

THE UNIVERSITY OF NAIROBI

CENTRE FOR TRANSLATION AND INTERPRETATION

**NOTE TAKING AND DIRECTIONALITY: AN INVESTIGATION OF THE
EFFECT OF LANGUAGE CHOICE IN NOTE TAKING BY TRAINEE
INTERPRETERS**

BY

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DECLARATION

This dissertation is my original work and has not been presented for examination in any other university.

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Y62/13629/2018

This research has been submitted for examination with our approval as University supervisors.

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Date.....

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DEDICATION

To Christ Jesus

My Strong Tower

Without whom, I am lost and without hope.

To my children

Morris, Keziah and Austin

Barriers are made to be broken.... you are your only limit.

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ABSTRACT

This study set out to investigate language choice in note taking by trainee interpreters, errors arising from poor note taking and the impact of directionality in faithful rendition. To do so, the study analysed renditions by four respondents working into their A languages. From the analysis of collected data it was established that trainee interpreters prefer taking notes in their A language. The study found that trainee interpreters encounter difficulties when reading back their notes during reformulation. They therefore commit errors such as repetition, omission, replacement and addition which affect the accuracy of the message. Another observation was that directionality in note taking to a large extent affects performance. Although trainers and scholars recommend that trainee interpreters take their notes in the target language, most of the students will take notes in their A language. The study concluded that indeed that the choice of language in note taking not only affects rendition in terms of accuracy and faithfulness but the quality of delivery as well. Among the recommendations is that trainee interpreters should be encouraged to work into their other languages apart from the A language to give them a broader picture of the profession. While working into the A language is most comfortable, it should not be assumed that occasions will not arise in real life where one would be required to work into other languages.

ACRONYMS AND ABBREVIATIONS

C: Co-ordination

L: Listening and Analysis

M: Memory

P: Production

N: Note taking

M: Short term Memory operations

Rem: Remembering

CR: Coordination Requirements

LR: Listening Requirements

LC: Language Constituents

MR: Memory Requirements

PR: Production Requirements

TA: Total Available Capacity

TR: Total Requirements

OPERATIONALIZATION OF TERMS

SL: source language

TL: target language

Chunk: connected ideas or concepts that have been grouped together

Omission: leaving out or excluding a part of a speech or a chunk

Distortion: giving a misleading account or impression

Contresens (French): misinterpretation

Summarization: expressing the most important ideas in a short and clear form

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Interpreting can be defined as enabling communication between two or more people that speak or understand different languages. During this exercise, the interpreter re-expresses the speaker's ideas into the audience's language. This means the interpreter must have a good understanding of the language the speaker is using usually referred to as the source language. The interpreter must also have a good command of the language he/she is rendering the speech into referred to as the target language. However several scholars have slightly differed in their definition with some positing that it is an oral translation of oral discourse. (Baker, 2001:40). Anderson on the other hand says interpretation happens when a message originally coming from one language is repacked and re-transmitted in a second or third language orally (1978: 218). According to Seleskovitch, interpretation interpreting is verbally expressing things and ideas. This is accompanied by creating temporary linguistic equivalents that make sense to the hearer. (1978a: 87). This is critical because the speaker's message needs to get to the hearer as intended without any form of distortion. However, Pöchhacker (2004: 10) argues that in interpreting one disregards the oral contrast elevating immediacy. This is useful in other interpreting modes such as sign language interpreting and live subtitling among others. Here the oral aspect is not considered a unique feature.

All definitions considered it therefore becomes clear that a majority of scholars are in agreement concerning interpreting in that it is a reformulation of a speech from one language to another by use of an interpreter.

While most interpreters work into their dominant or first languages (A language), circumstances can force one to interpret into their second language, B language. Working into or out of one's dominant language is what is referred to as directionality. This can happen in situations where one may be acting as a go between of two people speaking two different languages that the interpreter is conversant with.

As Donovan, C. (2018) points out "a B language is by definition less versatile and flexible than an A language" and interpreters working out of their mother tongue find the process more tiring and stressful than into their mother tongue as they do not have

the same intuition and confidence of expression. Her research demonstrates that recordings of interpretations into B show a greater tendency to break down or become unusable.

However, opinion on directionality is divided, with teachers of interpreting in the West supporting the view that an interpreter works best into their A language because of the native-like quality of the target language production, whereas the Russian tradition supports the view that enhanced comprehension of the source language produces more accurate interpreting and therefore interpreters should work out of their A language (Gile, 2005). The lack of research to support these views, means that opinions are largely subjective, based on personal experience, tradition and ideology (Godijns & Hinderdael, 2005).

Interpreting is divided into four, i.e. Simultaneous, Consecutive, Whispered/Chuchotage and Sight Translation. (Baker, 2001:41). In simultaneous interpretation, the interpreter listens to a message in one language and renders it in another language almost simultaneously.

In this case, the interpreter is normally seated in a separated booth that is soundproof and hears the speaker through headsets. He re-expresses the message it into a language the audience understands through a microphone at almost the same time. There should be no gaps as the exercise takes place in real time.

The interpreter should be able to understand, quickly analyse and render the message simultaneously. There is no time to take notes. (Paneth 1957: 32; Seleskovitch 1978a: 125). Simultaneous interpreting is most common in conferences where speakers use different languages. Whispering interpretation occurs when only one or two delegates need the interpretation.

The interpreter sits next to the delegates and whispers in the required language. In Sight Translation an interpreter orally re-expresses a written document from a source language into a target language. The interpreter is not expected to interpret word for word but rather the ideas.

In instances where an interpreter is unable to find equivalents for particular terms, especially in medical reports and court documents the words may be left as they are. The oldest form of interpreting is Consecutive interpretation (CI), where the

interpreter takes notes while listening to the speech then renders the message in another language (that of the audience) after the speaker finishes their speech.

Consecutive interpreting has been in existence and was most dominant until 1940s. (Baigorri-Jalon, 2000). The message from the speaker may last from a few seconds to several minutes even upto to twenty minutes, though this is not very common. The speed and density of speech may vary with each speaker as well as the subject matter (Agrifoglio, 2004; Viezzi, 1993). CI involves intricate mental tasks of language perception, storage, retrieval, and generation. Seleskovitch, (1978) postulates owing to this complexity, a majority of interpreters consider CI more demanding than simultaneous. This may arise from the fact that all comprehension-oriented operations from the analysis of the speech which reaches the interpreter's ears through the identification of words (and quickly getting equivalents), to the final decisions about the 'meaning' of the utterance" are happening at the same time. (Gile, 1995: 162).Critical activities in consecutive interpretation are listening, understanding, analysing and note-taking (Jones, 2002). All these skills are set into motion at the same time.

This can possibly cause a mental overload to the interpreter since the capacity of the human memory is insufficient. In addition, due to these processes happening at the same time, it therefore becomes necessary to employ note taking to ease pressure on the interpreter, Kohl et al (2002). However at this point, it is possible that balancing note taking and listening at the same time can be an uphill task in which the interpreter could easily concentrate on note taking and partly ignore active listening.

This then means the interpreter will rely more on the notes during reformulation. Thus note taking would then be considered a distraction. However, according to an experimental study carried out by Lambert (1989) it has been proven that note taking enhances memorisation and learning. It also gives the interpreter an opportunity to rehearse the speech. What this does is that it rules out the notion of listening and note taking as interfering with each other. On the contrary, it appears to reinforce the two activities.

Nonetheless, other studies have shown that note taking during a very fast presentation may interfere with listening. At slower speeds, note taking on the contrary may enhance listening by increasing the concentration of the student.

1.2 Background to the Study

For over half a century, research in note taking in consecutive interpreting has yielded fruitful results. Some of the variables that have been investigated include the choice of form, language, retention and recall of ideas and the relationship between note taking and the interpreting task as well as other factors that determine the usefulness of notes. Interpreters and interpretation scholars have opposing opinions on note taking and how it should be done.

However it appears there is a general accord that during the time of memorising and taking notes, the interpreter decides what to write and what to memorise. This is a decision that varies from one interpreter to another. What is to be noted depends on the topic of the speech, the interpreter's language combination, personal preference of language, experience, training and their present stress levels. (Al zahran, 2007). Literature generated by scholars in note taking can be divided into two; prescriptive and descriptive. Some of the prescriptive works include well known note taking systems and principles. (Kirrchoff 1979; Rozan 1956/2002).

Francois Rozan is well known in literature on note taking, in fact he is considered the father of note taking. His principles on the subject include noting the idea, not the word, links, symbols, abbreviation, verticality, negation and emphasis.

It is interesting how interpreters determine the language they will take their notes in. Some scholars recommend a system that is language-independent particularly suggested by Matyssek (1989). This scholar argues that when this ideal cannot be achieved, the interpreter's mother tongue is given priority or is preferred because of its status as the better mastered language. Other authors in the field of note taking however suggest using the language the interpreter is expected to work into i.e. the target language, Herbert (1952), Rozan 1956; Seleskovitch (1975). This is considered the better option because then the interpreter will have dealt with the difficult task of analysis. On the other hand, there are yet others who argue that using the source language may be a better choice. Alexieva (1993); Gile (1995). Those who recommend using the target language argue that it lucidly forces the interpreter to detach themselves from the incoming speech. This ensures better processing of the speech. Additionally, writing in the target language is thought to facilitate an enhanced production of the target speech.

‘Seleskovitch also notes a lot of discrepancies between interpreters in as far as their choice of language is concerned. She points out that in some notes, the source language dominates, in others the target language is dominant, yet in others, there’s a balanced mixture of both languages (Seleskovitch 1975: 158)’. In spite of this disagreement on the question of language choice, there is general consensus that source language and target language are the relevant language choices for note-taking in consecutive interpreting. (Ilg & Lambert 1996, Kalina 1998 and Dam, in press). Considering that ideas rather than words are noted down, practicing interpreters with vast experience in the field rely on their system of symbols developed over time, to reformulate their speeches without necessarily thinking much about language. However, for trainee interpreters who are yet to master the use of symbols, the question of language choice is inevitable.

Moreover, Gumul, E (2007), in his argument states that managing cognitive demands (capacity) in CI is a delicate balance. This is because such demands as comprehension and production put pressure on the interpreter.

He continues to say that during CI, saturation is likely to occur during listening and note taking which is usually the first phase of the speech. This can be attributed to the cognitive skills at work at that particular moment and the need for balance.

During reformulation, which is the second phase, the risk of overloading due to a high density of the speech over time’ is almost nil.(Gile 1997: 203).

This, in his explanation is simply because while the source-language text is undergoing reformulation, there is no further effort required at that time. Therefore, if it so happens that the execution of one of the tasks is delayed, the risk of information loss is zero. (Gile 1997).

Consequently, the interpreter is spared the need to split his/her attention and can thus concentrate on processing the given speech segment.

However, the listening and analysis phase might pose considerable challenges because understanding the speech happens at the same time with note-taking.

This makes the three Efforts of Listening and Analysis, Production (of notes) and the Short-Term Memory Effort) compete for resources. As a consequence note-taking

becomes a capacity consuming constituent. Ultimately then, successful processing capacity and time management in CI largely depends on note-taking skills developed by individual interpreters. The mastery of this skill as a matter of fact, thus can either facilitate or obstruct the coordination of the required Efforts, as reported by Mead (2000). According to him, the final output (production) was inferior or not upto standard as a result of the difficulties interpreters experienced in reading back their own notes.

1.3 Statement of the Problem

Seasoned or professional interpreters take notes in the source, target and several other languages coupled with symbols during consecutive interpreting. They argue that as long as the notes can be read back, then it really does not matter what language is employed in note taking. Thus for them directionality is not a problem because they are seasoned.

A lot of literature on the subject of note taking has until now focused on the choice of language. The literature has offered prescriptive suggestions to trainee interpreters regarding ‘the best alternative’ of language choice in note taking. However, the studies do not explain how the different language choices affect renditions especially among the trainee interpreters. This information is necessary as trainee interpreters are able to evaluate their options and make the relevant choices based on this.

Note taking in, (CI) is introduced to trainee interpreters to help them render accurate and faithful speeches. The language in which students take notes is important in determining the fidelity of a speech during reformulation

Preliminary results indicate that trainee interpreters show difficulties in reformulation when reading back their notes. This is inspite of even where all the information has been captured. The difficulties can be attributed to the language (SL or TL) in which the notes are taken, that is, directionality. This study therefore sought to investigate how language choice in note taking among trainee interpreters affects the overall and faithful rendition of a speech.

1.4 Objectives and Research Questions

This study was guided by the following objectives:

- i. To investigate language choice by trainee interpreters during note taking
- ii. To discuss the errors arising from poor note taking by trainee interpreters
- iii. To assess the impact of directionality in note taking and the faithful rendition of the message.

This study set out to answer the following questions:

- i. What language do trainee interpreters take their notes in?
- ii. What types of errors do trainee interpreters make during note taking?
- iii. To what extent does directionality affect faithful rendition of the message by trainee interpreters?

1.5 Rationale of the Study

Trainee interpreters often face difficulties when delivering a consecutive interpretation. Listening, understanding, analysing and taking notes at the same time is no mean feat. Furthermore the interpreter must deliver the message in a different language with a high degree of accuracy and without taking too much time. Any omissions, additions or contradictions can have lasting effects on the rendered speech. This may also portray the interpreter as half baked, unprofessional or clumsy. To surmount these challenges the interpreter must then devise a way that will help in the best possible way to deliver an accurate rendition. While Francois Rozan has shared useful principles for note taking, students still face the challenge of reading back their notes and giving a faithful rendition. This arises from the way the notes are taken, that is using symbols and short words for negations, shifts etc. However the language in which the notes are taken also plays a role.

Trainers propose that interpreters use the target language in note taking for a better rendition. While this may be the ideal, most interpreting students find themselves in a fix and end up writing notes such that during the time of rendition, the speech is either incomplete, has omissions but of yet greater concern is that the students are unable to read back their notes and give all the information they noted.

This study argues that in most cases this has to do with the language used. Students may take notes in the source or target language. How this decision is determined is what this research investigated in the hope of helping future interpreting trainees make a deliberate choice in note taking to enable them better and wholly read back their notes during rendition. The study will also provide survival tactics for trainee interpreters through useful suggestions that will enable them include information that has been captured during reformulation.

1.6 Scope and Limitation

The study was limited to four current Masters of Interpretation students at the University of Nairobi as sources of data. This was informed by the fact that no other learning institution in the country as well as the region offers a similar course.

1.7 Literature Review

Note-taking for consecutive interpreting has been discussed widely in a variety of studies. The influential works of Rozan (2002), Seleskovitch (1975) or Gillies (2007) have been part of this debate. The facet of language choice in note-taking has also been deliberated. The focus has mainly the relation between source language and the target language. Jones (1998) or Dam (2004). This is evident especially for purposes of training where students need guidance on the better option during exercises.

Chmiel, A. (2014) in an experimental study for trainee interpreters in consecutive interpretation discovered that a majority of students asked to interpret a text into their B language focussed on correctly writing down numbers, applied visualizations as mnemonics and stuck to well-structured layout principles. The scholar does not clearly indicate the language in which the notes were taken but rather how the notes were taken. A very probable reason for this would be that the notes may have been taken in either the source or target language. Preparing notes for consecutive interpretation requires a significant amount of summarisation of the text in order to convey only the most important aspects of it. When notes are taken according to a few simple laid out rules, the arrangement itself can be assumed to act as a visual stimulator or trigger for the memory in as far as the logical structure of the speech is concerned". (Gile 2009:176). In Gillies (2005:7), this proposition is clear in the works of Rozan, who is also referred to as the father of consecutive interpreting. He lists the basic rules as seven principles that simplify an interpreter's work. The

principles are noting the idea and not the word, abbreviation, links, negation, emphasis, verticality and shift. The art of consecutive interpreting is to grasp the *essence of the meaning* and to jot down a word or a symbol to represent and ultimately recall that meaning. (A.T. Pilley quoted in Seleskovitch 1975: 131; emphasis added).

It makes no sense to take notes and get stuck when reading them back. To succeed in this effort it is necessary then to take the notes in a friendly language, one that is easy to work with. Seleskovitch, in particular, espouses an approach that is language-independent. She says that it is unrealistic to attempt to come up with a note-taking system that is independent of any natural language. This is because one would need to aim for a level of concepts that correspond to a universal language.

On the other hand, if we understand the place of language in note-taking and its practicality, a language free note taking system becomes pointless. This is in view of what we need, which is a common reference system for two different natural languages.

Kirchoff (1979) does seem to support this argument when he says that a language of free note taking is no option. While symbols and other principles may be employed, what language is used is a major determinant for a faithful rendition.

All these views incline towards the general choice of language i.e. the choice of language for the entire noted text and focus on the source and text languages. The question of preparing “mixed” notes however comes to the fore. In this case the choice of language for the given ideas or expressions would largely depend on the linguistic features of expressions in the source language, or even on the features of the language itself. Otherwise put, it would be based on how convenient it would be at the time of taking notes.

Jones (1998: 60) states that interpreters for reasons such as convenience may choose to note things in any way they want. They could even use words from a third language, depending on their usefulness. This may arise from the fact that those words are very short and easy to note in that language. It could also be because the interpreter has lived for a long time in the culture of that third language. The same would go for trainee interpreters who in the quest to save time may use shorter forms

of some words in a third language. However the question of whether they will remember it's meaning during renditions is a point of concern. Sometimes trainees also use shortened words in the target language during note taking. This has proved a challenge in instances whereby during rendition the trainee fails to remember exactly what the shortened word stood for and ends up giving another word which may be out of context or they just cannot figure out completely what it was.

