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UNIVERSITY OF WITWATERSRAND

FACULTY OF HUMANITIES

SCHOOL OF LITERATURE, LANGUAGE AND MEDIA STUDIES

LEGAL INTERPRETING - A QUALITATIVE INVESTIGATION OF THE EFFECTS OF DIRECTIONALITY ON MULTILINGUAL COURT INTERPRETERS

DISSERTATION

BY

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Submitted in partial fulfillment of the requirements of the Master of Arts by Coursework and Research in Interpreting in the Faculty of Humanities at the University of Witwatersrand

Supervisor: Dr. Natasha Parkins-Maliko

DECEMBER 2023

DECLARATION

I Phumzile Nkasa, Student Number: 9813491M hereby declare that this dissertation submitted in the partial fulfillment of my Master of Arts by Coursework and Research in Interpreting Degree is my own unaided work. It has never been submitted before at any other University for degree purposes. All sources used or quoted have been indicated and acknowledged by means of complete references.

…….. **……**

SIGNATURE **DATE**

ABSTRACT

The aim of this study was to investigate the effects of directionality in multilingual court interpreters. It sought to investigate whether the quality of interpreting is compromised or not when interpreters interpret into their "B" and "C" languages, which are not their "A" languages.

The objective of the study was to also investigate whether the amount of errors occurring as a result of directionality varies significantly between interpreters who have less court interpreting experience and those who have more experience.

The study followed an ethnographic methodology, where subjects of the research were observed in their natural environment.

Interpreting strategies used by multilingual court interpreters as a result of directionality were also examined by conducting court visits and observing interpreters interpreting during court proceedings.

The proceedings were recorded and the interpreting was analysed. Extracts from questionnaires were also transcribed and analysed. In addition, structured and unstructured interviews were conducted.

The study found that although working only into an interpreter's "A" language may be the best practice for interpreters, this is not always possible in real life situations. Most interpreting assignments always require an interpreter to interpret in the retour mode. This is particularly the case in South African court rooms, moreover in Gauteng Province which is a melting pot of different languages and cultures. This is certainly the method of interpreting practiced in legal settings such as courts where the interpreter interprets between two parties involved in communication with each other.

The analysis of the questionnaires revealed that in some instances, directionality does have an effect on the competency standard expected from court interpreters. Six out of eight case studies in the current study revealed evidence of incompetency in interpreting skills in terms of errors such as additions and omissions which can be attributed to the impact of directionality.

The findings of the study also revealed that when interpreters interpreted into their “A” languages, they tended to have more additions in the interpreted version.

It is envisaged that the research conducted in this study will contribute to the current directionality debate, by further shedding some light on the impact of directionality on the quality of interpreting amongst multilingual court interpreters.

Additional research will contribute to the refinement, creation or refutation of concepts or theories related to the directionality debate.

KEY WORDS: Legal interpreting, Court interpreters, Multilingualism, Directionality, Théorie du sens, "A" language, "B" language, "C" Language

ISIFINGQO

Inhlosongqangi yalolucwaningo bekuwukuhlaziya imiphumela yendlela yokuhumushela izinhlangothi ezimbili ngezilimi ezihlukene (directionality) ngabahumushi baseziNkantolo abakhuluma izilimi eziningi.Ucwaningo beluphokophele ukuphenya ukuthi ingabe izinga elifanele lokuhumusha liyehla yini uma abahumushi behumusha besebenzisa izilimi okungezona ezabo zebele ulimi “B” kanye nolimi “C”.

Injongo yalolucwaningo bekuwukuthi lubuye lubhekisise ukuthi ingabe inani lamaphutha enzeka ngenxa yendlela yokuhumushela izinhlangothi ezimbili ngezilimi ezihlukene (directionality) liyahluka yini ngendlela ephawulekayo phakathi kwabahumushi abanesipiliyoni esincane sokuhumusha eziNkantolo kanye nalabo asebemnkantshubomvu.

Ucwaningo luqhutshwe ngokulandela injulalwazi ye ethnography lapho ababambe iqhaza ocwaningweni bebeqashelwe ngaphansi kwezimo zabo zokusebeza ezejwayelekile ngokwemvelo.

Izindlela namasu okuhumusha ezisetshenziswa ngabahumushi baseziNkantolo abakhuluma izilimi eziningi zibuye zacwaningisiswa ngokuvakashela iziNkantolo, kwabhekisiswa umthelela wendlela yokuhumushela izinhlangothi ezimbili ngezilimi ezihlukene (directionality) maqondana nokuhumusha kwabahumushi baseziNkantolo ngenkathi kuqulwa amacala.

