

UNIVERSITY OF NAIROBI
CENTRE FOR TRANSLATION AND INTERPRETATION

**INVESTIGATING LEXICAL AND SYNTACTIC INTERFERENCE IN
SIMULTANEOUS INTERPRETATION: A CASE STUDY OF KISWAHILI INTO
ENGLISH**

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Y62/12595/2018

**RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A MASTERS OF ARTS DEGREE IN
INTERPRETATION**

NOVEMBER, 2019

DECLARATION

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

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

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DEDICATION

I would wish to dedicate this work to the following people.

My beloved mother Caroline Karuji Nyaga

For your unwavering support and prayers throughout my school life, for your love and believe in my future and abilities. You taught me the value of self believe, hard work, optimism, confidence and perseverance. You have always reminded me that I am stronger than any temptation that stands between me and success. You kept fighting on for my future when everyone else believed a single blind mother couldn't bring up a successful child. Mum, all I am and ever hope to be, I owe it entirely to you. I look forward to more achievements for in you I have a pillar.

My dear wife Mercy Nkatha

You believed in a desert on lowlands when many believed in rains on highlands and accepted my love. You make me feel stronger and greater any time you express faith in my strength. That is where your charms lie. That you have always taken me a conqueror even at my lowest moments, is in itself a great source of my motivation and inspiration. Whenever I am confronted with a challenge I consider big enough, I remember your very encouraging words "*It shall be well.*" followed by your favorite chorus by Lynda Randle which usually comes with your voice:

For the God on the mountain

Is still God in the valley

When things go wrong

He'll make Them right

And God of the good times

Is still God in bad times

The God of the day

Is still God in the night.

To our first born daughter Imelda Warda Gakii

You are part of the reason we strive to shape our tomorrow. This dedication comes to you as a wish. That you may live to receive quality education qualified by character and respect for humanity. My wish for you baby girl, is that you will live to impact this world positively and break evocative records through your good name which is better than riches, silver and gold . You have my unqualified love mama.

To my lovely sister Stella,

My story is never complete without you as a main character .We have walked a long path together, tried together, mocked along the way but that has always left us together and stronger. You have made many sacrifices for my wellbeing especially for my education which made you compromise your comfort just to let me be. You have always stood in the gap. Forever you remain a sister. In you I count blessings.

ACKNOWLEDGEMENT

May I first give thanks to The Lord Almighty for your favor upon me in making this study successful. You were my guide and guard. May this product of my brain bring glory to Him.

I am also grateful to the Centre for Translation and Interpretation for availing the opportunity to train us to be qualified interpreters. On the same breath, may I thank PAMCIT for its coordination of the course and scholarship opportunities granted to the interpreter trainees.

I wish to most sincerely thank the director for CTI Prof. Jayne Mutiga and Mr. Gitonga for their emotional support along the course. It was an integral part of the training and I heartily acknowledge. Prof. Jayne Mutiga went a step further to extend her generosity and welcome us for a lunch and sharing session that bonded us together. That was a sacrifice beyond expectation and failure to reorganize it would lender me mean. That is not my intention though. To my good supervisors Dr. Zipporah Otiso and Mr. Karani Rufus. It took you a lot of time, energy and dedication to have this research completed. I am heartily grateful for that. May the Almighty God give you more energy to continue working and helping more.

To my lecturers at CTI Dr. Justine Ndonga Kekker, Dr. Ngure Keneth, Dr. Alice Wachira , Dr. Muindi Joe , Mr. Karani Rufus , Mr. Warambo Paul , visiting lecturers Mr. Kunteel Barua, Mr. Liam, Prof. Silvia, Miss Cate Davis, just to mention but a few. You dedicated your efforts, knowledge, time and energy to impact knowledge, skills and attitudes to us. May God Almighty pay you in abundance through your future generations.

We also wish to extend our heartfelt gratitude to other CTI personnel including Evans, Purity, Gertrude and others. Life without you at the Centre could not have been tenable. For that extra hour you worked, for that extra energy and concern that you put in our studies we offer profound gratitude. May the same follow you in your lives.

To my fellow students Johnstone Katuta, Agness Mwangangi, Mbesa Kalondu, Lena Kostia, Sharon Mbarang'a, Kavuti, Rosemary, Abdi Hakim, Aweys Hussein, Drusila, Vincent and others, this dream could not have been realized without our collaboration and citizenship. You brought a sense of belonging to me and learning did not only become easy but also easy. To you I say a big thank you!

I acknowledge the support of my family: My mother Caroline Karuji Nyaga, My wife Mercy Nkatha, my sister Stella Kathomi and all my good who contributed in prayers, moral support and any other forms of support. It was not taken for granted. Thank you very much!

ABSTRACT

Linguistic interference interferes with the quality of rendition especially by interpreter trainees hence reducing efficiency of communication between the speaker and the listener who happens to be the consumer of the message. Despite the fact that many researches have been done on interferences it still poses a big challenge to interpreters. Many of the researches however have been about interferences from UN languages and not much has been done on other languages. This research was undertaken because there was a need for a systematic study of these linguistic interferences especially from Kiswahili into English, establish their causes, gravity, why they occur and how they affect the rendition of trainee interpreters. It is focused on trainees that work from Kiswahili into English. This research project was meant to investigate lexical and syntactic interferences from Kiswahili into English in simultaneous interpretation. It was set to analyze the effects of lexical and syntactic interference to rendition by trainee interpreters and how they can be minimized for a quality delivery free from interference. We concentrated in delivery from Kiswahili into English. The main objectives were to describe the influence of lexical and syntactic interference to simultaneous interpretation, causes and to discuss forms of linguistic interference in simultaneous interpretation and also investigate the causes of linguistic interference from Kiswahili into English. This study came to conclusion that in any rendition from Kiswahili into English, there are more lexical interferences than syntactic interference which all can be reduced through practice, being cautious, having background information and developing glossaries of different terminologies over different fields of study. Having a grip of the working languages and proper analysis were also identified as other ways of minimizing interferences hence improving efficiency and quality of delivery.

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CHAPTER ONE: INTERFERENCE

1.1 Background to the Study

This study falls under contrastive linguistics, which was formulated in 60s and 70s of 20th century, with an aim to improve efficiency in teaching foreign language. This kind of study assumes that 1st language acquisition and that every language has its own specific structure. Many of these kinds of studies contend that interference is the biggest obstacle for good interpreting as observed by Saleskovich and Laderer (1989).

Linguistic interference in simultaneous interpreting is among those phenomena that many authors have written about, though very few have actually investigated the phenomena. Most of those authors agree that interference is a problem to be avoided. This is because of the negative impact on interpreting quality. However, there are few systematic empirical research projects that have been carried out and little is known about the types and the actual occurrences of interference (INT) in interpretation and the influence of different parameters such as language pairs A-B vs. B-A, trainees vs. professionals etc.

Linguistic interference according to Weinreich 1953 is “the instance of deviation from the norm of either language which occurs in the speech of bilinguals as a result of familiarity with more than one language”. This is usually as a result of language contact. While Weinreich was the first person to systematically study interference in bilinguals, in translation studies INT can be defined more widely as a projection of characteristics of the source language text and into target text resulting in a violation of role-related target text norms. The interference can be lexical, thematic, situational and cultural (Kupsch-Losereit 1998).

Interference is generally considered as an involuntary transfer of features of a given language into another while speaking. Whenever language comes into contact with each other, the dominant language which is in most cases one's ‘A’ language tends to interfere with the other language mostly the ‘B’. Often than not, one finds that whenever he doesn't have an immediate word in the target language, a word in their ‘B’ language they automatically ‘cough up a word’ in their most familiar language which is their ‘A’ language (Bhatia and William, 2012). It is part of a price that one has to pay in learning or using

their 'B' language which is quite hard to get rid of. However, it can get better as one's language skills get better.

At one point one may be heard transferring expressions or phrase directly into the earlier learnt language usually their 'A'. Other times one may not remember a word at required speed although they know it. This is part of the big challenges faced by interpreters brought about by language contact. As for English and Kiswahili, the contact has existed for ages. The contact has been facilitated by among other reasons the development of Kiswahili in Africa over the last decade which has made it use more relevant in conference simultaneous interpretation. Speakers of English and Kiswahili have come into contact with each other and continue to influence each other to date. When this happens you realize sometimes the message is never rendered with the fidelity it deserves. Glement's (1956), Says that interpreters should transfer speeches "with the same faithfulness as sound –amplification". This therefore beats that logic.

Regrettably, when interpretation is being taken as a means to enhance communication, often than not, there appears to be much interference from the source language to the target language one such being interference of English with Kiswahili while they come into contact. This interference reduces the efficiency of communication by introducing unwanted features from one language into the other (Lamberger-Felber and Schneider 2008, 279). Such interference could be lexical or syntactical. It may be lack of the correct equivalents, use of figurative language, neologisms and phrases and the sentence structures of the two languages. These interferences pose a great threat to interpretation especially taking the message of the source language as Kiswahili and rendering it into Kiswahili, since the message becomes unclear, un-neutral and confusing to the audience. Lack of clarity obviously is a big undoing in any communication since this sometimes results to ambiguity. Since interpreters are bilingual and multilingual, it is evident that they are confronted by the simple fact that they have to convey a message from source language into the target language in a certain way.

Many speakers of English and Kiswahili tend to be uncomfortable when working into Kiswahili from English. Often they find themselves using different strategies to cope with

this difficulty .One such strategy is Englishization which though considered advantageous in the study of contact linguistics (Kachru, 1989; Weinrich 1953, dilutes the purity of the language (Kiswahili in this case). Moreover, they may use paraphrase that yield a lot of words that are required to paraphrase.

Syntactically, due to the language differences, an interpreter has to wait for too long in order to get a phrase and to reformulate it into Kiswahili language especially during simultaneous interpretation which sometimes may make it sound like consecutive interpretation. It also brings about delay, ragging behind the speaker, literal interpretation, problems such as omission, distortion, under interpretation and over interpretation that all affect the quality of interpretation hence resulting to ineffective communication.

1.1.1: Operational Definitions

i) **Syntactic:** That which is connected with syntax (Sentence structure). In this study, this was about how Syntactic words were blended to make a sensible sentence especially in the target language.

iii) **Source Language:** The language from which interpretation is done. For the purposes of this study, the source language was Kiswahili.

iv) **Interference:** A projection of unwanted features from one language to the other: Our study investigated how English and Kiswahili interfered with each other whenever they came into contact.

vi) **‘A’ Language:** one’s language that he/she has developed the highest competency in and can comfortably work into or from.

vii) **‘B’ Language:** The second developed one’s language that he/she can work into or from.

1.1.2: Abbreviations:

i) INT Interference

ii) SI Simultaneous interpretation

- iii) SL Source language
- iv) TL. Target language.

1.2 Statement of the Problem

Interpretation between Kiswahili and English has gained prominence in the recent times so that to bridge the gap between speaking and communication. However, this is not without hurdles. The greatest of these is linguistic interference between these two languages. This comes as a result of many factors which include: ICT, globalization and modernization and also the fact that the two do not belong to the same language family. Problems such as lexical interference may happen where a certain word in the source language has multiple meanings hence confusing the interpreter. Take an example of an interpreter who, working from Kiswahili into English hears the word ‘fuko’ in the context of **coast line** and takes it to mean a **mole**! This is a classical example of a lexical interference. Other times one may not conceptualize the words used in the source language to make a meaning out of them, or may try to arrange the words in a way that conforms to the source language hence resulting to syntactic interference.

Syntactically, due to the language differences, an interpreter has to wait for too long in order to get a phrase and to reformulate it into Kiswahili language especially during simultaneous interpretation which sometimes may make it sound like consecutive interpretation. It also brings about delay, lagging behind the speaker, literal interpretation, problems such as omission, distortion, under interpretation and over interpretation that all affect the quality of interpretation hence resulting to ineffective.

This study will investigate the lexical and syntactic interference between Kiswahili and English with Kiswahili being source and English the target language in simultaneous interpretation.

1.3 Objectives

This study will be guided by the following objective:

- i. To analyze forms of lexical and syntactic interference in simultaneous interpretation.

- ii. To describe the influence of lexical and syntactic interference in simultaneous interpreting.
- iii. To investigate the causes of linguistic interference from Kiswahili into English.

1.4 Research Questions

With the understanding that the same interpreter may perform better working into their 'A' rather than into a 'B' language, the study hypothesizes the following:

- a) Are lexical and Syntactic interferences the most common forms of linguistic interferences?
- b) Do interpreters make lexical and semantic errors during interpretation?
- c) Is interpretation into A of better quality and of less damaging lexical and syntactic interference?
- d)

1.5 Justification of the Study

All problems that can affect the content of the message are critical for interpreters. Interference is one of these. The results of this study will guide the interpreter trainees who are facing interference problems.

Besides, this study will experiment lexical interference in simultaneous interpreting from English into Kiswahili and recommend to them and the center for translation on the best ways to mitigate them. The study aims to contribute to the existing literature on language interference in simultaneous interpreting as well as to identify the influence of lexical and syntactical interference on the quality of simultaneous interpreting on rendition. Furthermore, it will seek to investigate syntactic influence in simultaneous interpreting and effects on quality.

To this end, this study seeks to highlight these interferences to interpreter trainees and field interpreters, educate them on the courses and thereafter suggest ways of avoiding the interferences. This will in turn form a foundation towards better rendition hence improving the interpretation profession. This research would also be used in the training of future interpreters.