There are two positions adopted by researchers in this field – one group recommends using the target language, while the other advocates the use of the source language.

Dam (2004: 4) briefly summarises the arguments used by both groups: Those who recommend using the target language do so citing two reasons: one is that, the target-language rationally forces the interpreter to detach himself from the the incoming speech. This under the circumstances should ensure better processing of the speech. The second reason is that writing in the target language is believed to facilitate production of the target speech since analysis is ongoing alongside note taking. The relatively smaller group of authors who question the TL recommendation base their argument on the understanding that writing notes in the target language requires language conversion. This therefore adds to the number of functions that the interpreter has to perform during the listening phase. The first group, as Dam (2004:256) illustrates, advises using the target language.

Using the target language in note taking cannot be gainsaid (e.g. Herbert 1952; Rozan 1956; Seleskovitch 1975; Seleskovitch & Lederer 1989; Mikkelson 1983; AIIC 1994) because it is felt that this option gives the interpreter the opportunity to stay away from the source language speech allowing for better processing of the text. This in itself facilitates production of the target language speech.

However, regarding the language in which the notes should be taken, there are a few possibilities, i.e., interpreters can take notes in the source language, target language, in a mix of those two, in their mother tongue (regardless of whether it is the source language, target language, or in some cases neither of the two languages). It can also be in a third language. Without doubt the two positions in the field regarding the choice of language for note-taking appear to refer to the general choice of the language (i.e. the choice of the language for the entire noted text) and focus on two

languages – the source language and the target language” (Błaszczuk & Hanusiak, 2010).

The other position (using the source language) is represented by “Kirchoff, 1979; Ilg, 1988; Alexieva, 1993; Gile 1995” (Dam, 2004: 256). Its justification is that as language conversion takes place, the interpreter undergoes a mental overload in the first phase, i.e. the phase that is determined by the speaker, as opposed to the production phase (Dam, 2004:256). In addition, some trainers state that their students perform evidently worse when they take notes in the target language (Alexieva 1993), while others contend that students perform poorly when writing in the source language (Seleskovitch 1975 & Dam, 2004:256).

Preliminary results point to the fact that when the source language and A-language coincide, it becomes the preferred language choice for taking notes. However, when it is not so, the case, B-language (source language) prevails. When interpreting from B- to A-language, students tend to use the A language, sometimes a mix of boths and in some cases only source language.

While most interpreters work into their dominant or first languages (A language), circumstances can force one to interpret into their second language, B language. Working from one’s dominant language into a second language is what is referred to as directionality. This can happen in situations where one may be acting as a go between of two people speaking two different languages that the interpreter is conversant with.

Concerning directionality, different scholars and trainers think differently. Interpreting trainers in the West concur that an interpreter works best into their A language. The supporting explanation is that the language is native to them thus they do not struggle. The Russian tradition however argues that enhanced understanding of the source language gives a more accurate rendition hence interpreters ought to work out of their A languages.

(Gile, 2005). Due to lack of substantial research to support these views, opinions are therefore largely subjective, based on personal experience, others on tradition and yet others on belief (Godijns & Hinderdael, 2005).

Enthusiasts of A to B interpreting, posit that an interpreter's better understanding of their native language is useful and helpful in producing a faithful and reliable interpretation (e.g. Denissenko 1989; Williams 1995).

In recent years, debates on directionality in interpreting have inclined towards evidence based on empirical studies. Earlier they were based on the interpreter's personal experience or on research findings taken from other fields. (e.g. Russo & Sandrelli 2003; Godijns & Hinderdael 2005; Monti et al. 2005). A review of this still limited pool of available research seems to agree with both sides of the directionality debate.

In their study, Błaszczyk and Hanusiak (2010) mainly concentrated on the use of the third language in note-taking. This was derived from their own perspective and experience. Consideration is however given to the possible presence of the third language, which includes "non-symbolic expressions from neither the source nor target language". (Błaszczyk and Hanusiak 2010:3). They however take cognizance of the fact that the use of a third language is likely to elicit criticism and arguments not to mention the confusion it may cause the interpreter. Jones (1998: 60): Interpreters may nonetheless choose to note things in any way they want, just for reasons of convenience. This may be words from a third language, perhaps because those words are very short and easy to note in that language, or because the interpreter has lived for a long time in the culture of that third language.

The reasoning is that the third language may be highly personal, depending on the number of languages the given interpreter has mastered, their interpreter training leaning as well as professional experience. Individual preference could also be a determining factor. (Błaszczyk and Hanusiak 2010:3).

1.8 Theoretical Framework

The theories used in this research are the Efforts models and Gravitational model by Daniel Gile.

1.8.1 The Efforts Models

Interpreting scholars and trainers have used the efforts model to explain the efforts required during re-expressing a speech. This model outlines all the efforts required during interpreting and how they coordinate to enable an interpreter give a coherent

rendition while observing fidelity. According to the models, errors occur due to certain factors. Errors have nothing to do with an interpreter's lack of sufficient knowledge but rather because the cognitive resources required to performing adequately are not available. The resources are comprehension, memory storage or retrieval or production task which are needed at a particular time. This explains why a is able to take notes during a speech yet fail to read them back despite understanding the language. This is a clear indication of some failure in one of the cognitive skills.

Daniel Gile (2009) at the outset developed the Efforts Model for Simultaneous Interpreting. An identical principle was used to develop a Model for Consecutive Interpreting which happens in two phases; the comprehension phase which is listening and note taking and the speech reproduction phase which is reformulation.

Stage one: listening and note taking

Interpreting = L+N+M+C

L Listening and Analysis

N Note taking

M Short term Memory operations

C Coordination

Listening and Analysis Effort –This is about the interpreter understanding the spoken words and converting them into a meaningful message. The mere hearing of the sounds of words is useless if the interpreter's brain does not convert them into meaning.

In the Memory Effort storage happens as information is temporarily kept before further processing takes place. This stage is important as the interpreter can not rely on their notes alones but has to use their memory too. (Liu, 2008: 173). The third is the Production Effort which in consecutive interpreting, is divided in two production phases. The first is the moment in which the interpreter listens to the Source Language speech and takes notes and the second being the Target Language speech delivery.

The Coordination Effort is the last and most important. It is frequently compared to the air-traffic controller who though on the ground controls aircraft in the air. This calls for utmost concentration. For interpreting to take place, the interpreter must manage their focus of attention between the listening and analysis task and the on-going self-monitoring that occurs during performance (Leeson, 2005: 57). By self monitoring, one is able to listen to them self and tell when they say things that do not make sense. Once interpreters achieve this coordination point, they are able to perform the interpreting job in the most idealal conditions, since their skills are balanced with the task in question.

We can therefore say that smooth interpretation is dependent on smooth coordination. Though these Efforts may sometimes overlap, coordination essentially finds the balance between all the factors.” (Kriston, 2012: 81)

The Production phase is devoted to the production of notes.

Phase two: target –speech production

Interpreting = Rem+ Read + P + C

Rem: Remembering

Read: Note – reading

P: Production

C: Coordination

In Phase two, the Rem component is the set of mental operations devoted to recalling the successive parts of the original speech from long term memory and is thus different from the short term memory. At first, phase two may appear more difficult than the first phase because of long term memory and note reading. However if the notes were well taken, performance of Rem operations may actually reduce Rem processing capacity requirements.

During reformulation, the interpreter has no pressure on the processing capacity as there is no task giving high cognitive load. There are also no problems arising from accumulation of tasks which would translate into time pressure. This is especially so for seasoned interpreters. For trainee interpreters, it’s a different kettle of fish.

These conclusions support the tightrope hypothesis which explains that some errors do not happen as a result of the inherent difficulty from the corresponding source-speech segments, but result from the interpreter working close to processing capacity saturation. This makes them vulnerable to even small deviations in the available processing capacity for each interpreting constituent.

1.8.2 The Gravitational Model

According to Daniel Gile (2009) language availability is vital in speech comprehension and production. Insufficient language availability may strongly contribute to cognitive saturation and interpretation failures. To explain this concept, Giles thus developed the gravitational Model of language availability. The model, explains an individual's language command status as well as availability at a given time and in given circumstances. For example when taking part in a medical conference, speakers and delegates experience a high availability of medical terms than when out on a picnic. The assumption is that the Language constituents LCs are primed or made available because of memory associations with the situation.

The gravitational model is governed by five rules which are briefly discussed below.

Rule 1: The Centrifugal Principle.

According to this principle, if LCs are not stimulated, they tend to drift outward. (Outward migration from the centre of the system, which is the language library/storage.) When LCs are dormant they progressively become less available so much so that they can be considered forgotten.

Rule 2: The Centripetal effect of Stimulation

When LCs are stimulated, they tend to move inward thus increasing availability as represented by inward migration (centripetal). This migration is faster than the Centrifugal effect. Therefore a newly learned lexical unit or word becomes highly available within a short time.

Rule 3: Stimulation Frequency and the Centripetal Effect.

The more frequently LCs are stirred the stronger the centripetal effect. Words that are in frequent use are perceived more easily and read more rapidly (Miller, 1956:272-273). Word Frequency is critical in coding and decoding (Leeson 1975:116). Rare

words are more difficult to process (Clark and Clark 1977:56). The frequency of word repetition was found to be a strong predictor of memorization in students (in a study by Biderman and Ravazzi, 1984).

Rule 4: The Centripetal effects of active versus passive stimulation

According to this rule, LCs that are actively stimulated have a stronger centripetal effect than passive LCs. When an LC is used during speaking or writing it becomes more readily available than when reading or hearing it. Active stimulation has a strong centripetal effect on both production and comprehension availability. However passive stimulation has a bigger effect on comprehension availability than production availability.

Rule 5: The Escort Effect and Interference effect

Centripetal migration of an LC causes centripetal migration of other LCs associated with it. When an LC becomes more available, other LCs that sound or look similar or have been psychologically associated also tend to become more available. This is known as the Escort Effect and it cuts across languages. For example, the word *actuellement* in French may be accompanied by words such as *actually* in English for a French English speaker yet they have different meanings. The downside of the Escort Effect is the linguistic interference which may cause the interpreter to incorrectly use a word distorting meaning or connotation. For instance due to interference from French, an interpreter may use '*actuellement*' to mean '*actually*' while the right word is '*currently*'.

The study intends to employ these models to find out how students during note taking engage all the skills for a proper rendition. By use of these models the researcher will be able to find out the possible challenges that impede the delivery of a faithful message given that while students may have their notes in order, omissions occur during rendition. These models will also help the researcher determine the role played by directionality in giving a faithful rendition.

1.9 Research Methodology

This chapter discusses the method used to conduct the study. This includes the respondents, sampling technique, research instruments, data collection, and data analysis and interpretation.

1.9.1 Respondents of the Study

The respondents were four trainee interpreters undertaking a Master's programme in the University of Nairobi, Centre for Translation and Interpretation. They were the only available respondents at the time.

1.9.2 Sampling Technique

The study chose convenience/purposive sampling through which we got four respondents. The selection was based on language combination and level of study. All four were trainee interpreters taking a masters course at the University of Nairobi and with no experience of professional interpreting.

1.9.3 Research Instruments

The researcher used one speech translated into French, English and Kiswahili. It was given to the respondents who worked into their A languages. Both the original speech and the renditions were recorded for comparison. One respondent who worked into German had their rendition transcribed into English and the results compared with the original. The researcher also prepared a questionnaire and distributed it to the respondents.

1.9.4 Data Collection

Data was collected from a speech given to students at the Centre for Translation and Interpretation at the University of Nairobi. The topic was the African continental Free Trade area. The speech was in three languages namely; French English and Kiswahili. The researcher also prepared and distributed printed questionnaires to the students. The questionnaires sought to find out language choice and difficulties encountered during note taking by the trainee the students.

1.9.5 Data Analysis

Recorded versions of speeches given to students were listened to and analysed to check for accuracy. The study also looked out for common mistakes made by trainee interpreters during note taking. Comparisons were made with the original speeches.

Using the notes the researcher was able to determine whether the message was rendered faithfully looking out for omissions, additions or distortions.

CHAPTER TWO

DIRECTIONALITY IN NOTE TAKING

2.1 Introduction

This chapter will concentrate on the place of note taking in consecutive interpreting. It will also explain why relying on the memory will not yield a good enough rendition. It will also discuss the principles of good note taking with reference to Francois Rozan and explain the emphasis. The place of symbols and abbreviations will also be discussed. This chapter will also explain the place of directionality in note taking and the importance of good note taking as a vital component of consecutive interpreting.

2.2 Note Taking Versus Memory

Interpreters are trained to memorise and deliver short speeches. However delivering longer speeches can be a challenge because the human memory is limited in capacity in the face of listening, analysing and delivery. For instance an interpreter may easily memorise and give back a two to three minute speech. However delivering a more than seven minute speech without taking notes may prove difficult. Thus it would be foolhardy for an interpreter to rely on their memory for long speeches without notes.

Consecutive interpreting is common in press conferences, after-dinner speeches and such similar occasions. The speeches to be interpreted can last as long as 20 minutes. Since the human memory can only hold so much information, interpreters make notes to support their memory and facilitate a rendition in the target language (Albi-Mikasa and Kohn 2002:257 as cited in Tosenberger, 2013.)

Balancing note taking and listening at the same time can be an uphill task in which the interpreter could easily concentrate on note taking and partly ignore active listening.

Richard Fleming, a former European Union English language interpreter and trainer notes that the interpreter's most important resource is the memory. Pen and paper are just tools of trade. He continues to say that notes can often be a distraction from the basic skills of listening, understanding and analysing.

This can be evidently seen in trainee Interpreters who resort to note taking especially when they feel the speech is either dense or technical in the hope that the notes will take the place of memory. This is done as an alternative to understanding the speech and analysing it. They write as much as possible hoping to reformulate the speech from the notes. Thus note taking becomes more of a distraction than an aid. What follows is a tragedy during reconstruction because it suddenly occurs to them that the notes are just that – notes! Thus note taking is not an end to itself, the quality of interpretation matters. Fleming thus advises that no noting takes place until understanding has occurred because the key to successful interpreting is in listening, understanding and analysis. However, an experimental study carried out by Lambert (1989) has proven that note taking enhances memory and learning and provides the interpreter with some sort of rehearsal of the speech. This therefore rules out the notion of listening and note taking interfering with each other. On the contrary, they reinforce each other.

Nonetheless, other studies have shown that taking notes during a very rapid presentation may interfere with listening, while at slower speeds, it may enhance listening by increasing the concentration of the student.

2.3 Basic Principles of Note-Taking

There are basic rules to good note taking and some of the best principles have been outlined by Rozan (2002) in his book, *Note taking in Consecutive Interpreting*.

These rules are: noting the idea and not the word, the rules of abbreviation, links, negation, adding emphasis, verticality and shift. They are discussed below.

Noting the idea rather than the word: Since interpreters interpret ideas and not words, whatever is noted should trigger a concept or an idea and not a word. An idea can be expressed in different words as long it has been understood. Rozan gives the example of a French text to be interpreted into English and clearly points out the danger of words as seen below.

Il y a des fortes chances pour que...../ There is a very good chance that... If we base our notation of this expression on the words, the key word is *chance*. If we base it on the idea, it is *probable*. Having noted *chance* the interpreter might, if the context allows, render it as 'there is a chance that or by chance'. If on the other hand he noted *probable* the mistake cannot be made. Therefore

through analysis and noting of ideas, the interpreter is able to avoid mistakes and a difficult delivery. Emphasis should be laid on noting the idea clearly and simply in whatever language works best for the interpreter. The interpretation must not contain words that are ambiguous or are likely to mislead. (Georg & Cie, Geneva, 1956.)

The Rules of Abbreviation: Rozan sub-divides them into three categories namely; words, gender and tense and register.

The general rule is that unless a word is short (3-4 letters) the interpreter should note it in an abbreviated form. For example, in noting, “specialized” it is more meaningful and reliable to note *sped* than to write *spec*.

Other examples: *Stat.* could be read as “statute” or “statistics” whilst *Stute* and

Stics are unambiguous. The rule is that if a word is too long, noting the first and last letters would be a good strategy to use.

He further argues that it is important to indicate gender and verb tense to avoid confusion and mix-ups.

So in the expression: “I will come back to this a little later”, one can note I’ll to indicate the future and dispel ambiguity. This will of course depend on the language one is working into. Interestingly for Chinese Interpreters, it may not be necessary as tenses are inconsequential. Thus to indicate tense we add ll for the future and d for the past.

Gender, in the researcher’s opinion may be written as he/she as these are fairly short words.

Register has to do with the different levels of language used depending on the type of audience. The language used during a meeting of heads of states at a United Nations General Assembly will certainly be of a higher than that used during a meeting addressing students. The subject matter would usually determine the language register. For instance, the expression “which have contributed to” is long. *Help* is a shorter word. Similarly, “In order to arrive at some conclusions” can be noted as *to end*.

Links: According to (Jean Herbert) the most important and the most difficult part of any speech to note is the sequence of ideas and the links between them. An idea can be completely distorted or even lost if a preceding idea cannot be linked to the next idea. This makes links very important during note taking because then the reformulated speech flows naturally. Some important links are, if, but, although, because, meanwhile, as a result, this is why, then, since, given the fact that, to convey explanation, etc. However an interpreter should note the shortest link with a similar meaning to save time. Linking affects content of speech thus correct links must be used in the right place.

