	Terrorist	
48	Would the other Kenyan Sign Language Interpreters of the Kenya National Assembly employ the same terms? YES/NO	Yes because we work as a team we communicate about new terms and their signs often
49	Are these terms known by the Deaf? YES/NO	Yes
50	How is parliamentary vocabulary developed for the Deaf?	
51	By whom is Parliamentary vocabulary developed for the deaf?	Interpreters and Deaf pple themselves
52	How is parliamentary glossaries, terminology, vocabulary for the Kenyan Sign Language Interpreters of the Kenyan National Assembly developed?	
53	Who develops parliamentary glossaries, terminology, vocabulary for the Kenyan Sign Language Interpreters of the Kenyan National Assembly?	Deaf people
54	How do the Deaf access meanings to these terms?	Its easy to establish the meaning if you follow the contents of the discussions
55	Personal	
56	Where did you study Kenyan Sign Language?	I learned Kenyan Sign Language in high school but also took a 6months interpreting course at KSLRP

57	For how long did you study Kenyan Sign Language?	Studied Kenyan Sign Language for four yrs the 6months interpreting course
58	Level of Education	BA Sociology
59	Have you developed new Kenyan Sign Parliamentary Vocabulary?	Yes
60	If so, have you managed to disseminate this new Kenyan Sign Parliamentary Vocabulary?	Yes we I
61	Where?	We take advantage of being on air and when we create a new sign we can easily spread it
62	In terms of the linguistic challenges encountered, what would you suggest towards enhancing Kenyan Sign Language interpreting at the Kenya National Assembly?	1. Interpreters to familiarize themselves with parliamentary vocabulary and standing orders makes interpretation easier if one understands the contents of what is being talked about. 2. Be proactive in creating new signs for new words and sharing that with he Deaf community.

KSLI-4 Responses to Questionnaire 2 distributed via electronic mail and reproduced as received, equally via electronic mail.

	Questionnaire 2		
1	Name: optional		*Name was indicated [KSLI 4]*
2	Age: optional		
3	Would you remember the first day you interpreted the proceedings of the Kenyan National Assembly?	YES	Yes
4	Which day was it?	Day, Date, Month Year	feb 2011 cant remember the exact day
5	Did you know any parliamentary glossary/term?	YES/NO	not much
6	How had you obtained the glossary/term and from where?	most of the parliamenta terms are terms related to law and having worked for the judiciary before i could relate to most of them.	
7	Did you have signs for this parliamentary glossary/term?	/NO	No
8	How had you obtained the signs and from where?	the signs were obtained gradually through consultation with organisations like Kenyan Sign Language research project and the many deaf people we work with.	
9	Did you have a list of parliamentary glossary/terms?	NO	not documented.
10	How had you obtained this list of parliamentary glossary/terms and from		

	where?		
11	Were you aware of the signs for these parliamentary glossary/terms?	NO	like i said earlier signs have been developed gradually initially we would fingerspell most of the vocabularies that do not have signs.
12	How and where had you learnt these parliamentary glossary/terms?		
13	On that first day, would you remember terms you had problems signing?	NO	i cant remember exactly what terms were used but i remember we would fingerspell alot
14	Please list those terms		
15	Do these terms now have signs?	YES/NO	
16	If no, how do you go about signing/explaining them?	you dont need to explain them you only need to fingerspell the name and later consult with deaf people to be able to create sign for it.	
17	If yes, where did you obtain these signs from?	all signs are created by the deaf community and us who are sign language users. thefore we would write down most of the names we dint have signs for and discuss them with the deaf people.	
18	Do you now have a list of parliamentary glossary	YE/NO	not documented
19	Please list them	sergent [seargeant] at arms, order, mr speaker, standing orders, motion,	

			august house etc.
20	Do all these parliamentary glossary/terms have signs?	YES/NO	yes now they do.
21	If no, which ones do not have signs?		
22	If no, how do you go about signing/explaining them?		
23	If yes, how and from where/whom and when did the glossary/terms obtain signs?		again through lots of consultation and discussion with deaf people
24	Have you personally created any sign for any parliamentary glossary/term?	YES/NO	i believe i have done a few, and ive also created sign names for parliamentarians.
25	If yes, please list		
26	If yes, what made you create the sign for the parliamentary glossary/tem?	one the general reasons why signs are created is to reduce the many times one has to fingerspell all the new names that do not have signs which in return makes interpreting flow more easily.	
27	If yes, have you documented and disseminated the created sign for parliamentary glossary/term?	YES/NO	no documentation as far as i know its only now that sign language resource center an organisation that I founded with some friends who are also interpreters, is working on documenting the parliamentary glossary
28	If no, who uses the sign,		

	besides yourself?		
29	If yes, to whom, where, how and when have you documented and disseminated the sign for parliamentary glossary/term?	even if not documented so far signs spread like bushfire especially in is case where they are being used on media. its very easy to create a sign and inform people that u will use that sign for a particular thing that day, so as to avoid spelling the name of that thing every time its mentioned and that way many times those signs stick and they end up being adopted as the official signs for that particular name.	
30	Are you aware if any of your colleagues has created signs for parliamentary glossary/terms?	YES/NO	yes.
31	If yes, do you use them?	YES/NO	Yes
32	If yes, please list	i may not be able to list down what has been created by who at this point because like i said before most of the signs are not documented.	
33	Are there still many parliamentary glossary/terms without signs?	YES/NO	Yes
34	If yes, how do you solve this problem?	YES?NO	changes always comes with new challenges. now we have two houses the senate and the national assembly even from the names we dint have the senate

			before and therefore dint have a sign for it but now we do and we already have a sign for it.we are just doing the same thing we did when we started having sign language interpretation for the national assembly back in 2010,consulting with the deaf community and especially with Kenyan Sign Language research project which has been very supportive with this work.
35	Please describe briefly the changes which have occurred to your interpreting at the Kenya National Assembly in the course of the period you have been interpreting	everytime you try something new,it definately brings alot of changes, having worked for the national assembly has made me develop alot of ideas of ings that can be done in sign language for istance i have founded an organisation called sign language resource center which is already workig on documenting all the signs used by the legal fraternity,it also made me realise the many more areas where this service is a necesity but is not provided and am in the process of enrolling aproject that will provide interpretation services to deaf people in health care facilities.	
36	Please suggest ways in which you believe signs could be	i dont think there is abetter way than the way we have been doing it	

		although we could do it much better and have it documented if we could get support for the same from our government and maybe other aids.	
37	Do you still interpret the proceedings of the Kenya National Assembly?	YES/NO	no but am still working very closely with the interpreers who do since Am an official with the interpreters asociation.
38	If yes, how often do you interpret the proceedings of the Kenya National Assembly?	when i did i had 4 sessions every week. i.e tuesday to thursday.	

2.3 Training Challenges

The four (4) KSL interpreters of the proceedings of the KNA studied sign language in different schools but all of them undertook a 6-month interpreting course at KSLRP.

KSLI-1 is a diploma holder in social science; KSLI-2 has a diploma in psychological counselling after high school; KSLI-3 has a Bachelor of Arts degree in communication and sociology; while KSLI-4 has a Bachelor of Arts in sociology.

KSLI-1 informs having taken nine months for the basic, followed by a year to "perfection skills". KSLI-2 started learning from a missionary and after high school joined KSLRP. KSLI-2 posits that, since KSL is a developing language, there is always something new to learn. KSLI-3 states having taken a basic course for 4 months but was spending 12 hours a day with the Deaf, thus acquired a large quantity of knowledge through this interaction; and continues to learn equally much from the Deaf, especially new terminology. Further, KSLI-3 received a two-year training sponsored by the Danish.   KSLI-4 declares having studied sign language in high school for four years, followed by the 6-month interpreter training at KSLRP.

2. 4 Challenges Related to Parliamentary Terms

In terms of the linguistic challenges encountered, the KSLIs were requested to make suggestions towards enhancing Kenyan Sign Language interpreting of the proceedings of the Kenya National Assembly.

In Qn62/Qre1, KSLI-1 responded that all the new signs should be documented in order to help upcoming interpreters and that Sign Language Interpreters should

work closely with the Deaf Organisation in order to build their signing skills. KSLI-2 stated that there should be more interaction with parliament and greater exposure to parliamentary literature. That interpreting of the proceedings of the KNA would be more effective if there was prior preparation with advance information on what would be discussed. In addition, documentation on the proceedings would assist in more effective interpreting. KSLI-3 advised the rest to read widely and to increase background knowledge because parliamentary discussions are diverse. KSLI-4 stated that KSL interpreters should familiarize themselves with parliamentary vocabulary and standing orders as interpreting is more effective if one understands what is being discussed. In addition, KSLI-4 urged colleagues to be proactive and create new signs for new words and to share them with the deaf community.

2.5. Challenges on location and distance

It is recalled here that the interpretation is performed at the studios of the KBC; that parliament is brought to the interpreters over the air and that their photos are captured at the corner of the TV sets. In Qn 62/Qre 1, KSLI-1 suggested interpreting from parliament. This interaction would assist perusal of available documents beforehand, which would enhance understanding of the potential discussions, thus more effective interpreting. Further to this and much more important, the KSLIs of the KNA never know what questions had been posed as the questions are never read to the viewers, thus KSLIs' interpreting of the responses leaves a lot to be desired as they ignore where the matter started.

2.6 Changes and Achievements

A response was sought as to whether the KSLIs had experienced any changes since they started interpreting the proceedings of the KNA. In Qn 35/Qre 2, KSLI-1 responded finding greater ease when signing legal terms. KSLI-2

indicated interpreting in the bicameral House might be positively challenging despite there being more members, more debates and extended working hours. KSLI-3 reported having learnt to capture the essence of the message and only provides "details when time allows". Further, broadened knowledge base and improved skills. KSLI-4 has conceived a lot of ideas on how sign language could be developed; has founded an organisation aiming to develop Sign Language further and which is working on documenting legal signing; KSLI-4 brought to fore the many areas that require KSL interpreting and pointed out being in the process of starting a project for KSL interpreting to the Deaf in health care facilities.

2.7 Current Status of the KSLIs' interpreting of the proceedings of KNA

In answer to Qn 37/Qre 2, it emerges that KSLI-1 and KSLI-3 still interpret the proceedings of the KNA; KSLI-2 was non-committal with the YES/NO remaining unaltered; and KSLI-4 no longer interprets the proceedings of the KNA, but remains in close contact with those still interpreting owing to being an official of the KSL Interpreters Association.

CHAPTER THREE: DATA ANALYSIS

3.0. Introduction to data analysis

The study recalls the theoretical hypothesis and suggests analysis of the data obtained on the meanings of some terms, taking into account Bialystok proposals of communication strategies, outlined earlier as:

i. Avoidance

    a.   Topic avoidance: avoiding to mention the unknown vocabulary, term, terminology;

    b.   Message abandonment: stopping in mid-sentence;

ii. Paraphrase

    a.   Approximation: using a target language word, knowing it is incorrect, but sharing enough with the source language word to somehow communicate,

    b.   Word coinage: making up a new word to communicate a concept;

    c.   Circumlocution: describing the features, characteristics or elements for lack of the appropriate vocabulary in target language (TL);

iii. Conscious transfer: Borrowing

    a.   Literal translation: translating word for word from the native language,

    b.   Language switch: using the source language word directly;

iv.   Appeal for Assistance: asking others for the correct meaning: the audience, fellow interpreters, available documents on the subject;

v. Mime: employing gestures which hold the meaning.

3. 1   KSLI encounter with KNA and with Parliamentary discourse

Two of the four KSL interpreters of the proceedings of the KNA commenced interpreting in February 2011, the other one in May 2011 and the fourth in February 2012.

Qn 5/Qre 2, and Qn 2/Qre 1, seek to establish if the KSL interpreters had knowledge of parliamentary glossary/terms and if they encountered many words and terms which were completely new. This meant "new" as far as KSL is concerned. It did not mean new as far as the English or Kiswahili languages are concerned, nor as far as technical language in English is concerned.

The study investigated the understanding and the interpretation of the KSL interpreters of the proceedings of the KNA in English. The study was cognizant of the fact that speeches do switch to Kiswahili, and on occasion a word from a mother tongue is pronounced. Further, that there are some members of the Kenya National Assembly who only address the House in Kiswahili. Ndurumo (2008) reminds us that:

> *One of the most challenging tasks interpreters*
> *for the deaf in Kenya face is interpreting in*
> *Swahili. ... some preliminary observations of*
> *the characteristics of Swahili are that (a) the*
> *sentence structure of Swahili is different*
> *from that of English; (b) Swahili does not*
> *have regional culture which it can be developed*
> *from unlike sign language which has regional*
> *signs;*
> *(c) Swahili dialect differs from one country to*
> *another...*

This analysis based on the Bialystok theory on communication strategies examines question 3 and questions 10 to 47 of Questionnaire 1. Qn 3 simply asks "What linguistic strategies do you employ?" and Qn 10 to Qn 47 reflect parliamentary, elections, Vision 2030, devolved government, millennium development goals, environment, and peace and development terminology. The terminology was selected from portions of the bibliography in consideration of the current Kenya and global parlance, with the expectation that if mentioned at the KNA, it would be appropriately interpreted in KSL.