Additionally, it will bring more insights to lecturers who impart knowledge and skill to interpreter trainees. Bilingual users of English and Kiswahili as well as those who are in the process of learning one of these languages while having another as a first language, will have here helpful analysis to prevent being trapped in the specified interference (lexical and syntactic).

1.6 Scope and Limitations

This study limits itself to interference that occurs in the two languages (English and Kiswahili) and not paying attention to any other languages. This means it may not be reliable to other interpreters not working into or from the two languages of focus. Moreover, the study focuses on two areas of linguistics (lexical and syntactic) meaning it may not be useful to whoever is interested with interference not related to the two branches. At one point in research this study will rely on completing of the questionnaires and the written task as a means of collecting data meaning the respondents may also present their feelings instead of realities they have faced during interpretation.

Besides, this study will be used to investigate interference in one form of interpretation which is not the only form of interpretation hence making it not as useful in other forms of interpretation. More so the many respondents will be trainee interpreters who may not have had the experience in the field.

1.7 Literature Review

1.7.1 Review of Literature on Meaning

While linguists have not agreed on one definition of interference phenomenon, many of them have gone ahead to define the subject. One of the first linguists to research language interference was Uriel Weinreich. According to Uriel, interference is an “instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of familiarity with more than one language, i.e. as a result of contact” (Weinreich 1966, 1). This definition can be specified as contamination of the target language with the source language. In their definitions these however, these scholars did not attempt to tell us the likely direction of interference. They did not also attempt to explain the magnitude of these interferences. Some authors too, provide a more detailed definition of language

interference using typologies. Typology is the classification of languages depending on their language traits. Definitions and language interference typologies differ depending on the language pair (Garwood 2004; Lamberger-Felber and Schneider 2008). In their views therefore, one could easily conclude that languages that share things such as culture and structures experience less interference as compared those that are distinct in culture and structure.

1.7.2 Review of Literature on Directionality

Many scholars among them (LeFeal 1998; Seleskovitch 1999 and Gile 2005) believe that there are two main approaches towards directionality of interpreting. According to them, the first one classic approach which revolves around the idea that it is possible to interpret successfully only when interpreting into one's mother tongue. They believed that interpreting into one's mother tongue (language A) will result in a more fluent, correct and eloquent interpretation than into a foreign language because of the level of mastery of the native language.

This view assumes that one's mother tongue is always developed to give him a full command of the language and able to manipulate and use it for accurate communication. While it is very possible to have people develop their mother tongue to a high level of competence hence enhancing their comprehension, it is not always so. There are instances when bilinguals do not have their mother tongues fully developed. Language development depends greatly on the level of exposure and practice and not whether it's one's mother tongue or not.

Scholars such as (Denissenko 1989: 157; Pinhas in Gerver 1976: 176) are of the view that the classic model of interpreting is that the source language is the interpreter's mother tongue. According to them, these are the only people with full knowledge of the language. This view can be challenged because it is possible to have a full understanding of a language even when it is not one's mother tongue.

Buying this view as it is does not give a room for anybody who has attained a specific language competency out of practice if that language is not his mother tongue. It also assumes that people who speak a certain language as their mother tongue are fully competent to interpret. This is far from the truth. These views were challenged by Garwood (2004, 305) who maintains that it is possible to apply the earlier model of classic interpretation today since it was developed when simultaneous interpretation was hardly used. According to Christopher Garwood interpreters of classic model worked for homogeneous and intellectual audience and that the conditions do not apply in the modern SI situation.

These two stands could be evaluated further through this study which seeks to analyze how directionality may affect some explicit language features of the source language may influence the results of interpreting into the target language and the effects it has on quality of SI regardless of whether from translating her mother tongue or not. This influence brings about language interference.

This definition focuses on contamination of the target language the target language with say language lexis, syntax, phonetics, grammatical rules among others. This definition therefore does not provide for any explanation of the reverse interference (that caused by the target language). While this can be true, the other way can also be true. I am of the view that target language could also interfere with the delivery and especially where the interpreter does not have sufficient vocabularies to use in reformulating the ideas from the source language.

1.7.3 Review of Literature on Language Interference

Language interference in SI was noticed by Barik (1971) (in Gerver 1976, 186) in discussing SI errors. Grifoglio (2004) elaborated on language interference when researching sight translation of the English-Spanish language pair. Grifoglio distinguished lexical usually the terms language interference and linguistic interference are used interchangeably. Alina Dailidėnaitė, Julija Volynec interference (calques of the source language words and false cognates), syntactic and grammatical interference, which

manifests in the absence of agreement between the subject and the predicate, pronouns and nouns they referred to, discrepancies between gender, number and person, compatibility of tenses of the source and the target languages.

Likewise, Bacigalupe (2010, 53) distinguished the following types of interference between English and Spanish: lexical uniformity (lexical units and names, abbreviations), literal translation markers and phonetic interference. Lamberger-Felber and Schneider (2008) divide language interference into two macro categories: interference unrelated to SI (phonological, lexical and morphosyntactic) and interference specific to SI (simultaneous short circuit, grammatical agreement with the source text elements).

SI scholars such as Seleskovitch and Lederer (1989) described interference between languages as one of the biggest obstacles for good interpreting (Setton 1999: 39). This is because it can lead to distortion of the message of the speaker. This view doesn't however consider intentional interference. Pöchhacker (1994) and Kalina (1994) referred to language interference as contamination. Sylvia Kalina emphasizes the higher likelihood of language interference in SI because the source text cannot be decoded entirely and the analysis of the text is influenced by interpreters' semantic dependence on the speaker (Kalina 1994). Just like Seleskovitch these two do not also put in consideration voluntary interference which may have some positive effect and is often considered enriching depending on the type of speech or text being translated or interpreted (Newmark 1991:78). David Gile elaborates that the results of interpreting may be enhanced or reduced depending on language specific factors and language-pair specific factors (Gile 2005, 15–16).

Usually scholars underline the higher likelihood of language interference when interpreting from one's mother tongue into a foreign language (from A to B). If this is something to go by, then it means for our case then it would be easier for someone interpreting our speech (In Kiswahili) with English B than they with A Kiswahili. However, Bacigalupe (2010, 50) contradicts this idea by stating that literal translation in structurally and lexically similar and that language pairs should not be considered as contamination, but signify a strategy

of effort maximization where the interpreter tries to obtain maximum communicative efficiency with minimum cognitive effort.

This may not be true in my opinion since people may experience valid difficulties in different directionalities though this is outside our scope of study. Some authors see interference as the lesser of two evils. According to Viezzi and Garzone (2001) and Garwood (2004), if there is a possibility of the interpreter not rendering the message at all, it is better that he or she renders it with language interference. While this view seems to care less about interferences, it could be justifiable in the same thoughts of halve a bread is better than none.

It is important to note that the scientific community has not yet come up with one uniform system of evaluating SI. There are different approaches towards the quality of SI. Quality of interpreting may be based on the tasks of an interpreter, ranging from “text possessing” to “communicative text production” and the most generic “facilitating communicative interaction” (Pöchhacker 2002, 97). It is difficult to give one exact judgement on interpretation, as listeners may perceive the transmitted message differently and may have different requirements for the interpreter. Franz Pöchhacker offers a product-oriented approach, in which oral texts (source and target) are transcribed and compared, which gives an opportunity to evaluate the content the listener actually receives.

According to Lamberger-Felber and Schneider (2008) they divide language interference into two I.e. Macro categories. They involve interference which is not related to SI (phonological, lexical and morphosyntactic) and the other interference one specific to SI. This includes grammatical agreement with the source text elements). As a matter of fact, detailed research of language interference in SI needs a research with a bigger scope to establish the nature and characteristics of each type of interference. However, this study shall limit itself to only two types of language interference. These are lexical and syntactic interferences from the source language to the target language.

1.8 Theoretical Framework

To analyze the data collected, we used the theory of Sense or Interpretive Theory of Translation (ITT) which was developed by Danica Seleskovitch and Lederer in Paris. This theory is also referred to as the theory of the school of Paris. The theory was developed first for translation and later developed for interpretation. It is based on the principle interpretation is not about language or words but about message and sense. In this regard therefore, there shouldn't be any interference from the source language because one is not working with words of the source language but ideas brought out by the speaker. This theory mainly focuses on observation and interpretation of conference interpreting practices and written translation activities. According to Lederer (1997:11-18), the process of translation/interpretation is a combination of correspondence and equivalence that should raise the same 'cognitive and emotional' effect in the target language as it appears in the source language.

According to the proponent of this theory, the process of translation or interpretation process follows three main steps for quality rendition as explained by Lederer (1997). The steps are:

Comprehension of meaning: This comes with understanding of words, idiomatic expressions and other language features used by the speaker in the context of the source language. The utterances formulated by the speaker are projections of his\her comprehension of the units of meaning by the speaker.

Deverbalization: This is where the translator or the interpreter detach from the words of the source language and retain the idea they carry and the meaning intended by the author or speaker in a specific context (Sarhimaa, 1999). This mental process helps the interpreter so that he/she remembers only the essence of the message so that he/she is able to re-express it in his own words in the target language. This therefore means the interpreter doesn't pay attention to the words and expressions but to the message that comes out that he can therefore re-express in the target language using equivalences. It is a useful method that enables the interpreter to avoid linguistic interference since the interpreter breaks away from encoding of the source language to produce natural and acceptable expression according to the norms of grammar.

Reformulation: This is also called re-expression of meaning. This where the interpreter listens to the message and conveys the meaning expressed by the speaker in the target language using his/her own words naturally and accurately. Once the message has been well understood and deverbilization has happened, then then the expression of the interpreter becomes free from interference hence conforming to the target language. This reformulation is supposed to be reformulated so as to sound neutral to a native speaker because it respects the lexicon and the rule of grammar of the target language.

The theory of sense also highlights two more strategies that coexist in any translation or interpretation. These are correspondence and equivalences.

Correspondences: Based on the fact that the translation/interpretation is done using the corresponding words in the target language. The context does not influence those words such as proper names, figures, and technical terms and so on.

Equivalences: Based on context and takes into account the contextual meanings of every word to convey accurately and faithfully the overall meaning intended by the speaker. Lederer (1997:11) points out the fact that the aim is to find the right semantic equivalence of the phrase or sentence in the target language. In this context, the translation/interpretation is not limited to a simple transfer of corresponding words in the target language but goes beyond by taking into consideration factors such as context and involves the background knowledge of the translator/interpreter about the subject, the author's intention and style, as well as the period when the text was written.

The description on equivalences by Vinay and Darbenet (1995:38) goes in the same line with the one represented by the theory of sense. It highlights the fact that a similar event can be expressed "by two texts using completely different stylistic and structural methods." They argue that equivalence can be seen as pertaining to a wide range a phraseological repository of idioms, nominal or adjectival phrases, clichés, proverbs. Therefore, it consists of providing the corresponding idiomatic expression in the target language.

1.9 Research Methodology

1.9.1 Research design and data collection

Research deign is the formulation of the conceptual structure on which the realization of the research is based (Kothari (1990:14). Our research is based on descriptive purpose. We

are aiming at describing how lexical and syntactic interference affect the quality of interpretation and strategies the participant use to achieve that quality.

For this study, we will use product-oriented SI research approach as described by Pöchhacker (1994, 235-238). In this approach, usually the transcription of the recorded interpretation is used to evaluate lexical interference as one of the possible aspects affecting the quality of interpretation. We will transcribe recorded interpretation and use it to evaluate lexical and syntactic interference as one of the possible aspects affecting the quality of interpretation. This was done from the center for Translation and Interpretation Lab using smart phones by Interpreter trainees.

Three participants of the experiment interpreted a speech from Kiswahili into English. For it to be a real life situation of SI, the speech was played live from Youtube as it was delivered by a native speaker of Kiswahili from Tanzania. This was done in the booths. The speech was about five minutes long. Besides speech had a clear structure: Introduction, main body (which had flowing points and easy to follow). Since we cut an extract the conclusion was not as it was concluded but we stopped it at the end of a paragraph which obviously marked the end of a main idea so that the respondent didn't get a disconnect. The speed of the speech was approximately 120 words per minute which is the recognized optimal speed for SI by different SI scholars. Moreover, few questionnaires were given to the correspondents to describe their background, experiences in booths before, the challenges they encountered in the whole process of their training, interpreting strategies they used and nature and causes of interference they encountered in their rendition.

1.9.2. Data Analysis

Data analysis was done using Interpretive Theory of Translation together with Viezzi's approach. Transcribed texts were put into 3 groups.

According to Viezzi's approach, there are 4 aims of translation and interpretation which should form the basis of analysis and judgement of any rendition. These aims are: Equivalence, accuracy, adequacy, and clarity.

The first group was made of lexical and syntactic interference cases with a change in meaning (*not equivalent and inaccurate*). The second group was made up of lexical and syntactic interference cases that undermine understanding but do not change the meaning (*inadequate*). The third group was made of made of cases of lexical and syntactic interference that contaminate the fluency of the target language (*unclear*).

For the purpose of this study, cases of lexical and syntactic interference that will change the meaning of the source text were considered signs of poor quality because they deviated from the two most important aims of interpretation which equivalence and accuracy. Lexical interference of the second group that does not change the meaning of the source text but undermines its understanding (reduces the efficiency of understanding) is not considered to be a sign of poor quality unless it is inadequate. Fluency of the target language, i.e. clarity, according to Viezzi, is not considered to be paramount for the quality of interpretation.