Give an example:

Many developed countries have made great strides in providing free health care for their citizens but in developing countries, it is still a pipe dream.

If **but** is omitted, the sentence completely changes in meaning to the point of not making sense at all.

It will read thus:

Many developed countries have made great strides in providing free health care to their citizens in developing countries it is still a pipe dream.

Negation and emphasis: These two essential elements of any speech should be noted without ambiguity.

Negation might be noted by use of a line running through a word or symbol.

Example: If we use *OK* to signify "agree", then "disagree" will be ~~*OK*~~. One can also note no before the word to be negated.

To show emphasis a word can be underlined once if dealing with comparative and twice for a superlative. Example

The study is interesting: int^g

The study is very interesting: intg

Alternatively emphasis can be noted with a dotted line depending on the interpreter's preference.

Verticality: The principle of Verticality forms the backbone of the note-taking because the arrangement of notes plays an important role during reformulation. If there is no order, chances of mixing up are high. Verticality means writing ones notes in such a way that they are arranged from top to bottom rather than from left to right. This allows for grouping ideas logically, allowing a complete and immediate fusion when we come to read back our notes as well as noting links that are essential for message clarity. If using English is advisable to use the Subject, Verb, Object across the page in a diagonal manner to avoid confusion.

For example, this is how the following statement would appear.

Migration is contributing to population growth in developed countries.

S	V	O
Migration	Is contrib ^s to pop ⁿ Growth in	Dev ^d countries.

Stacking: This refers to placing different elements of the text above or below one another separated by a line below the first word.

For instance:

The report on the Kenyan economy is interesting

<u>Rep^t</u>	=	interesting
Ke Econ ^y		

Four of the G7 countries are the US, Germany, Italy and France.

G7	=	USA Ger Ita Fran UK
----	---	---------------------------------

Brackets: These are important in the system of verticality. In any given speech there will be certain elements, mentioned to clarify an idea or to put emphasis on a point that may not be fundamental to the speaker's train of thought. These parts are best noted in brackets below the main element to which they refer.

Examples:

.....which leads to population growth, especially in developing nations.....
→ *pop growth*
(*Dev^s Nations*)

Discrimination can be seen in the treatment of the most vulnerable, disabled children, elderly....


Discrimⁿ of vuln^{le}
(disabled, kids, elderly)


To encourage the natural use of verticality, it is recommended that large but narrow pieces of paper be used. This will allow one to note as many notes as possible on one page while automatically bringing back your notes to the left hand side of the page.

Shift: This refers to avoiding repetition of a portion of a text by writing notes in the place on a lower line than where they would have appeared had the text on the line above been repeated.


Rozan explains shift with the following example:

Over the course of 1954, prices rose, although not to the same extent as income, thus the population's net income increased."

Our notes will be as follows (the symbol  denotes increase):

54, prices 

but ————— no = income

so ————— Popⁿ 

Word for word on the first line: Over the course of 1954, prices rose,

Word for word on the second line: although not to the same extent as income,

Word for word on the third line: thus the population's net income increased.





Having used Shift to give our notes a vertical layout on the page, noting the links is almost enough to give us a full and accurate version of the text.

2.4 Symbols and Abbreviations in Note Taking


Symbols transcend language and are therefore a perfect choice for interpreters because they are short. They are also very personal as they only mean certain things to certain people. Similar symbols may mean different concepts for different interpreters. Thus they are not universal. However there are commonly shared symbols.

In illustrating how central symbols are in consecutive interpreting, Rozan (1956:25) has dedicated an entire chapter of his book to symbols. He however cautions against using too many of them, and recommends a total of 20, 10 of which "are indispensable." The symbols are divided into categories (Rozan 1956: 26-31):


2.4.1 The Symbols of Expression:

Thought	
Speech	
Discussion	
Approval	

2.4.2 The Symbols of Motion

The arrow for direction or transfer 

The arrow for increase 

The arrow for decrease 

2.4.3 The Symbols of Correspondence or Relation

Equivalence	=
Difference	≠
Framing	[]

Gillies (2005:100) advises that interpreters use symbols for frequent concepts (e.g. verbs such as agree, decide, discuss, propose, or consider can be represented by OK). Nolan (2005:295) suggests that one should embrace symbols useful to the subject one is dealing with.” Gillies, supports Rozan when he says there is no sense in having a symbol for every word, but for “more or less synonymous words and expressions”. This is because symbols represent ideas or concepts. A symbol can be in the form of a picture, a short word, a pair of letters or a single letter. Nolan (2005:295) recommends one thinks of a symbol that will always have the same meaning so that there is no confusion even when the topics are different. For example if a square box is used to denote a country, it should remain as such. At no one point should it mean something else or it will bring confusion. Symbols are basically easy and quick to write and read back. They represent concepts or abstracts and not words. Nolan (2005:295) recommends using vivid or graphic devices basing the argument on the fact that the interpreter is visualising ideas and not writing words.

According to Gillies (2005: 103-104) symbols must be clear and definite, quick and simple to draw, should be prepared in advance, consistent and they must mean something to you. Interpreters are discouraged from inventing symbols during a speech as it may turn out to be disastrous when they cannot remember the meaning assigned during reformulation.

Table 2.1: Nolan's (2005:295) Proposition for Organic Symbols

x	timeless, eternal
xx	many times, often, regularly
xx+	many times more
xx-	many times less
x t x	Occasionally, from time to time,
=x	equal time
+x	more time, longer time
-x	less time, shorter time
2x	twice
3x	three times, thrice
100x	a hundred times
100x+	a hundred times more
ltdx	a limited time
oldx	old-time, old fashioned
x!	It's time, time has come
gdx	a good time
xly	timely, on time
unxly	untimely, late
x)	time limit, deadline
x>	future
<x	past
ovrx	overtime
xng	timing
sumrx	summertime
xtbl	timetable, schedule
prtx	part-time
x,x	time after time, repeatedly
x.	time period
wrx	Wartime

When using abbreviations, the interpreter must decide what will trigger the memory to recall a long word. One may write the first and last letters of the word. For example is commonly written as e.g., kilogram as kg, kilometre as km etc. Names of organisations, countries, cities and places are also shorted to save time as shown in the table below.

Table 2.2: Common Abbreviations

United Nations	UN
World Bank	WB
African Development Bank	AfDB
African Union	AU
International Monetary Fund	IMF
World Health Organisation	WHO
North Atlantic Treaty Organisation	NATO
United Nations Environmental Programme	UNEP
African Union Mission in Somalia	AMISOM
Transparency International	TI
Kenya	Ke
Somalia	Som
France	Fr
Germany	Ger
United Kingdom	UK
Nairobi	Nbi
Johannesburg	Jo'burg
Mississippi	Mis'pi

Table 2.3: More Abbreviations

Why	Y
Ask/question	?
Per cent	%
Agreement	@
Price	Px
Function	Fx
Challenge/trouble	#
Equivalent/ amounts to	=
Energy	NRG
Development	Devt
Human Rights	H/R
People	Pple

2.5 Directionality in Note taking

The art of interpreting from one's native language into a foreign language, (other language) as opposed to interpreting from a foreign language into one's mother tongue, is what is referred to as 'directionality' (Beeby, 2009). This means the interpreter should be proficient in both languages. Directionality also happens in note taking when an interpreter decides whether they will take their notes in the source or target language.

For a long time directionality received little attention in both translation and interpreting studies until recently when some scholars began discussing in relation to their own perceptions and experiences. It is worth noting that pioneer simultaneous interpreters worked both into their native and a variety of non-native languages (Baigorri Jalón 2000). The first four decades of the existence of the profession were marked by two contrasting policies regarding the direction into which simultaneous interpreting should be performed. Not much has been said about directionality in note taking making it an area that still requires much research.

It is rare to find interpreters who have a great mastery of their working languages. Naturally, the interpreter learnt one language as the mother tongue, and acquired the second working language, as a foreign language at a later stage in life.

It has been proven that receptive language skills are better developed than productive (or 'active') skills. This explains why passive vocabulary is larger than active vocabulary: we recognize and understand a much wider range of words than the words that we would actively use ourselves (e.g., Laufer 1998, Brysbaert et al. 2016).

It is also easier to interpret syntactic structures that would otherwise be difficult to produce spontaneously. Thus our receptive linguistic knowledge will be found both when performing in the native and in the foreign language.

Simultaneous interpreters are able to effortlessly process and interpret highly complex sentences and specific vocabulary in a non-native working language, which they may not be able to produce in their language themselves. Once interpreted, however, it will be easy for the interpreter to come up with adequate structures in his native language that would express the message he has distilled from the non-native input. In the reverse case, the interpreter will have no difficulty in understanding the input in his native language, but severe loss of quality will be incurred when the message is expressed in the limited vocabulary and restricted and less readily accessible grammatical structures in the non-native target language.

For consecutive interpreters the challenge may be greater owing to the language in which notes are taken. While it is more comfortable working into one's first language, the reverse may not be as easy. Therefore in this study the issue of directionality in note taking for trainee interpreters will be investigated in an attempt to find an answer to the question of unfaithful renditions. (Seleskovitch 1968; Seleskovitch & Lederer 1989), claim that interpreting into a foreign language is more cognitively demanding and stressful hence interpreters are unable to exhibit the same level of confidence as when working into their native or A language.

2.6 Importance of Good Note Taking

A majority of interpreting scholars agree that note taking plays a critical role in consecutive interpreting although there are different approaches to how notes should be taken. This is in consideration of the fact that an interpreter may not possibly

remember a speech lasting more than ten minutes without writing down something that will jog their memory during reformulation of the speech.

Owing to the nature of consecutive interpretation, an interpreter may not possibly remember a speech lasting beyond ten minutes without writing down something that will trigger his or her memory. Gillies, points out that "notes taken in consecutive interpreting represent the skeleton structure of the speech" (2005:6). In addition the reason for taking notes is to capture some abstract, global-level conceptual sense on the notepad". (Albl-Mikasa 2008:208). Taylor-Bouladon (2011:68) agrees asserting that we take notes so that they may serve memory-joggers when we render the speech. This is in essence true because the memory does not have the capacity to keep everything.

Note taking is a very personal affair, thus one decides how to take notes according to what suits one best. That said, an interpreter should be able to quickly retrieve the speech to be interpreted. Only then can notes be functional. This means interpreters must develop their own working note taking systems that can be used efficiently. Seleskovitch (1975:84 cited by Pöchhacker 2004: 124) suggests that notes should be minimal cues, in whatever form, for retrieving a maximum of conceptual content. Nolan (2005:294) states that to develop a personal system of notes, assists in forming the habit of summarizing and symbolizing words and phrases, which is an important aspect of the interpretation process."

Therefore having an individual, effective note-taking system is obligatory for consecutive interpreters. The notes should be precise, clear and trigger ideas.

CHAPTER THREE

DATA PRESENTATION AND DISCUSSION

3.1 Introduction

This chapter focussed on data collected from the four respondents selected for the study. Two of the respondents had English A, one German A and yet another Kiswahili A. This chapter set to answer objectives one and two on language choice for trainee interpreters and errors arising from poor note taking. The findings are discussed herein.

The researcher gave a similar speech to the four respondents. One respondent worked from French into English, the second from English into Kiswahili, the third from English into German and the fourth from Kiswahili into English. The respondents were working into their A languages. The German speech was given to a lecturer who understands the language for translation into English.

The speeches were given in five minutes except the French speech which was eight minutes long. The speeches were chunked into segments and comparisons were made with the reformulated speech. The speech selection was based on current affairs in Africa and believed to be suitable given that the respondents have been working with speeches of such nature.

The respondents took notes during the speech and used the same as an aid during reformulation. This owing to the fact that the memory may not hold maximum information for speeches beyond three minutes in which case accuracy would be compromised.

Both the speeches and renditions were recorded and then transcribed verbatim for analysis. The researcher then compared the original with the respondents' reformulations using their notes while looking out for accuracy, logic, faithfulness, and overall message. The collected data was presented in tables with four columns. Column one shows the chunking, the second column bears the original speech, the third the respondent's speech and the fourth column the remarks by the researcher. A questionnaire was also used to assess the respondents' preferred language of taking notes, using symbols, the challenges faced and the effect of directionality in note taking.

3.2 Errors Arising from Note Taking

In this section, we answered objective two, which sought to discuss errors arising from poor note taking by trainee interpreters. The researcher compared the original speeches with the respondents' renditions. What follows is a discussion of the errors identified.

The data is presented in tabular form.

Respondent 1

This respondent was working from their C language (French) into English (A). The respondent took their notes in the target language. The table below shows the rendition.

Table 3.1: Respondent 1 Rendition

No	Segment	Rendition	Comments
1	La ZLEC et la promesse de ne laisser perssonne de cote. Mesdames et Messieurs,	Ladies and genlemen, I will speak about the promise of leaving no one behind	<i>Idea captured and rendered accurately.</i>
2	En juillet dernier, les Chefs d'Etats et de gouvernements se sont réunis au sommet de l'Union Africaine de Niamey pour procéder au lancement symbolique de la Zone Continentale de Libre Echange, une première sur le continent. Cette zone est le reflet d'une Afrique qui bouge, une Afrique qui explore les possibilités avec optimisme, une Afrique qui fait du destin de son peuple sa responsabilité primordiale.	Last year in July, heads of states and governments met in at Niamey to discuss the African Continental Free Trade area, which is the first of its kind in the region. And the ACFTA aims at... (Hesitation) progressing Africa or causing Africa to advance and it shows that Africa has taken responsibility or it shows that Africa has taken charge of the destiny of its people.	<i>The Idea is distorted</i> <i>The respondent has used the speakers words but has not communicated the right idea</i>
3	32 Chefs d'Etats, plus de 100 ministres et environ 4500 délégués et invités étaient présents à Niamey. détermination à Ensemble, ils ont réitéré leur détermination à faire de l'Afrique un marché économique prospère et intégrée, actif et opérationnel à partir de juillet 2020.	There were 32 heads of states, over 100 ministers and other delegates were present during this meeting. And... umm.. Everyone retaliated their commitment to this Free trade area which was to be effective by July 2020 <i>(This is a distortion)</i>	<i>Use of retaliated instead of reiterated plus a filler</i>

Table 3.1: Respondent 1 Rendition Contd'

No	Segment	Rendition	Comments
4	<p>Ils se sont convenus sur le fait que la libéralisation sera bien sûr progressive.</p> <p>Ce qui importe c'est le fait qu'ils aient lancé les dés. La libéralisation du commerce devra s'aligner sur des réformes structurelles internes pour faciliter une transition sûre vers les économies plus ouvertes.</p>	<p>They all agreed that the free trade area would be progressive</p>	<p><i>This part was omitted.</i></p>
5	<p>Aucun pays ne va tout libéraliser d'un coup mais tous les pays feront à sorte de rendre le processus plus souple et productif pour l'ensemble du continent.</p>	<p>...and that of course no country would be able to achieve this at once but each country would work progressively</p>	<p><i>(part in bold omitted)</i></p>
6	<p>Cela signifie que les reformes intérieurs auront pour but de faciliter et garantir une transition réussie à l'intérieur du pays tout en levant les obstacles intérieurs au processus d'intégration internationale</p>	<p>Therefore... uum... there is need for internal structures to overcome the challenges that might arise... (Pause) ... during the implementation of this. <i>(This is a distortion)</i></p>	<p><i>This is a distortion</i></p>
7	<p>Par ailleurs, les Chefs d'Etats et de gouvernement ont réitéré leur engagement à ne laisser personne de côté. Cette promesse a quatre implications socio-économiques :</p>	<p>Moreover heads of states and governments committed that or promised that they would not leave anyone behind. This promise has four implications on the socio-economic..... Pause..... front.</p>	<p><i>Idea completely rendered</i></p>
8	<p>Premièrement, elle signifie que les 1,2 milliards d'Africains vont bénéficier de la zone de libre-échange. Il est vrai que le niveau de bénéfice ne sera pas le même pour tout le monde, mais les Etats ont promis de mettre en œuvres de politiques d'accompagnement permettant à chaque citoyen de ressentir les effets positifs de la mise en œuvre de la ZLEC.</p> <p>La ZLEC doit être reflété par une croissance économique substantielle reflété non seulement par les statistiques mais également par le panier de la ménagère et la santé des enfants.</p>	<p>The first one is that billions of Africans will be able to benefit and although not everyone will ,the benefits will not be equal to everyone, or rather they will vary from person to person, but leaders will ensure that at least everyone benefits from this.</p> <p>And the..... Effects of the ACFTA should be seen or should be evidenced not only by statistics but also by the health of children...</p>	<p><i>1.2 billion people</i></p> <p><i>The respondent paraphrased most of the information</i></p>

Table 3.1: Respondent 1 Rendition Contd'