Inqubo yokuqulwa kwamacala yaqoshwa kwacwaningisiswa nokuhumushiwe. Kwaqoshwa kwahlaziywa okwakucashunwe ohlwini lwemibuzo yocwaningo.Ngaphezu kwalokho, kwabuye kwabanjwa nezingxoxo ezihleliwe kanye nezingahleliwe.

Umphumela wocwaningo uthole ukuthi nakuba ukuhumushela olimini lwasekhaya ngolimi “A” kuphela lomhumushi kungenzeka kube yiyona ndlela eyiyona efanele isetsheziswe abahumushi uma behumusha, Loko akuyona into evamile ukwenzeka kwizimo ezenzeka okwangempela empilweni. Imisebenzi eminingi yokuhumusha ivamise ukudinga ukuthi umhumushi ahumushe ngendlela yokuhumusha esebenzisa izilimi ezihlukene zalabo asuke ebahumushela.

Lokhu kuphawuleka kakhulu eziNkantolo zaseNingizimu Afrika, ikakhulukazi esifundazweni sase Gauteng, lapho kunengxube yezilimi ezihlukahlukene kanye namasiko ahlukahlukene. Loluhlobo nendlela yokuhumusha yiyona kanye esetshenziswayo ezindaweni lapho kudingidwa khona ezomthetho njengaseziNkantolo lapho umhumushi ehumusha phakathi kwabantu ababili abakhulumisana bobabili.

Uhlaziyo lohlu lwemibuzo yocwaningo luveze ukuthi ngezinye izinkathi lendlela yokuhumushela izinhlangothi ezimbili ngezilimi ezihlukene (directionality) inawo umthelela ezingeni lekhono elifanele lokuhumusha elilindeleke kubahumushi. Ubufakazi obuqoqwe kulolucwaningo buveze ukuthi abayisithupha kwabayisishiyagalombili ababambe iqhaza ocwaningweni abanalo ikhono elamukelekile elilindelekile kubahumushi baseziNkantolo ngenxa yamaphutha atholakele afana nokungeza noma ngokweqa okunye okushiwo yizikhulumi, okwenzeka ngenxa yomthelela wendlela yokuhumushela izinhlangothi ezimbili ngezilimi ezihlukene (directionality).

Umphumela walolucwaningo uveze nokuthi uma abahumushi behumushela olimini lwabo lwasekhaya u “A” bavamise ukujobelela okuningi kulokho abakuhumushayo okungazange kushiwo yizikhulumi abazihumushelayo.

Kuthenjwa ukuthi lolucwaningo luzokwazi ukuphosa esivivaneni kulenkulumo-mpikiswano emaqondana nendlela yokuhumusha ebhekiswe ezinhlangothini ezimbili (directionality) ngokuqhubeka nokuveza ngokucacile umthelela lendlela yokuhumusha enawo kwizinga eliphezulu lekhono lokuhumusha, phakathi kwabahumushi baseziNkantolo abakhuluma izilimi eziningi.

Olunye ucwaningo olwengeziwe luzokwenezelela ekucaciselekeni, ekwakheni noma ekuphikisaneni kwemiqondo noma kwezinjulalwazi eziphathelene nenkulumo-mpikiswano yendlela yokuhumusha.

AMAZWI ASEMQOKA : Ukuhumusha ezindaweni zomthetho, Abahumushi baseziNkantolo,Izilimi eziningi, Indlela yokuhumushela izinhlangothi ezimbili ngezilimi ezihlukene (directionality), Injulalwazi iThéorie du sens, Ulimi “A”, Ulimi “B”, Ulimi “C”

DEDICATION

This work is dedicated to all court interpreters employed by the Department of Justice and Constitutional Development in South Africa, including retired as well as aspirant court interpreters, in particular those based in Gauteng Province courts.

The difficulties faced by court interpreters working in Gauteng Province courts are indeed more challenging due to the multilingualism of the community members. This makes the work of the court interpreters to be sui generis in its nature.

Notwithstanding these challenges, these officers of the court continue to strive to fulfill the Department's constitutional mandate of ensuring equal access to justice for all, by providing equal linguistic rights for all persons who appear before our courts on a daily basis.