1.9.3. Data Presentation

After analysis of the results the quantitative analysis information was recorded in a tables divided two parts. The first one shows lexical and syntactic interference and the other one shows gravity of lexical and syntactic interference with reference to: Change of meaning, distortion of understanding and contamination of fluency. For qualitative analysis, conclusions in statements were made after a keen analysis of the answers given in questionnaires.

1.10 Conclusion

This is the first chapter of the study which begun by giving the background of interference establishing the gap through statement of the problem, as well as stating the three objectives of the study and the research questions. Justification of the sudy was also done here. Review of literature was also in this chapter. Interpretive theory of Trasnlation (ITT) also known as theory of sense was introduced as a foundation to the study. Finally, the methodology of the study was discussed in details. Basically, this was the chapter that gave a projection of the sudy.

CHAPTER TWO
LINGUISTIC INTERFERENCE BETWEEN SOURCE AND TARGET
LANGUAGE IN SMULTANEOUS INTERPRETATION

2.1 Introduction

Simultaneous is a mode of interpreting in which the speaker makes a speech and the interpreter reformulates the speech into a language his audience understands usually at the same time (simultaneously). Simultaneous interpreters work in an interpreting booth which they may also be using a *bidule*, which is a portable interpretation equipment without a booth) or whispering (chuchotage). There are three main actions that happens in the process of simultaneous interpreting just like in other forms of interpretation. These are listen actively (understanding) analyzing (structure the message) and reproducing (communicating). A good simultaneous interpreter also has to be able to anticipate what the speaker might say (especially when the language spoken by the speaker has a very different syntactical structure to the one it is being interpreted into as it is in the case of English interpreting into Kiswahili and vice versa). The ability to remain calm under pressure, and be resilient to stress is even more necessary in simultaneous as well. This does not only make the interpreter remain at affluence but also improves the quality of interpretation.

Due to pressure to keep up to the above, sometimes there may be instances where, the active language of the interpreter is also under more pressure in simultaneous, as it involves a great deal of multitasking which involves listening and analyzing and speaking. The possibility of 'interference' from the passive (heard) language to the active (spoken) language is also greater in simultaneous, so interpreters have to pay even more attention to their output. This might mean getting away from the original syntax, chopping up long sentences into short ones and avoiding 'false friends'. If that doesn't happen, there is a high probability of interference such as syntactic interference.

According to The International Association of Conference Interpreters (IACI) interpreting is the practice of conveying the meaning of a speaker's message orally and in another language to listeners who would not otherwise understand. This could take different forms

depending with need and convenience. Simultaneous interpretation is quite different from Conference interpreting in the sense that conference interpretation is carried out at multilingual meetings between for example representatives of national governments, international organizations or non-governmental organizations. In this, an interpreter may be required to wait for a short time before interpreting. This is different from simultaneous interpretation which is real-time interpreting hence making it more demanding since there is no luxury of time.

2.1.1 Simultaneous interpretation as an interpreting mode.

Presently, SI is widely used at the UN and presidential speeches. The UN diplomats listen to speeches that are interpreted there and then to one of the six UN official languages. The languages are: English, French, Arabic, Chinese, Spanish and Russian. Many a time it is used in specialized environments such as legal, business, medicine, science, and technology as well as other global matters. High level speeches are delivered in this kind of environment which ultimately requires specialized vocabularies. Sometimes it may be more difficult especially when it involves jargons which the interpreter is not familiar with since getting equivalents may prove demanding. This perceptibly brings about interference.

Simultaneous interpretation may prove to be one of the most difficult forms of interpretation that come with many sorts of drawbacks some of which we will highlight.

Lack of breaks: In simultaneous interpretation, the speaker does not stop until they complete delivering their thoughts. This consequently forces the interpreter to maintain the same pace as the speaker throughout the performance. In environments such as legal, the speaker may speak for more than 10 minutes non-stop. Processing the utterances and interpreting them while maintaining the speaker's tone, style and intent will require a far-fetched amount of energy and endurance.

Likewise, *decalage* is also another challenge which interpreters encounter during their practice. It is also known as the ear to voice span. This is the time between the speaker's utterances and the interpretation of those utterances by the interpreter. This happens in a few moments that you can't read the speaker's mind.

Have you imagined listening while speaking? This is such a difficult process where you should have the ability to process the speaker while interpreting yourself. This is synonymous to blowing your nose while talking; which can be itself very frustrating.

The other big challenge in simultaneous interpretation is interpreting numbers. Numbers are usually characterized by low predictability (Braun and Clarici; 1996). This again increases the Listening and (working Memory) WM Efforts, because no anticipation is possible. The quantity expressed can only be understood the moment it is uttered by the speaker to the end of the utterance.

Additionally, numbers also have a high informative content (Alessandrini1990). Dense speech sections increase processing capacity demands for all efforts, because the interpreter must process, retain and translate more information per unit of time. The intrinsic difficulty in remembering numbers is accentuated during simultaneous interpretation (SI), which is a complex cognitive activity.

Against all the above background, SI interpreter is expected to listen to the incoming message and translates it, to all intents and purposes, immediately. SI is seen as requiring a balance in the allocation of processing capacity, according to the requirements of each task performed at a given moment. This requires efforts as described by The Effort Models developed by (Gile 1995: 91) which is are based on the idea that the mind has a limited capacity, and that the difficulties in interpretation stem from time constraints and the need to divide attention between several concurrent operations (Gile 1995: 91)

2.2. Description of Interference

Interference generally happens as a result of contact and familiarities between languages and appears in different form. Language interference is also known as language transfer, L1 interference, linguistic interference, or cross meaning. It also refers to speakers or writers applying knowledge from their native language to a second language. Native language here could mean one's first language. This interference is mainly characterized by the transfer of features of one language into another. According to Aixela (2009: 27), interference is 'The importation into the target text of lexical, syntactic, cultural or

structural items typical of a different semiotic system and unusual or non-existent in the target context'. This definition touches on different types of interference during interpretation task or in the expression of bilingual speakers. It reveals the lack of correctness in the way the target language expression sounds.

According to Weinreich (1966: 1) interference is a deflection of norm. This is also supported by Galvo (2009) who argues that instances of deviations are mostly the result of process of meaning transfer from the native language to the second language. According to Galvo (2009), the transfer can acquire a positive or negative value. That depends on its influence during the process of conveying the message.

In the view of the above, one would think that interference only happens during transfer from mother tongue into second language. However, this is not entirely true since during interpretation influence of a source language can also be noticed in the target language. "Interference in translation may occur when translating text from its source language into the target language" Galvo, (2009:5). Therefore, in this view, interference is not only limited to a transfer from first language (L1) into second language (L2) but also entails the aspect of transfer of L2 into L1.

In our study we will focus syntactic interference as part of linguistic interference in the expression of bilingual or multilingual speakers. Interpreters working from English into Kiswahili and vice versa are most likely to be confronted with the challenges of lexical and syntactic interference whenever they get into contact. This happens in many cases due to lack of enough equivalencies, inability to comprehend and maybe failure to cope with the speed. It can also be as a result of overworked working memory as established by many past experiments which highlighted that the working memory (WM) also has an important role in linguistically related complex cognitive tasks, and in the planning and organization of tasks (Miller 1956; Craik and Lockhart (1972). This is however not without limitation as observed by Baddeley (1987). This is also contended by Harrington (1992) have. Such limitation could then cause linguistic interference such as lexical and syntactic which we are out to investigate.

Kussmaul (1995 17-18) argues that interference can be found not only in the translations/interpretations, of inexperienced translators but also in those of experienced ones. This can be attributed to many factors such as time constraints, pressure to deliver among others. Whenever interference appears, it is easily recognizable since it appears as weird utterance sounding unusual, awkward and unpleasant in the ears of the listeners and may lead to confusion. As a result, this draws the attention of the listener as a deviation from the ‘norm’ of the language.

This is usually created by the application of a word to word interpretation or extent of trying to conform to the original speech. This brings about projection of the source language into the target language without necessarily taking into account the natural expression or structure. There is also the temptation of lateral interpretation due the pressure of delivering or lack equivalences. This may bring about transferring the syntactic and other linguistic errors into the target language. Below is an example of such interference between Kiswahili and English.

Table 1: Literal Interpretation.

SL	Literal int.	Suggested int.
Mheshimiwa hawa watu wote wako mbele yako wako nyuma yako	Honorable, all these people in front of you are behind you.	Your honor, all these people before you are supporting you.

Weinreich and Loll also went ahead and classified different factors that cause interference that we will look into later in our study. Further, we will look into two essential characteristics of linguistic interference related to interference. These are voluntary and involuntary from the source language into the target language.

2.2.1 Intentional and Unintentional Interference

Interference is usually seen as an unintentional, unwanted and unrealized transfer from the source language into the target language leading to mistakes. So one can say it is an

involuntary deviation from the norm of the target language which brings about negative impact on rendition. This idea is agreed upon by Aixela (2009: 78) “Almost everybody seems to agree to a lesser or greater extent that normalization is a good thing and interference is essentially evil” Interference is therefore seen as an anomaly which must be avoided and corrected for the speaker to make sense and pass the message with accuracy.

Nonetheless, according to Newmark (1991:78) interference is not always bad since it can have some effects which often are considered enriching depending on the type of text being translated. This is when we look at interference as an intentional feature which has a positive impact on the rendition. Newmark defends this idea according to which fear of interference leads to interpreter looking for another expression in some cases where it could have been more correct to use a formally corresponding word. He referred this to “fear of literalness” Newmark (1991). In such a case, the interpreter realizes that interference can be seen as a lesser evil in a context where the interpreter has no choice than using them as a coping strategy especially where momentum and fluency is required to avoid the listener thinking the interpreter is inaccurate or not incompetent. Viewing it that way therefore, we can say that interference can be acceptable since the core objective of an interpreter is to deliver the speakers message in a different language.

This study however, will focus on unwanted or unintentional interferences which bring about confusion and infidelity in the message rendered. Such interference that is recognizable because they sound weird at rendition. The listener can easily notice them.

2.2.2. Language Interference in Adults

Unlike young people approach languages with without much keenness, adults approach their second language systematically in the sense that they formulate linguistic rules with the information they already possess. This information may be what is availed within their environment or their native languages.

The environment here could be the socializing agents such as the society, school, television and churches. Adults, who are in most cases involved in interpretation, are usually at an advantage. This is because they have the ability to engage with abstract thoughts, have

range of experiences they have definite expectations about the learning process and outcomes, their pattern of learning and above all, self-discipline. This is part of what favors adults in interpretation. Besides, adults have less time to make up the lost years of academic instruction, Linderman (1926), which works to their advantage as interpreters. Even with the above advantages, we feel that adult users of languages are more nervous when using languages. This is part of what may bring about unwanted interference hence inefficiency in communication.

2.2.3. Factors that Cause Interference

In this section, we will explore factors according to two scholars Weinrich and Loll. The factors cut across and do not affect a group of a certain age. According to Weinrich (1970; 64-65) there are four causes of interference. These are: Speakers bilingual background, disloyalty to the target language, limited vocabularies of the target language mastered by a learner, need of synonym and the last one is prestige and style.

As for bilingual background, one of ways it can bring interference is through code-switch. This is where a speaker decides to shift completely from one language into the other language for a word, a phrase or even a sentence. The consequence of this has been that some bilinguals never switch back while others restrict it to situations in which they will not be stigmatized for doing so.

The other way that bilingual background may bring interference is where the speaker may borrow a word or short expression from their first or second language and then adapt it morphologically (and often phonologically) into the base language. Thus, unlike code-switching which is the juxtaposition of two languages, borrowing is the integration of one language into another.

Disloyalty to target language usually cause negative attitude. That makes the interpreter disobedient to target language structure which results into uncontrolled structures of his first language elements oral work. This leads to lack of keenness and sometimes they become careless and insesitive hence infidelity.

Whenever the interpreter is not keen on syntactic or lexical interferences, there are high chances of paying less attention to the language pattern hence commissioning errors of disloyalty to the target language.

Correspondingly, limited vocabularies of target language mastered by the speaker may also cause interference. This is because limited vocabularies denies the interpreter a chance of accuracy and keeping up the pace of the speaker which may bring about hesitations, delays and omissions hence interferences. The more the vocabularies of the target language the interpreter has in his vocabulary bank the better he is able to connect ideas without delays and strains since vocabularies play a big role in comprehension. Prestige as a factor in language interference is not restricted to changes of lexis but also plays a role with regard to structural changes, e.g. of styles of pronunciation or of syntactic and pragmatic choices although much of the relevant literature on the role of prestige in language contact and change deals primarily with lexical influences. The role of prestige as a factor in language change is difficult to assess.

Fischer (2003: 110) refers to prestige as of status or power relation brought about by greater cultural pressure (107), and socio-political dominance (108) which may determine the lexical choice e.g. of a loan word over that of an inherited term. Fischer also discusses the treatment of language contact in the history of English in established handbooks of general linguistics, in particular Bloomfield (1933) and Thomason and Kaufman (1988), mostly with regard to their use or non-use of the contact-linguistic terms that refer to the status or power relations between languages in contact. In the most recent literature on general contact linguistics, the notion of prestige is repeatedly presented in the discussion of lexical influence but only partly linked to terminologies.

According to Loll (1983:258-259), there are three factors that cause interference. These are: inter-lingual factors, over extension of analogy and transfer of structure. Interlingual transfer is a significant source for language interference. This concept emanates from contrastive analysis of behaviouristic school of learning. It stresses upon the negative interference of mother tongue or first language as the single source of errors. While it for sure can't be the only source of error, it is a big contributor of errors. You may hear of constructions such as 'catch' to mean 'take'.