In the analyses, many incidents of **fingerspelling** will be encountered. "Fingerspelling" equates to "spelling in KSL", which means that the words are spelt using signs shaped by the hand which represent the letters of the alphabet. It is usually described and signed in capital letters, for distinction, e.g. B-I-L-L.

3.1.1. After a response to Qn 2 affirming that all the KSLIs meet words, terms that are completely new in the National Assembly, Qn 3 asks: What linguistic strategies do you employ? KSLI-1 responded that "the three of us usually have a discussion at the end of every parliament session". This must prove extremely useful for future interpreting; it does not solve the problem of the interpreting of the moment. KSLI-2 responded that "one break down the word to simple, and understanding words that the deaf ca understand. (*sic*) (B) **Explain further** the meaning of the word*" [sic]*. Plausible; the interpretation might take longer than the term. KSLI-3 responded: "Option *one-spell the word in sign language.* Option two-explain the meaning in SL if I understand it". (*sic*) In option one, the word would be spelt in sign language in source language; audience needs to be competent in source language. In option two, the premise "if I understand it" is very significant. One has to understand it. What happens if they do not understand it? KSLI-4 responded "Yes I do, I normally **fingerspell** and if the word is used

so offenly **give it a sign name** but **explain** that I have given it this or that sign name" *[sic]*. Again fingerspelling would be in source language; audience needs to understand source language. As to giving it a sign if it is used with frequency, interpreter needs to know beforehand that it will be used with frequency; there has to be sufficient time to explain that the sign will be used henceforth without losing the subsequent utterances; the audience needs to be competent in source language to relate to the new sign; and the audience needs to be amenable to following the apparent whim of the interpreter.

The following section contains various terminologies and the question was "Please indicate the equivalents you have used to interpret the following:

3.1.2   Parliamentary: It was in bold and was meant to be a heading. KSLI-1 responded that "Parliamentary" has a sign. The other three did not respond, understandably.

3.1.3   Adjourn sine die is not only technical but contains foreign elements. While KSLI-1 responded "closed without knowing when to come back". KSLI-2: said that "We sign the word Adjourn and u can add words that you don't know specifically when the next sitting will be".*[sic]*   This fits into Bialystok's **circumlocution**; further it is **wordy for simultaneous interpretation** and the interpreter might have difficulty catching up with the subsequent utterances. KSLI-3 would interpret it as "taking a break/adjourning without knowing when to resume"; and KSL-4, "sign is similar to close or postpone".   Postpone indicates there would be resumption at a time in the future; "Close" would be equivalent to Bialystok's **avoidance, under message abandonment** because it lacks indication of future resumption.

3.1.4   BILL: KSLI-1 would "**figure spell** it *[sic],* KSLI-2 stated that "Deaf Recepient *[sic]* understand very well the parliamentary bill". If the

audience understands very well, then they need to hear it; yet they will not hear it. Thus the **topic here is avoided** or **the message is abandoned.** KSLI-3 would "spell B-I-L-L- (spell using KSL alphabet)" *[fingerspell]* and KSLI-4 response was "**fingerspell** (easy to fingerspell it"s a short word)". (*sic)*

3.1.5 CAUCUS: KSLI-1 would sign caucus as "group". KSLI-2 would "Sing *[sic]* the word Organization which is equivalent to the caucus. And **explain** further". Adding **circumlocution** which does not appear necessary and which might lengthen the rendering. KSLI-3 responded "Party meeting", while KSLI-4 responded "**fingerspell** or sign similar to committee". **Ambiguity/ambivalence,** thus it is not clear what exactly would happen on the ground.

3.1.6 DISSOLUTION: KSLI-1 response is "Conclusion". KSLI-2 responds "Give the meaning in an understandable way. (softer way)".(*sic*) This is **ambiguous** and it could fit within **avoidance** as both **topic avoidance** and **message abandonment**. KSLI-3 wonders about "Context??? Can sign it depending on context. Sign the meaning of disolving *[sic]* if the context is abt *[sic]* ending parliament business. KSLI-4 responded "**fingerspell** or sign similar to dissolve". The **ambiguity/ambivalence** arises because one does not know what would happen on the ground.

3.1.7 Leader of Government: KSLI-1 responded "Use the word as it is", meaning sign leader and sign government. KSLI-2 stated "Stay the same. We have the sign for leader and also government". KSLI-3 responded "Use sign For *[sic]* leader + sign for Government. KSLI-4 responded "has a sign for all the words."

3.1.8 Leader of Official Opposition. KSLI-1 responded "No equivalent word". **Avoidance** both ways, **topic avoidance** and **message abandonment**. KSLI-2 responded "Stays the same", meaning sign each word. KSLI-3

response: "Sign Leader + Official & Opposition". KSLI-4 responded "have an existing sign for these words".

3.1.9   Mace: KSLI-1 responded that "I haven't come across it, but if I did I would **describe** it".   There is a possibility of **avoidance**, both **topic avoidance** as well as **message abandonment** and while response points to a possibility of **circumlocution**, the interpreter would have to know what they are describing.

3.1.10 Notice of Motion: KSLI-1 responded "has a sign". KSLI-2, "Stays the same they word have their own signs" *[sic]*. KSLI-3: "Notice + Motion". KSLI-4, "has a sign for this words". *[sic]*

3.1.11 Standing Committees : KSLI-1 would sign it "Committee". KSLI-2, "The Reasponsible Committees. *[sic];* KSLI-3 would sign "Parliament Committees" and KSLI-4 states "has existing signs for this words". *[sic]*

3.1.12 Standing orders: KSLI-1 would sign "Parliament rules"; KSLI-2, "Parliamentary rules/laws that are going to be discussed". KSLI-3, "House/Parliament Rules". KSLI-4, "has existing signs".

3.1.13 Elections: only KSLI-1 responded that Elections "has a sign". The others did not but Elections was a heading so they did not strictly have to respond.

3.1.14 Constituency: KSLI-1 states "Has a sign".   KSLI-2, "Sign for Constituency is there". KSLI-3, "Sign constituency".   KSLI-4, "has signs".

3.1.15 Ward: KSLI-1 would **"figure spell"**. *[sic]* KSLI-2 states that "There is a sign for ward". KSLI-3 would spell "**W-A-R-D".** KSLI-4 indicates that "has sign".

3.1.16 Vision 2030: KSLI-1 responded "Has a sign", the only answer as the others did not since it was meant to be a heading.

3.1.17 A globally competitive and prosperous Kenya: KSLI-1 and KSLI-2 indicated that "There is a sign for each word"; while KSLI-3 responded "Sign world + competitive and + successful + Kenya"; and KSLI-4 equally stated that "all the words here have signs". (*sic*)

3.1.18   Decentralization of decision making: KSLI-1 responded with "Decentralization is equal to conclusion and dissolutions, there is a sign for the word decision and making".(*sic*) A case of substitution which does not fall in either category of Bialystoks communication strategies and which this study would classify as **misrepresentation.** KSLI-2 would "Explain the word Decentralization then sing *[sic]* the word decision making". (*sic*) This could be a case of **circumlocution** if the word decentralization is understood. KSLI-3 would sign "Decision + make + decentralization/more from centre". KSLI-4 did not respond, thus classified as **avoidance**, both **topic avoidance** and **message abandonment**.

3.1.19 First medium Term Plan: KSLI-1 responded that "There is a sign for each word". KSLI-2 stated "Explain it depending on what is being talked about in a simple way. Their *[sic]* is a sign for First term and plan. Besides the **circumlocution,** this is a technical term within parliamentary discourse that should occur with frequency. KSLI-3 responded "Sign 1st + mid-term + plan". KSLI-4 did not respond and this was classified as **avoidance: topic avoidance, message abandonment.**

3.1.20 The Vision Delivery Board: KSLI-1 indicates that "There is a sign for each word". This would be **literal** but being part of the parliamentary and government discourse it might be easily understood. KSLI-2 states that "There is a sign for the word". There are four words.

KSLI-3 responds with "Board Responsible Vision deliver". KSLI-4 did not respond and this was classified as **avoidance: topic avoidance, message abandonment.**

3.1.21 The Vision Delivery Secretariat: As with the Board, the responses were the same except for KSLI-3 who would sign "Secretariat responsible vision deliver". No response from KSLI-4, thus classified as **avoidance: topic avoidance, message abandonment.**

3.1.22 Devolved Government: KSLI-1 and KSLI-2 indicated that "There is a sign"; the other two did not but this was a heading and initially a response was not required.

3.1.23 Intergovernmental Fiscal Relations: KSLI-1 points out that "There is a sign for each word". This would be classified as **literal translation**. KSLI-2 on the other hand states that "There is a sign for intergovernmental and relations but fiscal you have to explain. **C**ircumlocution, is detected here. KSLI-3 would sign "EXPENDITURE GOVERNMENT". This substitution was classified as a **misrepresentation.** KSLI-4 did not respond thus was classified as **avoidance: topic avoidance, message abandonment.**

3.1.24 Role of Civic Education: KSLI-1 responded that "There is a sign for each word". KSLI-2 responded that "There is a sign for the word". KSLI-3 stated "Sign Civic + education + role". While KSLI-4 indicated that "All the words have signs". This has been classified as **literal translation.**

3.1.25 Role of Public Communication: KSLI-1 states that "There is a sign for each word although role could be represented by responsibility of work". Besides the **literal translation,** there is also **ambiguity/ambivalence**, as to what term would be used at the appropriate moment. KSLI-2 responds "There is a sign" thus **ambiguity/ambivalence.** KSLI-3 responded "Role + Public + communication i.e. Sign => Public Communication Role

(caps). (*sic*) The response has created some **ambiguity**/**ambivalence** though the message appears clear. KSLI-4 did not respond thus this was classified as **avoidance, both topic avoidance and message abandonment.**

3.1.26 Millennium Development Goals: This was heading for the section. No response was required. Nonetheless KSLI-1 responded "No sign for millennium. We **figure** spell, although there is a sing for Development Goals. *[sic]*

3.1.27 A food secure country: KSLI-1 responded that "There is a sign for each word". KSLI-2, "We already have a sign for the word". KSLI-3 responded "COUNTRY FOOD ENOUGH". No response from KSLI-4, therefore was classified as **avoidance, both topic avoidance and message abandonment.**

3.1.28 Livelihood Opportunities for People with Disabilities: KSLI-1 responds "There is a sign for each word". KSLI-2 states "There is already a sign for that". KSLI-3 points out that "Sign -> OPPORTUNITY LIFE PEOPLE WITH DISABILITY. KSLI-4 did not respond therefore was classified as **avoidance: topic avoidance, message abandonment.**

3.1.29 Reform Agenda in Kenya: KSLI-1 indicates that "There is a sign for each word". KSLI-2 points out that "There is a sign for Reform Agenda Kenya". KSLI-3 would "SIGN AGENDA REFORM KENYA". ". No response from KSLI-4, therefore was classified as **avoidance, both topic avoidance and message abandonment.**

3.1.30 Environment: Only one response as it was a heading and KSLI-1 states that "There is a sign".

3.1.31 Climate Change: KSLI-1 states that "There is a sign for each word". KSLI-2, "We have signs of Enviroment. Climate Change". *[sic]* KSLI-3 indicates "Sign CLIMATE/WEATHER + CHANGE. KSLI-4 did not

respond therefore classified as **avoidance, both topic avoidance and message abandonment.**

3.1.32 Environment for the Future we want: KSLI-1 responds that "There is a sign for each word". KSLI-2 states that "We have the sign". KSLI-3 queries the context and responds "Context? Environment FUTURE WE WANT". KSLI-4 states that "All the words have signs".

3.1.33 Global Warming: KSLI-1 indicates that "There is a sign for each word". KSLI-2 responds "We have a sign for that". KSLI-3 points out "GLOBE + WARMING (for Deaf Elites). If Deaf audience has low educative level EARTH CLIMATE CHANGE CHANGE *[sic]*. Interpreting from the proceedings of KNA from KBC studios would not allow the KSLI to know who is in the audience. **Ambiguity/ambivalence** is a possibility. KSLI-4 did not respond therefore was classified as **avoidance, both topic avoidance and message abandonment.**

3.1.34 Terrestrial Dynamics: KSLI-1 responded "I've encountered it. [*I have not encountered it*] First I would **figure spell** the do a research". *[sic]* KSLI-2 states "Explain the sign Terrestrial and Dynamics". This would be classified under **circumlocution;** KSLI-3 indicates "Spelling using KSL alphabet". ***[Fingerspell]***

3.1.35 Peace and Development: KSLI-1, KSLI-2, KSLI-3 point out that "There is a sign for each word", however KSLI-4 did not respond.

3.1. 36 Peace: KSLI-1 indicates "There is a sign". KSLI-2 states, "We have a sign for the word". KSLI-3 indicates "Sign PEACE" and KSLI-4 does not respond.