No	Segment	Rendition	Comments
9	<p>Deuxièmement, tous les secteurs socio-économiques seront boostés par le processus d'intégration. En fait, l'Afrique a toujours fonctionné selon un modèle économique essentiellement basé sur l'extraction et l'exportation des matières premières brutes.</p>	<p>Also all socio-economic sectors will be boosted</p> <p>Initially Africa depended on mining and export of raw materials.</p>	<p><i>part in bold omitted</i></p>
10	<p>Cette fois-ci, les Etats ont pensé d'un mécanisme permettant non seulement d'ajouter une valeur aux ressources naturelles mais également de tirer profit des industries manufacturières, agro-alimentaire et des services pour booster le commerce intra-africain.</p>	<p>But this time the leaders have thought of a way to process these raw materials and also to benefit from the manufacturing industry as well as to come up with services to boost intra African trade.</p>	<p><i>The idea is correct only that it has been paraphrased.</i></p>
11	<p>Cela signifie impérativement que les grandes entreprises vont fonctionner en réseaux et les petites et moyennes entreprises vont se connecter sur leurs chaînes de valeur pour participer et bénéficier de la croissance économique lié à l'expansion du marché</p>	<p>This means that ... umm ... there will be... the small enterprises will benefit from cooperation with big enterprises</p>	<p><i>The whole idea has not been communicated although the respondent tried to give back the idea in summary)</i></p>
12	<p>Troisièmement, les femmes et les jeunes qui font du commerce transfrontalier vont bénéficier des allègements des formalités administratives jusqu'alors complexes et se verront épargnés les intimidations et tracasseries y relatives.</p>	<p>Thirdly, women and young people who participate in cross border trade will also benefit and will be saved from the harassment and the frustrations that they go through. <i>(The respondent has paraphrased the idea)</i></p>	<p><i>The respondent has used the speakers words but has not communicated the right idea</i></p>
13	<p>Aussi la suppression progressivement des droits de douane, telle que prévu par l'accord est une bonne nouvelle pour les petites entreprises, les grandes entreprises et le consommateur final.</p>	<p>In addition to this the cancellation of import duty is good news to the business people.</p>	<p><i>The respondent has summarized the idea. Small enterprises, big enterprises and the end consumer have been summarized as business people.</i></p>

Table 3.1: Respondent 1 Rendition Contd'

No	Segment	Rendition	Comments
14	Quatrièmement, la priorité donnée à l'innovation et l'industrialisation est une aubaine pour les universitaires. La recherche pour plus d'innovation dans la production des biens et services permettra non seulement de créer des emplois pour les universitaires mais également de renforcer leur présence dans les communautés respectives.	And fourthly the priority given to industrialization and innovation is an advantage for universities because there is research required for industrialization and innovation therefore this will create jobs for university students and they will be able to assert their presence in society	<i>The academia has been rendered as universities and university students but the rest of the ideas have been communicated.</i>
15	Si les décideurs politiques traduisent leur volonté de voir avancer le processus par la mise en œuvre des politiques économiques plus inclusives et réalistes, la ZLEC changera la face de l'Afrique et d'ici à 2050, personne ne parlera de pays les moins avancés sur le continent car il n'y en aura plus.	If leaders follow up with this plan the ACFTA will change the face of Africa and by 2050 we will not be talking about any poor countries in Africa	<i>This part has not only been paraphrased but has also been summarized</i>
16	On aura ainsi réalisé la vision ultime de l'agenda 2063, l'Afrique que nous voulons : une Afrique intégrée, prospère et sure pour les générations présentes et futures.	And we will have achieved the AU 2063 agenda of the Africa we want.	<i>This is a summary</i>
17	Je vous remercie	Thank you. (Suppressed giggle).	


Table 3.1 above represents the eight minute consecutive speech rendered into English by respondent 1. This respondent took their notes dominantly in the TL. Out of the 16 chunks only about five are accurately rendered. The rendition was characterized by incomplete ideas, omissions, contresense and distortions as seen in the discussion below.

Chunks 1, 7 and parts of chunk 9,10,12,14 and 15 are accurately rendered. Some of these chunks have been summarized or paraphrased. For example, chunks 8, 10, 12 and 15 were paraphrased while chunks 11, 15 and 16 were summarized. The respondent, in their notes, also captured these ideas in a summarized manner.

Distortions were observed in the rendition of chunks 2, 3 and 6. In these chunks, the respondent used symbols to capture these ideas. However, the symbols seem to have caused confusion to the respondent rather than facilitate in the rendition of the speech.

For example, the concept of launching the AfCFTA was noted using quotation marks (“”). This symbol denotes speaking, discussing or a speech, but does not communicate the concept of launching as shown below.

And the ACFTA aims at... (Hesitation) progressing Africa or causing Africa to advance and it shows that Africa has taken responsibility or it shows that Africa has taken charge of the destiny of its people.

Moreover, the idea of an Africa on the move in chunk 2 as shown above was noted using an arrow as “an Africa ”

From these illustrations it is clear that the respondent’s notes misled them.

An interesting observation is made in chunk 3 where *ont réitéré* (reiterated) was rendered as retaliated. Surprisingly, from their notes the respondent had noted *rptd* for repeated, which was actually the right idea. Clearly, this distortion came about during the production phase. The respondent did not trust their notes enough to read them back as they were and therefore tried to reformulate the idea.

The respondent also omitted some information in several chunks: chunk 4, 5 and 9. From their notes, the respondent had incomplete ideas as was the case of chunk 4. In this case, the respondent noted down the first part of the message and left out the other. Consequently, during the production phase, they were not able to read back these incomplete ideas, therefore leaving them out altogether.

The respondent also had a contresense in chunk 8 as demonstrate below:

The first one is that billions of Africans will be able to benefit and although not everyone will...the benefits will not be equal to everyone, or rather they will vary from person to person, but leaders will ensure that at least everyone benefits from this.

In the above example, the respondent contradicts themselves in an attempt to explain what they mean. The information had nevertheless been noted down properly with no

contresense. From this example too, the respondent did not trust what they had noted down and therefore chose to reformulate the message again perhaps in an attempt to make their rendition better. This reformulation was clearly not useful.

In conclusion, this respondent obviously doubted their notes during the production phase. This doubt affected their overall rendition.

Respondent 2

This respondent has English B and was working into Kiswahili which is their A language. They took their notes in the source language.

Table 3.2: Respondent 2 Rendition

No	Segment	Rendition	Comments
1	ACFTA – The promise to leave no one behind	Mabibi na mabwana, Nitazungumzia eneo la kibiashara la Afrika ambalo ni huru	<i>Idea ok</i>
2	Last July, heads of states and governments met in a summit of the African Union in Niamey for the historical launch of the African Continental Free Trade Area, a first in Africa. This zone represents an Africa on the move, an Africa that optimistically explores opportunities, an Africa that makes the destiny of its people its primary responsibility.	Kama unavyokumbuka Julai mwaka jana, viongozi wa kiserikali na marais walikutana Yemay , katika kuzindua mpango huo. Huu ni mpango ambao unafaa kuhakikisha kwamba, kuna...kwamba kuna... kutembea pasipo kuwa na vikwazo katika Afrika na ambapo utahakikisha kwamba kuna majukumu...waafrica wanaweza kufanya majukumu yao katika eneo hili pasipokuwa matatizo.	<i>This is a distortion. The rendition does not capture the intended message</i>
3	32 heads of states, more than 100 ministers and about 4500 delegates and invited guests were present in Niamey. Together they reiterated their determination to make Africa, an economic powerhouse, prosperous and integrated, active and operational by July 2020.	Na zaidi ya maraisi 32 pamoja na viongozi wa serikali walikutana Yemey...na kwa pamoja wakakubaliana kwamba wanafaa kutekeleza mpango huu kufikia mwaka wa 20	<i>Summarised idea 4500 omitted</i>

Table 3.2: Respondent 2 Rendition Contd'

No	Segment	Rendition	Comments
4	They agreed that liberalization will of course be gradual. What matters is the fact that they rolled the dice. Trade liberalization will need to align with internal structural reforms to facilitate a smooth transition to more open economies.	Walikubaliana kwamba mageuzi haya hayatakuwa ya moja kwa moja lakini yatakuwa ni... yatachukua mkondo wa taratibu.... na wakasema kwamba ikiwa basi mageuzi haya yata...yatatekelezwa ukweli ni kwamba uchumi utaimarika na vilevile kwamba mataifa yatakuwa.. yatakuwa na nafasi nzuri ya kufanya biashara.	<i>The part in bold was distorted</i>
5	No one country will liberalize all at once but all countries will make the process more flexible and productive for the whole continent.		<i>This part has been omitted.</i>
6	This means that internal domestic reforms will be aimed at facilitating and ensuring a successful transition within the country while removing internal barriers to the international integration process.	Vikwazo ambavyo vipo vitakuwa vimeondolewa.	<i>The respondent has summarized the whole chunk in one sentence</i>
7	In addition, the Heads of State and Government reiterated their commitment to leave no one behind. This promise has four socio-economic implications:	Marais na viongozi wa serikali walikubaliana kwamba wanafaaa kuu...ku..kuunga mkono mpangilio huo. Mpangilio huu ukifaulu bila shaka utakuwa na manufaa chungu nzima	<i>The respondent has paraphrased the statement</i>
8	First, it means that 1.2 billion Africans will benefit from the free trade zone. It is true that the level of benefit will not be the same for everyone, but states have promised to implement accompanying policies allowing each citizen to feel the positive effects of the implementation of the CFTA. The CFTA must be reflected in substantial economic growth reproduced not only by statistics but also by the household basket and the health of children.	mmojawapo ikiwa ni kwamba kutakuwa na nafasi sawa za kazi na biashara ambapo utapata vile vile kwamba hata pato la mataifa litaongezeka pamoja na utaratibu wa afya.	<i>contresens</i>

Table 3.2: Respondent 2 Rendition Contd'

No	Segment	Rendition	Comments
9	This clearly means that large companies will operate in networks and the medium and small enterprises will connect to their value chains to participate and benefit from the economic growth associated with market expansion.	Zaidi ya yote ni kwamba huu ni utaratibu ambao unafaa kuimarisha mchakato mzima wa wa uhusiano kwa mfano wakati wa kununua haa kutoka mataifa mengine na hata kuuza.	<i>Distortion</i>
10	Secondly all the socio-economic sectors will be boosted through the integration process. In fact, Africa has always operated on an economic model based on extraction and export of raw materials. This time , the states not only thought of a mechanism that will add value to natural resources but also take advantage of the manufacturing, agri-food and as well as services industry to boost intra-African trade..	Zaidi ya yote ni kwamba sekta ya sekta ya biashara na vile vile sekta ya ... ya kutengeneza vitu katika viwanda itaimarika si kidogo.Kumaanisha basi mitandao itaongezeka na vivyo hivyo uchumi utakuwa pakubwa.	<i>The respondent has distorted the message and omitted some of the information</i>
11	This clearly means that large companies will operate in networks and the medium and small enterprises will connect to their value chains to participate and benefit from the economic growth associated with market expansion		<i>This part has been omitted</i>
12	Thirdly, women and youth engaged in cross border trade will benefit from the alleviation of previous administrative formalities sparing them related intimidation and harassment.	Zaidi ya hayo ni kwamba wanawake na watoto watakuwa na nafasi... eeh katika utekelezaji wao wa biashara na hivyo basi vilevile watakuwa hawana kutishwa na mambo kama hayo na kwamba biashara ndogondogo zitaweza kukuwa.	<i>The respondent has distorted the message and merged this idea to the next without use of proper links)</i>

Table 3.2: Respondent 2 Rendition Contd'

No	Segment	Rendition	Comments
13	Also, the gradual removal of customs duties as provided for in the agreement is good news for small businesses, large companies and the final consumer		<i>Some part of this chunk has been merged with the preceding idea</i>
14	Fourthly, the priority given to innovation and industrialization is a boon for academics. Research for more innovation in the production of goods and services will allow not only the creation of jobs for academics but will equally reinforce their presence in respective communities.	Vivyo hivyo kutakuwa na ukuaji wa viwanda pamoja na kuibua pamoja na kuibua ama uvumbuzi wa bidhaa mpya. Na utafiti unaonyesha kwamba ni utaratibu ambao utatoa nafasi nyingi za kazi na kuimarisha kilimo kama nilivyosema.	<i>This is a distortion of ideas</i>
15	If policy makers express their willingness to see the process moving forward with more inclusive and realistic economic policies, the AFCTA will change the face of Africa by 2050, no one will talk about of less developed countries on the continent because there will be no more.	Na kwa hakika ni kwamba, ikiwa washika dau watatekeleza utaratibu huu, basi ukweli ni kwamba utaratibu wa eneo huru la Afrika ni jambo ambalo litakuwa limetekelezwa kufikia mwaka wa 2050 na bila shaka hakutakuwa na malalamiko yoyote yale	<i>Use stakeholders instead of policy maker</i>
16	We will have achieved the ultimate vision of 2063, The Africa we want: an integrated, prosperous Africa , secure for present and future generations.	...na basi itakuwa ni rahisi kutekeleza au itakuwa ni rahisi kuafikia utaratibu wa ajenda ya 2063 na vizazi vijavyo vitakuwa vya kunufaika.	<i>summary</i>
17	Thank you.	Asanteni.	

The table 3.2 above represents respondent 2's rendition. This respondent took their notes in the SL which was in this case their B language. This rendition was characterized by additions, omissions, distortions, respondents. There were no complete ideas in this rendition.

In this rendition, the omissions occurred in chunks 1, 3, 5, 6, 8, 11, 13, 15 and 16. Chunks 3, 5, 11 and 13 were completely omitted. These had also not been noted down in the respondent's notes.

Chunk 1, which is the introduction, was not noted. The respondent may have assumed that since the speech is about the AfCFTA, they will definitely remember. This was obviously not the case. Unable to remember what the speaker had said at the beginning of the speech, the respondent opted for an addition; *Kama unavyokumbuka*. This is a slight distortion because this is not what the speaker had said.

Besides, parts of chunks 3, 6, 8, 15 and 16 are missing. Evidently from the notes, the respondent only noted some parts of the ideas and not the complete ideas. As a result, they were unable to remember what the missing parts intended to communicate hence the omission. In some instances, the respondent only noted just a word. This was seen in chunk 7 where the respondent noted down the word behind. In the rendition of this chunk, the idea of *not leaving anyone behind* was all the same not rendered. This shows that the word *behind* was not a good enough to trigger their memory. The respondent should therefore have noted down more ideas.

A similar case was evident also in chunk 12 where the respondent had noted down *women and youth* but in their notes rendered the idea as *wanawake na watoto (women and children)*.

The respondent also had complete distortions as observed in chunks 8, 9 and in some parts of chunks 2, 7, 10, 15 and 16.

In chunk 2, the respondent rendered the city Niamey as *Yemey*. This is also what they had in their notes. This depicts that the respondent lacked background information. As a coping strategy, they therefore decided to write down a word that was phonetically close to what the speaker had said.

Where the respondent encountered challenges reading back their notes, they opted for repetition as was the case in chunks 4 and 10.

In summary, this respondent had challenges reading back their notes because the concepts or ideas they had noted down were not sufficient to trigger their memory and aid them in the rendition. The notes were therefore not effective.

Respondent 3

This respondent has English C and was working into German which is their A language. The German rendition was transcribed into English.

Table 3.3: Respondent 3 Rendition

No	Segment	Rendition	Comments
1	ACFTA -The Promise to Leave No One Behind Ladies and gentlemen,	I would like to talk about the African Free Trade, the continental free trade zone and about the promise that no one will be left behind.	<i>Well rendered</i>
2	Last July, heads of states and governments met in a summit of the African Union in Niamey for the historical launch of the African Continental Free Trade Area, a first in Africa. This zone represents an Africa on the move, an Africa that optimistically explores opportunities, an Africa that makes the destiny of its people its primary responsibility.	Ladies and gentlemen, last month, there was a meeting of the African Union in Niamey where the governments and heads of state had gathered together for the first common African summit since the founding of this free trade zone to discuss the sanctions that are there for the lives of Africans.	<i>The respondent has given a contresense</i>
3	32 heads of states, more than 100 ministers and about 4500 delegates and invited guests were present in Niamey. Together they reiterated their determination to make Africa, an economic powerhouse, prosperous and integrated, active and operational by July 2020.	32 heads of states and governments, 100 ministers and - all together, there were 4500 guests present. Together, the objective was discussed to make Africa a market machinery to make it more active by July 2020	<i>The respondent has gotten the first part correctly, but the second idea has been distorted 100 has been omitted</i>

Table 3.3: Respondent 3 Rendition Contd'

No	Segment	Rendition	Comments
4	They agreed that liberalization will of course be gradual. What matters is the fact that they rolled the dice. Trade liberalization will need to align with internal structural reforms to facilitate a smooth transition to more open economies.	...and that this change can only be made gradually. The first steps have already commenced and now there is the challenge of promoting the trade to liberty of trade and bring it to be in harmony with the existing structures.	<i>The first part has been rendered correctly but the second idea is distorted</i>
5	No one country will liberalize all at once but all countries will make the process more flexible and productive for the whole continent.	This cannot be achieved by states acting individually but rather, it can only be achieved in unison.	<i>Idea properly rendered</i>
6	This means that internal domestic reforms will be aimed at facilitating and ensuring a successful transition within the country while removing internal barriers to the international integration process.	International reforms have therefore been aimed at which transform the countries step by step and which also prepare these transformations.	<i>The idea is mixed up</i>
7	In addition, the Heads of State and Government reiterated their commitment to leave no one behind. This promise has four socio-economic implications:	Besides, heads of States and governments have promised that no one will remain behind and that also has social implications, for example,	<i>Idea well communicated.</i>
8	First, it means that 1.2 billion Africans will benefit from the free trade zone. It is true that the level of benefit will not be the same for everyone, but states have promised to implement accompanying policies allowing each citizen to feel the positive effects of the implementation of the CFTA. The CFTA must be reflected in substantial economic growth reproduced not only by statistics but also by the household basket and the health of children.	The first point is that 1.2 billion Africans are to benefit and it is clear that the benefits will not get to all people in the same way, but at every level of the society, success should be visible and everyone individually should be able to experience this success. This means the African Free Trade Zone should not only have an effect on the statistics, but above all as far as the household effects are concerned for example the provision of health care for children.	<i>The bolded part is not communicating the message</i>