Corder in Richard (1967: 19) says that errors are the result of interference in learning a second language from the habits of the first language. Because of the difference in system especially grammar, the students will transfer their first language into the second language by using their mother tongue system. This could be noted in interpreters if they have not mastered their second language well.

Furthermore, the over extension of analogy usually, a learner has been wrong in using a vocabulary caused by the similarity of the element between first language and second language, such as use of the same form of word in two languages with different functions or meanings.

Additionally, transfer of structure is another cause of interference. According to Dulay et.al (1982: 101), there are two types of transfer. These are positive transfer and negative transfer. Where by negative transfer refers to those instances of transfer, which result in error because old habitual behavior is different from the new behavior being learned. On the other hand, positive transfer is the correct utterance. This happens because both the first language and second language have the same language structure.

2.2.4. Syntactic Interference

Syntax is the science of blending different words according to grammar rules to make meaningful clauses or sentences. The truth of the matter is that each language has its own grammatical rules on which speakers of that language keep on referring to communicate effectively. In an event of deviating from these rules or the syntactic rules, then that deviation is considered to be interference. According to Havlaskova, (2010: 51), this interference is characterized by a word to word or literal translation of a syntactic structure from the source text, which can either be the entire sentence or part of it. It can also be depicted through other ways like use of pronouns whereby Kiswahili doesn't have gender reference such as him and her. It may also include noun-verb concordance or subject-verb agreement. Therefore, syntactic interference occurs at the level of sentences and not that of a word. As explained in the background, English and Kiswahili differ in structure and culture hence deviation in one would definitely be heard to be very uncomfortable.

2.2.5 Lexical Interference

Lexical interference is interference at a word level. It can happen in different forms such as polysemous words. This is where the interpreter or the communicator picks words without considering the context in which they are used. This may happen in instances where one word has multiple meanings in that it can be used in different context. The other form is literal translation of lexicons which are not in cognizant with the flow of the communication. Moreover, it can take the form of invented equivalents. This is where the communicator gets non-existing words as equivalents.

Vocabularies react upon all the social shifts in the language development. Whenever there is a new change or concept in the society, there are high chances of development of a vocabulary. In other words, it is the main aspect of a language that experiences all the language changes caused by the language modernization. New lexical units may appear every day, unlike phonetics or morphology which cannot be changed so fast Dešeriev (1966:130). Vocabulary reflects various changes in the social life and they develop in response to life concepts.

The development of any society increases the vocabulary of the corresponding language with the help of both the inner language resources and borrowings from other languages Kolca, Tukan (1973:318). According to psycholinguistic classification subconscious lexical interferences can be characterized as a natural influence of the vocabulary of one language upon the vocabulary of the other one depending upon the types of language contacts.

Conscious interferences consist in the regulation of the word stock of a language, for instance, a lexical modernization. It also depends upon many subjective factors, whether the lexical modernization is considered as a subconscious interference or a conscious one. When vocabulary is artificially regulated — it is certainly a conscious interference.

2.3 Conclusion

In this chapter, the study expounded more on the general linguistic interference, lexical and syntactic interference in adults and factors that cause interference. Moreover, the study at this chapter looked into interference in young people and adults and how the old are cautious on language interference. It also spelt out what one could consider in order to assess syntactic and lexical interference in a text or in a rendition.

CHAPTER THREE: LEXICAL AND SYNTACTIC INTERFERENCE

3.1 Introduction

This chapter is dedicated to the presentation of the data collected in line with methodology developed in chapter 1. It first presented the original speeches and then different segments as they were delivered by the speakers and thereafter the rendition done by the respondents.

Respondents did the rendition individually. The speeches are approximately five minutes. It segmented the speech in consideration of the original speakers' paragraphing. However, it also considered segments with words and expressions which we considered to be a potential risk of syntactic or lexical interferences.

3.2 Presentation of the Original Speech

This was a speech at the closing of environmental day delivered by the Tanzanian deputy president Hon. Samia Suluhu Hasan which she delivered on May 5th 2018 in Dar es Salaam. She delivered the speech in Kiswahili.

3.3 Data Segmentation

The speech was segmented the speech into different segments to establish a better comparison between the original speech in order to assess each syntax and lexical in different renditions. Segmentation was done by taking into account the different units of meaning. It also tried to ensure that we do not change the intended units of meaning from the original speaker as much as it could. This segmentation helped to compare the interpretation of each segment to evaluate the differences in the syntactic restructuring and proper use of lexical. The speech was divided it into 31 sections.

Table 2: Segmentation of the Data

1	Ndugu zangu kabla sijaendelea naomba niwape salamu za mheshimiwa raisi wa jamhuri ya muungano wa Tanzania Dr. John Pombe Maghufuli. Anawasalimu sana na anawatakia kila la kheri katika maadhimisho haya
2	Lakini Mheshimiwa anasema moja kati ya vyambo vyake ni kulinda usalama wa nchi hii na raia zake.
3	Na katika kufanya hivyo upande mmoja anashirikiana na vikosi vya ulinzi ndipo nchi hii iwe salama tukae vizuri iwe kwa Amani
4	La pili ni hili la kunusuru mabadiliko ya tabia nchini kuleta athari kubwa kwa nchi yetu.
5	Kwa sababu utakapoyachia mabadiliko ya tabia nchi yaleta athari kwa nchi yetu usalama wa nchi yetu na ustawi wa raia zetu utaweza kutetereka.
6	Kwa hivyo moja ya kazi yake ni hii ambayo ofisi yake hii ya makamu wa raisi tunaifanya kwa nguvu zote ili kumsaidia kulinda ustawi na usalama wa nchi hii na wananchi wake
7	Kwa hivyo amewasalimia sana na sisi tunaomba tumhakikishie kwamba kwa upande huu tutatumia nguvu zetu maarifa yetu na kila tulichojaaliwa na Mungu kumsaidia kulinda ustawi wa raia na usalama wa nchi na raia zake
8	Ndugu zangu wananchi ,pamoja na maadhimisho haya kufanyika hapa Dar salaam
9	siku hii pia inaadhimishwa katika mikoa yote ya Tanzania kwa lengo la kuelimishana kuhamasishana juu ya umuhimu wa kutunza na kuhifadhi mazingira yetu.
10	Nitumie fursa hii kuupongeza mkoa wa Dar salaam
11	kwa kupewa heshima ya kuwa mwenyeji wa maadhimisho haya ya kitaifa.
12	Aidha ningependa kuupongeza uongozi wa mkoa wadau mbalimbali walioshiriki kwa njia moja au nyingine katika kufanikisha maadhimisho haya.
13	Lakini kwa nini Dar esalaam?
14	Mwezi wa kumi na moja mwaka jana tulifanya mkutano na wadau wa mazingira hapa Dar esalaam. Lakini tulipata fursa ya kuchambua jinsi mazingira yanavyoharibika hapa Dar salaam

15	Na kwa bahati nzuri ,kuleta maonyesho haya Dar esalaam,mkuu wa mkoa amesoma ile dhamira ya kuletewa maonyesho haya hapa
16	Na amesimama na kutoa hadhi zake hapa kwamba kuanzia sasa atapambana na uchafu katika jiji la Dar salaam
17	Sisi ofisi ya makamu wa raisi tutakuunga mkono kwa jambo hilo.
18	Ndugu zangu nafahamu kuwa tangu tarehe 31 Juni, kum ekuwapo na shughuli zinazohusu hali ya elimu kuhusu hali ya mazingira na shughuli mbalimbali zinazolenga hifadhi ya mazingira katika maeneo mbalimbali hapa Dar esalaam na katika mikoa yote hapa nchini.
19	Binafsi nimeshiriki katika kongamano la juu kuhusu mazingira na uchumi wa taifa lilioandaliwa kwa ushirikiano wa ofisi yangu ya makamu wa raisi na ubalozi wa Sweden hapa nchini.ushirikiano wa ofisi yangu ya makamu wa raisi na ubalozi wa Sweden hapa nchini.
20	Nichukue fursa hii kupongeza mikoa yote kwa kuadhimisha siku hii kwa kushiriki shughuli mabalimbali za kuhifadhi mazingira kwa vitendo.
21	Ndugu wananchi kama ambavyo tumeelezwa mwaka huu maadhimisho haya ya kimataifa yanafanyika kule nchini India.
22	Kauli mbio inayoongoza maadhimisho ya mwaka huu inasema “Big plastic pollution.” Ujumbe huu unahimiza kupunguza uchafu wa mazingira kutokana na matumizi ya bidhaa za plastiki.
23	Kitaiifa ujumbe unaoongoza maadhimisha haya ni “mkaa ni gharama tumia nishati mbadala.”
24	Madhumuni ya ujumbe huu yanalenga nishati mbadala badala ya mkaa ili kunusuru misitu yetuinayoendelea kuteketea kutokana na matumizi ya mkaa na kuni pamoja na matumizi mengine
25	Ndugu zangu kukata kuti kuna hasara nyingi.
26	Na hasa kukata miti bila udhibiti kuna hasara nyingi.
27	Ya kwanza ni kwamba tunapokata miti ovyo tunakimbiza viumbe walioumbwa na sasa duniani inakisiwa kwamba aina ya viumbe wapatao 35000 wako katika hatari ya kupotea au kutoweka duniani.
28	Lakini sababu ya pili ni kwamba kwa kiasi kikubwa wanadamu tunakosa matunda asilia.

29	Ukiacha yale matunda tunayopanda miembe michungwa micheza na mengine kuna matunda asilia
30	Ambayo mwenyezi mungu aliumba miti ikaja na hayo matunda.Hakuna mtu ambaye aliyapanda .Tunayakosa kwa kukata miti.
31	Na pengine matunda hayo ni chakula lakini pia ni dawa kwa wanadamu.Lakini kwa sababu tunakata miti ovyo tunakosa matunda haya.

Table 3: Lexical interference:

No	Segment	1 st Rendition	2 nd Rendition	3 rd Rendition
1	Ndugu zangu kabla sijaendelea naomba niwape salamu za mheshimiwa rais wa jamhuri ya muungano wa Tanzania Dr. John Pombe Maghufuli.Anawasali mu sana na anawatakia kila la kheri katika maadhimisho haya	Before I continue my brothers and sisters I would like to thank the president of Tanzania John Pombe Maghufuli who sent his greetings to you.		My brothers before I continue I would like first to great you on behave of the president his excellency John Pombe Magufuli _____ has really expressed his greetings to you and wishes us all the best in this event.
2	Lakini Mheshimiwa anasema moja kati ya vyambo vyake ni kulinda usalama wa nchi hii na raia zake.		But his excellency says that one of his main agenda is to protect peace and stability of his people and its citizens.	
3	Na katika kufanya hivyo upande mmoja anashirikiana na vikosi vya ulinzi ndipo nchi hii iwe salama tukae vizuri iwe kwa amani	----- -----	And in so doing he works together with the armed forces and to protect this country and its borders so that we can have peace and security.	

4	La pili ni hili la kunusuru mabadiliko ya tabia nchini kuleta athari kubwa kwa nchi yetu.		On the other hand, he also works to protect and mitigate the effects of climate change.	
5	Kwa sababu utakapoyachia mabadiliko ya tabia nchi yaleta athari kwa nchi yetu usalama wa nchi yetu na ustawi wa raia zetu utaweza kutetereka .	----- -----		
6	Kwa hivyo moja ya kazi yake ni hii ambayo ofisi yake hii ya makamu wa raisi tunaifanya kwa nguvu zote ili kumsaidia kulinda ustawi na usalama wa nchi hii na wananchi wake	----- -----		
7	Kwa hivyo amewasalimia sana na sisi tunaomba tumhakikishie kwamba kwa upande huu tutatumia nguvu zetu maarifa yetu na kila tulichojaaliwa na Mungu kumsaidia kulinda ustawi wa raia na usalama wa nchi na raia zake			
8	Ndugu zangu wananchi ,pamoja na maadhimisho haya kufanyika hapa Dar esalaam	----- ----- -	My brothers and sisters,other than these celebrations taking place in Dar salaam,	

9	siku hii pia inaadhimishwa katika mikoa yote ya Tanzania kwa lengo la kuelimishana kuhamasishana juu ya umuhimu wa kutunza na kuhifadhi mazingira yetu.	.	This year celebration are being observed from everywhere in the country with the aim of sensitizing on the need to protect the environment.	
10	Nitumie fursa hii kuupongeza mkoa wa Dar esalaam	----- ----- ----- --	Let me take this opportunity to congratulate Dar es Salaam municipality	
11	kwa kupewa heshima ya kuwa mwenyeji wa maadhimisho haya ya kitaifa.	And I am glad that I was given the opportunity to preside over this celebration.		
12	Aidha ningependa kuupongeza uongozi wa mkoa, wadau mbalimbali walioshiriki kwa njia moja au nyingine katika kufanikisha maadhimisho haya.	I would like to thank the regional heads and also on their efforts to ensure that there is environmental conservation	I would also like to thank all those ones, who were involved to ensure these celebrations have taken place	----- -----
13	Lakini kwa nini Dar esalaam?	----- ----- -----	But why Dar esalaam?	
14	Mwezi wa kumi na moja mwaka jana tulifanya mkutano na wadau wa mazingira hapa Dar esalaam. Lakini tulipata fursa ya kuchambua jinsi mazingira yanavyoharibika hapa Dar esalaam	Last year we had a meeting with environmental stake holders and also had the opportunity to talk about the way climate change is	In November last year, we had a meeting with the stakeholders of environment. But we also had an opportunity to discuss how the environment is polluted.	