3.1.37 Strategic Stability: KSLI-1 states that "There is a sign for each word". KSLI-2 points out that "We already have a signs for the word" *[sic]*. KSLI-3 would sign "STRATEGY + STABLE". KSLI-4 does not respond. The responses would be classified under **literal translation**.

3.1.38 Security: KSLI-1 and KSLI-2 indicate that "There is a sign". KSL-3 points out "Sign SECURITY". KSLI-4 does not respond.

3.1.39 Terrorist: KSLI-1 states that "Usually we figure spell but there is a sign representing irruption". *[sic]* KSLI-2 indicates "There is a sign". KSLI-4 responds "T-E-R-R-O-R-I-S-T (spell)" [**fingerspell**]. KSLI-4 does no respond, which is translated as **Avoidance, both topic avoidance and message abandonment.**

3.2   New KSL vocabulary developed by the KSL interpreters

This section sought to establish innovations in terms and vocabulary by the KSLIs from the interaction with parliamentary proceedings. It is responded to by the analysis of questions from Questionnaire 1 and Questionnaire 2 as follows:

3.2.1. In Qn 3/Qre 1: What linguistic strategies do you employ? KSLI-1 states that "the three of us usually have a discussion at the end of every parliamentary session" and KSLI-4 points out that "… I normally fingerspell and if the word is used so offenly *[sic]* give it a sign name but explain that I have given it this or that sign name".

3.2.2. In Qn 7/Qre 1: …who had developed the Kenyan Sign Parliamentary Language? KSLI-1 responded "Most of this *[sic]* signs have been developed by the Deaf adults but majority of them are not documented". KSLI-2 states that "Deaf Themselves (*sic*) together with Interpreters before me". KSLI-3 and KSLI-4 did not respond.

3.2.3. Qn 9/Qre 1 was enquiring: Who develops Kenyan Parliamentary Sign Language? KSLI-1 responded that "Deaf themselves, Kenya National Association for the Deaf and Kenyan Sign Language Research Project".

KSLI-2 does not respond. KSLI-3 states that "After my first encounter in parliament I listed new terms and met the deaf persons at KSLRP who helped me with signs. I do the same for any new terms I encounter in any interpreting

experience". KSLI-4 in turn commented, "Now that interpreters are in parliament the best we can do is collect all the terminologies and discuss with the relevant stakeholders and come up with signs for them".

3.2.4 Qn 48/Qre 1 was asking: Would the other Kenyan Sign Language Interpreters of the Kenya National Assembly employ the same terms? While KSLI-1 and KSLI-2 stated "yes", KSLI-3 pointed out "yes but not always" while KSLI-4 responded "Yes because we work as a team we communicate about new terms and their signs".

3.2.5 Qn 51/Qre 1 queried: By whom is Parliamentary vocabulary developed for the deaf? KSLI-1 responded by "Kenya National Association for the Deaf and Kenyan Sign Language Research Project". KSLI-2 did not respond. KSLI-3 stated "The Deaf users of sign language develop it on encountering such vocabulary" and KSLI-4 by "Interpreters and deaf pple themselves". (*sic*)

3.2.6 Qn 52/Qre 1 asked: How is parliamentary glossaries, terminology, vocabulary for the Kenyan Sign Language interpreters of the Kenya National Assembly Developed? KSLI-1 responded "Through carrying a research by meeting the Deaf viewers". KSLI-2 commented that "Interpreters work together with Deaf people. As the Deaf come up with the sing (*sic*) [*sign*]". KSLI-3 pointed out that "I always consult the Deaf on encountering unfamiliar parliamentary terminology". KSLI-4 did not respond.

3.2.7 Qn 59/Qre 1 enquired: Have you developed new Kenyan Sign Parliamentary Vocabulary? KSLI-1 responded in the negative, "No"; KSLI-2 pointed out that "Deaf are the Ones responsible to develop". KSLI-3 also responded that "The Deaf persons are the ones that help us develop vocabulary"; and KSLI-4 responded in the affirmative, "Yes".

3.2.8 Qn 60/Qre1 asked: …have you managed to disseminate this new Kenyan Sign Parliamentary Vocabulary? KSLI-1 responded "No". KSLI-2 answered "Yes, Once we know we inform the others and use it". KSLI-3 commented that

"On encountering a new term, I spell it then consult Deaf pple who give me a sign". KSLI-4 did not finish sentence but answered "Yes we I".

3.2.9 Qn 61/Qre1 asked: Where? KSLI-1 answered "No". KSLI-2 responded "In Seminars". KSLI-3 commented "As the deaf interact, the sign is acquired by other deaf sign language users". KSLI-4 "We take advantage of being on air and when we create a new sign we can easily spread it".

3.2.10 Qn 13/Qre 2 posed: On that first day *[1ˢᵗ day interpreting the proceedings of the KNA],* would you remember terms you had problems signing? KSLI-1 and KSLI-3 answered in the affirmative "Yes". KSLI-2 was non-committal. KSLI-4 commented that "I cant remember exactly what terms were used but I can remember we would fingerspell a lot" (*sic*).

3.2.11 Qn 18/Qre 2 posed: Do you now have a list of parliamentary glossary/terms? KSLI-1 responded in the negative "No". KSLI-2 was non-committal, YES/NO. KSLI-3 responded "yes, in my long term memory"; and KSLI-4 was non-committal, YES/NO.

3.2.12 Qn 19/Qre 2: Please list them. KSLI-1 answered "N/A". KSLI-2 enlisted, "motion stading order Act Putting question Article"*[sic].* KSLI-3 mentioned, "motion of adjournment, procedural motion, petition, petition, order of the day". KSLI-4 responded "sergent at arms, order, mr speaker, standing orders, motion, august house etc". *[sic]*

3.2.13 Qn 20/Qre 2 posed: Do all these parliamentary glossary/terms have signs? KSLI-1 responded in the negative, "No". KSLI-2 was non-committal, YES/NO. KSLI-3 responded in the affirmative, "Yes" as did KSL-4, "Yes now they do".

3.2.14 Qn 24/Qre 2 wanted to know: Have you personally created any sign for any parliamentary glossary/term? KSLI-1 and KSLI-3 answered in the negative, "No". KSLI-2 was non-committal, YES/NO. KSLI-4 responded in the affirmative, "I believe I have done a few, and ive also created sign names for parliamentarians". *[sic]*

3.2.15 Qn 25/Qre 2 asked them to: ..., please list. KSLI-1 responded in the negative "No" and the rest did not respond.

3.2.16 Qn 26/Qre2 asked: …, what made you create the sign for the parliamentary glossary/term? KSLI-1 answered "No". KSLI-2 did not answer. KSLI-3 stated that "creating a sign without consulting deaf consumers is counterproductive, you will not be communicating". KSLI-4 commented that "one the general reasons why signs are created is to reduce the many times one has to fingerspell all the new names that do not have signs which in return makes interpreting flow more easily".*[sic]*

3.2.16 Qn 27/Qre 2 posed: …, have you documented and disseminated the created sign for parliamentary glossary/term? KSLI-1 responded in the negative, "No". KSLI-2 was non-committal, YES/NO. KSLI-3 pointed out that "the deaf consumers I consult disseminate the sign themselves". KSLI-4 responded that "no documentation as far as i know its only now that sign language resource center *(sic)* an organisation that i founded with some friends who are also interpreters, is working on documenting the parliamentary glossary. *[sic]*

3.2.17 Qn 29/Qre 2 asks: …,to whom, where, how and when have you documented and disseminated the sign for parliamentary glossary/term? KSLI-1 responded "No". KSLI-2 and KSLI-3 did not respond. KSLI-4 responded that, "even if not documented so far signs spread like bushfire especially in is case where they are being used on media. its very easy to create a sign and inform people that u will use that sign for a particular thing that day, so as to avoid spelling the name of that thing every time its mentioned and that way many times those signs stick and they end up being adopted as the official signs for that particular name". *[sic]*

3.2.18 Qn 30/Qre 2 posed: Are you aware if any of your colleagues has created signs for parliamentary glossary/terms? The responses from KSLI-1 and KSLI-3

were negative, "No". KSLI-2 was non-committal, "Yes/No". KSLI-4 responded in the affirmative, "Yes".

3.2.19 Qn 32/Qre 2 asked: …, please list: KSLI-1 responded "No". KSLI-2 and KSLI-3 did not respond. KSLI-4 indicated that " i may not be able to list down what has been created by who at this point because like i said before most of the signs are not documented". *[sic)*

3.2.20 Qn 33/Qre 2 posed: Are there still many parliamentary glossary/terms without signs? KSLI-1, KSLI-3, KSLI-4 responded in the affirmative "Yes and KSLI-2 was non-committal, "Yes/No".

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.0. Introduction to findings and discussion

This chapter recalls the need to establish which of Bialystok's communication strategies were employed by the KSLIs when interpreting the proceedings of the KNA.

These strategies were stated as:

i. Avoidance, that is, topic avoidance: avoiding to mention the unknown vocabulary, term, terminology and message abandonment: stopping in mid-sentence;

ii. Paraphrase, which means combining approximation, i.e. using a target language word, knowing it is incorrect, but sharing enough with the source language word to somehow communicate; word coinage which is making up a new word to communicate a concept; and circumlocution, which suggests describing the features, characteristics or elements for lack of the appropriate vocabulary in target language (TL);

iii. Conscious transfer or borrowing, which entails literal translation, i.e. translating word for word from the native language and language switch, which means using the source language word directly;

iv. appeal for assistance which means asking others for the correct meaning; others being the audience, fellow interpreters, possible available documents on the subject; and finally,

v. Mime, that is employing gestures which hold the meaning.

Further, Bialystok (1990 p4) points out that "it is not clear that problematicity accurately delineates the domain of second-language communication strategies"

and that "Communication strategies can occur in the absence of problematicity". In addition, Bialystok points out to consciousness and questions whether communication strategies are used consciously: "Communication always involves choice, and the choices evident when a strategy has been used may have been made no more or less consciously than any other choice"; Bialystok ends up agreeing with the conclusion of Faerch and Kasper (1983a) that "strategies are potentially conscious plans".

4.1. Communication Strategies: Bialystok

The communication strategies as outlined by Bialystok were encountered in most of the responses; however, there was no evidence of appeal for assistance and mime. KSL interpreters interpreted for the four KNA sessions in a week: Tuesday afternoon, Wednesday morning and afternoon, and Thursday afternoon; and at each session they encountered vocabulary that is completely new not only in KSL and lacking a sign, but also in the English language. The strategies they used vary: one points at consulting after the fact, the other breaking down the word to simpler and giving further explanations; the third to spelling the word in sign language or to explaining the meaning; the fourth to fingerspelling but if it is frequent, to giving the new term a sign and explaining to viewers after having given the sign. Further, on other occasions when the words have no signs, the KSLIs stated that they would either fingerspell, take the word to the Deaf for a sign, spell the word in KSL alphabet, especially proper names of persons and towns, or give the term a sign and continue using this sign until adopted by the Deaf.

4.1.1 Fingerspelling was our major concern

On analysing Qn 3/Qre 1 and Qns 10 to 47/Qre 1, the study encountered many incidents of fingerspelling, though not all the four interpreters responded to

fingerspelling in the same questions. The study has classified fingerspelling within three categories of Bialystok's communication strategies: Avoidance: both topic avoidance and message abandonment; word coinage: making up a new word to communicate a concept; and language switch: using the source language word directly. In all these three communication strategies, the study presumes little or no understanding of the message. During the proceedings of the KNA, it would be the ordinary or the technical English terminology which would require a KSL sign. The choice to fingerspell is the result of the presumption that the KSL interpreters do not know the sign correspondent to the fingerspelt term. Ndurumo (2008) reminded us that "*Sign language is a visual mode of communication and comprises of fingerspelling and signs which represent certain words, concepts, objects,…*". On the other hand, if fingerspelling is meant to be a component of sign language, it would have to be for an audience that is unilingual and literate. Even then, they might not understand the fingerspelt technical terminology. The premise that fingerspelling of KSL interpreting of the proceedings of the KNA is avoidance, word coinage and language switch, and that it impedes understanding of the utterance, should hold water because Kenya is a multilingual country; there are persons who are not literate and others who are not competent in technical language or in the language that is used during the parliamentary discourse at the KNA, mainly English.