Table 3.3: Respondent 3 Rendition Contd'

No	Segment	Rendition	Comments
10	Secondly all the socio-economic sectors will be boosted through the integration process. In fact, Africa has always operated on an economic model based on extraction and export of raw materials. This time , the states not only thought of a mechanism that will add value to natural resources but also take advantage of the manufacturing, agri-food and as well as services industry to boost intra-African trade..	Besides, the Free Trade Zone should be visible for all in all sectors of the economy, or be visible in all economic sectors. That means that there will be not only an additional value of national resources, but also that the production is used in a positive way, that also the agriculture is used in agricultural, nutritional products are used and services are also used to promote local trade among African countries.	<i>Repetition which is not sensible and a mix up of ideas</i>
11	This clearly means that large companies will operate in networks and the medium and small enterprises will connect to their value chains to participate and benefit from the economic growth associated with market expansion	That means that big companies will join together in networks and smaller firms also come together in their own chains in an economic sense.	<i>This is a distortion</i>
12	Thirdly, women and youth engaged in cross border trade will benefit from the alleviation of previous administrative formalities sparing them related intimidation and harassment.	Another factor is that young people and women should be more involved e.g. as far as abuse and harassment is concerned which should be reduced and besides, these cases should be eliminated.	<i>Distortion</i>
13	Also, the gradual removal of customs duties as provided for in the agreement is good news for small businesses, large companies and the final consumer		<i>Part omitted</i>

Table 3.3: Respondent 3 Rendition Contd'

No	Segment	Rendition	Comments
14	Fourthly, the priority given to innovation and industrialization is a boon for academics. Research for more innovation in the production of goods and services will allow not only the creation of jobs for academics but will equally reinforce their presence in respective communities.	The industrial innovations which come along with this Free Trade Zone should besides have the positive effect of creating jobs for academicians and academicians in all levels of society as representatives or see to it that academicians in all levels of the society are involved.	<i>Distortion</i>
15	If policy makers express their willingness to see the process moving forward with more inclusive and realistic economic policies, the AFCTA will change the face of Africa by 2050, no one will talk about of less developed countries on the continent because there will be no more.	That would therefore mean that the leaders agree on these steps, then Africa can already show a very positive face in the year 2050	<i>Distortion</i>
16	We will have achieved the ultimate vision of 2063, The Africa we want: an integrated, prosperous Africa, secure for present and future generations.	and one would have already attained the ultimate vision of 2063 and then ... blooming Africa, an integrated Africa which is secure for the coming generation.	<i>Ideas captured but no communication</i>
17	Thank you.	Thank you	

Table 3.3 above represents respondent 3's rendition. This respondent took their notes using code switching i.e mixing both the TL and the SL. This rendition was laden mainly with distortions, one omission in chunk 13 and two incidences of contresense in chunk 2, 9 and 12. Only chunk one was rendered as a complete idea. All the other chunks had distortions.

In chunk 13, where the omission occurred, the respondent noted nothing.

This respondent had the most comprehensive notes. All the same, from her rendition, only the first chunk was rendered accurately. It was noticeable that the respondent

noted key words that had been used by the speaker but these were not properly analysed. Hoping to salvage the situation, the respondent used the speaker's words they had noted and came up with completely different ideas and at times contresense. This is illustrated below:

Besides, the Free Trade Zone should be visible for all in all sectors of the economy, or be visible in all economic sectors. That means that there will be not only an additional value of national resources, but also that the production is used in a positive way, that also the agriculture is used in agricultural, nutritional products are used and services are also used to promote local trade among African countries.

In this example, the respondent seems to have captured the key words as used by the speaker but they did not communicate the intended meaning. This was also observed in chunk 12 where the respondent noted down *women and youth* but in their rendition the TL message differs from the original.

Other occurrences of distortions appeared in chunks 3, 6, 10, 14 and 15. Chunk 6 which appears below,

'This means that internal domestic reforms will be aimed at facilitating and ensuring a successful transition within the country while removing internal barriers to the international integration process' was rendered as ;

'**International reforms** have therefore been aimed at which transform the countries step by step and which also prepare these transformations'

In spite of having very comprehensive notes, this respondent was unable to give a faithful rendition of the original speech. One can therefore deduce that the respondent lacked proper analysis in the phase 1 of C.I process. They therefore noted down words instead of ideas. As a result, the respondent used these words to try and come up with a meaningful message. This attempt was not successful in most cases as the respondent had major instances of distortions and contresense.

Respondent 4

This respondent has Kiswahili C and was working into English which is their A language. They took their notes in the target language.

Table 3.4: Respondent 4 Rendition

No	Segment	Rendition	Comments
1	ACFTA –Ahadi ya kuhaakisha kuwa hakuna anayeachwa nyuma. Mabibi na mabwana,	Ladies and gentlemen I am going to talk about the African Continental Free Trade area, which promises to leave no one behind	<i>The idea has been well rendered</i>
2	Mwezi Julai mwaka jana, marais na viongozi wa serikali walikutana katika kongamano ya muungano wa African jijini Niamey kwa uzinduzi wa kihistoria wa eneo huru la soko huru Afrika, ambalo ni la kwanza barani. Eneo hilo linawakilisha Afrika inayopiga hatua, Afrika inayotumia vyema fursa, Afrika inayolajitolea kuandaa na kuboresha mustakabali wa watu wake.	In July last year, heads of state and government held a meeting in Niamey to launch the African Free Continental Area which would be the first in the continent. The African would use this as an opportunity to improve the lives of the people.	<i>The respondent got the first idea but summarized the remainder in one sentence</i>
3	Marais 32, zaidi ya mawaziri 100 na wajumbe wapatao 4500 pamoja na wageni waalikwa walihudhuria kongamano hilo jijini Niamey. Kwa pamoja walisisitiza kujitolea kwao kuboresha uchumi wa Afrika, kulifanya bara hili kuwa na ufanisi mkubwa na kuhakikisha kuwa hayo yote yanaafikiwa kufikia mwezi Julai mwaka wa 2020.	About 32 heads of states 100 ministers and 4500 delegates and other invited guests attended the meeting. The leaders committed to jointly work together to make the make the African continent progress by July 2020.	<i>First idea well conveyed although the other half has been summarized</i>
4	Walikubaliana kuwa mchakato wa kuwa huru utakuja kwa hatua. Kile cha muhimu ni kuwa mchakato huo ulikuwa umezinduliwa. Uhuru wa biashara utahitajika kulainishwa na marekebisho ya mifumo ya ndani kufanywa ili kufanikisha mchakato wa mpito hadi katika chumi zilizowazi.	They agreed that the ACFTA will be done step by step. What was important was to remove trade barriers so as to improve the life of the people.	<i>The first part well captured but the rest of it distorted</i>

Table 3.4: Respondent 4 Rendition Contd'

No	Segment	Rendition	Comments
5	Hakuna taifa linaloweza kujiweka huru kwa wakati mmoja, na lakini mataifa yote machanga yatafanya mchakato huo kuwa rahisi na wenye manufaa kwa bara nzima.	No country however can be free at once, but all nations will need to come together to ensure that there is a smooth transition and that means they have to remove the trade barriers that currently exist.	<i>The first part of the speech well rendered. The other half distorted</i>
6	Hii ina maanisha kuwa marekebisho ya ndani yatalenga kufanikisha na kuhakikisha mpito mwafaka katika taifa husika na kuondoa vizuizi vya nje vya mchakato wa kimataifa wa muungano		<i>Part omitted</i>
7	Aidha, marais na viongozi wa serikali walisisitiza kujitolea kwao na kuhakikisha kuwa hakuna anayeachwa nyuma. Ahadi hii ina athari nne za kijamii na kiuchumi:	The heads of states and governments pledged not to leave anybody behind. This ACFTA would have various benefits.	<i>The first part well rendered. The other summarized</i>
8	Kwanza kabisa, inamaanisha kuwa waafrika bilioni 1.2 watanufaika na mpango wa soko huru la kibiashara. Ni ukweli kuwa viwango vya faida havitakuwa sawa kwa kila mmoja, lakini mataifa husika yameahidi kutekeleza sera husika na kuruhusu kila raia kunufaika na utekelezaji wa mpango wa CFTA. Mpango huo unapaswa kudhihirika katika ukuaji wa kiuchumi sio tu kupitia kwa takwimu bali katika lishe na afya ya watoto.	To start with the Africans would benefit from the trade. The nations agreed to implement the policy to make this a reality.	<i>the respondent has summarized some of the ideas while omitting others including 1.2 billion</i>
9	Pili, sekta zote za kijamii na kiuchumi zitapigwa jeki kupitia kwa mchakato huo wa kuungana. Bara la Africa limekuwa likihudumu kwa kuzingatia mfumo wa kiuchumi wa kutafuta na kuuza mali ghafi katika mataifa ya nje.	Secondly all social sectors will be improved because Africa has been selling raw materials to foreign countries but this time the African nations would improve their various sectors like agriculture and the production sector so that they can trade among one another.	

Table 3.4: Respondent 4 Rendition Contd'

No	Segment	Rendition	Comments
10	Wakati huu, mataifa husika yalifikiria tu mkakati ambao utaongeza thamani kwa mali asili na kutumia vyema fursa ya utengenezaji bidhaa, kilimo chakula na pia viwanda vya kutoa huduma ili kuimarisha biashara barani Afrika		<i>This part has been merged with the preceding part</i>
11	Hii ina maanisha kuwa kampuni kubwa zitahudumu kupitia kwa mitandao na zile za kadri na ndogo ndogo zitajiunga na mtandao wa thamani kushiriki na kunufaika na ukuaji wa kiuchumi unaohusishwa na kupanuliwa kwa soko.	This is to say that big companies would work together to make this success.	<i>Several ideads havebeen omitted</i>
12	Tatu, wanawake na vijana wanaofanya biashara ya mpakani watanufaika kutokana na kuondolewa kwa kanuni za tawala zilizopita na kuwaondolea vitisho na kunyanyaswa. Pia kuondolewa polepole kwa ushuru wa forodha kama ilivyo katika makubaliano, ni habari njema kwa biashara ndogo ndogo, kampuni kubwa na mteja wa mwisho.	Third African youth and women who live at the border will also benefit from the removal of the barriers and this is also good news to small companies	<i>distortion</i>
13	Nne, kipaumbele kinachotolewa kwa ubunifu na ukuzaji wa viwanda ni faida kubwa kwa masomo. Utafiti kwa ubunifu zaidi katika uzalishaji wa bidhaa na huduma utatoa fursa ya kubuniwa kwa nafasi zaidi za kazi za masomo na kuimarisha uwepo wao katika jamii husika.	Fourth there will be development in the technology sector and this will create many jobs.	<i>The whole idea has been summarised in one sentence</i>
14	Iwapo wanaobuni sera wataonyesha nia ya kutaka mchakato huo kusonga mbele kwa kujumuisha sera mwafaka za kiuchumi, mpango wa AfFCTA utabadilisha sura ya bara la Afrika kufikia mwaka wa 2050.	If the policies would be implemented then this would pave way for a very big change that would take place and the face of Africa would change in the next few years	<i>The number 2050 has been omitted)</i>
15	Hakuna atakayezungumzia mataifa ambayo hayajastawi barani Afrika. Tutakuwa tumeafikia ruwaza kuu ya mwaka wa 2063, Afrika tuitakayo,Afrika iliyoungana, yenye ufanisi, iliyo salama kwa vizazi vya sasa na vile vijavyo.	It will become the Africa that we want, the Africa that is safe and for the current and future generations	<i>The respondent has summarized the idea</i>
16	Asanteni.		

The table 3.4 above represents respondent 4's rendition. This respondent took their notes in the T.L. The rendition was generally characterized by summarisation of ideas and several omissions. This rendition was by far the most accurate rendition of the four. There were commendably many accurate chunks. Chunks 1, 7 and 9 were not only accurately rendered but completely so. In chunks 2, 3, 4 and 5 the respondent brought back the message albeit in summary.

Nonetheless, the rendition had several omissions for example; chunks 6 and 10 were completely left out in the rendition. These did not feature in their notes as well. The respondent also had some of the figures given in the speech missing in their rendition. This was evident in chunk 8 and 14 where the figures 1.2B and 2050 were missing.

This respondent had the least number of distortions. This was seen in chunk 12 as shown below:

*Third African youth and women **who live at the border** will also benefit from the removal of the barriers and this is also good news to small companies.*

In this chunk, the respondent rendered *wanawake na vijana wanaofanya biashara ya mpakani watanufaika* (women and youth involved in cross border trade) as *women and youth who live at the border*. This may have been a lack of analysis on the part of the respondent.

Chunks 13 and 15 were summarised.

In summary, this respondent has noticeably devised a note taking system that obviously works for them. The lack of distortions could also indicate proper analysis of ideas on the part of the respondent.

3.3 Questionnaire Presentation and Evaluation

The researcher distributed a printed questionnaire to four respondents. The questionnaire sought to answer objective one: investigating the choice of language by trainee interpreters.

Table 3.5 below represents the respondents' language combinations.

Table 3.5: Respondents' Language Combinations

Language	Respondent 1	Respondent 2	Respondent 3	Respondent 4
English	A	A	B	C
Kiswahili	C	C	A	C
French	C	C		
German				A
Notes taken in	English	English	English	German & sometimes English

Respondent 1 and 2, has English A and Kiswahili and French C. Respondent 3 has Kiswahili A and English B. Respondent 4 has German A and Kiswahili and English C. In answer to objective one seeking to know the choice of language by trainee interpreters three of the four respondents took notes in their A language. Respondent 3 took their notes in the B language.

Respondent three took their notes in the B language citing lack of equivalents. This may be as a result of language structure in the A language which in this case is Kiswahili.

This results indeed show that trainee interpreters take notes in their A language because it is presumed easy and comfortable. The explanation is it is the language that one has mastery. Thus reading notes from it, does not burden the interpreter.

Two out of four respondents said they always took notes in the target language (in this case their A language) with one respondent saying they sometimes took notes in their C language because their A language has long words. This was also the case with respondent 4 who sometimes used a C language in note taking to avoid noting long words occasioned by the German language structure.

Other than the difficulties captured from the speech renditions, the trainee interpreters also cited other difficulties encountered during note taking. They were listed as:

1. Writing almost everything because they have not mastered the art of using symbols
2. Lack of equivalents in the B language
3. Lack of background knowledge which prevents proper analysis

4. Missing out on details when the speaker is fast
5. Unfamiliar concepts, especially during a technical speech
6. Improper analysis due to unnatural delivery such as staccatos and poor reading
7. Lack of symbols for certain topics

According to Giles, Efforts Models, difficulties such as too much writing and missing details may result from a mental overload. This is common when the interpreter is taking notes in the TL. During that time all the mental efforts are at work at the same time. Thus the interpreter as a survival tactic writes as much as possible in the hope that during rendition notes will help them render accurately. More often than not it does not happen because words instead of ideas may have been noted. However we know that we interpret ideas and concepts and not word.

Background knowledge is a common difficulty for trainee interpreters who do not interact with news and knowledge. Interpreters are supposed to be well read and if not they will not be able to properly analyse which may result in an inaccurate speech. This difficulty clearly manifested in the rendition of Respondent 2 who instead of saying Niamey, rendered it as yemei on two occasions.

Most trainee interpreters do not have well developed symbols for use during note taking. This may arise from the fact that much time is needed to come up with symbols that are useful and longterm. This difficulty was registered by all respondents with one saying they are completely unable to use symbols.

Francois Rozan advocates for a system of symbols to aid interpreters in note taking to save on time.

The difficulty of improper analysis, faced by most of the respondents was attributed to unnatural delivery such as poor delivery by trainers. A case in point was a read speech full of staccatos. In this case, trainee interpreters get distracted by the lack of flow and may end up summarising the speech during rendition.

All respondents said they encounter difficulties when reading back their notes during reformulation as shown in the table.

Table 3.6: Difficulties during note taking

	Incomplete ideas	Unfamiliar symbols	Abbreviations whose meaning is forgotten	Missing links
Respondent 1	YES	YES	YES	
Respondent 2	YES	YES		
Respondent 3	YES			YES
Respondent 4	YES			YES

All respondents confirmed they had difficulties arising from incomplete ideas which many times distorted the rendition. It was also clear that while 50% of the respondents always used symbols the other half only used them sometimes. Those who used them limitedly pointed out that they forgot what the symbols stood for during reformulation. Others said they could not visualise thus it would make no sense using them.

Frequent users said symbols were useful for recurrent concepts while words and abbreviations were used for unfamiliar concepts.

3.4 Summary

In this chapter data collection methodology was presented inclusive of the speeches in French, English and Kiswahili. The renditions from four respondents were transcribed verbatim and presented indicating omissions, loss of ideas and where summary was used as a strategy in reformulation.

The findings from the questionnaire were also presented in this chapter. In Chapter Four, the researcher will embark on data analysis to establish language choice in note taking (directionality) by trainee interpreters and how it affects the overall rendition.