To my family, I appreciate your unwavering support, without which I would not have made it this far.To my day ones, my beloved husband and children, in particular my only daughter Unathi, this work is also dedicated to you for being the wind beneath my wings. I hope that I have set a good example for you, that education is the key to open many doors. Nize ningadinwa nanini.

I also dedicate this work to my late mentor, Mr. Jimmy Moletsane . Indeed blessed are those who plant trees under whose shade they will never sit. I will forever be grateful to you for all your support and belief in me as well as the whole court interpreting profession at large. May your soul rest in eternal peace.

Uyibekile induku ebandla.

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Ngempela enethunga ayisengeli phansi. Kwangathi uNkulunkulu angakubusisa ngezibusiso ezinkulu, akuphe nalokho okufiswa yinhliziyo yakho.

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To my colleagues and friends, thank you for all the support and encouragement you gave me to ensure that this research was finalised.

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

According to Godjins and Hinderdael, (eds.) (2005), directionality in interpreting has been a greatly debated subject since interpreting became professionalized. The debate has been brought about by supporters of two differing ideologies with regards to directionality. According to Dose (2017) there are differing schools of thoughts on whether interpreting should be performed only into one's "A" language from "B" language or vice versa. This concept is known as directionality as it describes the direction interpreted text or speech takes. According to Pavlović. (2005) these languages are sometimes also referred to as "L1" or "L2" languages. Pavlović (2005) states that the reason for this is because sometimes labelling languages as "A" and "B" can lead to terminological circularity. Referring to "L1" and "L2" languages is also considered a relatively more neutral option without any language viewed as superior to the other.

The generally held assumption amongst lay persons who do not have knowledge of how complex the interpreting process is, is that as long as one is bilingual or multilingual they can simply interpret from one language into another. There seems to exist an assumption that the more languages an interpreter is conversant in, the better. This is generally considered to be an advantage above other candidates who apply for the same position. This is done, partly to maximize service delivery potential and probably to save on the costs of employing more court interpreters because of the State's budgetary constraints.

According to Dose (2017) a number of scholars have conducted research in trying to determine the most ideal interpreting direction. The researchers used different approaches to address the issue of directionality. These approaches included taking into consideration the attitudes of the listeners, the interpreter's cognitive load, different strategies used by interpreters as well as the overall interpreter's outputs.
In order for an interpreter to render accurate interpretation, they have to be competent in the performance of their duty. According to Fraihat and Mahadi (2013), Kermis (2008) proposed a model of professional interpreting competencies required for professional interpreters which are divided into two categories, namely common and specific competencies. The following competencies were identified under common competence:

(a) Linguistic competence
(b) Comprehension competence
(c) Production competence
(d) Subject Area competence
(e) Cultural competence

Under specific competence, the following competencies are identified:

(a) General knowledge
(b) Memory skills
(c) Public speaking
(d) Moral competence
(e) Stress tolerance (Kermis, 2008)

1.2 Rationale / Background of the study

Multilingual interpreters are especially sought after in Gauteng Province, where Johannesburg Cluster courts are situated. The reason for this is because Gauteng

Province is a cosmopolitan multilingual province. To be appointed as a court interpreter by the Department of Justice and Constitutional Development, a candidate has to be conversant in two indigenous languages as well as English, which is the language of record. According to the Constitution of the Republic of South Africa (1996), there are twelve official languages in South Africa. They are Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga, Afrikaans, English IsiNdebele, IsiXhosa , IsiZulu and South African Sign Language (SASL).

The rationale behind this study came about as a result of seeking to investigate whether the quality of interpreting is compromised or not when interpreters interpret into their "B" and "C" languages, which are not their "A" languages. NNeuman (2000) as cited in Hale and Napier (2013) warns against pitfalls of basing our assertions on things other than research, such as authority, tradition, myths, common sense and personal experience. It is against this background that research is necessary in order to obtain scientifically proven answers to these questions. Furthermore, research will contribute to the refinement, creation or refutation of concepts or theories.

According to Pedersen (2000) cited in Pavlović (2005) first language does not necessarily refer to the chronological number of a specific language, but it refers to the language that is most readily available for an interpreter or translator. This first language is influenced by various factors including living in an environment where different languages are spoken other than the one which the interpreter speaks. Furthermore, Lorenzo (2002) as cited in Pavlović (2005) argues that the notion of native language competence does not consider such realities as multiculturalism and multilingualism of the society in which we live. Such communities usually communicate using a lingua franca such as English.