4.1.2 Several incidents of circumlocution were also detected. The KSLIs indicated that they would "explain" or "explain further". Judging this contention from the simultaneous interpreting point of view, that simultaneous interpreting is a real time instant engagement, circumlocution would definitely hinder effective message delivery. Mainly this would affect capture of the subsequent utterances. The incidents concerning literal translation mainly affected the technical language and this would lose the message. Approximation was used in a couple of

instances where it was obvious that it would serve the purpose, for example "postponement" to interpret "adjourn sine die". Language switch was also encountered. Words like "intergovernmental fiscal relations" and "terrestrial dynamics" would be fingerspelt. Paraphrasing was employed sometimes: adjourn sine die: while three KSLI signed "closed/break/adjourn without knowing when to return", one just signed it "postpone". The same with caucus: group, organisation, party meeting, committee or fingerspelt; and dissolution. The terms bill, mace, ward, terrorist, were spelt in KSL language (in capital letters) or fingerspelt in most of the cases and to us this could imply equally to borrowing, avoidance (topic avoidance and message abandonment); or language switch as there is no indication at all that the audience has understood what the term means; and especially if they had not met it before. Other borrowing and avoidance were the titles which are in various words as each word would be fingerspelt and it is not clear that it would be understood by the audience not only from the KSL point of view but also from the English language point of view, and the implications thereof: Leader of Government, Leader of Official Opposition, A global competitive and prosperous Kenya, decentralization of decision-making, First Medium Term Plan, the Vision Delivery Board, the Vision Delivery Secretariat, Intergovernmental Fiscal Relations, role of civic education, role of public communication, a food-secure country, livelihood opportunities for people with disability, reform agenda in Kenya, terrestrial dynamics, strategic stability.

4.1.3. There were no incidents when appeal for assistance was reported. There probably would be no time for this resort. Incidents of mime were not detected. Sign language being a gesture language, it might not be easy to distinguish a "mime" gesture and a KSL gesture.

4.1.4 The study found a misrepresentation, which does not feature in Bialystok's list. The term intergovernmental fiscal relations was interpreted as government expenditure. This could be classified as approximation, but this might be rather far-fetched; we classified it under misrepresentation. The same with decentralization, which was interpreted as conclusion and dissolution.

4.2. Communication Strategies employed and why

The study confirms that the communication strategies employed by the KSLIs in interpreting the proceedings of the KNA spring from the problem of inadequate signs to explain the terminology, from inadequate knowledge of the English language and from inadequate knowledge of technical terms. The study established that there is on occasion inadequate knowledge of the English language as well as the technical terminology in English. The technical terminology forming part of the questionnaire was not easy even for the interviewer and it carried deeper meaning than the words involved. The KSLIs indicated "fingerspelling" of each word in a phrasal terminology, such as intergovernmental fiscal relations, thus there is doubt if the real meaning would be communicated.

4.3. Communication Strategies: conscious and subconscious

The study tends to disagree with Bialystok and to point out that communication strategies are employed consciously as well as subconsciously; mostly, it appears to be a way of "striving to grasp the straw".

 4.4   KSL Vocabulary Creation by KSLIs

Only one of the KSLIs claimed to have created KSL vocabulary (signs) during interaction with parliamentary discourse. Nonetheless, when asked to provide a list, the answer found in Qn 32 of Qre 2 was that "i may not be able to list down

what has been created by who at this point because like i said before most of the signs are not documented". *[sic]*

4.5. Challenges, Shortcomings and Improvements

In answer to some questions from Questionnaires 1 and Questionnaire 2, we obtained feedback from the KSLIs as outlined hereunder, on the shortcomings they encounter and the improvements they would hope for, to improve this assignment of interpreting the proceedings of the KNA.

In Qn 62/Qre 1 which posed: In terms of the linguistic challenges encountered, what would you suggest towards enhancing Kenyan Sign Language interpreting at the Kenya National Assembly? KSLI-1 pointed out that "All the new signs should be documented to help the upcoming interpreters. 2. Sign Language Interpreters should closely with Deaf Organisation to build their signing skills". *[sic]* KSLI-2 suggested "Interacting more with parliament and with the parliamentary literature. Written information in what is being talked about would assist in interpretation. Advance Literature on the proceedings. Interpreting from parliament itself Rather from miles away". *[sic]* KSLI-3 declared that "Most important is for interpreters to read read read! widely because parliament discussions are diverse, they could be talking abt different subjects. – Increasing background knowledge is key for this setting. Background info- e.g. Interps should be provided with the order papers in advance to familiarize with the content. Interpreters would perform better if they were working within the National Assembly. It would be easy to get answers to questions before hand & this would enhance their understanding because they would read in advance. When answering qstns, the qstn is not read to the viewers thus having it in advance would help the interp get the gist of the qstn". *[sic]* KSLI-4 responded that "1. Interpreters to familiarize themselves with parliamentary vocabulary and

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standing orders makes interpretation easier if one understands the contents of what is being talked about. 2. Be proactive in creating new signs for new words and sharing that with he Deaf community". *[sic]*

4.6 Training for interpreting in KSL

The KSLIs learned interpreting for six months at the KSLRP, after learning sign language mostly informally and within non-structured systems.

The study learnt from the KSLIs of the various entities that develop KSL Parliamentary language:

    i.   the Deaf themselves

    ii. Kenya National Association for the Deaf (KNAD)

    iii. Kenyan Sign Language Research Project (KSLRP)

The KSLIs meet after every session and review the new terminology encountered for eventual consultation with the Deaf and for future use.

4.7 Conclusion of findings: Communication Strategies: Fingerspelling and other strategies

The communication strategies employed by the KSL interpreters of the proceedings of KNA are avoidance when in numerous cases the KSLIs fingerspell. Fingerspelling is a non-communicative exercise because the utterance of the speaker should communicate a message not a word or a term. The study has established the probability of non-communication when fingerspelling is employed.

Bialystok's circumlocutions which refer to the explanations the KSLIs give for some terminology or after some terminology would also imply that communication is lost. The time involved in explaining would affect the time lag and thus the KSLI would miss the subsequent utterances of the speaker. In

addition, there was also the case where the KSLI interpreter creates the sign and proceeds to tell the audience that that sign is created to mean this or that term. Apart from relegating the audience to the whim of the interpreter, this diverts the interpreter from the speaker's subsequent utterances.

CHAPTER FIVE: SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This study set out to investigate the linguistic challenges encountered by the KSL interpreters (KSLIs) of the proceedings of the Kenya National Assembly (KNA).

The objectives were:

i. To investigate the linguistic challenges the KSLIs face when interpreting parliamentary proceedings in Kenya;

ii. To document the communication strategies they use when faced with the linguistic challenge of vocabulary and related expressions for items they do not have ready signs for;

iii. To identify and discuss any new KSL vocabulary developed by the KSL interpreters from the interaction with parliamentary proceedings;

iv. To establish the extent to which the findings can be explained in terms of Bialystok's theory of communication strategies.

The hypotheses to be tested were:

i. That the KSL interpreters of the proceedings of the Kenya National Assembly are conscious of some of the challenges they encounter in establishing equivalences;

ii. That there are communication strategies used by the KSL interpreters of the proceedings of the Kenya National Assembly to address the challenges they encounter;

iii. That the KSL interpreters of the proceedings of the Kenya National Assembly have developed innovative vocabulary and other forms of expression from utilizing such communication strategies in the endeavour to handle parliamentary proceedings;

iv. That the Bialystok theory of communication strategies can be used to explain this phenomenon.

This chapter summarizes the main findings and conclusions regarding the research agenda summarized above.

5.1 Summary and Conclusion

The study has established that the KSLIs use communication strategies as a result of language challenges, lack of background information, and lack of physical contact with the communication environment as follows:

i. When there is lack of a sign for a particular term;

ii. When the term is unfamiliar: this could be an ordinary English word, technical English terminology, proper names of people or towns;

iii. When the subject being discusses is new and the KSLIs have not had contact with the speaker nor a chance to peruse any document;

iv. When questions are being answered yet they had not been posed at that moment; they had been posed on a previous session or they had been posed in writing.

v. As a result of the speed of the speaker and sometimes the speed of the deliberation, depending on the topic;

vi. As a result of insertions of other languages, mainly Kiswahili and on occasion, mother tongues.

In response to these challenges, the interpreters used a number of communication strategies such as fingerspelling; entering into long explanations; giving ambiguous or ambivalent equivalents; offering approximations and sometimes even misrepresentations; and signing each term directly in a phrasal utterance.

In our analysis of the said challenges and responses, we made use of Ellen Bialystok's "communication strategies" as our theoretical framework and established that the KSLIs are aware of some of the linguistic challenges they face when interpreting the proceedings of the KNA. Further, that they solve these challenges using communication strategies which fall within Bialystok's "systematic technique employed by a speaker to express his meaning when faced with some difficulty", (Bialystok quoted Corder 1977) and "techniques of coping with difficulties in communicating in an imperfectly known second language" (quoting Stern, 1983).

The study further established that the KSLIs employ all but two of Bialystok's communication strategies, which are:

    i.   Avoidance, that is, topic avoidance: avoiding to mention the unknown vocabulary, term, terminology and message abandonment: stopping in mid-sentence;

    ii.   Paraphrase, which means combining approximation, i.e. using a target language word, knowing it is incorrect, but sharing enough with the source language word to somehow communicate; word coinage which is making up a new word to communicate a concept; and circumlocution, which suggests describing the features, characteristics or elements for lack of the appropriate vocabulary in target language (TL);

    iii.   Conscious transfer or borrowing, which entails literal translation, i.e. translating word for word from the native language and language switch, which means using the source language word directly;

:

iv. Appeal for Assistance*:* asking others for the correct meaning: the audience, fellow interpreters, possibly consulting available documents in sight

v. Mime: employing gestures which hold the meaning. The study observed and noted that KSL being a language of gestures, it might be difficult to differentiate KSL proper language from a gesture employed as communication strategy.

These last two, appeal for assistance and mime, were not utilized, however, two other communication strategies code-named "misrepresentation" and "ambiguity or ambivalence" were.

Furthermore, the study established that the communication strategies were employed in all cases because there was "problematicity". The use of all these communication strategies was not always conscious, as it would appeared the KSLIs were "striving to grasp the straw".

5.2 Recommendations

5.2.1. The study has revealed the following:

i. That the interpreting of the proceedings of the KNA is done from without the environment of communication;

ii. That it would be useful to interpret within the environment of communication; to interact with the source language speakers and to be exposed to the appropriate documents;

iii. That there is a requirement to assess the extent of understanding of the proceedings of the KNA by Kenyan KSL users;

iv. That there is a need for competency development of the language of parliamentary discourse, as well as competency development of all the three languages which may be employed to conduct the business of

parliament according to Article 120 (1) of the Constitution of Kenya 2010.

5.2.2 Consequently, in order to improve service delivery on KSL interpreting of the proceedings of the KNA, the recommendations are that:

i. There be a further research to determine the number of Kenyans making use of the KSL interpreting services of the proceedings of KNA;

ii. There be an additional research to establish the reception by KSL users of the KSL interpreting of the proceedings of the KNA;

iii. KSLIs be provided with opportunity to interpret within the environment of communication;

iv. Structured systems be established offering language teaching and language enhancing programmes not only for parliamentary discourse, but also for KSL, as well as for English and for Kiswahili. That these language teaching and enhancement programmes, especially for KSL, be extended not only to the KSLIs, but also to the members of the August House as well as to all Kenyans.

In conclusion, it is our sincere hope that the findings of this study will benefit the key stakeholders in the areas of language, especially KSL; and in the domains of interpreting and communication.

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GLOSSARY AND EXPLANATIONS

The survey terms used for this research: Questions 10 to 47 of Questionnaire 1

The meanings and explanations, which are not exhaustive, are derived from the bibliography as well as from the following sources:

- o The Bibliography of this study
- o *http://www.merriam-webster.com/dictionary/online*
- o *http://www.merriam-webster.com/cgi-bin/book.pl?c11.htm,*
- o *http://legal-dictionary.thefreedictionary.com/*
- o Oxford Advanced Learners Dictionary. 2010. OUP. Digital
- o UN sites

1	A Food Secure Country	The World Food Summit of 1996 defined food security as existing "when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life". Commonly, the concept of food security is defined as including both physical and economic access to food that meets people's dietary needs as well as their food preferences…Food security is built on three pillars: food availability, food access, food use… *http://www.who.int/trade/glossary/story028/en/* 08.07.2013 22h20
2	A globally competitive and prosperous Kenya	Global Competitiveness: an integration of the macroeconomic and the micro businesses; the productive use of the country's resources; the institutions, policies and other factors that contribute to the current and medium-tem economic growth, thus providing high prosperity to each citizen and competing well in the world market.
3	Adjourn sine die	Adjourn: To stop a meeting or an official process, especially a trial, for a period of time. Sine die (Latin): without day. As adverb: <u>at no period</u>, <u>at no time</u>, <u>never</u>, <u>never again</u>, <u>on no occasion</u>, <u>without date</u>. A legislative body adjourns sine die when it adjourns without appointing a day on which to appear or assemble again.
4	Bill	A bill: a proposed law to be considered by a <u>legislature</u>. A bill becomes law after it is passed by the legislature

		and, in the majority of cases, it is required to be approved by the <u>executive</u>. When a bill is enacted into law, it becomes an Act or a <u>statute</u>.
5	Caucus	A meeting of the members or leaders of a political party especially to select delegates or to decide policy; a closed meeting of party members within a legislative body to decide on questions of policy or leadership; a group within a legislative or decision-making body seeking to represent a specific interest or influence a particular area of policy; a committee within a political party charged with determining policy; a group of people with similar interests, often within a larger organization or political party; the members or leaders of a political party as a group
6	Climate Change	Climate change means a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods.
7	Constituency	One of the 290 geo-political regions of Kenya, each of which provides a member to the <u>Kenyan parliament</u>. In accordance with Article 89 of the <u>Constitution of Kenya</u> 2010, these constituencies maybe delineated from time to time depending on the population index.
8	Decentralization of decision making	This is a process in governments and other entities where the authority to make decisions is distributed among a greater number of people and it gives more authority to the lower ranks. This results in changes in management and changes in behaviour within the hierarchy.
9	Devolved Government	A devolved government is like a decentralized government in that a sovereign state's central government grants powers to various national divisions/regions and those divisions/regions are authorized to legislate as required by the respective division/region. A devolved government is different from a federal government.
10	Dissolution	Formal dismissal of an assembly or legislature; the act of breaking up an organization, etc; annulment or termination of a formal or legal bond, tie, or contract; the act of officially ending a marriage, a business agreement or a parliament; the process in which something gradually disappears; decomposition into fragments or parts; disintegration; indulgence in sensual pleasures; debauchery; termination or extinction by disintegration or dispersion; extinction of life; death; reduction to a liquid form; liquefaction.