CHAPTER FOUR

THE EFFECT OF DIRECTIONALITY

4.1 Introduction

This chapter entails the analysis of data collected and presented in chapter three. The analysis is based on the theoretical framework discussed in chapter two: Daniel Giles Gravitational Model and the Efforts Model. The speeches given to respondents will be analysed against their renditions while checking for faithfulness to the speaker, accuracy, use of equivalents and any other strategy employed by the respondents to deliver the message. The researcher also compares the respondents' renditions to their notes. This is with a view to assess the impact of directionality in the faithful rendition of the message. To critically assess the renditions, the study looked back into the two theories outlined as a gauge, the gravitational model and the Efforts model. The gravitational model outlines the difficulty or ease with which an interpreter can find language constituents depending on the circumstances while the efforts models sums up the efforts involved in reformulating a speech.

4.2 Accuracy and Directionality in Note Taking

In this section we analyse the different renditions of the respondents assessing whether they accurately communicated the message as intended by the speaker. We also discuss the relationship between the renditions and directionality in note taking.

4.2.1 Note Taking in TL

In this study, two out of four respondents took their notes in the target language. These were respondents 1 and 4. Both renditions were characterised by a mixture of complete and accurate ideas as well as some errors in their renditions. These are discussed in the following sections:

Omissions were observed as the most prevalent errors, especially the omission of figures. Both respondents seemed to have had challenges noting down the figures in the original speech. For example, respondent 1 omitted the number *4,500* in chunk 3. This was the number of delegates attending the summit in Niamey.

Both respondents omitted the number 1.2 billion as appearing in the original speech to describe the population of Africans set to benefit from the AfCFTA.

Respondent 4 also omitted the figure 2050 in chunk 15 and 1.2 billion in chunk 8.

The figures used in the speech were essential since they were used deliberately by the speaker to communicate certain important nuances. These figures were used to depict the time frame set to achieve certain goals by the African leaders, thus emphasizing their ambition, for example, *to change the face of Africa by 2050*. The speaker also cited the number of Africans, 1.2B, set to benefit from the implementation of the AfCFTA with view to emphasize the theme of *leaving no one behind*, as well as to express the magnitude of the benefits of the ACFTA. Lastly, by stating the number of delegates attending this summit, the speaker accentuates the importance of the meeting.

Omitting such information therefore waters down the nuances the original speaker intended to communicate to the audience.

These omissions could be partly attributed to the fact that while taking notes in the TL, the interpreter is already engaging in the reformulation process.

According to the Efforts model, optimal performance requires that an interpreter be able to strike a balance between all the cognitive tasks involved in phase 1 and phase 2 of the CI process. However, when one effort is more demanding, this may add onto the mental overload resulting into an inadequate performance.

This might have be the case for the above respondents. Many interpreters, even those with vast years of experience agree that numbers are among the most problematic parts of a speech that add onto their mental load. For a trainee interpreter taking notes in the TL, this is even more tasking as they are not only engaged in the listening and analysis, but also in the reformulation yet at the same time, they are taking their notes. Consequently, omission of the most difficult part, in this case the figures, seems to be the easiest option to ease the mental overload.

Apart from the omissions of figures, there were other omissions of both minor and major details. For example, both respondents omitted the whole of chunk 10. In other instances such as chunks 4 and 6, respondent 1 partly omitted some information. This was also seen in respondent's 4 renditions, where they left out some of the information in chunks 4 and 11. These missing chunks did not feature in their notes. This means that the respondents were unable to note down the ideas.

Ideally during the note taking process, which lies under the phase 1 of the CI process according to the Efforts model, an interpreter only engages the listening and analysis, note-taking, short term and the coordination skills. These tasks are already demanding. Adding on to these tasks the production process (which involves the reformulation of ideas so as to note them down in the TL) may cause an imbalance in the equation, consequently leading to inadequate performance. This observation matches with Gile's argument (1995 as cited by Dam 2004:256) that the language conversion process that takes place when taking notes in the TL causes the interpreter to experience an overload in the first phase as opposed to the production phase.

Another error observed was replacement of ideas hence distortion of the original message. This was mainly observed from respondent's 1 rendition in two instances as illustrated below:

<p><i>En juillet dernier, les Chefs d'Etats et de gouvernements se sont réunis au sommet de l'Union Africaine de Niamey pour procéder au lancement symbolique de la Zone Continentale de Libre Echange, une première sur le continent.</i></p>	<p>Last year in July, heads of states and governments met in at Niamey to discuss the African Continental Free Trade area, which is the first of its kind in the region....</p>
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From the above example, the respondent interpreted the phrase *pour procéder au lancement symbolique de la Zone Continentale de Libre Echange, une première sur le continent* as to **discuss** the African Continental Free Trade area, which is the first of its kind in the region. The proper rendition should have been *for the historical launch of the AfCFTA* or *to launch the monumental AfCFTA*.

This rendition is clearly a distortion because launching and discussing are two different ideas. These concepts are in fact not correlated. One might therefore wonder why the respondent interchanged the two. Perhaps this could be attributed to the fact that the respondent was taking their notes in the TL. They were therefore looking for equivalents while at the same time taking their notes. Clearly, the equivalent of *lancer* was not readily available to this respondent at this particular time. According to the Gravitational model, this may be explained as arising from a lack of stimulation of the required LC's. The result is that they become less available for retrieving during production.

Another case of distortion by the same respondent can also be seen in the second part of chunk 2 as discussed below:

<p><i>Ensemble, ils ont réitéré leur détermination à faire de l'Afrique un marché économique prospère et intégrée, actif et opérationnel à partir de juillet 2020.</i></p>	<p>And... umm... Everyone retaliated their commitment to this Free trade area which was to be effective by July 2020</p>
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In this example, the respondent distorts the message therefore failing to communicate the message as intended by the speaker. In this excerpt, the responded renders *ont réitéré* (*reiterated*) as retaliated which means to hit back or to get revenge. Although the two words have obviously very different meanings, they seemed to have confused the respondent. This could be because they are lexically close.

Such a distortion was also seen in the rendition of chunk 14 by the same respondent. This is illustrated below :

<p><i>Quatrièmement, la priorité donnée à l'innovation et l'industrialisation est une aubaine pour les universitaires. La recherche pour plus d'innovation dans la production des biens et services permettra non seulement de créer des emplois pour les universitaires mais également de renforcer leur présence dans les communautés respectives.</i></p>	<p>And fourthly the priority given to industrialization and innovation is an advantage for <i>universities</i> because there is research required for industrialization and innovation therefore this will create jobs for university students and they will be able to assert their presence in society</p>
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In the above illustration, *les universitaires (academia)* was rendered as universities. The respondent confused between *les universitaires (academia)* for *les universités* (universities). This is because the pronunciation of the two words is almost similar.

According to the Gravitational model, this is known as the escort effect. This occurs when words that sound or look similar or have been psychologically associated to certain concepts become more available. The escort effect as explained by Giles (2009) may bring about linguistic interference that may cause an interpreter to fall in the trap of using a word incorrectly and making them to distort the meaning or the connotation of the original message. Such interference may not have been

encountered had the interpreter taken their notes in another language e.g. the SL. This is because during their production phase, they would have had time to reformulate it without having to think of any incoming information from the speaker that they need to write down.

From the above discussions, it is clear that taking notes in the TL may have its downside but that does not mean that it should be disregarded as a choice during note taking. In fact, the option also has its strengths as evidenced in the examples below :

Note taking in the TL has been argued to be helpful for interpreters to detach themselves from the SL allowing room for better processing of the speech. While taking notes in the TL, the interpreter is forced to analyze the incoming speech in order for them to reformulate it and note down the ideas. This facilitates the production of well analyzed ideas and allows the interpreter to find a way to reformulate complex ideas that they were not able to fully grasp, and to do so using natural expressions.

For example, while rendering chunk 3, respondent 4 summarized part of the information as shown below :

<p><i>Marais 32, zaidi ya mawaziri 100 na wajumbe wapatao 4500 pamoja na wageni waalikwa walihudhuria kongamano hilo jijini Niamey. Kwa pamoja walisisitiza kujitolea kwao kuboresha uchumi wa Afrika, kulifanya bara hili kuwa na ufanisi mkubwa na kuhakikisha kuwa hayo yote yanaafikiwa kufikia mwezi Julai mwaka wa 2020.</i></p>	<p>About 32 heads of states 100 ministers and 4500 delegates and other invited guests attended the meeting. The leaders committed to jointly work together to make the make the African continent progress by July 2020.</p>
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In this rendition, the respondent completely detached themselves from the SL words and picked the main ideas intended to be communicated by the speaker, then rendered them in their own words. The process of detaching from the SL, took place during the conversion of language while they were taking notes. This can also be seen in respondent's 1 rendition of chunk 15 below :

<p><i>Si les décideurs politiques traduisent leur volonté de voir avancer le processus par la mise en œuvre des politiques économiques plus inclusives et réalistes, la ZLEC changera la face de l'Afrique et d'ici à 2050, personne ne parlera de pays les moins avancés sur le continent car il n'y en aura plus.</i></p>	<p>If leaders follow up with this plan the ACFTA will change the face of Africa and by 2050 we will not be talking about any poor countries in Africa</p>
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From the above illustration, the respondent listened and analyzed the original message, reformulated it then noted down what they had understood from their analysis. Although there are some omissions, the general idea has been communicated without conforming to the SL structure or expressions.

In conclusion, note taking in the TL has its pros and cons. As demonstrated from the above discussions, the interpreter is forced to analyze the incoming information and reformulate it before noting it down. On one hand, this means that they will have less work during the production phase and the SL structure will not interfere with their renditions. On the other hand however, if an interpreter fails to properly analyse a piece of incoming information during the language conversion process (that is now taking place in phase 1) they may not be able to rectify this error since their notes will only represent their analysis. This means that, the interpreter will have a rendition that is to some extent close to what the speaker said but that does not communicate the intended message. This was seen in respondent's 1 rendition of chunk 2 as shown below :

<p><i>Cette zone est le reflet d'une Afrique qui bouge, une Afrique qui explore les possibilités avec optimisme, une Afrique qui fait du destin de son peuple sa responsabilité primordiale.</i></p>	<p>And the ACFTA aims at... (Hesitation) progressing Africa or causing Africa to advance and it shows that Africa has taken responsibility or it shows that Africa has taken charge of the destiny of its people.</p>
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The proper interpretation for this should have been ; *this zone represents an Africa on the move, an Africa that optimistically explores opportunities, an Africa that makes the destiny of its people its primary responsibility.* At a first glance, the respondent seems to have captured the speaker's message. However, a closer look proves that the interpretation does not convey the same message as that in the original speech. This was also seen in respondent 4's rendition of chunk 4 as demonstrated below :

<p><i>Walikubaliana kuwa mchakato wa kuwa huru utakuja kwa hatua. Kile cha muhimu ni kuwa mchakato huo ulikuwa umezinduliwa. Uhuru wa biashara utahitajika kulainishwa na marekebisho ya mifumo ya ndani kufanywa ili kufanikisha mchakato wa mpito hadi katika chumi zilizowazi. (They agreed that liberalization will of course be gradual. What matters is the fact that they rolled the dice. Trade liberalization will need to align with internal structural reforms to facilitate a smooth transition to more open economies.)</i></p>	<p>They agreed that the ACFTA will be done step by step. What was important was to remove trade barriers so as to improve the life of the people.</p>
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In the respondent' interpretation, the idea of aligning trade liberalisation with internal structure reforms was analyzed as 'removing trade barriers'. While the speaker may have implied that in their speech, this rendition is not an accurate representation of the speaker's message. The respondents in both cases, had seemingly correct information that was not a true representation of the original speeches that could have been avoided had they taken their notes in the SL.

4.2.2 Note Taking in SL

From this study, one out of the four respondents (respondent 2) took their notes in the SL. In this case, the respondent was working from their B language (English) into their A language (Kiswahili).

This practice allows an interpreter to concentrate on capturing the incoming information hence reducing on the cognitive load involved in the first phase of the C.I process. Since the interpreter is taking notes in the original language of the speech, they do not have to worry about finding equivalents at this point. One would therefore expect that an interpreter taking notes in the SL would have a rendition without distortions, with complete and accurate ideas and a rendition that is rather close to the speaker's speech. This was however not the case for respondent 2 who had taken their notes in the SL as earlier mentioned. In fact, this respondent had the most distortions in their rendition. Some of the distortions are illustrated below:

From these illustrations, the respondent was clearly unable to communicate the intended message in both cases. It is also evident that proper analysis was missing on the respondent's part. This may have been caused by the fact that they took their notes in the SL. While taking notes in the SL, the interpreter is not compelled to analyze the forthcoming message immediately as is the case when one notes in the TL. The most likely temptation is to write down the words as they hear them. As a result, a trainee interpreter, who is yet to master the skill of balancing the efforts posited by Giles, may focus on one task- in this case note taking – at the expense of other efforts like listening actively and analyzing. According to Giles, the overall success of the CI process is dependant on a proper coordination of all the efforts. Overlooking one effort or focusing on one more may lead to a poor performance. Getting a balance between note taking and listening at the same time can be difficult. In which case the interpreter is tempted to concentrate on note taking and ignore active listening.

Apart from distortions, the respondent had several omissions for example chunks 5, 11 and 13. Interestingly, the respondent had noted down some words on these segments. It can therefore be deduced that the respondent had challenges reading back their notes. This could be because they noted down ideas that were not understood ; owing to poor analysis. Unlike during note taking in the TL, when one is forced to analyze the incoming information and reformulate it before noting down, while taking notes in the SL, one has the luxury of noting down the message even when they have not understood them. However, the danger in this is that when it comes to delivery the interpreter may have a hard time reading back their notes. They might therefore decide to omit the information (as seen in the latter illustrations) or ascribe meaning to these illegible notes just so as to give the audience a message even though it may not be an accurate one. In this case, the rendition may be marred with distortions.

These observations match with Richard Flemings thoughts that note taking can be a distraction from listening, understanding and analyzing. The memory is ignored yet it is the interpreter's most important resource.

It has been argued that taking notes in the SL increases an interpreter' chances of being caught up in linguistic interference during their reformulation. However from this study, the respondent did a commendable job in detaching themselves from the

SL during their rendition. Perhaps this is because of their good command of the TL, which in this case is their A language.

4.2.3 Note Taking Using Code Switching

In this study, only one respondent used this mode of note taking. Respondent 3, who was working into German, took their notes in both the SL and TL. The respondent claimed that they resorted to code switching because their A language (TL) had long words and also because of the awkward language structure (of their A language) in comparison to English (the SL). The dominant choice of language used by this respondent was TL with occasional shifts into the SL. These shifts presumably occurred when the respondent got stuck during the note taking process.

This respondent had the least omissions. One of the reasons trainee interpreters may have omissions in their renditions is failure to note down the ideas. This may be caused by inavailability of readily accessible equivalents as argued in the Gravitational model, especially when taking notes in the TL. For this respondent however, this was not a challenge because whenever they were faced by a lack of equivalents, they had an option of switching to the SL. This not only served in reducing the mental overload brought about by engaging in the language conversion process but also allowed them time to focus on the incoming information. As a result, they were able to give back complete ideas as seen in the example below :

<p>In addition, the Heads of State and Government reiterated their commitment to leave no one behind. This promise has four socio-economic implications:</p>	<p><i>Besides, heads of States and governments have promised that no one will remain behind and that also has social implications, for example,</i></p>
<p>First, it means that 1.2 billion Africans will benefit from the free trade zone. It is true that the level of benefit will not be the same for everyone, but states have promised to implement accompanying policies allowing each citizen to feel the positive effects of the implementation of the CFTA. The CFTA must be reflected in substantial economic growth reproduced not only by statistics but also by the household basket and the health of children.</p>	<p><i>The first point is that 1.2 billion Africans are to benefit and it is clear that the benefits will not get to all people in the same way, but at every level of the society, success should be visible and everyone individually should be able to experience this success. This means the African Free Trade Zone should not only have an effect on the statistics, but above all as far as the household effects are concerned for example the provision of health care for children.</i></p>

In the above rendition, the respondent used both the SL and TL while taking their notes. From this rendition it is evident that the respondent had all the information communicated by the speaker.

All the same, this respondent had several distortions and cases of miscommunication. These were mostly observed where there was code switching from one language to another during note taking. As already mentioned, code switching was used as a coping strategy when the respondent was unable to immediately get equivalents or when they were unable to quickly process the incoming information. In these cases, they resorted to noting down in the SL. This was done as an alternative to understanding and analysing the speech. While this seems like an effective strategy, a challenge arises during the production phase. In several instances where there was code switching, there appeared to be an incoherent flow of ideas ; a part of the message would be rendered accurately but the other part would be distorted or left out altogether. This is illustrated below :

<p>Secondly all the socio-economic sectors will be boosted through the integration process. In fact, Africa has always operated on an economic model based on extraction and export of raw materials. This time , the states not only thought of a mechanism that will add value to natural resources but also take advantage of the manufacturing, agri-food and as well as services industry to boost intra-African trade..</p>	<p><i>Besides, the Free Trade Zone should be visible for all in all sectors of the economy, or be visible in all economic sectors. That means that there will be not only an additional value of national resources, but also that the production is used in a positive way, that also the agriculture is used in agricultural, nutritional products are used and services are also used to promote local trade among African countries.</i></p>
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In this chunk, the respondent clearly noted down most of the concepts in the original speech. However from the reformulation, they seemed to not have understood the original message. The fact that they decided to code switch occasionally could be an indication of the difficulties they were encountering. Such difficulties may be analyzing and processing the incoming information. Their rendition shows that they just resorted to taking notes to seal any gaps in the hope that during rendition they would be able to give a proper interpretation. By doing so, the respondent focused on the note taking effort ignoring other important efforts such as listening and analysis, short term memory operations and coordination. Yet, notes are only to be used as an

aid in the rendition. So when they become an obstacle to the successful achievement of other tasks, the note taking is not being done properly.