This is the case in Gauteng Province where most people use English as a lingua franca. The other secondary lingua franca used in Gauteng Province, especially by

people of African origin, including those from other neighbouring countries is IsiZulu, followed by Sesotho. In terms of research conducted by Statistics SA almost a fifth (19.8%) of people in Gauteng speak isiZulu, whilst Sesotho is spoken by over a tenth (11.6%). Almost all court cases appearing on a daily basis in the Johannesburg Cluster lower courts require interpreters to interpret into IsiZulu and Sesotho and vice versa. The official language of record in the Department of Justice and Constitutional Development is English.

1. 3 Research questions

In order to examine the assumption that multilingual interpreters are able to render the same quality of interpreting, whether interpreting into their native languages referred to as "A" languages or "L1" or into other languages in which they are conversant, referred to as "B" (L2) or "C" (L3) languages and vice versa the following research questions have to be investigated:

- How does directionality affect the quality of interpreting produced by multilingual court interpreters?
- Are there any interpreting errors, such as additions, omissions, embellishments and distortions of original message that occur as a result of directionality?
- What interpreting strategies do multilingual court interpreters use to mitigate the load on effort categories during multilingual interpreting?

1.4 Aim of the study

The aim of this study is to investigate the impact of directionality on the quality of interpreting rendered by multilingual court interpreters. In addition, the interpreting strategies used by multilingual court interpreters as a result of directionality will be probed through conducting court visits and observation of interpreting during court proceedings. In addition, the study seeks to furthermore investigate whether the

amount of errors as a result of directionality varies significantly between interpreters who have less court interpreting experience and those who have more experience.

1.5 Methodology

An ethnographical approach was chosen as the most suitable methodology in conducting this study. Secondly, ethnography involves the use of structured and unstructured interviews, in the form of questionnaires. As part of the ethnography approach in this study, interpreters were observed whilst engaged in interpreting, during court proceedings. The researcher chose this method as the most appropriate since observation took place in naturalistic social settings. The observational variables observed were evaluative and inferential variables.

Both empirical and conceptual research was conducted. The empirical research was based on the analysis of interpreted texts emanating from the court recordings as well as the responses of respondents to the questionnaires. According to Reeves et al (2013), this method is most suitable for qualitative research as the collected data is triangulated through a process of comparing and contrasting, which yields more detailed and comprehensive results.

1. 6 Organization of the study

This research is divided into five Chapters which are organized as follows:

Chapter 1

Chapter 1 introduces the aim and research questions of the study. The rationale, background as well as the organization of the study is also discussed in Chapter 1.

Chapter 2

Chapter 2 focuses on the review of the relevant literature.

Chapter 3

Chapter 3 provides the conceptual and legislative framework of the study.

Chapter 4

Chapter 4 discusses the research methodology and research methods chosen for the study. It furthermore discusses data analysis of the collected data.

Chapter 5

Chapter 5 discusses the conclusion and findings of the study.

CHAPTER 2
LITERATURE REVIEW

2.1 Introduction

In this chapter, interpreting related literature will be reviewed, to investigate the view of various interpreting scholars and authors with reference to the phenomenon of directionality and its effects on multilingualism interpreters.

The appointment criteria of court interpreters in South African courts, which is of relevance in this study will be analysed. In the quest to answer the research questions of this study, this chapter will also compare the divergent views on the topic of directionality based on the perspectives of the Eastern Europe view versus the Western Europe view. The two main views on whether interpreters should only interpret into or from their A languages only, or into or from their B languages only will be probed by reviewing relevant literature.

In addition, Gile's effort model, quality of interpreting, interpreting errors as well as accuracy and competency standards of interpreting will also be discussed under this chapter. Furthermore, interpreting strategies including note taking, which might be used by multilingual court interpreters as a strategy to mitigate the impact of directionality, will be investigated.

According to Pedersen (2000) as cited in Pavlović (2005), first language does not necessarily refer to the chronological number of a specific language, but it refers to the language that is most readily available for an interpreter or translator. This first language is influenced by various factors including living in an environment where different languages are spoken other than the one which they grew up speaking.