11	Elections	The process of choosing a person or a group of people for a position, especially a political position, by voting
12	Environment	Environment is everything physical and biological that surrounds and affects a living organism: land, water, air, other living organisms, including human beings, and all other structures. Environment is a global subject which involves almost all the physical, socio, economic and political sciences
13	Environment for the future we want	The UNEP theme for the 5th Global Environment Outlook (GEO5) which examines populations, atmosphere, land, water, biodiversity, chemicals and waste; and many other processes on planet earth.
14	First Medium Term Plan	The first Medium Term Plan is for five years within the Kenya Vision 2030 covering the period 2008 to 2012 during which high economic growth was expected.
15	Global Warming	Global warming, which is attributed to human activity, and is reported to have been higher during the 20th century, is the increase in global average temperature caused by atmospheric greenhouse gas concentrations. This greenhouse gas effect should occur naturally for a comfortable atmosphere on the plant, but man has accelerated it and states and governments are being urged to formulate policies to reduce the human activities that accelerate the greenhouse effect, thus resulting in global warming.
16	Intergovernmental Fiscal Relations	Concerned with generation of revenue and allocation of funds among the subnational divisions in a devolved government or in a decentralized system of government
17	Leader of Government	Leader of Government is just Leader of Government but in the new dispensation and Constitution of Kenya 2010, there is a Leader of Majority and a Leader of Minority.
18	Leader of Official Opposition	Leader of Opposition is just Leader of Opposition but in the new dispensation and Constitution of Kenya 2010, there is a Leader of Majority and a Leader of Minority.
19	Livelihood Opportunities for	For effective overall development of the country, the aim is to achieve the following: -equitable participation and sharing of wealth which should include all the disadvantaged social groups; -a more inclusive society

		access to education and appropriate vocational training for these disadvantaged groups in order to enhance their employment opportunities and offer them jobs suited to their capability and which they would enjoy performing or -removing all barriers to proper existence -offering appropriate adaptations to physical environments for free movement, e.g. ramps in storey buildings -providing access to information in the appropriate ways, such as Braille and Sign Language -sensitizing the population in order to remove all types of bias and discrimination
	People with Disabilities	
20	Mace	A ceremonial staff borne or displayed as the symbol of authority of a legislative body; A heavy medieval war club with a spiked or flanged metal head, used to crush armour; an aromatic spice made from the dried, waxy, scarlet or yellowish covering that partly encloses the kernel of the nutmeg; a trademark name used for a chemical that makes eyes and skin sting used in aerosol cans to temporarily immobilize an attacker
21	Millennium Development Goals	These are eight and are referred to as the UN Millennium Development Goals (MDGs), and they were endorsed in September 2000 by the governments of the 192 member states of the United Nations. The aim is to improve the condition of the human person by: eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria and other disease, Promoting a sustainable environment, engaging in global partnerships for development
22	Notice of Motion	A notice informing the sitting (and opposition, if any) of the time and place a motion will be heard, the grounds on which it is raised and the relief that is being sought
23	Parliamentary	That which relates to or is enacted by or is appropriate to or is suitable for a parliament
24	Peace	Defined in many ways: calm, quiet, tranquillity; freedom from disturbance; a state where one is free from disquieting, depressing or oppressive feelings; a time when there is no war, disagreement, conflict, hostility; a period of harmony
25	Peace and Development	this could be defined as the notion that peace brings development and development brings peace and that neither is comfortable without the other.
26	Reform Agenda in	This includes judicial, electoral, police, land, and other reforms aimed at addressing injustices and inequalities

	Kenya	from the past which are presumed to be part of the causes that led to the 2007/2008 post election violence.
27	Role of Civic Education	this can be considered to spring from public education which is expected to teach people about personal and governmental accountability emerging from personal and governmental responsibilities and rights which would empower towards good citizenship.
28	Role of Public Communication	The part which is played by the public communication that reaches many people through television, newspaper, radio, mass mailing, mobile phone SMSs, etc.
29	Security	a state of being free from any threat or any danger, including terrorism, theft, etc.
30	Standing Committees	Permanent committees in parliaments or other societies mandated to consider matters relative a particular subject
31	Standing orders	A standing order is a ruling or an order which governs the procedures to be followed by deliberative bodies such as parliaments, councils, etc.; a military order that remains irrespective of any changes; an account holder's instruction to a bank to debit and remit a definite amount on a definite date of the month, the quarter, etc.
32	Strategic stability	For some, it simply means "peace". For many, it is represents many things and rotates around the absence of a need to have and/or to employ nuclear weapons; the lack of war or conflict between states that have nuclear arsenals; a global or regional environment where nations enjoy total security with a harmonious relations and peaceful co-existence. During the cold war it strategic stability was seen to be a nuclear balance between the US and the USSR; these days there is a re-definition to imply a prevention of war between the states with nuclear arsenals.
33	Terrestrial Dynamics	Earth's orbital motions and the consequences of the movements thereof. Terrestrial: connected with the planet earth; living on land Dynamics: the sciences of forces involved in movement; the way in which people or things behave in relation to each other in a particular situation
34	Terrorist	• The Oxford Dictionary defines terrorist as "a person who takes part in terrorism"; terrorism as "the use of violent action in order to achieve political aims or to force a government to act". • The http://legal-dictionary.thefreedictionary.com/ defines Terrorist as : abductor, active combatant in the

		foreign theatre of conflict, anarchist, <u>assailant</u>, <u>assassin</u>, <u>attacker</u>, <u>combatant</u>, demoniac force, <u>destroyer</u>, <u>enemy alien</u>, <u>enemy combatant</u>, enemy force, enemy operation, faction at war, <u>fanatic</u>, foreign assailant, foreign force, hostile force, <u>insurgent</u>, <u>killer</u>, <u>mercenary</u>, <u>militant</u>, <u>murderer</u>, <u>opponent</u>, <u>radical</u>, <u>rebel</u>, <u>revolutionary</u>, revolutionist, <u>savage</u>, subversive force • The United Nations does not have a harmonized definition of terrorism due to lack of agreement on what is terrorism and what are armed struggles for self-determination or for liberation from dictatorships or poor governance or similar.
35	The Vision Delivery Board	The Vision 2030 Delivery Board is the policy-making body also playing an advisory role. Kenya Vision 2030 was launched on 10 June 2008 by President Mwai Kibaki. It portrays the development aims for the period 2008-2030 which is expected to transform Kenya into an all-inclusive society and to include it among the newly industrialized prosperous nations providing high quality life to all citizens.
	The Vision Delivery Secretariat	The Vision Delivery Secretariat (VDS) was created by the Kenyan Government with the mandate to provide direction and strategic leadership towards achieving the Vision 2030 goals through timely implementation of the target projects. The Secretariat is managed by a Director-General heading a team of Directors and Secretariat members. The Secretariat is guided by the policy-making Vision 2030 Delivery Board, which also plays an advisory role.
37	Vision 2030	It is referred to as the Kenya Vision 2030 and is the country's long-term development programme for the period 2008 to 2030, divided in 5-year terms. The Vision aims to provide an all inclusive high quality of life to all citizens, through an industrialized middle-income Kenya .
38	Ward	A division of a city or town, especially an electoral district, for administrative and representative purposes; one of the divisions of a penal institution, such as a prison; a minor or incompetent person placed under the care or protection of a guardian or court; a person under the protection or care of another; a room in a hospital usually holding six or more patients; a division in a hospital for the care of a particular group of patients; …

QUESTIONNAIRE 1	
1	**Name: (optional)**
2	In the course of Kenyan Sign Language interpreting in the National Assembly, do you encounter many words, terms which were completely new? YES/NO
3	What linguistic strategies do you employ?
4	Have you encountered words, terms for which there was no sign?
5	How do you manage in such a circumstance?
6	When you started interpreting in the National Assembly, was there a Kenyan Sign Language glossary of parliamentary terms? YES?NO
7	If yes, who had developed the Kenyan Sign Parliamentary Language?
8	If no, does one exist now? YES/NO
9	Who develops Kenyan Parliamentary Sign Language?
	Please indicate the equivalents you have used to interpret the following:
10	**Parliamentary:** *[this and several others in bold print were headings, not questions. Respondent(s) gave answer(s) , therefore they were enumerated as questions]*
11	Adjourn sine die
12	Bill
13	Caucus
14	Dissolution
15	Leader of Government
16	Leader of Official Opposition
17	Mace
18	Notice of Motion
19	Standing Committees

20	Standing orders
21	**Elections:**
22	Constituency
23	Ward
24	**Vision 2030:**
25	A globally competitive and prosperous Kenya
26	Decentralization of decision making
27	First Medium Term Plan
28	The Vision Delivery Board
29	The Vision Delivery Secretariat
30	**Devolved Government**
31	Intergovernmental Fiscal Relations
32	Role of Civic Education
33	Role of Public Communication
34	**Millennium Development Goals:**
35	A Food Secure Country
36	Livelihood Opportunities for People with Disabilities
37	Reform Agenda in Kenya
38	**Environment:**
39	Climate Change
40	Environment for the future we want
41	Global Warming
42	Terrestrial Dynamics
43	**Peace and Development:**
44	Peace
45	Strategic stability
46	Security

47	Terrorist
48	Would the other Kenyan Sign Language Interpreters of the Kenya National Assembly employ the same terms? YES/NO
49	Are these terms known by the Deaf? YES/NO
50	How is parliamentary vocabulary developed for the Deaf?
51	By whom is Parliamentary vocabulary developed for the deaf?
52	How is parliamentary glossaries, terminology, vocabulary for the Kenyan Sign Language Interpreters of the Kenyan National Assembly developed?
53	Who develops parliamentary glossaries, terminology, vocabulary for the Kenyan Sign Language Interpreters of the Kenyan National Assembly?
54	How do the Deaf access meanings to these terms?
55	**Personal:**
56	Where did you study Kenyan Sign Language?
57	For how long did you study Kenyan Sign Language?
58	Level of Education
59	Have you developed new Kenyan Sign Parliamentary Vocabulary?
60	If so, have you managed to disseminate this new Kenyan Sign Parliamentary Vocabulary?
61	Where?
62	In terms of the linguistic challenges encountered, what would you suggest towards enhancing Kenyan Sign Language interpreting at the Kenya National Assembly?

APPENDIX II: QUESTIONNAIRE 2

	Questionnaire 2	Please delete as appropriate	ANSWERS (Please write as much as you wish)
1	Name: optional		
2	Age: optional		
3	Would you remember the first day you interpreted the proceedings of the Kenyan National Assembly?	YES/NO	
4	Which day was it?	Day, Date, Month Year	
5	Did you know any parliamentary glossary/term?	YES/NO	
6	How had you obtained the glossary/term and from where?		
7	Did you have signs for this parliamentary glossary/term?	YES/NO	
8	How had you obtained the signs and from where?		
9	Did you have a list of parliamentary glossary/terms?	YES/NO	
10	How had you obtained this list of parliamentary glossary/terms and from where?		
11	Were you aware of the signs for these parliamentary glossary/terms?	YES/NO	
12	How and where had you learnt these parliamentary glossary/terms?		

13	On that first day, would you remember terms you had problems signing?	YES/NO	
14	Please list those terms		
15	Do these terms now have signs?	YES/NO	
16	If no, how do you go about signing/explaining them?		
17	If yes, where did you obtain these signs from?		
18	Do you now have a list of parliamentary glossary/terms	YES/NO	
19	Please list them		
20	Do all these parliamentary glossary/terms have signs?	YES/NO	
21	If no, which ones do not have signs?		
22	If no, how do you go about signing/explaining them?		
23	If yes, how and from where/whom and when did the glossary/terms obtain signs?		
24	Have you personally created any sign for any parliamentary glossary/term?	YES/NO	
25	If yes, please list		
26	If yes, what made you create the sign for the parliamentary glossary/tem?		
27	If yes, have you documented and disseminated the created sign for parliamentary glossary/term?	YES/NO	
28	If no, who uses the sign, besides yourself?		
29	If yes, to whom, where, how and when have you documented and disseminated the sign		

	for parliamentary glossary/term?		
30	Are you aware if any of your colleagues has created signs for parliamentary glossary/terms?	YES/NO	
31	If yes, do you use them?	YES/NO	
32	If yes, please list		
33	Are there still many parliamentary glossary/terms without signs?	YES/NO	
34	If yes, how do you solve this problem?	YES?NO	
35	Please describe briefly the changes which have occurred to your interpreting at the Kenya National Assembly in the course of the period you have been interpreting		
36	Please suggest ways in which you believe signs could be created for parliamentary glossary/terms		
37	Do you still interpret the proceedings of the Kenya National Assembly?	YES/NO	
38	If yes, how often do you interpret the proceedings of the Kenya National Assembly?		