The distortions were not just observed in instances where there was code switching but also on several occasions where the respondent used the target language. For example in the rendition of chunks 2 and 4, the respondent gives back a rendition that sounds close to the original speech but in essence, it is a distortion as illustrated below

<p>Chunk 2: Last July, heads of states and governments met in a summit of the African Union in Niamey for the historical launch of the African Continental Free Trade Area, a first in Africa. This zone represents an Africa on the move, an Africa that optimistically explores opportunities, an Africa that makes the destiny of its people its primary responsibility.</p>	<p><i>Ladies and gentlemen, last month, there was a meeting of the African Union in Niamey where the governments and heads of state had gathered together for the first common African summit since the founding of this free trade zone to discuss the sanctions that are there for the lives of Africans.</i></p>
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In this rendition, the respondent seems to have captured the idea of the AU summit in Niamey, the participants of the meeting and that the subject of this meeting was the AfCFTA. Nonetheless, the idea of the historical launch of this FTA was not accurately rendered. In addition, the concept of an Africa that is on the move is also missing in the rendition. This could be due to lack of proper analysis.

This can also be illustrated in the example below :

<p>Chunk 4: They agreed that liberalization will of course be gradual. What matters is the fact that they rolled the dice. Trade liberalization will need to align with internal structural reforms to facilitate a smooth transition to more open economies.</p>	<p><i>....and that this change can only be made gradually. The first steps have already commenced and now there is the challenge of promoting the trade to liberty of trade and bring it to be in harmony with the existing structures.</i></p>
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A similar error was observed in section 4.2.1, where the respondents had taken their notes dominantly in the TL. In this case, the distortions arose due to lack of proper analysis and since the notes had already been reformulated the interpreters will not carry out further analysis. They will just read the notes as they are inclusive of these mistakes.

4.2.4 Note Taking and Delivery

The interpretation process is not just about rendering complete and accurate ideas. A good rendition should not only be faithful to the original message but should also be coherent, fluent and to a large extent communicate the mood of the speaker. In addition, an interpreter is a communicator and is therefore expected to have good public speaking skills. The use of fillers, verbalised thought processes and other bad habits in communication should be avoided in order to give a professional performance.

Regardless of their choice of language in note taking, trainee interpreters might encounter challenges reading back their notes. When this happens, the quality of delivery is affected. One way to tell that there is a challenge in reading back the notes is the interpreter's body language. Sometimes, there are other obvious indicators such as use of fillers, hesitation, unnecessary additions and repetitions. These were observed in some of the renditions as shown below :

Secondly all the socio-economic sectors will be boosted through the integration process. In fact, Africa has always operated on an economic model based on extraction and export of raw materials. This time , the states not only thought of a mechanism that will add value to natural resources but also take advantage of the manufacturing, agri-food and as well as services industry to boost intra-African trade..	<i>Zaidi ya yote ni kwamba sekta ya ... sekta ya biashara na vile vile sekta ya ... ya kutengeneza vitu katika viwanda itaimarika si kidogo. Kumaanisha basi mitandao itaongezeka na vivyo hivyo uchumi utakuwa pakubwa.</i>
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From the above rendition the respondent used unnecessary repetition. This was probably because they were unable to render back the message using their notes. The notes were therefore not helpful. As already mentioned, this respondent took notes in the SL. Consequently, these notes may have been noted down without proper comprehension and analysis of the message. So when the respondent got to this point, they were not able to comprehend what they had intended to communicate. This may have been avoided had the respondent taken their notes in the TL. This would have forced them to analyze the incoming message before noting it down. Such unnecessary repetitions were also observed in chunk 4.

This challenge was not just encountered by the respondent taking notes in the SL but was also present among respondents using other modes of note taking. For example, respondent 3, who had used code switching in note taking, also had repetition. This was observed in the reformulation of chunk 10 as is seen below :

<p>Secondly all the socio-economic sectors will be boosted through the integration process. In fact, Africa has always operated on an economic model based on extraction and export of raw materials.</p> <p>This time , the states not only thought of a mechanism that will add value to natural resources but also take advantage of the manufacturing, agri-food and as well as services industry to boost intra-African trade..</p>	<p><i>Besides, the Free Trade Zone should be visible for all in all sectors of the economy, or be visible in all economic sectors.</i></p> <p><i>That means that there will be not only an additional value of national resources, but also that the production is used in a positive way, that also the agriculture is used in agricultural, nutritional products are used and services are also used to promote local trade among African countries.</i></p>
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The respondent may also have faced a challenge linking the ideas noted in mixed languages. Repetition in this case may have been used to try to explain the respondent's analysis of the original message.

Another indication of a challenge in reading back notes as observed in this study, is hesitation. This was prevalent in respondent 1's rendition as indicated below :

<p><i>32 Chefs d'Etats, plus de 100 ministres et environ 4500 délégués et invités étaient présents à Niamey. détermination à Ensemble, ils ont réitéré leur détermination à faire de l'Afrique un marché économique prospère et intégrée, actif et opérationnel à partir de juillet 2020.</i></p>	<p>There were 32 heads of states, over 100 ministers and other delegates were present during this Meeting. And... umm.. Everyone retaliated their commitment to this Free trade area which was to be effective by July 2020</p>
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In this example, the respondent used a verbalized filler, 'umm...' to express hesitation. This was followed by a distortion of the message where *ont réitéré (reiterated)* was rendered as *retaliated*. Interestingly, the respondent had noted down the word repeated. This shows that they had understood and properly analyzed the incoming

information. The hesitations then indicate an attempt to reformulate the idea again. This shows a lack of trust in their notes.

An interesting observation from this study was that the errors committed during the rendition do not always arise from poor note taking. This study revealed that sometimes trainee interpreters may have properly noted down the ideas in a complete manner. Yet during the production phase, they may try to reformulate these ideas in a better way ; maybe trying to use more sophisticated expressions ; unfortunately in this process they end up distorting the message.

In conclusion, the choice of language in note taking not only affects the rendition in terms of accuracy and faithfulness but also the quality of delivery.

4.3 Summary

In this chapter we discussed directionality and note taking. We analysed the effect of note taking in the SL, TL as well as note taking using code switching. This chapter also discussed note taking and its impact on delivery.

From this chapter we observed that although the respondents had difficulties in their renditions, there were all the same chunks that were accurately rendered. Inversely, there were also cases when the renditions were not faithful to the original speech. It was also observed that all the three modes of note taking have pros and cons.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of the findings of this study based on the data that was collected and its analysis. It presents the general conclusions that were drawn and gives and recommendations for further research.

5.2 Chapter Summary

Chapter one discussed the background to the study, statement of the problem, objectives, research questions, rationale of the study, scope and limitation , literature review, theoretical framework and research methodology.

In chapter two, the study explored directionality in note taking with particular attention paid to note taking. We looked at note taking in consecutive interpretation and concluded that it is indispensable. This is because the memory may not be able to hold information from long speeches.

We also discussed the basic principles of note taking with reference to Francois Rozan, symbols and abbreviation and finally the importance of good note taking.

The third Chapter reported the data collection and discussion around it. Respondents were given a similar speech to render into their A language. Three respondents worked from their C language while one worked from their B language. The Chapter recorded the rendered speeches which had been chunked for ease of comparison with the original. The chapter also reported the various responses that were captured in a distributed questionnaire.

Chapter four analysed the collected data. It focussed on the accuracy of the renditions, common errors and note taking strategies for the respondents.

This chapter will focus on the conclusions, drawn from the results and the recommendations.

5.3 Conclusions

This study was guided by the following objectives:

1. To investigate the choice of language by trainee interpreters.
2. To discuss the errors arising from poor during note taking by trainee interpreters.
3. To assess the impact of directionality in the faithful rendition of the message.

The findings in this study revealed that language choice in note taking by trainee interpreters is determined, to a large extent, by directionality (the language into or out of which they are working).

From the results we saw that most trainee interpreters take notes in their A language because they find easy to read back during rendition. All four respondents said they noted ideas in the A language which they found easy to render a speech from. The study also observed that trainee interpreters take notes in a language they are comfortable with regardless of what language they are working from. For instance a student with English A and Kiswahili B still prefers taking notes in English where the source language is English. Only one respondent said they sometimes took notes in a C language because the words in their A language are rather long. This is a good strategy in the case of fast speeches.

One of the four respondents also took their notes in the B language, which was in this case the source language.

All respondents confessed to having difficulties when taking notes. Some of the difficulties cited arose from the density of the speech, the pace, unfamiliar concepts, technical terms and an unnatural delivery.

The study also found that trainee interpreters did not have well developed symbols for frequent use and therefore resorted to noting words.

It was also observed that all respondents faced the difficulty of incomplete ideas when giving back a speech. This was as a result of poor note taking and minimal use of symbols which naturally saves on time.

The study also observed that trainee interpreters prefer taking notes in their A languages and only shift to other languages in times of difficulty. This is because they do not work into their C languages except for students with A and B language combinations.

This study revealed that when taking notes in the TL, the interpreter is forced to analyze the incoming information and reformulate it before noting it down. On one hand, this means that they will have less work during the production phase and the SL structure will not interfere with their renditions. On the other hand however, if an interpreter fails to properly analyse a piece of incoming information during the language conversion process (that is now taking place in phase 1) they may not be able to rectify this error since their notes will only represent their analysis. This means that, the interpreter will have a rendition that is to some extent close to what the speaker said but that does not communicate the intended message. Simply put, the rendition is a reflection of their analysis. This therefore permits the interpreter to simplify complex concepts and ideas for their audiences. This is essential in CI as the interpreter is expected to make their delivery in the shortest time possible while communicating the speaker's ideas as faithfully as possible.

It was also observed that respondents who took their notes in the TL had several instances of omissions, generalisations and summarisations. This was mainly because, they are forced to process and convert the language before noting anything down. So where they are unable to get equivalents quickly, they move on to the next chunk of incoming information so as not to lag so much behind.

Based on this study, while taking notes in the SL, trainee interpreters may skip the analysis process that is essential in the first phase of the C.I process. This is because, unlike taking notes in the TL, the interpreter is not forced to immediately work on the incoming information. In this case they just note down the information they deem important as it comes forth. Subsequently, they risk not only having renditions that are too close to the SL but also having noted down information they are unable to read back. As a result, their delivery may also be jeopardized. This, according to Gile's Efforts model, is because poor performance in one effort, affects the entire performance.

It was also observed that while taking notes in the SL, a trainee interpreter may note down words rather than ideas. This is due to the lack of analysis while note taking. This means that their renditions will be very close to the original speech. In addition to this, another danger associated with noting down words rather than ideas is that one may have words that do not communicate or have no sense. Consequently, there may be distortions of the original message or omissions where the interpreter is afraid of distorting the message.

Moreover, according to Gile, success in the overall C.I process requires proper coordination of all the tasks involved in phases 1 and 2 of the process. Nonetheless, from this study, it was observed that trainee interpreters who take their notes in the SL may ignore other vital tasks in the process (such as listening and analysis) and just focus on note taking. This imbalance of the efforts leads to poor performance.

Code switching or mixing languages while taking notes in CI may be a great coping strategy to save time and to overcome other challenges arising from difference in language structure between the SL and the TL. Nonetheless, for trainee interpreters who are yet to master note taking and other efforts involved in the CI process, the continuous shift from one language to another may add on to the cognitive load hence affecting their performance. However, it also allows them to enjoy the benefits of both modes of note taking i.e taking notes in the TL and the SL. This notwithstanding, is also true ; the errors associated with this mode of note taking risk being twice as many.

In conclusion, we also observed that the choice of language in note taking may not only affect the rendition in terms of accuracy and faithfulness but also the quality of delivery.

5.4 Recommendations

There is need for further research in this area. This is because the study was not exhaustive in as far working into different languages is concerned. The respondents only worked into their A languages which they felt comfortable with.

Trainee interpreters should be encouraged to work into their other languages apart from the A language to give them a broader picture of the profession. While working

into the language is most comfortable, it should not be assumed that occasions will not arise in real life where one would be required to work into other languages.

This study also recommends greater emphasis on note taking techniques. The study indeed observed that trained interpreters used symbols very minimally and writing words. While this would be alright at the very beginning of the training, it should be shed off gradually so that at the end more symbols are used in comparison to words.

Another observation was that three out of the four respondents lost most ideas of the speech. Looking at their notes it became apparent that links and writing diagonally was not observed. Probably this also affected the rendition.

It must also be noted that the research was conducted at a time when students had taken a break from practical sessions and were rusty. This is because they were then concentrating on other matters. In quoting the gravitational model, the language constituents were very far away from the centre. This is because their minds were set on other matters making it difficult for them to find equivalents for even simple ideas.

The best option for trainee interpreters during note taking would be to stop taking notes and listen more when unable to analyse the incoming idea rather than code switch.

Interpreter trainers can use the delivery habits of students to help them gauge what choice of language in note taking poses a challenge to them and what works best.

Interpreter trainers should avoid using techniques that do not serve to help students develop their skills such as to build the trainees confidence.

Perhaps the results would have been different had the research been done while practical classes were in session.

5.5 Summary

In this chapter we presented a summary of the previous chapters in this study, the general conclusions drawn from the findings and recommendations for trainee and trainer interpreters as well as possible areas for further research.

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APPENDICES

Appendix 1: Original Speeches

LA ZLEC ET LA PROMESSE DE NE LAISSER PERSONNE DE COTE

Mesdames et Messieurs,

En juillet dernier, les Chefs d'Etats et de gouvernements se sont réunis au sommet de l'Union Africaine de Niamey pour procéder au lancement symbolique de la Zone Continentale de Libre Echange, une première sur le continent.

Cette zone est le reflet d'une Afrique qui bouge, une Afrique qui explore les possibilités avec optimisme, une Afrique qui fait du destin de son peuple sa responsabilité primordiale.

32 Chefs d'Etats, plus de 100 ministres et environ 4500 délégués et invités étaient présents à Niamey. Ensemble, ils ont réitéré leur détermination à faire de l'Afrique un marché économique prospère et intégrée, actif et opérationnel à partir de juillet 2020.

Ils se sont convenu sur le fait que la libéralisation sera bien sûr progressive. Ce qui importe c'est le fait qu'ils aient lancé les dés. La libéralisation du commerce devra s'aligner sur des réformes structurelles internes pour faciliter une transition sûre vers les économies plus ouvertes.

Aucun pays ne vas tout libéraliser d'un coup mais tous les pays feront à sorte de rendre le processus plus souple et productif pour l'ensemble du continent. Cela signifie que les reformes intérieurs auront pour but de faciliter et garantir une transition réussie à l'intérieur du pays tout en levant les obstacles intérieurs au processus d'intégration international.

Par ailleurs, les Chefs d'Etats et de gouvernement ont réitéré leur engagement à ne laisser personne de côté. Cette promesse a quatre implications socio-économiques:

Premièrement, elle signifie que les 1,2 milliards d'Africains vont bénéficier de la zone de libre-échange. Il est vrai que le niveau de bénéfice ne sera pas le même pour tout le monde, mais les Etats ont promis de mettre en œuvres de politiques d'accompagnement permettant à chaque citoyen de ressentir les effets positifs de la

mise en œuvre de la ZLEC. La ZLEC doit être reflétée par une croissance économique substantielle reflétée non seulement par les statistiques mais également par le panier de la ménagère et la santé des enfants.

Deuxièmement, tous les secteurs socio-économiques seront boostés par le processus d'intégration. En fait, l'Afrique a toujours fonctionné selon un modèle économique essentiellement basé sur l'extraction et l'exportation des matières premières brutes. Cette fois-ci, les Etats ont pensé un mécanisme permettant non seulement d'ajouter une valeur aux ressources naturelles mais également de tirer profit des industries manufacturière, agro-alimentaire et des services pour booster le commerce intra-africain. Cela signifie impérativement que les grandes entreprises vont fonctionner en réseaux et les petites et moyennes entreprises vont se connecter sur leurs chaînes de valeur pour participer et bénéficier de la croissance économique liée à l'expansion du marché.

Troisièmement, les femmes et les jeunes qui font du commerce transfrontalier vont bénéficier des allègements des formalités administratives jusqu'alors complexes et se verront épargnés les intimidations et tracasseries y relatives. Aussi la suppression progressive des droits de douane, telle que prévue par l'accord est une bonne nouvelle pour les petites entreprises, les grandes entreprises et le consommateur final.

Quatrièmement, la priorité donnée à l'innovation et l'industrialisation est une aubaine pour les universitaires. La recherche pour plus d'innovation dans la production des biens et services permettra non seulement de créer des emplois pour les universitaires mais également de renforcer leur présence dans les communautés respectives.

Si les décideurs politiques traduisent leur volonté de voir avancer le processus par la mise en œuvre des politiques économiques plus inclusives et réalistes, la ZLEC changera la face de l'Afrique et d'ici à 2050, personne ne parlera de pays les moins avancés sur le continent car il n'y en aura plus. On aura ainsi réalisé la vision ultime de l'agenda 2063, l'Afrique que nous voulons : une Afrique intégrée, prospère et sûre pour les générations présentes et futures.

Je vous remercie

English Speech

ACFTA -The Promise to Leave No One Behind

Ladies and gentlemen,

Last July, heads of states and governments, met in a summit of the African Union in Niamey for the historical launch of the African Continental Free Trade area, a first in Africa. This zone represents an Africa on the move, an Africa that optimistically explores opportunities, an Africa that makes the destiny of its people its primary responsibility.