The National Association of Judiciary Interpreters and Translators (NAJIT), an organization of legal interpreters based in the United States declares the following in their Code of Ethics and Professional Responsibilities:

> "In terms of accuracy, the source-language speech should be faithfully rendered into the target language by conserving all the elements of the original message while accommodating the syntactic and semantic patterns of the target language. The rendition should sound natural in the target language, and there should be no distortion of the original message through addition or omission, explanation or paraphrasing. All hedges, false starts and repetitions should be conveyed, also, English words mixed into the other language should be retained, as should culturally-bound terms which have no direct equivalence in English, or which may have more than one meaning. The register, style and tone of the source language should be conserved"

According to Godjins and Hinderdael (eds.) (2005) in the past there were polarized views in terms of directionality. The views were divided based on whether supporters favoured the Western Europe school of thought which supported exclusive interpreting into "A" language or the Eastern Europe school which favoured interpreting into both directions, "A" and "B" for both consecutive and simultaneous interpreting modes.

In addition, Benmaman (1992) indicates that "as demand has grown for interpreting services, so too has the realization that persons devoted to this occupation require

considerably more skills than simply speaking two languages". This view is also supported by De Jongh (1991) who likewise states that court interpreters play a very important role in the administration of justice as well as in the protection of rights of members of linguistic minorities.

2. 2 Opposite viewpoints on directionality

2.2.1 The Eastern Europe view - Paris School of interpreting (Théorie du sens)

This view is based on a theory known as the Interpretive Theory of Translation which is supported by Seleskovitch and Lederer's theory known as the théorie du sens. In terms of this theory interpretation into an interpreter's "A" language always produces high quality interpreting as the interpreter has more in-depth knowledge of their mother tongue.

According to Lim (2005), Seleskovitch and Lederer (1989) outline three points in support of their view that simultaneous interpreting should only be taught into "A" language. They state as follows:

"Simultaneous interpreting interpretation imposes stressful working conditions and is already arduous enough. All unnecessary difficulties should be eliminated. Having the students work into their own language enables them to concentrate on what is important. Secondly, working into the native tongue, that is, one which comes intuitively, yields natural sounding languages which native speakers can follow easily, and third, working into the native language relieves the interpreter from consciously having to search for idiomatic expressions in the foreign language and getting behind. It automatically assures that the interpretation will be complete and the whole content conveyed." Seleskovitch and Lederer (1989).

According to the Association of International Conference Interpreters (AIIC), which is based in Europe and has international members, interpreters working languages can be divided into either "A", "B" or "C" languages. These languages can either be

active or passive. Furthermore, AIIC describes an interpreter's "A" language as the interpreter's native language, mother tongue or another language strictly equivalent to a native language. This is a language the interpreter interprets into from all the other working languages. A "B" language is described as an active language other than an interpreter's native language, of which an interpreter has perfect command into which an interpreter works from one or more other active languages. Pavlović. (2005 p.80-83).

Furthermore, AIIC describes a "C" language as an interpreter's passive language, of which the interpreter understands fully, however the interpreter only interprets from that language and not into that language. AIIC's point of view is that the ideal situation for an interpreter to produce error-free interpreting, an interpreter has to interpret from a "B" into an "A" language. Seleskovitch and Lederer (2002) also support the notion that trainers of interpreters should first ensure that interpreters should already be mastering the comprehension and production mechanisms in their "A" languages before embarking on training them in B languages.

2.2.2 The Western Europe view - Soviet School of interpreting

On the other side of the directionality debate, Jurij Denissenko, former Vice Rector of what is today known as Moscow State Linguistic University expressed the view that the advantage of working from an interpreter's "A" language into a "B" language is that the interpreter is able to fully understand the source message as it is expressed in the native language, which the interpreter is more competent in understanding very well. Chanpaprun (2020) states that this view stems from the fact that since the interpreter understands the message perfectly, he or she would be able to fully convey the message into "B" language. This view is also confirmed by Dose (2017 p.68) who states that in South African context, as in many other countries, interpreters are always given assignments which require them to interpret into their "B" languages from "A" as well as vice versa. This view is the most relevant to the aims of this

study as it confirms how court interpreters perform their duties in South African courtrooms.