APPENDIX III: SCHEDULE OF COMBINED RESPONSES TO QUESTIONNNAIRE 1 AND 2

Appendix IIIa Questionnaire 1

	Questionnaire 1	RESPONSES			
1	Name: (optional)	*[KSLI-1]*	*[KSLI-2]*	*[KSLI-3]*	*[KSLI-4]*
2	In the course of Kenyan Sign Language interpreting in the National Assembly, do you encounter many words, terms which were completely new? YES/NO	Yes	Yes	Yes	Yes
3	What linguistic strategies do you employ?	The three of us usually have a discussion at the end of every parliament session	One break down the word to simple, and understanding words that the deaf ca understand. (B) Explain further the meaning of the word.	Option one - spell the word in sign language. Option two - explain the meaning in SL if I understand it.	Yes I do, I normally fingerspell and if the word is used so offenly give it a sign name but explain that I have given it this or that sign name.

4	Have you encountered words, terms for which there was no sign?	Yes	Yes	Yes	Yes
5	How do you manage in such a circumstance?	Not all the words have signs, some we figure spell *[fingerspell]*	First you fingerspell the word. Research. Take it to the deaf people to come up with sign of word.	Names- for these Personalities without Name signs spell their names using the KSL alphabet. I do the same with places or towns with no signs. For any other word or term that is v key to pass the meaning , I also spell it. However, I try as much as possible to minimize spelling in Media interpreting.	KSL is still growing and with this situation we just fingerspell the words and give them a sign name which we continue using until its adopted in the deaf community.
6	When you started interpreting in the National Assembly, was there a Kenyan Sign Language glossary of parliamentary terms? YES?NO	Yes			No
7	If yes, who had developed the Kenyan Sign Parliamentary	Most of this *[these]* signs have been developed by the Deaf adults but	Deaf Themselves together with Interpreters before me.		

	Language?	majority of them are not documented			
8	If no, does one exist now? YES/NO			No	
9	Who develops Kenyan Parliamentary Sign Language?	Deaf themselves, Kenya National Association for the Deaf and Kenyan Sign Language Research Project		After my first encounter in parliament I listed new terms and met the deaf persons at KSLRP who helped me with signs. I do the same for any new terms I encounter in any interpreting experience.	Now that interpreters are in parliament the best we can do is collect all the terminologies and discuss with the relevant stakeholders and come up with signs for them.
	Please indicate the equivalents you have used to interpret the following:				
10	Parliamentary: *[this and several others in bold print were headings, not questions. Some respondent(s) gave answer(s) , therefore they were enumerated as*	Has a sign			

	questions]				
11	Adjourn sine die	Closed without knowing when to come back	We sign the word Adjourn and u can add words that you don"t know specifically when the next sitting will be	Taking a break/adjourning without knowing when to resume	Sign is similar to close or postpone
12	Bill	Figure *[finger]* spell it	Deaf Recepient *[recipients:]* understand very well the parliamentary bill.	B-I-L-L (spell using the KSL alphabet)	fingerspell (easy to fingerspell it"s a short word)
13	Caucus	Group	Sing *[sign]* the word Organization which is equivalent to the caucus. And explain further.	Party meeting	finger spell or sign similar to committee
14	Dissolution	Conclusion	Give the meaning in an understandable way. (softer way)	Context??? Can sign it depending on context. Sign the meaning of disolving if the context is abt ending parliament business.	finger spell or sign similar to dissolve
15	Leader of Government	Use the word as it is *[sign leader followed by sign*	Stay the same. We have the sign for leader and	Use sign For leader + sign for Government	has a sign for all the words

		government]	also government.		
16	Leader of Official Opposition	No equivalent word *[meaning no equivalent sign]*	Stays the same *[meaning sign each word]*	Sign Leader + Official & Opposition	have an existing sign for these words
17	Mace	I haven"t come across it, but if I did I would describe *[describe]* it	Stays same	M-A-C-E	Fingerspell
18	Notice of Motion	Has a sign	Stays the same they word have their own signs *[would sign each word]*	Notice + Motion	has a sign for this words
19	Standing Committees	Committee	The Reasponsible *[responsible]* Committees *[would sign responsible then sign committee]*	Parliament Committees	has existing signs for this words
20	Standing orders	Parliament rules	Parliamentary rules/laws that are going to be disscussed *[discussed]*	House/Parliament Rules	has existing signs
21	**Elections:**	Has a sign			
22	Constituency	Has a sign	Sign for Constituency is there.	Sign constituency	has signs

23	Ward	Figure *[finger]* spell	There is a sign for ward.	W-A-R-D	has sign
24	**Vision 2030:**	Has a sign			
25	A globally competitive and prosperous Kenya	There is a sign each word *[would use the sign for each word, one after the other]*	There is a sign each word *[would use the sign for each word, one after the other]*	Sign world + competitive and + successful + Kenya	all the words here have signs
26	Decentralization of decision making	Decentralization is equal to conclusion and dissolutions, There is a sign for the word decision and making *[would sign conclusion/dissolution then decision then making]*	Explain the word Decentralization the sing *[then sign]* the word decision making.	Decision + make + decentral/more from centre	
27	First Medium Term Plan	There is a sign for each word *[would sign each word separately]*	Explain it depending on what is being talked about in a simple way. Their *[there]* is a sign for First term and plan.	Sign 1st + mid term + plan	
28	The Vision Delivery Board	There is a sign for each word *[would*	There is a sign for the word.	Board Responsible Vision deliver	

		sign each word separately]			
29	The Vision Delivery Secretariat	There is a sign for each word *[would sign each word separately]*	There is is a sign for the word.	Secretariat responsible vision deliver.	
30	**Devolved Government**	There is a sign	There is a sign		
31	Intergovernmental Fiscal Relations	There is a sign for each word *[would sign each word separately]*	There is a sign for intergovermental and relations but fiscal you have to explain.	EXPENDITURE GOVERNMENT	
32	Role of Civic Education	There is a sign for each word *[would sign each word separately]*	There is a sign for the word.	Sign Civic + education + role	All the words have signs
33	Role of Public Communication	There is a sign for each word although role could be represented by responsibility or work	There is a sign.	Role + Public + communication i.e. Sign => Public Communication Role (caps)	
34	**Millennium Development Goals:**	No sign for millennium. We figure *[finger]* spell, although there is a sing for			

		Development Goals			
35	A Food Secure Country	There is a sign for each word *[would sign each word separately]*	We already have a sign for the word.	COUNTRY FOOD ENOUGH	
36	Livelihood Opportunities for People with Disabilities	There is a sign for each word *[would sign each word separately]*	There is already sign for that	Signs -> OPPORTUNITY LIFE PEOPLE WITH DISABILITY	
37	Reform Agenda in Kenya	There is a sign for each word *[would sign each word separately]*	There is a sign for Reform Agenda Kenya	SIGN AGENDA REFORM KENYA	
38	**Environment:**	There is a sign			
39	Climate Change	There is a sign for each word *[would sign each word separately]*	We have signs of Enviroment . *[Environment]* Climate Change	Sign CLIMATE/WEATHER + CHANGE	
40	Environment for the future we want	There is a sign for each word *[would sign each word separately]*	We have the sign	Context? Environment FUTURE WE WANT	All the words have signs
41	Global Warming	There is a sign for each word *[would sign each word separately]*	We have a sign for that.	GLOBE + WARMING (for Deaf Elites) If Deaf audience has low educative level EARTH CLIMATE CHANGE CHANGE	
42	Terrestrial Dynamics	I've encountered it. *[not encountered]*	Explain the sign for Terrestrial and	Spelling using KSL alphabet	

		First I would figure [finger] spell, the [then] do a research	Dynamics [means signing each word separately and explaining further]		
43	**Peace and Development:**	There is a sign for each word	There is a sign for each word	There is a sign for each word	
44	Peace	There is a sign	We have a sign for the word	Sign PEACE	
45	Strategic stability	There is a sign for each word [would sign each word separately]	We already have a signs for the words	STRATEGY + STABLE	
46	Security	There is a sign	There is a sign	Sign SECURITY	
47	Terrorist	Usually we figure [finger] spell but there is a sign representing irruption	There is a sign	T-E-R-R-O-R-I-S-T (spell)	
48	Would the other Kenyan Sign Language Interpreters of the Kenya National Assembly employ the same terms? YES/NO	Yes	Yes	Yes But Not always	Yes because we work as a team we communicate about new terms and their signs often
49	Are these terms	Yes	Yes	Yes some of the educated/exposed deaf	Yes

	known by the Deaf? YES/NO			pple do know more than others	
50	How is parliamentary vocabulary developed for the Deaf?	The Deaf make these signs by themselves through observing	Parliamentary vocabulary is developed by deaf themselves	On encountering new terminologies, I consult Deaf people who provide me with the sign. They devise a sign from the meaning.	
51	By whom is Parliamentary vocabulary developed for the deaf?	Kenya National Association for the Deaf and Kenyan Sign Language Research Project		The Deaf users of sign language develop it on encountering such vocabulary	Interpreters and Deaf pple themselves
52	How is parliamentary glossaries, terminology, vocabulary for the Kenyan Sign Language Interpreters of the Kenyan National Assembly developed?	Through carrying a research by meeting the Deaf viewers	Interpreters work together with deaf people. As the deaf come up with the sing *[sign]*.	I always consult the Deaf on encountering unfamiliar parliamentary terminology.	
53	Who develops parliamentary glossaries, terminology, vocabulary for the Kenyan Sign Language	Kenyan Sign Language research Project	deaf people	The Deaf users of sign language on encountering a new term they develop a sign and I enquire from them.	Deaf people

	Interpreters of the Kenyan National Assembly?				
54	How do the Deaf access meanings to these terms?	By referring to the Oxford Dictionary	deaf people acess [access] the meaning through socializing between themselves i in their churches and also when they meet in seminars etc.	On encountering a new term they find the meaning and develop a sign based on the meaning	Its easy to establish the meaning if you follow the contents of the discussions
55	**Personal:**	There is a sign			
56	Where did you study Kenyan Sign Language?	Emmanuel Church of the Deaf Kenyan Sign Language Research project	Nairobi university	Should have asked where did you study interpreting? At the Kenyan Sign Language Research Project (UoN) for a basic course. Started practicing interpreting in a small way. Sponsored for a two-year training by the Danish for Sign Language Interpreting and Training	I learned Kenyan Sign Language in high school but also took a 6months interpreting course at KSLRP
57	For how long did you study Kenyan Sign Language?	I [it] took me nine months i.e. being in class then another one year to perfection my skills	I started in 1995 with a missionary-joined nairobi university after finishing my	Basic-4 months but I was spending 12 hours a day with the Deaf pple so I was able to grasp a lot of the language through interaction. I am still learning a lot from deaf pple esp when new terms	Studied Kenyan Sign Language for four yrs the 6months interpreting

			high school. And since ksl is a developing language am still learning new words	come up.	course
58	Level of Education	Diploma holder in social science	School Certificate and Diploma in psychological councelling (counselling)	University Level. B.A. in Communication and Sociology Majors	BA Sociology
59	Have you developed new Kenyan Sign Parliamentary Vocabulary?	No	Deaf are the Ones responsible to develop	The Deaf persons are the ones that help us develop vocabulary	Yes
60	If so, have you managed to disseminate this new Kenyan Sign Parliamentary Vocabulary?	No	Yes, Once we know we inform the others and use it	On encountering a new term, I spell it then consult Deaf pple who give me a sign.	Yes we I
61	Where?	No	In Seminars	As the deaf interact, the sign is acquired by other deaf sign language users	We take advantage of being on air and when we create a new sign we can easily spread it

| 62 | In terms of the linguistic challenges encountered, what would you suggest towards enhancing Kenyan Sign Language interpreting at the Kenya National Assembly? | All the new signs should be documented to help the upcoming interpreters 2. Sign Language Interpreters should closelly *[should work closely]* with Deaf Organisation to build their signing skills | Interacting more with parliament and with the parliamentary litreature *[literature]*. Written information in what is being talked about would assist in interpretation. Advance Literature on the proceedings. Interpreting from the parliament itself Rather from miles away. Getting more training on parliamentary proceedings. | Most important is for interpreters to read read read! widely because parliament discussions are diverse, they could be talking abt different subjects. -Increasing background knowledge is key for this setting. Background info- e.g. Interps should be provided with the order papers in advance to familiarize with the content. Interpreters would perform better if they were working within the National Assembly. It would be easy to get answers to questions before hand & this would enhance their understanding because they would read in advance. When answering qstns, the qstn is not read to the viewers thus having it in advance would help the interp get the gist of the qstn. | 1. Interpreters to familiarize themselves with parliamentary vocabulary and standing orders makes interpretation easier if one understands the contents of what is being talked about. 2. Be proactive in creating new signs for new words and sharing that with he Deaf community. |