32 heads of states, more than 100 ministers and about 4500 delegates and invited guests were present in Niamey. Together they reiterated their determination to make Africa, an economic powerhouse, prosperous and integrated, active and operational by July 2020.

They agreed that liberalization will of course be gradual. What matters is the fact that they rolled the dice. Trade liberalization will need to align with internal structural reforms to facilitate a smooth transition to more open economies.

No one country will liberalize all at once but all countries will make the process more flexible and productive for the whole continent.

This means that internal domestic reforms will be aimed at facilitating and ensuring a successful transition within the country while removing internal barriers to the international integration process.

In addition, the Heads of State and Government reiterated their commitment to leave no one behind. This promise has four socio-economic implications:

First, it means that 1.2 billion Africans will benefit from the free trade zone. It is true that the level of benefit will not be the same for everyone, but states have promised to implement accompanying policies allowing each citizen to feel the positive effects of the implementation of the CFTA. The CFTA must be reflected in substantial economic growth reflected not only by statistics but also by the household basket and the health of children.

Secondly all the socio-economic sectors will be boosted through the integration process. In fact, Africa has always operated on an economic model based on extraction and export of raw materials. This time, the states not only thought of a mechanism that will add value to natural resources but also take advantage of the manufacturing, agri-food and as well as services industry to boost intra-African trade. This clearly means that large companies will operate in networks and the medium and small enterprises will connect to their value chains to participate and benefit from the economic growth associated with market expansion.

Thirdly, women and youth engaged in cross border trade will benefit from the alleviation of previous administrative formalities sparing them related intimidation and harassment. Also, the gradual removal of customs duties as provided for in the agreement is good news for small businesses, large companies and the final consumer.

Fourthly, the priority given to innovation and industrialization is a boon for academics. Research for more innovation in the production of goods and services will allow not only the creation of jobs for academics but will equally reinforce their presence in respective communities.

If policy makers express their willingness to see the process moving forward with more inclusive and realistic economic policies, the AfFCTA will change the face of Africa by 2050, no one will talk about of less developed countries on the continent because there will be no more. We will have achieved the ultimate vision of 2063, The Africa we want: an integrated, prosperous Africa, secure for present and future generations.

Thank you.

Kiswahili speech

ACFTA -Ahadi Ya Kuhakikisha Kuwa Hakuna Anayeachwa Nyuma

Mabibi na mabwana,

Mnamo mwezi Julai mwaka jana, marais na viongozi wa serikali walikutana katika kongamano ya muungano wa African jijini Niamey kwa uzinduzi wa kihistoria wa eneo la soko huru Afrika ambalo ni la kwanza barani. Eneo hilo linawakilisha Afrika inayopiga hatua, Afrika inayotumia vyema fursa, Afrika inayojitolea kuandaa na kuboresha mustakabali wa watu wake.

Marais 32, zaidi ya mawaziri 100 na wajumbe wapatao 4500 na wageni waalikwa walihudhuria kongamano hilo jijini Niamey. Kwa pamoja walisisitiza kujitolea kwao kuboresha uchumi wa Afrika, kulifanya bara hili kuwa na ufanisi mkubwa na kuhakikisha kuwa hayo yote yanaafikiwa kufikia mwezi Julai mwaka wa 2020.

Walikubaliana kuwa mchakato wa kuwa huru utakuja kwa hatua. Kile cha muhimu ni kuwa mchakato huo ulikuwa umezinduliwa. Uhuru wa biashara utahitajika kulainishwa na marekebisho ya mifumo ya ndani ili kufanikisha mchakato wa mpito hadi katika chumi zilizowazi.

Hakuna taifa linaloweza kujiweka huru kwa wakati mmoja, na lakini mataifa yote machanga yatafanya mchakato huo kuwa rahisi na wenye manufaa kwa bara nzima.

Hii ina maanisha kuwa marekebisho ya ndani yatalenga kufanikisha na kuhakikisha mpito mwafaka katika taifa husika na kuondoa viziwi vya nje vya mchakato wa kimataifa wa muungano.

Aidha, marais na viongozi wa serikali walisisitiza kujitolea kwao na kuhakikisha kuwa hakuna anayeachwa nyuma. Ahadi hii ina athari nne za kijamii na kiuchumi:

Kwanza kabisa, inamaanisha kuwa waafrika bilioni 1.2 watanufaika na mpango wa soko huru la kibiashara. Ni ukweli kuwa viwango vya faida havitakuwa sawa kwa kila mmoja, lakini mataifa husika yameahidi kutekeleza sera husika na kuruhusu kila raia kunufaika na utekelezaji wa mpango wa CFTA. Mpango huo unapaswa kudhihirika katika ukuaji wa kiuchumi sio tu kupitia kwa takwimu bali katika lishe na afya ya watoto.

Pili, sekta zote za kijamii na kiuchumi zitapigwa jeki kupitia kwa mchakato huo wa kuungana. Bara la Africa limekuwa likihudumu kwa kuzingatia mfumo wa kiuchumi wa kutafuta na kuuza mali ghafi katika mataifa ya nje. Wakati huu, mataifa husika yalifikiria tu mkakati ambao utaongeza thamani kwa mali asili na kutumia vyema fursa ya utengenezaji bidhaa, kilimo chakula na pia viwanda vya kutoa huduma ili kuimarisha biashara barani Afrika. Hii ina maanisha kuwa kampuni kubwa zitahudumu kupitia kwa mitandao na zile za kadri na ndogo ndogo zitajiunga na mtandao wa thamani kushiriki na kunufaika na ukuaji wa kiuchumi unaohusishwa na kupanuliwa kwa soko.

Tatu, wanawake na vijana wanaofanya biashara ya mpakani watanufaika kutokana na kuondolewa kwa kanuni za tawala zilizopita na kuwaondolea vitisho na kunyanyaswa. Pia kuondolewa polepole kwa ushuru wa forodha kama ilivyo katika makubaliano, ni habari njema kwa biashara ndogo ndogo, kampuni kubwa na mteja wa mwisho.

Nne, kipau mbele kinachotolewa kwa ubunifu na ukuzaji wa viwanda ni faida kubwa kwa masomo. Utafiti kwa ubunifu zaidi katika uzalishaji wa bidhaa na huduma utatoa fursa ya kubuniwa kwa nafasi zaidi za kazi za masomo na kuimarisha uwepo wao katika jamii husika.

Iwapo wanaotengeneza sera wataonyesha nia ya kutaka mchakato huo kusonga mbele kwa kujumuisha sera mwafaka za kiuchumi, mpango wa AfFCTA utabadilisha sura ya bara la Afrika kufikia mwaka wa 2050. Hakuna atakayezungumzia mataifa ambayo hayajastawi barani Afrika. Tutakuwa tumeafikia ruwaza kuu ya mwaka wa 2063, Afrika tuitakayo: Afrika iliyoungana, yenye ufanisi, iliyo salama kwa vizazi vya sasa na vile vijavyo.

Asanteni.

Appendix 2: Renditions from Respondents

Respondent 1 French to English

Ladies and gentlemen(hesitation)

Last year in July, heads of states and governments met in at Niamey to discuss the African Continental Free Trade area, which is the first of its kind in the region....And the ACFTA aims at... (Hesitation) progressing Africa or causing Africa to advance and it shows that Africa has taken responsibility or it shows that Africa has taken charge of the destiny of its people.

There were 32 heads of states, over 100 ministers and other delegates were present during this meeting. And... **umm..** Everyone retaliated their commitment to this Free trade area which was to be effective by July 2020

They all agreed that the free trade area would be progressive and that of course no country would be able to achieve this at once but each country would work progressively. Therefore... **uum...** there is need for internal structures to overcome the challenges that might arise... pause ... during the implementation of this. Moreover heads of states and governments committed that or promised that they would not leave anyone behind.

This promise has four implications on the socio-economic..... **pause.....** front.

Voice goes down

The first one is that billions of Africans will be able to benefit and although not everyone will, the benefits will not be equal to everyone, or rather they will vary from person to person, but leaders will ensure that at least everyone benefits from this. And the..... effects of the ACFTA should be seen or should be evidenced not only by statistics but also by the health of children. Also all socio-economic sectors will be boosted.

Initially Africa depended on mining and export of raw materials but this time thleaders have thought of a way to process these raw materials and also to benefit from the manufacturing industry as well as to come up with services to boost intra

African trade. This means that ... umm ... there will be... the small enterprises will benefit from cooperation with big enterprises.

Thirdly, women and young people who participate in cross border trade will also benefit will and will be saved from the harassment and the frustrations that they go through. In addition to this the cancellation of import duty is good news to the business people.

And fourthly the priority given to industrialization and innovation is an advantage for universities because there is research required for industrialization and innovation therefore this will create jobs for university students and they will be able to assert their presence in society.

If leaders follow up with this plan the ACFTA will change the face of Africa and by 2050 we will not be talking about any poor countries in Africa and we will have achieved the AU 2063 agenda of the Africa we want, umm..... Ladies and gentlemen...

Thank you (**suppressed giggle**).

Respondent 2 English to Kiswahili

Mabibi na mabwana,

Nitazungumzia eneo la kibiashara la Afrika ambalo ni huru. Kama unavyokumbuka Julai mwaka jana, viongizi wa kiserikali na marais walikutana **Yemay**, katika kuzindua mpango huo.

Huu ni mpango ambao unafaa kuhakikisha kwamba, kuna...kwamba kuna... kutembea pasipo kuwa na vikwazo katika Afrika na ambapo utahakikisha kwamba kuna majukumu...waafrika wanaweza kufanya majukumu yao katika eneo hili pasipokuwa matatizo.

Na zaidi ya maraisi 32 pamoja na viongozi wa serikali walikutana Yemey....na kwa pamoja wakakubaliana kwamba wanafaa kutekeleza mpango huu kufikia mwaka wa 2020.

Walikubaliana kwamba mageuzi haya hayatakuwa ya moja kwa moja lakini yatakuwa ni... yatachukua mkondo wa taratibu...na wakasema kwamba ikiwa basi mageuzi haya yata...yatatekelezwa ukweli ni kwamba uchumi utaimarika na vilevile kwamba mataifa yatakuwa.. yatakuwa na nafasi nzuri ya kufanya biashara.Vikwazo ambavyo vipo vitakuwa vimeondolewa na kwamba marais na viongozi wa serikali walikubaliana kwamba wanafaaa kuu...ku..kuunga mkono mpangilio huo.

Mpangilio huu ukifaulu bila shaka utakuwa na manufaa chungu nzima mmojawapo ikiwa ni kwamba kutakuwa na nafasi sawa za kazi na biashara ambapo utapata vile vile kwamba hata pato la mataifa litaongezeka pamoja na utaratibu wa afya.

Zaidi ya yote ni kwamba huu ni utaratibu ambao unafaa kuimarisha mchakato mzima wa wa uhusisno kwa mfano wakati wa kununua bidhaa kutoka mataifa mengine na hata kuuza.

Zaidi ya yote ni kwamba sekta ya sekta ya biashara na vile vile sekta ya ... ya kutengeneza vitu katika viwanda itaimarika si kidogo.Kumaanisha basi mitandao itaongezeka na vivyo hivyo uchumi utakuwa pakubwa.

Zaidi ya hayo ni kwamba wanawake na watoto watakuwa na nafasi... eeh katika utekelezaji wao wa biashara na hivyo basi vilevile watakuwa hawana kutishwa na mambo kama hayo na kwamba biashara ndogondogo zitaweza kukuwa.

Vivyo hivyo kutakuwa na ukuaji wa viwanda pamoja na kuibua pamoja na kuibua ama uvumbuzi wa bidhaa mpya.Na utafiti unaonye sha kwamba ni utaratibu ambao utatoa nafasi nyingi za kazi na kuimarisha kilimo kama nilivyosema.

Na kwa hakika ni kwamba, ikiwa washika dau watatekeleza utaratibu huu, basi ukweli ni kwamba utaratibu wa eneo huru la Afrika ni jambo ambalo litakuwa limetekelezwa kufikia mwaka wa 2050.Na bila shaka hakutakuwa na malalamiko yoyote yale na basi itakuwa ni rahisi kutekeleza au itakuwa ni rahisi kuafikia utaratibu wa ajenda ya 2063 na vizazi vijavyo vitakuwa vya kunufaika.

Asanteni.

Respondent 3

English to German and back to English

I would like to talk about the African Free Trade, the continental free trade zone and about the promise that no one will be left behind.

Ladies and gentlemen, last month, there was a meeting of the African Union in Niamey where the heads of states and governments **had gathered for the first common African summit** since the founding of this free trade zone to discuss the chances that are there for the lives of Africans.

32 heads of states and governments, 100 ministers and - all together, there were 4500 guests present. Together, the objective was discussed to make Africa a power machinery to make it more active by July 2020 and that this change can only be made gradually. The first steps have already commenced and now there is the challenge of promoting the trade to liberty of trade and bring it to be in harmony with the existing structures. This cannot be achieved by states acting individually but rather, it can only be achieved in unison.

International reforms have therefore been aimed at which transform the countries step by step and which also prepare these transformations. Besides, heads of States and governments have promised that no one will remain behind and that also has social implications, for example,

The first point is that 1.2 billion Africans are to benefit and it is clear that the benefits will not get to all people in the same way, but at every level of the society, success should be visible and everyone individually should be able to experience this success. This means the African Free Trade Zone should not only have an effect on the statistics, but above all as far as the household effects are concerned for example the provision of health care for children.

Besides, the Free Trade Zone should be visible for all in all sectors of the economy, or be visible in all economic sectors. That means that there will be not only an additional value of national resources, but also that the production is used in a positive way, that

also the agriculture is used in agricultural, nutritional products are used and services are also used to promote local trade among African countries.

That means that big companies will join together in networks and smaller firms also come together in their own chains in an economic sense.

Another factor is that young people and women should be more involved e.g. as far as abuse and harassment is concerned which should be reduced and besides, these cases should be eliminated.

The industrial innovations which come along with this Free Trade Zone should besides have the positive effect of creating jobs for academicians and academicians in all levels of society as representatives or see to it that academicians in all levels of the society are involved. That would therefore mean that the leaders agree on these steps, then Africa can already show a very positive face in the year 2050 and one would have already attained the ultimate vision of 2063 and then ... blooming Africa, an integrated Africa which is secure for the coming generation.

Thank you.

Respondent 4 Kiswahili to English

Ladies and gentlemen

I am going to talk about the African Continental Free Trade area, which promises to leave no one behind.

In July last year, heads of state and government held a meeting in Niamey to launch the African Free Continental Area which would be the first in the continent.

The African would use this as an opportunity to improve the lives of the people.

About 32 heads of states 100 ministers and 4500 delegates and other invited guest attended the meeting. The leaders committed to jointly work together to make the make the African continent progress by July 2020. They agreed that the ACFTA will be done step by step. What was important was to remove trade barriers so as to improve the life of the people.

No country however can be free at once, but all nations will need to come together to ensure that there is a smooth transition and that means they have to remove the trade barriers that currently exist.

The heads of states and governments pledged not to leave anybody behind.

This ACFTA would have various benefits.

To start with the Africans would benefit from the trade. The nations agreed to implement the policy to make this a reality.

Secondly all social sectors will be improved because Africa has been selling raw materials to foreign countries but this time the African nations would improve their various sectors like agriculture and the production sector so that they can trade among one another.

This is to say that big companies would work together to make this success.

Third African youth and women who live at the border will also benefit from the removal of the barriers and this is also good news to small companies.

Fourth there will be development in the technology sector and this will create many jobs.

If the policies would be implemented then this would pave way for a very big change that would take place and the face of Africa would change in the next few years. It will become the Africa that we want, the Africa that is safe and for the current and future generations.

Thank you

Appendix 3: Questionnaire for Students of Consecutive Interpreting

I am a second year Masters student at the University of Nairobi, Centre for Translation and Interpretation. This survey is a partial fulfilment of university requirements. The research seeks to investigate how language choice and directionality in note taking among trainee interpreters affects the overall and faithful rendition of a speech.

I kindly seek your cooperation by responding to the questionnaire. The information you provide will be treated with utmost confidentiality and will only be used for academic purposes.

Please tick the box as honestly and appropriately as possible.

1. What is your language combination?

LANGUAGE	A	B	C
English			
French			
German			
Kiswahili			
Portuguese			

2. In which language do you take your notes?

- A
- B
- C
- Other

3. If other, kindly elaborate.

4. How often do you take notes in your A Language?

- Never
- Sometimes
- Always

5. How often do you take your notes in the Target Language?

- Never
- Sometimes
- Always

6. In what circumstances do you take notes in the Target Language?

7. Do you mix languages during note taking?

- Never
- Sometimes
- Always

8. Do you encounter difficulties during note taking?

- Never
- Sometimes
- Always

9. If the answer to Question 8 is yes, please explain the difficulties.

10. Do you encounter difficulties in reading back your notes?

- Never
- Sometimes
- Always

11. What are the difficulties faced when reading back notes? (Select all relevant response s)

- Incomplete ideas
- Use of unfamiliar symbols
- Abbreviations that are forgotten during rendition
- Others

12. If your answer to (11) above is others, kindly state the difficulties.

13. Do yo u use symbols when taking notes?

- No
- Sometimes
- Yes

14. If the answer to Question 13 is yes, to what extent?

15. Do you ever find yourself using another language other than the source or target?

- Never
- Sometimes
- No

16. Kindly write down any other additional information that you think is relevant to this research.

Thank you!