		happening in Dar-esalaam.		
15	Na kwa bahati nzuri ,kuleta maonyesho haya Dar esalaam, mkuu wa mkoa amesoma ile dhamira ya kuletewa maonyesho haya hapa	And now I want to thank the regional coordinators for bringing the celebrations here.	And luckily, bringing these celebrations to Dar salaam The PC has read the aim of bringing these celebrations here.	
16	Na amesimama na kutoa hadhi zake hapa kwamba kuanzia sasa atapambana na uchafu katika jiji la Dar esalaam		And promised that from now he would fight environmental pollution.	
17	Sisi ofisi ya makamu wa rais tutakuunga mkono kwa jambo hilo.	----- ----- --	We would support you Mr. PC.	
18	Ndugu zangu nafahamu kuwa tangu tarehe 31 Juni , kumekuwapo na shughuli zinazohusu hali ya elimu kuhusu hali ya mazingira na shughuli mbalimbali zinazolenga hifadhi ya mazingira katika maeneo mbalimbali hapa Dar esalaam na katika mikoa yote hapa nchini.	My brothers you understand that on the 31 st June, there was a summit on education and environment and how these two are related.	My brothers and sisters, you remember since 11th June , we have had sensitization meeting concerning the protection of the environment around the country and here in Dar es Salaam.	
19	Binafsi nimeshiriki katika kongamano la juu kuhusu mazingira na uchumi wa taifa lilioandaliwa kwa ushirikiano wa ofisi	----- ----- -----		

	yangu ya makamu wa raisi na ubalozi wa Sweden hapa nchini.			
20	Nichukue fursa hii kupongeza mikoa yote kwa kuadhimisha siku hii kwa kushiriki shughuli mabalimbali za kuhifadhi mazingira kwa vitendo.		I take this opportunity to thank all the provinces for observing this year's celebrations by doing various activities to protect the environment.	
21	Ndugu wananchi kama ambavyo tumeelezwa mwaka huu maadhimisho haya ya kimataifa yanafanyika kule nchini India.	We are also told that these international celebrations are happening in India. And the theme of this year is about 'Reducing garbage or environmental pollution by reducing dirt.'		
22	Kauli mbio inayoongoza maadhimisho ya mwaka huu inasema "Beat Plastic Pollution." Ujumbe huu unahimiza kupunguza uchafu wa mazingira kutokana na matumizi ya bidhaa za plastiki.		The main theme is 'Beat Plastic pollution'. This message aims to protect the environment from plastic pollution.	
23	Kitaifa ujumbe unaoongoza maadhimisha haya ni "mkaa ni gharama	----- ----- -----	Internationally, --- ----- -----	

	tumia nishati mbadala.”			
24	Madhumuni ya ujumbe huu yanalenga nishati mbadala badala ya mkaa ili kunusuru misitu yetu inayoendelea kuteketea kutokana na matumizi ya mkaa na kuni pamoja na matumizi mengine	----- ----- -----		
25	Ndugu zangu kukata miti kuna hasara nyingi.			
26	Na hasa kukata miti bila udhibiti kuna hasara nyingi.	----- ----- --	Especially cutting trees from the forest.	.
27	Ya kwanza ni kwamba tunapokata miti ovyo tunakimbiza viumbe walioumbwa na sasa duniani inakisiwa kwamba aina ya viumbe wapatao 35000 wako katika hatari ya kupotea au kutoweka duniani.	By brothers, oppression has many effects. The first one is that when we cut down our trees we hinder animals that were created to live in our forest since you take away their habitants. And you see these animals are in danger of getting distinguished because their habitant in cities and in different natural habitants has caused them		

		to become extinct.		
28	Lakini sababu ya pili ni kwamba kwa kiasi kikubwa wanadamu tunakosa matunda asilia.	The second thing is that in a big way, human beings cannot get natural fruits	But another reason is that we also miss the opportunity to get natural fruits which we miss by cutting these trees	But the second reason is that to a large extent these human beings do not have the natural fruits.
29	Ukiacha yale matunda tunayopanda miembe michungwa micheza na mengine kuna matunda asilia	If you look at the fruits we are planting these days, they are natural fruits.	----- ----- ---	
30	Ambayo mwenyezi mungu aliumba miti ikaja na hayo matunda.Hakuna mtu ambaye aliyapanda .Tunayakosa kwa kukata miti.		----- ----- -----	----- ----- -----
31	Na pengine matunda hayo ni chakula lakini pia ni dawa kwa wanadamu. Lakini kwa sababu tunakata miti ovyo tunakosa matunda haya.		And maybe some of these trees , may be food but also medicine. But because we are cutting trees, we also lose these fruits.	

The above table shows lexical interferences in the three renditions. From the above, we find that each of them had lexical interferences though they were different in nature. The many undelivered ideas could either be explained by the fact that either the interpreter was not able to keep to the pace of the speaker or that the interpreters were not able to comprehend hence deciding to play safe by keeping quiet. Some of the errors were caused by lack of clear comprehension which may have led to no or poor reformulation and deverbilization

hence the interference. Interferences such as **natural fruits** for **wild fruits** could be attributed to lack of good comprehension in that the interpreter kept too close to the speaker and instead of interpreting the idea of ‘fruits that are not artificial and probably not domesticated’ so as to either reformulate or deverbilize to **wild fruits** they were too near to detach themselves from the original speaker.

This was also discovered in the interpretation of ideas carried in words such as **security forces** which was rendered as **armed forces** by some interpreters hence making it less communicative. This interferes with the quality of delivery since the message comes out ‘diluted’ and less accurate. On the gravity of this kind of interference, more will be discussed on table. 3. 6 (Gravity of lexical interference) in view of Viezz’s approach to illustrate how these interferences affect communication efficiency and how they are grouped for good understanding.

Table 4: Syntactic Interference:

No	Segment	1 st Rendition	2 nd Rendition	3 rd Rendition
1	Ndugu zangu kabla sijaendelea naomba niwape salamu za mhashimiwa rais wa jamhuri ya muungano wa Tanzania Dr. John Pombe Maghufuli. Anawasalimu sana na anawatakia kila la kheri katika maadhimisho haya		My brothers before I continue, I would like to bring greetings from his excellency Dr. John Pombe Maghufuli who greets you and wishes all the best the best during this year’s celebration.	
2	Lakini Mhashimiwa anasema moja kati ya vyambo vyake ni kulinda usalama wa nchi hii na raia zake.	And one of the pillars he talks about is to take care of security in this country	But his excellency says that one of his main agenda is to protect peace and stability of his people and its citizens.	One of his objectives is to the protect security of the nation and that of its citizens.
3	Na katika kufanya hivyo upande	----- -----	And in so doing he works together with the	

	mmoja anashirikiana na vikosi vya ulinzi ndipo nchi hii iwe salama tukae vizuri iwe kwa amani		armed forces and to protect this country and its borders so that we can have peace and security.	
4	La pili ni hili la kunusuru mabadiliko ya tabia nchini kuleta athari kubwa kwa nchi yetu.	And one of the things I would like to speak about is that environmental degradation climate change has a huge impact on environmental degradation.	On the other hand, he also works to protect and mitigate the effects of climate change.	
5	Kwa sababu utakapoyachia mabadiliko ya tabia nchi yaleta athari kwa nchi yetu usalama wa nchi yetu na ustawi wa raia zetu utaweza kutetereka.	----- -----	Because if we let the effects of climate change to affect the country, then peace and security of the country would be affected.	
6	Kwa hivyo moja ya kazi yake ni hii ambayo ofisi yake hii ya makamu wa raisi tunaifanya kwa nguvu zote ili kumsaidia kulinda ustawi na usalama wa nchi hii na wananchi wake	----- -----	So one of the works is to help through the vice president office where we ensure that peace and security will be ensured ----- ----- -----.	
7	Kwa hivyo amewasalimia sana na sisi tunaomba tumhakikishie	I would like to assure you that I will do everything that	So he greets you and we assure him that we will use our strength, our knowledge and all	

	kwamba kwa upande huu tutatumia nguvu zetu maarifa yetu na kila tulichojaaliwa na Mungu kumsaidia kulinda ustawi wa raia na usalama wa nchi na raia zake	it takes to make sure that.....that we ensure that there is security in this country.	God given abilities of the country and its citizens.	
8	Ndugu zangu wananchi ,pamoja na maadhimisho haya kufanyika hapa Dar salaam	----- ----- -----		My country men, as this event is taking place in Dar es salaam..,
9	siku hii pia inaadhimishwa katika mikoa yote ya Tanzania kwa lengo la kuelimishana kuhamasishana juu ya umuhimu wa kutunza na kuhifadhi mazingira yetu.	This is also a day that is celebrated in Tanzania and it shows the importance of taking care of our environment.		
10	Nitumie fursa hii kuupongeza mkoa wa Dar salaam	----- ----- ----- -----		
11	kwa kupewa heshima ya kuwa mwenyeji wa maadhimisho haya ya kitaifa.	And I am glad that I was given the opportunity to preside over this celebration.	.	
12	Aidha ningependa kuupongeza uongozi wa mkoa, wadau mbalimbali walioshiriki kwa njia moja au nyingine	I would like to thank the regional heads and also on their efforts to ensure that there is		----- ----- -----

	katika kufanikisha maadhimisho haya.	environmental conservation		
13	Lakini kwa nini Dar esalaam?	----- ----- -----		
14	Mwezi wa kumi na moja mwaka jana tulifanya mkutano na wadau wa mazingira hapa Dar esalaam. Lakini tulipata fursa ya kuchambua jinsi mazingira yanavyoharibika hapa Dar salaam		In November last year, we had a meeting with the stakeholders of environment. But we also had an opportunity to discuss how the environment is polluted.	
15	Na kwa bahati nzuri ,kuleta maonyesho haya Dar esalaam, mkuu wa mkoa amesoma ile dhamira ya kuletewa maonyesho haya hapa	And now I want to thank the regional coordinators for bringing the celebrations here.		
16	Na amesimama na kutoa hadhi zake hapa kwamba kuanzia sasa atapambana na uchafu katika jiji la Dar salaam			
17	Sisi ofisi ya makamu wa rais tutakuunga mkono kwa jambo hilo.	----- ----- -----		
18	Ndugu zangu nafahamu kuwa tangu tarehe 30 Juni, kumekuwapo na shughuli zinazohusu hali ya elimu kuhusu			

	hali ya mazingira na shughuli mbalimbali zinazolenga hifadhi ya mazingira katika maeneo mbalimbali hapa Dar esalaam na katika mikoa yote hapa nchini.			
19	Binafsi nimeshiriki katika kongamano la juu kuhusu mazingira na uchumi wa taifa lilioandaliwa kwa ushirikiano wa ofisi yangu ya makamu wa raisi na ubalozi wa Sweden hapa nchini.	----- ----- -----		
20	Nichukue fursa hii kupongeza mikoa yote kwa kuadhimisha siku hii kwa kushiriki shughuli mabalimbali za kuhifadhi mazingira kwa vitendo.			
21	Ndugu wananchi kama ambavyo tumeelezwa mwaka huu maadhimisho haya ya kimataifa yanafanyika kule nchini India.			
22	Kauli mbio inayoongoza maadhimisho ya mwaka huu inasema “ Beat Plastic Pollution. ” Ujumbe huu unahimiza			

	kupunguza uchafu wa mazingira kutokana na matumizi ya bidhaa za plastiki.			
23	Kitaifa ujumbe unaoongoza maadhimisha haya ni “ mkaa ni gharama tumia nishati mbadala. ”	----- ----- -----	Internationally, ----- -----	
24	Madhumuni ya ujumbe huu yanalenga nishati mbadala badala ya mkaa ili kunusuru misitu yetu inayoendelea kuteketea kutokana na matumizi ya mkaa na kuni pamoja na matumizi mengine	----- ----- -----		
25	Ndugu zangu kukata miti kuna hasara nyingi.			
26	Na hasa kukata miti bila udhibiti kuna hasara nyingi.	----- ----- -----	Especially cutting trees from the forest.	
27	Ya kwanza ni kwamba tunapokata miti ovyo tunakimbiza viumbe walioumbwa na sasa duniani inakisiwa kwamba aina ya viumbe wapatao 35000 wako katika hatari ya kupotea au kutoweka duniani.		----- -----	

28	Lakini sababu ya pili ni kwamba kwa kiasi kikubwa wanadamu tunakosa matunda asilia.			
29	Ukiacha yale matunda tunayopanda miembe michungwa micheza na mengine kuna matunda asilia		----- -----	
30	Ambayo mwenyezi mungu aliumba miti ikaja na hayo matunda.Hakuna mtu ambaye aliyapanda .Tunayakosa kwa kukata miti.		----- ----- -	----- ----- ----- ---
31	Na pengine matunda hayo ni chakula lakini pia ni dawa kwa wanadamu. Lakini kwa sababu tunakata miti ovyo tunakosa matunda haya.	And may be these fruits are food and also medicine for human beings. But now we can't find them because of environmental degradation.		

3.4 Gravity of Lexical and Syntactic Interference:

The above tables represent the original and the three renditions by our three respondents. Using the above tables, we analysed the gravity of lexical and syntactic interference through Viez's approach. According to Viez there are three parameters that can be used to assess the quality of delivery: These are: Change of meaning (**Not equivalent and inaccurate**), distortion of understanding (**inadequate**) and contamination of fluency (**unclear**).