Appendix IIIb Questionnaire 2

	Questionnaire 2 Kenyan Sign Language Interpreting at the Kenya National Assembly	Please delete as appropriate	ANSWERS (Please write as much as you wish)	KSLI-2	KSLI-3	KSLI-4
1	Name: optional		*[KSLI-1]*	*[first name was indicated but is now replaced by KSLI 2]*	***[KSLI 3]***	*Name was indicated [KSLI 4]*
2	Age: optional			35	Over 35years but below 40	
3	Would you remember the first day you interpreted the proceedings of the Kenyan National Assembly?	YES/NO	YES	YES/NO	Yes	Yes
4	Which day was it?	Day, Date, Month Year	MAY 10 2011	Day, Date, Month Year feb/2012	wed at 2.30 pm on the week of the feb 2011	feb 2011 cant remember the exact day
5	Did you know any parliamentary	YES/NO	VERY FEW	YES/NO	Some	not much

	glossary/term?					
6	How had you obtained the glossary/term and from where?			From interpreting in Many times parliamentary proceedings. thats where i learned	I only knew a few terms I had learnt from deaf people whenever we had discussions about parliament	most of the parliamentary terms are terms related to law and having worked for the judiciary before i could relate to most of them.
7	Did you have signs for this parliamentary glossary/term?	YES/NO	YES BUT NOT ALL	YES/NO	No, there were more that I did not have	No
8	How had you obtained the signs and from where?		FELLOW WORK MATES AND THE DEAF COMMUNITY	From my couleges	Consulted deaf consumers involved in SL research	the signs were obtained gradually through consultation with organisations like Kenyan Sign Language research project and the many deaf people we work with.
9	Did you have a list of parliamentary glossary/terms?	YES/NO	NO	YES/NO	NO	not documented.
10	How had you obtained this list of		N/A	From interpreting		

	parliamentary glossary/terms and from where?				
11	Were you aware of the signs for these parliamentary glossary/terms?	YES/NO	YES FOR SOME OF THE TERMS	YES/NO	NO	like i said earlier signs have been developed gradually initially we would fingerspell most of the vocabularies that do not have signs.
12	How and where had you learnt these parliamentary glossary/terms?		COLLEAGUES AND THE DEAF COMMUNITY	From listening and ineterpreting	My first assignment in parliament for me was like "baptism of fire" I had to do a lot of research after the first assignment	
13	On that first day, would you remember terms you had problems signing?	YES/NO	YES	YES/NO	Yes	i cant remember exactly what terms were used but i remember we would fingerspell a lot
14	Please list those terms		ORDERS, PETITION, MOTION, STANDIN	Motion Standing order Article Point of order	Matter is subjudise, standing orders, adjourn sine die,	

			G ORDERS, COMMITTEE OF THE WHOLE HOUSE			
15	Do these terms now have signs?	YES/NO	PARTLY YES	YES/NO	Some	
16	If no, how do you go about signing/explaining them?				Interpreting the meaning	you dont need to explain them you only need to fingerspell the name and later consult with deaf people to be able to create sign for it.
17	If yes, where did you obtain these signs from?		DEAF COMMUNITY	Deaf community	Researched and consulted deaf people	all signs are created by the deaf community and us who are sign language users. therefore we would write down most of the names we didn"t have signs for and discuss them with the deaf people.
18	Do you now have a list of parliamentary glossary/terms	YES/NO	NO	YES/NO	Yes, in my long term memory	YE/NO
19	Please list them		N/A	Motion Stading order Act Putting question Article	Motion of adjournment, procedural motion, petition, petition, order of	sergeant [*seargeant*] at arms, order, mr speaker, standing orders, motion, august house etc.

						the day,	
20	Do all these parliamentary glossary/terms have signs?	YES/NO	NO	YES/NO	Yes	yes now they do.
21	If no, which ones do not have signs?		N/A			
22	If no, how do you go about signing/explaining them?		SPELLING SOME OF THOSE WORDS		I explain some terms that have no signs	
23	If yes, how and from where/whom and when did the glossary/terms obtain signs?		N/A	From interpreting parliamentary Proceedings and listening keenly	Through consultation with deaf consumers	again through lots of consultation and discussion with deaf people
24	Have you personally created any sign for any parliamentary glossary/term?	YES/NO	NO	YES/NO	NO	i believe i have done a few, and I have also created sign names for parliamentarians.
25	If yes, please list		NO			
26	If yes, what		NO		Creating a sign	one the general reasons why signs are

#	Question					
	made you create the sign for the parliamentary glossary/tem?				without consulting deaf consumers is counterproductive, you will not be communicating	created is to reduce the many times one has to fingerspell all the new names that do not have signs which in return makes interpreting flow more easily
27	If yes, have you documented and disseminated the created sign for parliamentary glossary/term?	YES/NO	NO	YES/NO	The Deaf consumers I consult disseminate the sign themselves	no documentation as far as i know its only now that sign language resource center an organisation that I founded with some friends who are also interpreters, is working on documenting the parliamentary glossary
28	If no, who uses the sign, besides yourself?		THE DEAF WHO ARE THE CONSUMERS OF KENYAN SIGN LANGUAGE			
29	If yes, to whom, where, how and when have you documented and disseminated the sign for parliamentary glossary/term?		NO			even if not documented so far signs spread like bushfire especially in is case where they are being used on media. its very easy to create a sign and inform people that u will use that sign for a particular thing that day, so as to avoid spelling the name of that thing every time its mentioned and that way many times those signs stick

						and they end up being adopted as the official signs for that particular name.
30	Are you aware if any of your colleagues has created signs for parliamentary glossary/terms?	YES/NO	NO	YES/NO	NO	yes.
31	If yes, do you use them?	YES/NO	NO	YES/NO		Yes
32	If yes, please list		NO			i may not be able to list down what has been created by who at this point because like i said before most of the signs are not documented.
33	Are there still many parliamentary glossary/terms without signs?	YES/NO	YES	YES/NO	Yes	Yes
34	If yes, how do you solve this problem?	YES?NO	SPELL THE WORDS	YES?NO Through fingerspelling	I spell some of them or explain the meaning if possible	changes always comes with new challenges. now we have two houses the senate and the national assembly even from the names we dint have the senate before and therefore dint have a sign for it but now we do and we already have a sign for it.we are just doing the same thing we did when we started having sign language interpretation for the national assembly back in 2010,consulting

						with the deaf community and especially with Kenyan Sign Language research project which has been very supportive with this work.
35	Please describe briefly the changes which have occurred to your interpreting at the Kenya National Assembly in the course of the period you have been interpreting		AM ABLE SIGN THE LEGAL TERMS WITH EASE.	We are now interpreting both national assembly and senate we have also more members debates sometimes are long	I have learnt to capture the message and only to details when time allows. I have also broadened my knowledge in diverse areas because diverse issues are discussed in parliament and as a result, my skills have improved	everytime you try something new,it definately brings alot of changes, having worked for the national assembly has made me develop alot of ideas of ings that can be done in sign language for istance i have founded an organisation called sign kanguage resource center which is already workig on documenting all the signs used by the legal fraternity,it also made me realise the many more areas where this service is a necesity but is not provided and am in the process of enrolling aproject that will provide interpretation services to deaf people in health care facilities.
36	Please suggest ways in which you believe signs could be created for parliamentary glossary/terms		NEED FOR THOROUGH RESEARCH ON KENYAN SIGN LANGUAGE AND COMING UP WITH LOTS OF SIGN	Through the deaf community	Conducting a workshop with some deaf consumers from different counties, sharing the terms with them and	i dont think there is abetter way than the way we have been doing it although we could do it much better and have it documented if we could get support for the same from our government and maybe other aids.

			LANGUAGE DICTIONARIES		allowing them to come up with signs	
37	Do you still interpret the proceedings of the Kenya National Assembly?	YES/NO	YES	YES/NO	YES	no but am still working very closely with the interpreers who do since Am an official with the interpreters asociation.
38	If yes, how often do you interpret the proceedings of the Kenya National Assembly?		FOUR TIMES IN A WEEK (TUESDAY, WEDNESDAY MORNING AND AFTERNOON AND THURSDAY)	During all the parliamentary proceedings until resses	Four times a week: Tuesday afternoon, wed morning and afternoon and Thursday afternoon.	when i did i had 4 sessions every week. i.e tuesday to thursday.

Appendix IV: Hand written responses to Questionnaire 1

Appendix V

The following is taken from
http://interpreters.free.fr/simultaneous/copingtacticsgile.htm 23.05.2013.21h50:

"This extract is taken from pages 191-201 of Daniel Gile's excellent "*Basic Concepts and Models for Interpreter and Translator training*", 1995, Benjamins of Amsterdam.

Basic Concepts and Models for Interpreter and Translator training 1995. Benjamins.

Coping Tactics in Interpretation

1**. Introduction**
In spite of interpreters" preparation strategies, problems do arise in interpreting situations (see Gile 1989) because of processing capacity limitations (as ex-plained in chapter 7), errors in processing capacity management, and gaps in the interpreters" Knowledge Base. Many of these problems can be said to be unavoidable, as shown by the fact that they are encountered regularly even by interpreters with a solid reputation and long professional experience. Interpre-tation has been referred to by some professionals as "crisis management," and in the light of interpreters" daily experience, these are apt words to describe an aspect of interpreting which is virtually unknown to the public at large.
Difficulties affect both comprehension and production, often through failure sequences as explained in chapter 7. When interpreters are aware of such problems, they tend to use a rather small set of tactics to limit their impact.
Coping tactics are a very fundamental practical skill in interpreting. Basically, they are taught within the framework of practical exercises. In most training programs, this is done by trial and correction, with trial on the student's part and corrections from the instructor. Such corrections are gener-ally normative; instructors sometimes refer to the communication impact of the tactics in order to explain their preferences, but are not necessarily aware of other factors which influence them.
This chapter attempts to provide instructors with a list of basic coping tactics for a general view of the issue. It also presents a conceptual framework which spells out the advantages and drawbacks of each tactic, and discusses a few rules which may help explain what makes interpreters prefer one tactic over the other beyond their individual merits.

2. **Tactics in simultaneous interpretation**

2.1 **Comprehension tactics**

The following are the main tactics used when comprehension problems arise, and when they threaten to arise under time-related or processing capacity-related pressure.

a. **Delaying the response**

When a comprehension difficulty arises, interpreters may respond immedi-ately with one of the other tactics presented below. However, they may also delay their response for a while (a fraction of a second to a few seconds), so as to have some time for thought while they receive more information from the source-language speech. After a while, they may have solved the problem entirely, or else they may decide to resort to another tactic.

Because of its very nature, the Delay tactic involves an accumulation of information in short-term memory, and is associated with the risk of losing speech segments in a failure sequence as outlined in chapter 7.

b. **Reconstructing the segment with the help of the context**

When interpreters have not properly heard or understood a technical term, name, number, or other type of speech segment, they can try to reconstruct it in their mind using their knowledge of the language, the subject, and, the situation (their extralinguistic knowledge).

The reconstruction process is an integral part of speech comprehension in everyday situations as well. It is defined as a tactic in the present context when it becomes a conscious endeavor, as opposed to an ordinary, subconscious process.
If successful, reconstruction can result in full recovery of the information.

However, it may entail some waiting until more information is available and require considerable time and processing capacity. Like the Delay tactic presented above, it is associated with a high risk of saturation and individual deficits. Reconstruction from the context can therefore not be considered a high-priority tactic.

c. **Using the boothmate's help**

In simultaneous interpretation, there are theoretically at least two interpreters in the booth at all times. One is active (producing a target-language speech), while the other is passive (listening, but not speaking). The passive colleague, who can devote full attention to listening, has a better chance of understanding difficult

speech segments than the active interpreter, whose processing capac-ity is being shared by the three Efforts. Moreover, on the production side, the passive interpreter can consult a glossary or another document, which takes up much time and processing capacity, and then give the information to the active colleague, generally in writing. The presence of a passive interpreter in the booth is therefore a major asset to the active interpreter.

The active interpreter can ask for the passive colleague's help with a glance or a movement of the head. In teams that work well, the passive interpreter will sense a hesitation in the active colleague's speech and under-stand there is a problem. He or she can also anticipate problems and write down names, numbers, technical terms, etc., without even being asked for help. When the problem is terminological, the boothmate will generally indi-cate to the active interpreter the target-language term if possible, so that it can be used for reformulation. When the problem lies with a single word, name, or number, the passive boothmate can also write it down in the source language for the benefit of the active interpreter who did not hear it correctly. It is much more difficult, however, to explain an idea efficiently, because the active interpreter does not have time to read a long explanation.

This tactic is a very good one because it does not cost much in time and processing capacity, and pooling the knowledge and intelligence of two per-sons, one of whom does not have to divide attention between listening and other tasks, provides a better chance of finding the information than using the resources of only one person.

However, in order for the tactic to work, the passive interpreter must be not only physically present in the booth, but also available and willing to make the effort and help the active colleague. This situation does not always occur:

• Because of the intense effort involved in interpreting, interpreters strongly feel the need for rest. In teams composed of two members per target language, when conditions are difficult, interpreters tend to leave the booth as soon as they have finished their active duty and only return when they are on again, or else they may stay in the booth but shut themselves out and rest.

• In conferences in which papers are to be read, documents are often given to the interpreters at the very last moment, and presentations are allocated individually to each member of the team. In such a case, all interpreters are busy reading their paper or interpreting, and no help is available to the active interpreter from other team members.

• For psychological and sociological reasons, including the awareness of one's weaknesses and some associated frustration, interpreters may feel vulnerable and not want other colleagues to sit with them and listen while they are working.

It is important for teachers to point out the practical value of cooperation between interpreters, as well as its importance in the framework of profes-sional ethics aiming at offering clients better service. The practical aspects of such cooperation, involving in particular large and legible handwriting, should also be stressed.

 d. **Consulting documents in the booth**
When there is no passive colleague in the booth, interpreters can look for solutions in documents they have before them. The efficiency of this tactic varies greatly: looking for a term in a com-mercial dictionary may require much time and processing capacity, but finding an important word in a document that was read and marked before the confer-ence can be very fast. This is why it is important to pay attention to both the preparation of documents and their management in the booth. Instructors should show students how to make important names and terms stand out for quick reference, using highlighters or other means. Writing important techni-cal terms and names on a sheet of paper in front of the interpreter (beside the glossary prepared for the conference) is another way of making them readily available. In particular, documents should be laid out in the booth, sorted, and marked in such a way as to minimize the time needed to access them and to recognize their identification numbers or titles, possibly with different stacks for each language, sorted by numerical sequence, type of document, etc.

2.2 **Preventive tactics**
The following tactics are used when time or processing capacity pressure is such that the interpreter believes a problem may arise or is about to occur. The idea is to limit the risks of failure.

a. **Taking notes**
When the speech contains figures and names that interpreters feel they may forget and that they cannot reformulate right away for syntactic reasons, they may take them down in notes. While affording greater security as regards the items which are taken down, this tactic entails a high cost in time and process-ing capacity, which increases the risk of losing other items of information that come before or after those written down (this is an interference phenomenon, as explained in section 3). The risk is reduced significantly when it is the passive colleague who writes the information for the active colleague.

It is interesting to note that when translating in simultaneous from and into Japanese, some Japanese interpreters take down not only numbers and names, but also other information which Westerners generally do not write (in this case, it is often the passive interpreter who takes down the information for the active colleague). The reason given by them is that syntactic structures differ greatly between Japanese and other (mostly Western) languages, which leads to much waiting before the reformulation of any specific part of a sentence, hence a possible overload of short-term memory and an increased risk of losing information (see chapter 9).

b. **Changing the Ear-Voice Span**
By changing the Ear-Voice Span (EVS), that is the time lag between compre-hension and reformulation, interpreters can control to a certain extent the processing capacity requirements for individual Efforts. By shortening the lag, they decrease short-term memory requirements, but deprive themselves of anticipation potential and run the risk of misunderstanding a sentence and driving themselves into target-language sentences which will be difficult to complete. By lagging further behind, interpreters increase comprehension potential, but may overload short-term memory.

Teachers sometimes advise students to try to lengthen or shorten their EVS in specific cases, but there does not exist a clear-cut, consistent theory or set of operational rules on the subject. It seems that EVS regulation is learned with experience; I believe that this is the single largest benefit derived from practice in simultaneous interpretation during initial training.

c. **Segmentation**
When faced with potential overload of memory, as with a source language and a target language that are syntactically very different, with embedded structures in the source language, or with unclear sentence structures, interpreters may choose to reformulate speech segments earlier than they would normally do, sometimes before they have a full picture of what the speaker wants to say. In such cases, they may resort to neutral sentence beginnings or segments in the target language that do not commit them one way or another. For instance, in a source-language sentence expressing a causal relationship such as:

Because of the complex character of equation (2) as shown above, compounded by the difficulty of finding a unique solution to equations (3) and (4) which correspond to a steady state system ...the interpreter can say in the target-language something like: Equation (2) as shown above is complex. Equations (3) and (4) describe a steady system. It is difficult to find a unique solution to them.

While interpreting these segments, he or she will keep in mind the causal nature of the relationship, which will eventually be expressed by "Therefore ...." Segmentation can save short-term memory capacity requirements by unloading information from memory faster. On the other hand, the very formulation of several grammatically complete short sentences instead of one may involve higher processing capacity requirements in the Production Effort. Recommendations should be given on a case-by-case basis. d. Changing the order of elements in an enumeration

Enumerations are high-density speech segments that impose a high load on short-term memory. One tactic often observed consists of reformulating the last elements first so as to free memory from the information, and then to move on to other elements. To my knowledge, no analysis has yet been performed as to why this should reduce Memory Effort load. One possible explanation is that by reformulating the last elements first, it is possible to pick them up before they have been processed in depth and integrated fully into the semantic network, thus saving processing capacity. This tactic may work best with names, which can be reproduced from echoic memory (memory of the sound), or with terms which are easily transcoded; it may not be very effective if such elements cannot be transcoded or reproduced phonetically and require more processing capacity anyway.

2.3 **Reformulation tactics**
The following are tactics used in reformulation in order to eliminate the potential consequences of production problems or short-term memory problems. The first three are the same as presented in section 2.1 on comprehension tactics.

a. **Delaying the response**
This is the same tactic as used in comprehension, the idea being that the waiting period is used for a subconscious (or conscious) search for the missing term or sentence structure. As with the case of comprehension, the waiting entails a risk of short-term memory overload, as well as a possible increase in processing capacity requirements in the Production Effort when the informa-tion is eventually reformulated-because of the backlog that has accumulated in the meantime.

b. **Using the boothmate's help**
As can be inferred from the descriptions in section 2.1, the boothmate's help is more often given in the form of indications for reformulation than as explana-tions of what was said, which is reasonable in view of the strict time constraints involved.

c. **Consulting documents in the booth**
Whenever possible, documents are used in the booth for reformulation, in particular where glossaries and dictionaries are concerned.

d. **Replacing a segment with a superordinate term or a more general speech segment**
When interpreters find themselves incapable of understanding a speech seg-ment or reformulating it in the target language, one possible solution is to reformulate the message in a less accurate manner by using a superordinate in the case of a single word, or by constructing a more general segment in the case of a whole clause or sentence: "la streptokinase" may be reformulated as "the enzyme," "Monsieur Stephen Wedgeworth" as "the speaker," "deux cent trente trois millions" as "about two hundred and thirty million," "DEC, IBM, Hewlett Packard et Texas Instruments" as "a number of computer vendors," etc.

This tactic, which requires little time, implies loss of information in the target-language speech. This, however, does not necessarily mean that the information is lost for the delegates; it may be repeated in another sentence in the speech, or be already known to the delegates.

e. **Explaining or paraphrasing**
Interpreters may understand a term but not know the appropriate equivalent in the target language, in which case they can explain it. For instance, in one conference, the data processing term "tableur" (spreadsheet) was interpreted as "the program which defines rows and columns and allows calculations to be made."

This tactic can be efficient informationally but has two drawbacks: one is the large amount of time and processing capacity it requires, and the other is the fact that it may draw the delegates" attention to the fact that the interpreter does not know the proper term in the target language, possibly lowering his or her credibility and reducing the impact of the speech accordingly.

f. **Reproducing the sound heard in the source-language speech**
When encountering a name or technical term which is not known or recog-nized, the interpreter may try to reproduce the sound as heard. This is not an "intelligent" tactic insofar as it does not call for complex cognitive operations, but it can be efficient: if they know the name or term, delegates may hear it as it should have been pronounced, without even noticing that the interpreter has a problem. On the other hand, the approximation may also be heard and perceived as a distortion of the information, which may not only generate loss of information, but also discredit the interpreter.

g. Instant naturalization

When interpreters do not know the appropriate term in the target language, they may naturalize the source-language term, adapting it to the morphologi-cal or phonological rules of the target language. For instance, in a conference, the term "télédétection" (remote sensing) was rendered in English as "telede-tection." Similarly, the English computer term "driver," as applied to a soft-ware program that helps operate a device such as a printer from a computer, or as applied to the physical unit that runs floppy diskettes, was translated into French as "driver" (pronounced "dreevair"), and into Japanese as "doraibâ."

This tactic may prove very effective in three cases:

1. When the source-language and target-language lexicons are mor-phologically similar, as for example is the case in English and French medical terminology.

2. When there is much borrowing of terms in the particular field from the source language to the target language. This is the case in particular of data processing, where English is a loan language for most other languages.

In these first two cases, the tactic often results in terms that actually exist in the target language, as such naturalization may have been conducted previously by experts who needed the terms for their daily activity (as in the case of the naturalized French version of "driver" cited above), and may have produced the same target-language creation.

3. When delegates read much material in the source language. In such a case, they often recognize the naturalized terms, which are likely to sound similar to the way they pronounce the words in the source language when reading.

h. Transcoding

Transcoding consists of translating a source-language term or speech segment into the target language word for word. For example, in the field of accounting, the English term "maturity date," the equivalent of which is "date d''échéance ", was interpreted as "date de maturité".

This tactic can be very efficient in the same cases as naturalization. Like naturalization, it can also lead to existing target-language terms; in various fields, many terms have been created by such transcoding by experts, just as many terms have been created by phonetic naturalization. Even when trans-coding does not lead to an existing target-language term, it may facilitate comprehension for the delegates because of the semantic indications the newly created term carries. For instance, in the field of dentistry, the English term "mandibular block" (a type of

anesthesia) was interpreted as "bloc mandi-bulaire", whereas the appropriate term was "tronculaire". Delegates said afterward they had no trouble understanding "bloc mandibulaire", even though it bore no similarity at all with the appropriate French term.

i. Informing delegates of an interpretation problem
When interpreters believe they have missed an important piece of information, they may decide to inform the delegates of the loss by stepping out of their role as the speaker's alter ego and saying for instance "... and an author whose name the interpreter did not catch," or "... the interpreter is sorry, he missed the last number." When this happens, delegates may fail to react, but they can also ask the speaker to repeat the information, either during the session itself or during a break.

This tactic is not used very often. One of the problems is that it takes up much time and processing capacity, and may therefore jeopardize the reformu-lation of other speech segments. Moreover, it draws the delegates'' attention to the interpreter's problems. This has two drawbacks: first, delegates are inter-ested in the speech, not the interpreters and their problems; second, by drawing the delegates'' attention to his or her problems, the interpreter may lose credibil-ity, and therefore also indirectly weaken the impact of the speaker's message.

To sum up, if important information is missed, interpreters consider it their ethical duty to inform delegates rather than gloss over it, but if the information is insignificant, or if informing the delegates may do more harm than good, they choose another tactic.

j. Referring delegates to another information source
In specialized conferences, much of the information is given not only by the speaker, but also in written handouts and on screen, via slides and overhead transparencies. When encountering comprehension or reformulation difficul-ties, the interpreter can refer delegates to "the figures/names/equation etc. on the screen/in your handout," etc.

k. Omitting the information
Interpreters may miss information without even noticing it because they did not have enough processing capacity available for the Listening and Analysis Effort when the speech segment carrying it was being uttered. They may also omit it because it disappears from short-term memory. The omission tactic refers to the case where an interpreter deliberately decides not to reformulate a piece of information in the target-language speech.

Again, not all the information which was omitted in the target-language speech is necessarily lost as far as the delegates are concerned, since it may appear elsewhere or be known to the delegates anyway.

l. Parallel reformulation
When working conditions are particularly bad, and when interpreters feel it is imperative to continue speaking despite inability to listen, understand, and reformulate properly, they may invent a speech segment compatible with the rest of the source-language speech but not a faithful reflection of the problematic source-language speech.

This tactic is obviously an extreme one, to be used exceptionally and with the uttermost caution. I believe it should not be taught at the same time as other tactics. It is probably best left to the very end of training, when it is introduced very carefully, with explicit examples and strong emphasis on ethical consid-erations.

m. Switching off the microphone
This is another extreme tactic. Some purists advocate its use when working conditions are poor and interpreters feel they cannot do a decent job. In actual practice, this is a very rare attitude. For all intents and purposes, it can be said that this tactic is only implemented when working conditions are so bad that interpreters believe they can do no useful work at all, meaning that interpretation would be worse than non-interpretation. " unquote
http://interpreters.free.fr/simultaneous/copingtacticsgile.htm 23.05.2013.21h50

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