For easier understanding of this concept, we took that in total, our respondents had 31 sections each to deliver. Meaning in total we had 93 deliverable sections from which we are getting lexical and syntactic interferences. For the sake of clarity, we only took one case of lexical and another of syntactic from each section by each respondent and adding them together to get the gravity in terms of chances of each type of interference. Therefore, there was only one chance to make one of these interferences (lexical and syntactic errors) in every section. This was to avoid being clumsy and also to refrain from counting words hence breaching the principle of our analyzing theory (Theory of sense) which concerns itself with meaning (sense) other than words.

In our first group that consisted of the interferences that led to change of meaning (**Not equivalent and inaccurate**) we majorly looked into words or phrase that led to contrasens or deviated meaning making it innacurate in the context of the speaker or too much of wordings and those that sounded like the speaker was struggling to reformulate phrases. Furthermore, the study looked at articles used inappropriately, grammar rules and literal interpretation. As for the lexical interferences, the first respondent rendered '**salamu**' for '**thanks**' (section 1), '**preside**' for '**host**' (section 11), '**I want to thank**' for '**luckly**' (section 15), '**if you look**' for '**apart from**' (section 29), '**you understand**' for '**I understand**' and '**distinguished**' for '**extinct**' (section 27). The second respondent rendered '**Mr Pc**' for '**vice president's office**' (section 17), '**11th June**' for '**31st June**' (section 18) and '**trees from forest**' for '**trees without control**' (section 26). Moreover, the third respondent rendered '**people**' for '**country**' (section 2). All these examples show how words used were completely opposite of the meaning and lost the sense of the speaker which is our guiding theory (theory of sense).

As for the syntactic interferences in **not equivalent and inaccurate** group, the first respondent rendered '**environmental degradation climate change has a huge impact on environmental degradation**' for '**climate change leads to environmental degradation**' (section 4). The second respondent rendered '**cutting trees from the forest**' for '**cutting trees without control leads to many negative effects**' (section 26). The third respondent rendered '**protect security of the nation**' for '**security for country and its citizens**'

(section 2) and ‘**as this event is taking place in Dar es Salaam**’ for ‘**while this event is taking place in Dar es Salaam**’ (section 8)

The second group is the made up of words and phrases that lead to distortion of understanding (**innadquate**). This is to say that the message came through in chunks though one can understand it with some meaningful struggle to put the chuncks together. This is characterized by incomplete sentences, lack of links or litteral interpretation which doesn’t obey the rule of grammar or the essence of keeping too close to the original speaker. As for the lexical interference, the first respondent rendered ‘**regional heads**’ for ‘**provincial leadership**’ (section 12). The second respondent rendered ‘**municipality**’ for ‘**province**’ (section 10) and ‘**trees**’ for ‘**fruits**’ (section 31).

As for the syntactic interferences in **inaccurate** group, the first respondent rendered ‘**the regional heads**’ for ‘**regional leaders**’ (section 4). The second respondent rendered ‘**to protect peace and stability**’ for ‘**to protect the country and its citizens**’ (section 2), ‘**in so doing he works**’ for ‘**he is working in coloboration**’ (section 3), ‘**if we let the effect of the climate**’ for ‘**if we don’t deal with climate change the effects will be adverse**’ (section 5), ‘**so one of the works is to help**’ for ‘**so one of the roles id to help**’ (section 6) and ‘**so he greets you**’ for ‘**he sent his regards**’ (section 7) and ‘**but we also had an opportunity**’ for ‘**we also had an opportunity**’ (section 14).

The third group is made up of the type of interference which brings about affect fluency making the message **unclear**. This is characterized by prolonged silence, overbreathing, distruction from the source language, time constrains, inability to keep the pace among others. In our study we denoted this by a long dash (-----) against the speaker as part of what was rendered. As for the lexical interference, the first respondent rendered ‘**celebrations**’ for ‘**commemorations**’ (section 21) and ‘**natural fruits**’ for ‘**wild fruits**’ (section 28). The second respondent rendered ‘**armed forces**’ for ‘**security forces**’ (section 3), ‘**protect and mitigate**’ for ‘**save**’ (section 4), ‘**celebrations**’ for ‘**commemorations**’ (section 9, 12), ‘**but we also had an opportunity**’ for ‘**we also had an opportunity**’ (section 14), ‘**observing celebrations**’ for ‘**marking their day**’ (section 20), ‘**aims**’ for ‘**motto**’ (section 22) and ‘**natural fruits**’ for ‘**wild fruits**’ (section 28). The

third respondent rendered ‘**expressed**’ for ‘**convey**’ (section 1), and ‘**natural fruits**’ for ‘**wild fruits**’ (section 28).

As for the syntactic interferences in **not clear** group, the first respondent rendered ‘**who greets you**’ for ‘**who sent his regards**’ (section 1) and ‘**that... that we ensure that**’ for ‘**to make sure that**’ (section 7). The second respondent rendered ‘**talks about**’ for ‘**he is committed to**’.

Table 5: Table showing Gravity of Lexical and Syntactic Interference:

Respondent	Interference	Gravity of interference		
		Change of meaning (Not equivalent&in acurate)	Distortion of understanding (inadiquate)	Contamina tion of fluency (unclear).
1 st	lexical	5	1	2
	syntactic	1	1	1
2 nd	lexical	3	2	8
	syntactic	2	6	1
3 rd	lexical	2	0	2
	syntactic	7	1	0
Total		20	11	14

Totals per each type of interference are as follows:

Table 6: Table of Total Number of Interference Per Type:

Respondent	Lexical interference	Syntactic interference	Totals
1st	8	3	11
2nd	13	9	22
3rd	4	8	12
Total	25	20	45

From the above, we could see that there are more lexical interferences compared to syntactic interferences. This could mean that if one doesn't develop their vocabularies and terminologies, then it could be hard to cope with interpretation. In total, we had 45 errors which is equivalent to 24 percent of the 186 chances of deviation (interference). This proves our research question which inquired if lexical interferences are the most common forms of linguistic interference. Even though this percentage doesn't reflect areas without interference, it confirms that lexical and syntactic interference are a big challenge in interpretation.

3.5 Results from the Questionnaire

In order to collect data for this research, questionnaires were used. They were given to the participants who filled them separately. They answered different questions that were formulated after performing the interpretation in the booth. We divided the questions into three sections that we aimed to use in understanding their background, information, the feedback of their performances concerning syntactic and lexical interference and finally the interpretation strategies they used in their performances.

3.5.1 Language Combination

Table 7: Language Combination of the Respondents

	English	Kiswahili	French
Respondent 1	A	B	C
Respondent 2	A	B	C
Respondent 3	A	C	B

Going by the above we can see the respondents had different language combinations with all sharing English as their **A** language. Two of our respondents had Kiswahili as their **B** language and our 3rd respondent had Kiswahili as her **C**. Our first and third respondents were female while our second respondent was a male. These combinations were relevant to our study since all the respondents can work in the booth from Kiswahili into their different languages as they practice in their profession. Our interest in this study was for all of them to work into English.

3.5.2 Booth Experience

Two of the respondents had no booth experience at all before joining interpretation school though one had. Two of the respondents (second and third) confessed to have booth phobia sometimes while our first respondent does not experience any phobia. We also realized that whoever has phobia is the one who had been in the booth before.

3.5.3 Understanding of the Original Speech

Concerning conceptualizing the original speech, the first respondent understood it averagely while the second and third respondents understood the speech satisfactorily. Basing it on this therefore can say with confidence that understanding the message was not part of interference and may not have contributed to wrong interpretation in the renditions by any chance. However, there some instances where the respondents depicted lack of understanding of some units of meaning. This may be attributed to other factors like lexical

interferences and others that will be enumerated under ‘the biggest challenges’ during rendition here below.

3.5.4 The Biggest Challenges during Rendition

According to the three respondents, lack of equivalences or expressions in English, keeping to the pace of the speaker, and reformulation of content into the target language were the biggest challenges in delivery. This as a result brought about interference in their performances. For instance, in our own assessment, lack of equivalences led to lexical interferences which were the highest form of interference we detected. In fact, all our three respondents, expressed this as their first challenge and it was also reflected in their delivery. Two of our respondents expressed this as their biggest challenges. Two of our respondents also felt that keeping to the pace was part of their greater challenge they encountered in their performances. That could explain why there were many gaps in their renditions leading to many ideas not expressed timely and accurately especially by our first respondent. At one time, this brought about delays which made some ideas to sound like they were delivered in a consecutive rendition.

Reformulation of content was also highlighted by the three respondents as part of their biggest challenges in delivery. This could also explain the delays and gaps that were experienced in their renditions. It is possible that in the process of looking for equivalents, then the respondent can remain behind hence skipping some points.

3.5.5 Being Cautious about Avoiding Syntactic and Lexical Interference

All the respondents expressed the fact that they were watchful about avoiding syntactic and lexical interference. That effort to avoid those interferences was felt during their interpretation through hesitation, fillers and struggles to reformulate in between the sentences.

3.5.6 Improving Rendition

Our respondents hold the opinion that it is possible to keep on improving one's rendition and there is always room for improvement. In their opinions, mastery of the two languages, prior knowledge on the subject matter, reasonable decalage, could all work towards a better rendition day by day.

3.5.7 Quality of Training

While all our respondents appreciated that they got some value from the training, some felt there is much that can be done to increase efficiency and enhance acquisition of knowledge, skills and attitudes to enable better delivery in the profession. According to them, teaching reformulation strategies, more exercises, training on paraphrasing, and more practice time would really improve the training.

3.5.8 Relevant Interpretation Strategies Used

Of all our respondents, mentioned explicitly the interpretation strategies they used during their delivery. They all appreciated to have used expansion strategy, use of equivalences and literal translation. They also held the opinion that those strategies alone are somehow not enough. The third respondent believes that being aware of the possible linguistic interferences, mastery of paraphrasing as a strategy of reformulation, proper analysis, mastery of source and target languages and having background knowledge of the subject matter are essentials in improving delivery.

3.6 Conclusion

In this chapter, the three renditions by the three respondents were presented and analysed using Viezz's approach anchored on the theory of sense (interpretive theory of translation). Responses from questionnaires were also discussed here. Towards the end of the chapter, the study presented a tabulation to illustrate in summary from the two interferences which according to this study reduced efficiency of interpretation by 24 percent.

CHAPTER FOUR: INVESTIGATING THE CAUSES OF LINGUISTIC INTERFERENCE

4.0 Introduction

In chapter three, the data collected was presented and description of it done. In this chapter, the data collected is analyzed in response to the hypothesis set at the beginning of our study. The analysis of our data will be done following the principle of theoretical framework designed at the beginning of this work.

4.1 The Principle of Data Analysis

In order to analyze our data, we used the theory of Sense or Interpretive Theory of Translation (ITT) which was developed by Danica Seleskovitch and Lederer in Paris in 1970s. The fact that it was developed in Paris, and the theory is also referred to as the theory of the school of Paris. It is based on the principle interpretation is not about language or words but about message and sense. In this regard therefore, there shouldn't be any interference from the source language because one is not working with words of the source language but ideas brought out by the speaker should really be the point of concern. This theory mainly focuses on observation and interpretation of conference interpreting practices and written translation activities. According to Lederer (1997:11-18) the process of translation/ interpretation is a combination of correspondence and equivalence that should raise the same 'cognitive and emotional' effect in the target language as it appears in the source language.

As earlier stated in our chapter one, the proponent of this theory observed that the process of translation or interpretation process follows three main steps for quality rendition as explained by Lederer (1997). This shows that failure to follow the three steps will lead to inefficiency hence interference. This study looked into the three steps against renditions that were done by the three respondents to ascertain if our respondents followed the three main steps of interpretation and the effects on quality in an event where the steps were not observed:

Comprehension of meaning: This comes with understanding of words, idiomatic expressions and other language features used by the speaker in the context of source language. The utterances formulated by the speaker are projections of his/her comprehension of the units of meaning by the speaker. Comprehension is a process that involves keen and active listening and analysis. Of all these, if one failed in any of these then the quality of delivery becomes poor. Failure to analyze the given content properly may lead to a serious distortion of the message rendered to a level of a *contrasens* or failure to deliver the units of meaning at all. This was witnessed in our respondents who on several occasions left gaps in their rendition which can be attributed to lack of comprehension.

On other occasions poor comprehension resulted to poor delivery as observed below.

Table 8: Illustration of Poor Delivery and Poor Comprehension by 1st Respondent

No	Segment	1 st Rendition
1	Ndugu zangu kabla sijaendelea naomba niwape salamu za mheshimiwa rais wa jamhuri ya muungano wa Tanzania Dr. John Pombe Maghufuli. Anawasalimu sana na anawatakia kila la kheri katika maadhimisho haya	Before I continue my brothers and sisters I would like to thank the president of Tanzania John Pombe Maghufuli who sent his greetings to you.

From the above table the respondent rendered greetings (*salamu*) as gratitude using the word ‘**thank.**’ Proper comprehension and analysis should have informed her that there is no way the speaker would start by gratitude ahead of greetings. This made her deliver opposite of what expected (*contrasens*) was leading to poor delivery out of lexical interference. There were other instances where proper comprehension led to quality rendition as illustrated below.

Table 9: Illustration of How Proper Comprehension Leads to Quality Interpretation by 1st Respondent

No	Segment	1 st Rendition
2	Lakini Mheshimiwa anasema moja kati ya vyambo vyake ni kulinda usalama wa nchi hii na raia zake.	And one of the pillars he talks about is to take care of security in this country.

The same respondent comprehended and gave a quality rendition on this section. She managed to detach from the speaker’s language which is seen when she detaches from the word ‘**lakini**’ from the speaker and gave it back as ‘**and.**’ Lack of comprehension would have made her give it back as ‘**but.**’

Therefore, proper analysis of the content is of essence in order to produce quality interpretation. Proper analysis leads to a quality visualization and hence quality delivery.

Deverbalization: As earlier observed in chapter one, deverbalization is where the translator or the interpreter detach from the words of the source language and retain the idea they carry and the meaning intended by the author or speaker in a specific context. It, therefore, means the interpreter doesn’t pay attention to the words and expressions but to the message that comes out that he can therefore re-express in the target language using equivalences. For this reason, the interpreter is usually keener in ideas and their re-expressions than in words and equivalences as observed here below.

Table 10: Illustration of Devabalization from the 3rd Respondent

No	Segment	3 rd Rendition
4	La pili ni hili la kunusuru mabadiliko ya tabia nchini kuleta athari kubwa kwa nchi yetu.	The other thing is to prevent adverse effects of climate change in our country.

If the interpreter didn't detach herself from the words of the speaker, she would have rendered '**the second thing**' instead of '**another thing**' and '**major effects**' instead of '**adverse effects**' that she rendered. It was natural so than when she could have conformed to the original.

The respondents faced a challenge when trying to detach from the source language. Conforming to the source language makes an interpreter to obey the grammar and structure of the source language at the expense of the target language. This was actually noted with our respondents especially the first and second respondents. It brings about interferences since different languages have different sentence structures from others.

Reformulation: This is also called re-expression of meaning. This where the interpreter listens to the message and conveys the meaning expressed by the speaker in the target language using his/her own words naturally and accurately. Once the message has been well understood and deverbalization has happened, then then the expression of the interpreter becomes free from interference hence conforming to the target language. It must obey the rules of grmma of the target language as illustrated below.

Table 11: Illustration of Reformulation by the 3rd Respondent

No	Segment	3 rd Rendition
26	Na hasa kukata miti bila udhibiti kuna hasara nyingi.	Especially illegal logging.

If the respondent did not deverbalize to reformulate her rendition would have been something like '**and especially cutting down trees without resrictions brings about many losses.**' Reformulation saves the interpreter time and energy and also improves rendition.

Since interpretation is a way of reexpression of ideas from one language into the other then these languages need be well understood. Having a good command, the two languages is not only an advantage but also a requirement for good rendition. One need to be versed with

the the vocabularies and terminologies in both languages. Besides, being conversant with the two languages will always ensure that your register is raised hence producing quality renditions. Having a grip of the languages also ensures proper understanding which ensures few or no countersense. Besides, having a strong vocabulary base enables the interpreter to get alternative structure to express their ideas without necessarily having to restart the sentence. They can start a sentence in any way and still be able to restructure it even when they realized they were trapped by the structure of the SL.

4.2. Interference and Rendition

Analysis of the data clearly showed that whenever there was interference, the quality of the message was interfered with negatively. This came out especially where sentences were left hanging and ideas skipped due to lack of equivalences.

4.2.1. Interference and Understanding of the Speech

As we were analyzing this, we considered the answers given by our three respondents on understanding of the message. So after the interpreter trainees were through with their renditions, they were given questions that helped us in ascertaining this.

4.2.1.1 Did Interference Affect your Understanding of the Message?

After rendition, every respondent was asked his own assessment of their level of understanding of the message of speech. On the continuum answers went from good to very good. None of our respondents said they understood the message excellently or even insufficiently. Responding by saying good could mean that they did not understand it pleasingly to a level of visualizing it. Two of our respondents said they got the message as 'good' with one saying very good. The responses were as illustrated bellow.

Table 12: Table showing Message Understanding

Respondent	Full understanding	Average Understanding	Not so good	Total
Respondent 1	0	1	0	1
Respondent 2	0	1	0	1
Respondent 3	1		0	1
Total	1	2	0	3

From the above it is evident that interference can affect understanding of the message. The fact that no respondent understood the message excellently and that none gave an indication of poor audibility clearly shows that there was an interference which affected the quality of the message rendered meaning the understanding was interfered with. One other indication of interference is the presence of gaps in the rendition of all our respondents.

4.2.1.2 Equivalences and Accuracy of the Renditions

In our observation we also learnt that lack of equivalences was a stumbling block to the accuracy of the message delivered. While much keenness was in getting sense and not words, it was clear from our respondents that words (lexicon) interfered with their renditions in that they could not get equivalences in their delivery. We were also keen to hear from them whether the training they got helped them overcome the challenge of lexical and syntactic interference. We illustrated their feelings in the next table. To get their responses, we asked them how their training equipped them to get equivalences. The table below shows how they responded

Table 13: Table showing Response to Whether the Training Equipped Them

Respondent	Yes	No	To some extent
Respondent 1	√		
Respondent 2		√	
Respondent 3	√		

In a number of instances, lack of equivalences destabilized the interpreters hence affecting their delivery. A good illustration of this can be seen from section 12 of the first rendition.

Table 14: Illustration of Equivalences and Rendition Interference 1st Respondent:

No	segment	Rendition	Suggested rendition
12	Aidha ningependa kuupongeza uongozi wa mkoa, wadau mbalimbali walioshiriki kwa njia moja au nyingine katika kufanikisha maadhimisho haya.	I would like to thank the regional heads and also on their efforts to ensure that there is environmental conservation	Moreover, I wish to congratulate provincial leadership, and diferent stake holders who participated in making these celebrations a success.
15	Na kwa bahati nzuri ,kuleta maonyesho haya Dar esalaam,mkuu wa mkoa amesoma ile dhamira ya kuletewa maonyesho haya hapa	And now I want to thank the regional coordinators for bringing the celebrations here.	And luckily bringing these celebrations to Dar es Salaam For the aim the PC has highlighted.

In 12 above, we can see our respondent rendered “wadau mbalimbali” as efforts other than stake holders. That made her miss the next idea which was “kufanikisha maonyesho” that she rendered as environmental conservation. This was really a message lost due to lack of equivalences hence resulting to lexical interference. Ideally, if she got the equivalence of

the first ideas she would have gotten the second idea right because it could have guided her in getting the right idea.

The same happened in 15 where our respondent didn't get the equivalents of "Amesoma dhamira" which made her skip the idea hence making the communication not complete. It was observed from this respondent that whenever she missed ideas. She rendered the message with skipped ideas. Meaning therefore, as she told us in her questionnaire, she faced a big challenge in getting equivalences and therefore that denied her a chance to render with accuracy. Whenever this affected the flow then it became interference. This was a big challenge since accuracy is vital to delivery. The implication of such inaccuracy is that the message given is never complete and therefore not reliable to the audience. This then lender interpretation unnecessary intervention in such a case. This was not different with the 2nd and 3rd respondent. We could see this with our second illustration from our second respondent.

Table 15: Illustration of Equivalences and Rendition Interference 1st Respondent:

No	Segment	Rendition	Suggested rendition
17	Sisi ofisi ya makamu wa rais tutakuunga mkono kwa jambo hilo.	We would support you Mr. PC.	As the office of the VP we will support you in that
26	Na hasa kukata miti bila udhibiti kuna hasara nyingi.	Especially cutting trees from the forest.	And especially cutting down trees without restrictions brings a lot of losses

In table 15 above, our second respondent didn't have equivalences for the words '...ofisi ya makamu wa rais....' At her finger tips. As usual, he missed he concept of the office of the vice president hence rendering the concept as 'we....' Use of the pronoun 'we' made it

sound so general that the listener could not get the message with clarity. This therefore was affected the quality of the message rendered.

For this respondent rendering 26 above was hard. He didn't understand the concept of *udhibiti* due to lack of the word in his bank of vocabulary or was unable to comprehend hence rendered it as forest instead of 'without restrictions'. This did not only blow the student trainee off balance but made him lose the meaning and render a contrasens 'especially cutting trees from the forest instead of 'And especially cutting down trees without restrictions brings a lot of losses'. This clearly shows that failure can really throw an interpreter off balance leading to inaccuracy in delivery. Besides, it may lead to contrasense in delivery hence unfaithfulness of the interpreter.

4.3 Being Cautious about Interferences

Two of our respondents said they were somehow aware and cautious about interferences before and during rendition. But from the data, it is clear that that is not a solution enough to the challenge of interference. Apparently if they were not cautious, then chances are there would have been more errors (cases of interferences). So we could say being cautious helps minimize the number of interferences. It is therefore important for any interpreter to be cautious when rendering information. In view of that, then it may be prudent for us to look into what our respondents said about improving one's rendition.

4.4 Others Ways of Improving Rendition apart from Being Cautious:

According to our respondents, they provided a range of ways which they felt could enhance performance in the booth for both interpreter trainees and field interpreters. While they were derived from the direction of Kiswahili into English, they will also be of importance to other directions of interpreting. We will discuss these in brief to expound on them.

4.4.1 Good Decalage

This is the distance the interpreter keeps between them and the speaker. It enables one to conceptualize concepts before they can then deliver them. In simultaneous interpreting however, one is required to be cautious enough not to be left behind so much, which could lead them to lose the grip of the speech. On the other hand, being too close to the speaker

may get them into the trap of not being able to detach from the source language hence resulting to some sought of interference. So for a meaningful rendition then the decalage has to be reasonable. A good example is this statement...I would like to bring greetings from his Excellency Dr. John Pombe Maghufuli who greats you... From this, the words ... 'who greats' are as a result of keeping too close to the speaker hence causing a syntactic error.

4.4.2 Culture Sensitivity

Now, in some cases, interpretation happens between two languages that are from different cultural backgrounds. A good example is our two languages of interest which are Kiswahili and English. The two come from different cultures. For quality interpretation in these two, one needs to be aware of settings surrounding the two languages. This is because in most cases, languages are married to their cultures of origin. A good understanding of different contexts and systems of these languages forms part of background information and this enables the renders to deliver with accuracy and ease.

4.5 Interpretation Strategies

In our study, we seek to know if the interpreter trainees know of different interpretation strategies that are used by different interpreters in the field. They happened to know quite a number which include: Use of equivalences, expansion strategy where you use more words as a survival tactic when there exists another word or phrase that can mean the same, literal interpretation and transportation strategy.

4.5.1 Analysis of the Effect of Interpretation Strategies to Quality:

On this part, we will explore some interpretation strategies which were adopted by our respondents as a way of overcoming lexical and syntactic interference from Kiswahili into English during their time of rendition. We looked at specific strategies they applied to maintain the quality of their delivery during interpretation. The analysis is drawn from part of their interpretation. As we observed, literal interpretation was used in many instances. At point where literal interpretation was not possible, our respondents used other strategies such as expansion.

4.5.2 Use of Literal Rendition/ Interpretation

Syntactic interpretation is majorly characterized by literal rendition. This is where a target language expression is directly influenced by the structure of the source language which in many cases appears like a transposition. The strategy was used in many cases so as to survive as illustrated here bellow.

Example 1:

Table 16: Example of Literal Rendition:

Section 2 of the speech.			
Lakini Mheshimiwa anasema moja kati ya vyambo vyake ni kulinda usalama wa nchi hii na raia zake.	Resp.1		And one of the pillars he talks about is to take care of security in this country
	Resp.2		But his excellency says that one of his main agenda is to protect peace and stability of his people
	Resp.3		One of his objectives is to protect security of the nation and that of its citizens.

The above segment is out to illustrate the different areas affected by syntactic interference in section two of our segments. When the first respondent uses the words ... 'he talks about...' which sounds like its not in the plans but a mere talk. This losses the original meaning of the speaker which was to mean...is planning to....This therefore interfered with the delivery.

Another instance of syntactic interference by the same respondent is when he interpreted 'kulinda usalama wa nchi hii na raia zake... as take care of security in this country instead of say... securing this country and its people. His rendition sounded like security was an entity to be secured' hence bringing about syntactic interference.

For the second respondent he was so literal when he transposed the connector BUT in his rendition when in the sentence should have been more original and sensible without the connector.

The other instance of literal rendition in the same section is where the third respondent used the the phrase ... to **protect security** of the **nation** and that of its citizens. This was a leteral rendition by our third respondent which might have happened due to the interpreter staying too close to the the original speaker. Protecting security of the nation does not make sense which is a fundamental principle of our theory of sense employed in analysis of renditions by our three respondents. The phrase could have been rendered more accurately and levelheadedly as...to guard our country and its citizens.

4.6 Summary

The essence of this chapter was to analyze the data we collected from the renditions delivered and from the questionnaires given to our respondents after their renditions vis-à-vis the expectations we had at the beginning of our research. It analyzed lexical and syntactic forms of linguistic interference, gravity of such interference in renditions, strategies used by interpreters and how that compromised sense and faithfulness in delivery. It also analyzed the level of understanding of the message delivered in Kiswahili.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes each of the preceding chapters and presents the general conclusions of the study vis-à-vis the expectations set at the beginning of the research. The basis of these general conclusions is the analysis of the data collected. Towards the end of this chapter, some useful recommendations will be made on the basis of the earlier findings and from the analysis.

5.2 Chapters' Summary

This study aimed to investigate two elements of linguistic interference which are syntactic and lexical interferences from Kiswahili into English during simultaneous interpretation. Interference is a major challenge according to SI scholars such as Seleskovitch and Lederer (1989) who described interference between languages as one of the biggest obstacles for good interpreting (in Setton 1999, 39). This is because it can lead to distortion of the message of the speaker and therefore this attracted our attention. We decided to narrow to interference from Kiswahili since many of the earlier researchers concentrated much on interference from English into other languages like French German and others. We went further to analyze how the two interferences the two interferences compare in frequency and gravity.

Our study was based on sense or Interpretive Theory of Translation which puts emphasis on meaning (sense) as a fundamental element in interpretation and communication at large. For this reason, therefore, we concentrated much on accuracy of the language other than that of words. The only reason we found words to be interference is when they were seen to stand between the speaker's message and that of the recipient which then caused inefficiency.

This study was carried out at the study was carried out at the Centre for translation and interpretation of the university of Nairobi which is where interpreters are training. We collected our data by listening to the transcribed speeches and questionnaires from our

three respondents who were in their final stage of their training. Only those that work from Kiswahili were allowed to respond. All questionnaires were filled in after speeches were given and interpreted hence making them reflective on delivery.

Our analysis showed that interpreters had a number of interferences caused by different factors such as lack of background information, being incautious, lack of equivalences, lack of reformulation techniques, conforming to the source language among others.

Our study was organized in a systematic manner as with five chapters. In the first chapter we presented our background information, the research questions, research objectives, research justification, hypothesis, the methodology and theoretical framework. On our theoretical framework we used interpretative theory of sense. Our methodology was design to achieve our study objectives and included the use of data collecting tool such as questionnaires and observation. We based it on qualitative research and we involved three respondent working from Kiswahili into English.

Our second chapter of this study expounds more of what interference (that was captured in Chapter 1) is that some interference does which may bring about interference due to the intensity of the work involved. It has highlighted the areas where simultaneous interference is highly used (at UN and with Presidents' speeches) and the language involved at the UN, and some specialized environments that this mode of interpretation is applied. The study has also highlighted a number of setbacks that interference face in their course among them remembering numbers. It has also expounded on the interference in adults and finally factors that causes interference according to two scholars, Weinrich and Loll. The factors cut across and they do not specify interference in different ages.

In our chapter three we presented the collected data from our respondents using questionnaires and observation. Our way of presentation was in tables. We presented what was collected from the speeches and what was collected from the questionnaires. Besides, in this chapter the study presented a segmentation of our original speech in Kiswahili which was the basis of comparison to analyze our renditions. Transcriptions of our respondents were presented against the original to set stage for analysis in the next chapter of our study.

This chapter therefore formed the basis of the next chapter where we analyzed those presentations in details.

Progressively we got to chapter four where as we have rightfully said, we got to chapter four to analyze in details our findings in chapter three. We used theory of Sense or Interpretive Theory of Translation (ITT) which was developed by Danica Seleskovitch and Lederer in Paris. We therefore had no business whatsoever with analyzing words not unless such words brought in interference, which was our interest anyway. Essentially this chapter focused on the meaning of the data in relation to the research questions and the hypothesis set out at the beginning of the research. In our current chapter, we are focusing on the main conclusions drawn from the results and the recommendations made in respect to these results.

5.3 Conclusion

In the context of booth interpretation, avoiding lexical and syntactic interference in simultaneous interpretation remains a big challenge however much the interpreters get cautious. This however, does not render that interpretation irrelevant since the basic tenet of any interpretation is delivery of the message in a sensible manner with utmost accuracy. To this end our study, we can confidently conclude that many interpreters use different strategies such as use of equivalences and expansion strategies to navigate these and more interferences.

We would also wish to conclude that literal rendition is a common evil for trainee interpreters though many use it to keep to the pace of the speaker hence unavoidable at some point. Moreover, we have concluded that successful simultaneous interpretation free from lexical and syntactic interference requires having background information in the area of performance, right choice of equivalences, being cautious, proper analysis, proper mastery of both source and target languages. Even though the current training impacts knowledge and attitudes to the trainee interpreters, we can commandingly conclude that in its current state it does not equip the learners with enough skills and competences to lessen chances of lexical and syntactic interferences.

Finally, we would like to conclude that in many instances, speakers depict more lexical than syntactic interference as they render from Kiswahili into English.

5.4 Recommendations

After this research, we wish to recommend an investigation of lexical and syntactic interferences in simultaneous interpretation in a different direction from English into Kiswahili and a broader scope expanded to other forms of interferences and also other modes of interpretation like consecutive interpretation. We hold the opinion that someone can research on the effects of interpreter's language combinations on the level of register and quality of delivery. This is because in some instances interpreters did not consider their polysemy of words hence resulting to literal interpretation.

We also feel very strongly that future interpreter trainees need be encouraged to establish research gaps from earlier dissertations by trainees from the same center for translation and interpretation to give room for continuity and harmony in research areas hence enlarging the pool for interpretation and translation which may be used as a complete resource center for future references and growth of the center. Considering developing a bigger pool of terminologies in different fields in different working languages would be ideal for the center.

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APPENDICES:

APPENDIX I: HOTUBA YA MAKAMU WA RAISI WA TANZANIA KATIKA KILELE CHA MAADHIMISHO YA SIKU YA MAZINGIRA DUNIANI

Ndugu zangu kabla sijaendelea naomba niwape salamu za mheshimiwa raisi wa jamhuri ya muungano wa Tanzania Dr. John Pombe Maghufuli. Anawasalimu sana na anawatakia kila la kheri katika maadhimisho haya. Lakini Mhe. anasema moja kati ya vyombo vyake ni kulinda usalama wa nchi hii na raia zake. Na katika kufanya hivyo upande mmoja anashirikiana na vikosi vya ulinzi ndipo nchi hii iwe salama tukae vizuri iwe kwa amani.

La pili ni hili la kunusuru mabadiliko ya tabia nchini kuleta athari kubwa kwa nchi yetu. Kwa sababu utakapoyachia mabadiliko ya tabia nchi yaleta athari kwa nchi yetu usalama wa nchi yetu na ustawi wa raia zetu utaweza kutetereka. Kwa hivyo moja ya kazi yake ni hii ambayo ofisi yake hii ya makamu wa raisi tunaifanya kwa nguvu zote ili kumsaidia kulinda ustawi na usalama wa nchi hii na wananchi wake

Kwa hivyo amewasalimia sana na sisi tunaomba tumhakikishie kwamba kwa upande huu tutatumia nguvu zetu maarifa yetu na kila tulichojaaliwa na Mungu kumsaidia kulinda ustawi wa raia na usalama wa nchi na raia zake

Ndugu zangu wananchi, pamoja na maadhimisho haya kufanyika hapa Dar salaam siku hii pia inaadhimishwa katika mikoa yote ya Tanzania kwa lengo la kuelimishana kuhamasishana juu ya umuhimu wa kutunza na kuhifadhi mazingira yetu.

Nitumie fursa hii kuupongeza mkoa wa Dar salaam kwa kupewa heshima ya kuwa mwenyeji wa maadhimisho haya ya kitaifa. Aidha ningependa kuupongeza uongozi wa mkoa wadau mbalimbali walioshiriki kwa njia moja au nyingine katika kufanikisha maadhimisho haya.

Lakini kwa nini Dar esalaam? Mwezi wa kumi na moja mwaka jana tulifanya mkutano na wadau wa mazingira hapa Dar esalaam. Lakini tulipata fursa ya kuchambua jinsi mazingira yanavyoharibika hapa Dar salaam. Na kwa bahati nzuri, kuleta maonyesho

haya Dar esalaam, mkuu wa mkoa amesoma ile dhamira ya kuletewa maonyesho haya hapa.

Na amesimama na kutoa hadhi zake hapa kwamba kuanzia sasa atapambana na uchafu katika jiji la Dar salaam. Sisi ofisi ya makamu wa raisi tutakuunga mkono kwa jambo hilo.

Ndugu zangu nafahamu kuwa tangu tarehe 31 Juni, kumekuwapo na shughuli zinazohusu hali ya elimu kuhusu hali ya mazingira na shughuli mbalimbali zinazolenga hifadhi ya mazingira katika maeneo mbalimbali hapa Dar esalaam na katika mikoa yote hapa nchini.

Binafsi nimeshiriki katika kongamano la juu kuhusu mazingira na uchumi wa taifa lilioandaliwa kwa ushirikiano wa ofisi yangu ya makamu wa raisi na ubalozi wa Sweden hapa nchini. ushirikiano wa ofisi yangu ya makamu wa raisi na ubalozi wa Sweden hapa nchini. Nichukue fursa hii kupongeza mikoa yote kwa kuadhimisha siku hii kwa kushiriki shughuli mabalimbali za kuhifadhi mazingira kwa vitendo.

Ndugu wananchi kama ambavyo tumeelezwa mwaka huu maadhimisho haya ya kimataifa yanafanyika kule nchini India. Kauli mbio inayoongoza maadhimisho ya mwaka huu inasema “Big plastic pollution.” Ujumbe huu unahimiza kupunguza uchafu wa mazingira kutokana na matumizi ya bidhaa za plastiki.

Kitaifa ujumbe unaoongoza maadhimisha haya ni “mkaa ni gharama tumia nishati mbadala.” Madhumuni ya ujumbe huu yanalenga nishati mbadala badala ya mkaa ili kunusuru misitu yetuinayoendelea kuteketea kutokana na matumizi ya mkaa na kuni pamoja na matumizi mengine. Ndugu zangu kukata kuti kuna hasara nyingi. Na hasa kukata miti bila udhibiti kuna hasara nyingi.

Ya kwanza ni kwamba tunapokata miti ovyo tunakimbiza viumbe walioumbwa na sasa duniani inakisiwa kwamba aina ya viumbe wapatao 35000 wako katika hatari ya kupotea au kutoweka duniani. Lakini sababu ya pili ni kwamba kwa kiasi kikubwa wanadamu tunakosa matunda asilia.

Ukiacha yale matunda tunayopanda miembe michungwa micheza na mengine kuna matunda asilia. Ambayo mwenyezi mungu aliumba miti ikaja na hayo matunda.Hakuna mtu ambaye aliyapanda.Tunayakosa kwa kukata miti.Na pengine matunda hayo ni chakula lakini pia ni dawa kwa wanadamu.Lakini kwa sababu tunakata miti ovyo tunakosa matunda haya.

APPENDIX II: QUESTIONNAIRE

INVESTIGATING SYNTACTIC INTERFERENCES DURING S.I. FROM KISWAHILI INTO ENGLISH:

I am a 2nd year Master's student at the University of Nairobi, Centre for Translation and Interpretation. This survey is a partial fulfillment of the university requirement.

Kindly I request for your assistance by responding to the questions here bellow, in regards to the speech you rendered. Your co-operation is highly appreciated.

Thank you.

SECTION ONE: BACKGROUND INFORMATION

1. Sex

MALE FEMALE

Language combination

French [A]

English [B]

English [C]

Kiswahili [C]

1.2 Area of study for your undergraduate degree?

1.3 Do you have booth phobia?

Yes sometimes always none

1.4 Have you worked in the booth before?

Yes No

1.5 In a scale of 1 – 5 how much do you think training as an interpreter equipped you to get equivalences?

1 2 3 4 5

1.6 What was your experience in the interpretation before joining interpretation course?

- None
- Occasionally
- Less than 2years
- 2-5 years
- More than 5 years

SECTION TWO: SYNTATIC INTERFERENCE FROM SOURCE INTO TARGET LANGUAGE:

2.1 What were your biggest challenges at rendition?

- Time constrain
- Lack of equivalences or expressions
- Keeping to the pace
- Distraction from the source language
- Lack of background information
- Name and figures
- Reformulation of content

2.2 Were you cautious about avoiding lexical interference?

Yes No somehow

2.3 If the answer to [2.4 above] is yes; how much do you think that helped in improving your rendition?

- Excellently so
- Fairly good
- Averagely so
- Not much
- No difference noted

2.4 Were you cautious about avoiding syntactic interference?

Yes No Somehow

2.5.1 If the answer to [2.5 above] is yes how much do you think that helped in improving your rendition?

2.7 In your assessment, is there anything else you think would improve your rendition apart from being cautious?

Yes No

1.7.1 If the answer to [2.9 above] is yes, provide the information

2.8 Do you think the interpretation training helps trainee interpreters to overcome lexical and syntactic challenges from the original to the target speech?

Yes No To some extent

2.8.1 Do you think the training as it is carried is enough to equip the learners with the necessary skills needed for interpretation?

Yes No

2.8.2 If [2.8.1 above] is no, what do you think needed to be improved?

2.9 In your assessment what do you think can be done to help trainee interpreters to overcome lexical and syntactic interferences? Provide that information

SECTION THREE: ABOUT INTERPRETATION STRATEGIES:

3.1 Which of these interpretation strategies do you know?

- I. Englishization Yes No
- II. Expansion strategy [use of more words] Yes No
- III. Transposition strategy Yes No
- IV. Use of equivalences Yes No
- V. Literal rendition Yes No

3.2 Which of the above strategies [i-v] have you used before in your renditions?

3.3 Do you think the above strategies are enough to produce a quality rendition?

Yes No Somehow

3.3.1 If [3.3 above] is No or somehow, what else do you think could be important to improve one's quality of rendition?

3.4 Do you think you have anything else that you consider relevant to add to this study?

Thank you