In addition, Staes (2016) indicates that in contrast to the Paris school, the Russian school of interpreting also referred to as the Soviet school, encourages interpretation into "B" language. Staes (2016) furthermore indicates that the Russian school of interpreting focuses on the importance of comprehension of the source language in order to deliver quality interpreting. In other words, mastery of an interpreter's "A" language will yield quality interpreting in a "B" language, as the interpreter is better placed to understand his or her own native language. Seleskovitch and Lederer (2002) cited in Staes (2016) also highlight that with regards to consecutive interpreting, interpreting into a "B" language is acceptable under specific conditions, as listed below:

- The interpreter's knowledge of his / her "B" language must be excellent.
- The interpreter's output must be correct.
- The interpreter must have a thorough understanding of the subject.
- The interpreter must have an excellent command of the required interpreting skills.
- The interpreter needs to be able to distance himself / herself from his / her mother tongue.

According to an article by Vita (2014), although working only into an interpreter's "A" language may be the best practice for interpreters, this is not always possible in real life situations. Most interpreting assignments always require an interpreter to interpret in the retour mode. Vita (2014) gives a description of "retour" as a French word which means "return". In this context it refers to interpreting from an "A" to a "B" language. This view is also confirmed by Dose (2017 p.68) who states that in South African context, as in many other countries interpreters are always given assignments which require them to interpret into their "B" languages from "A" as well as vice versa. This is certainly the mode of interpreting practiced in legal settings

such as courts, in that the interpreter interprets between two parties involved in communicating with each other.

Perret (2013) cited in Vita (2014) supports the view by Vita (2014) and states that it might actually be easier for an interpreter to interpret into a "B" language, because an interpreter might have fewer linguistic options to choose from in the expression phase of interpreting. In other words, Perret (2013) is of the view that having too many options as one would have when expressing themselves in their native language, might actually work against an interpreter, instead of enhancing their interpreting process. By implication, this means that it is Perret (2013)'s viewpoint , that interpreting into one's "B" language might assist in eliminating additions to the target language speech which were not in the source language speech. Additions can also be classified as interpreting errors alongside omissions as they have the potential to distort a target text. In addition, Denissenko (1989) as cited in Dose (2017) states that the alleged superiority of first language has been contested by others who claim that interpreting into a second language is the more acceptable and preferable practice.

2.3 Gile's Effort model

In terms of Gile's Effort Model (1999) the interpreting process occurs in three stages namely, the listening and analysis, memorizing and production stages. According to Gile (1999) the set of models were developed in order to account for errors and omissions observed in the performance of both simultaneous and consecutive interpreting, other than those that could be attributed to factors such as "deficiency" of linguistic abilities, insufficient extra linguistic knowledge or poor conditions in the delivery of the source text" (Gile,1999).

For interpretation to be as error free as possible, the processing capacity available for each process should be enough to allow the interpreter to cope from the start, which is

the listening stage up to the production stage where the actual interpreting takes place.

The listening and analysis effort is the initial phase in the interpreting process before an interpreter can start interpreting. All interpreters are required to have very good listening skills in order to be able to listen properly to the source language, which will enable them to deliver correct interpretation.

Various challenges may be encountered during the listening and analysis, regardless of experience. This can be due to various reasons, such as how the speaker expresses themselves, like speaking too fast, or too long. An experienced court interpreter shall have built enough confidence to be able to control their speaker's pace for example by a hand gesture, whilst an inexperienced interpreter would allow a speaker to speak non-stop. In this process, a lot of information would be lost when the interpreter has to convey the speech into the target language.

Production effort is the stage of producing that which the interpreter has heard and processed in his or her brain. In simultaneous interpreting, the interpreter would be producing the speech to the listeners in the target language. In consecutive interpreting scenario the interpreter would be producing what they heard in note taking, preparing to interpret orally or through Sign language whichever would be applicable. Problems at this stage can arise relating to interpreters being nervous, or suffering from public speaking phobias. An interpreter might feel intimidated, and not maintain eye contact with their audience/listeners. This can especially be the case for inexperienced interpreters who have to work with well-known law experts, where an interpreter feels inadequate or not equal to the task. Listeners might not understand the interpreter because of their (interpreter's) accent in the target language. If an interpreter is not a native speaker of the target language, it is highly likely that the listeners would not understand the message due to a foreign accent.

The Memory effort refers to the process of memory operation from when an interpreter initially hears the speech segment to the time when it is re-formulated and conveyed over to the target language or disappears from the memory. Gile (1999) further states that if an interpreter dwells more on one effort and fails to proceed timeously to the other effort, the interpreting output may be adversely affected. This is applicable in both modes of interpreting, namely consecutive and simultaneous. The output may have various errors such as lexical or linguistic errors and or omissions, affecting the quality of the target text. The tightrope hypothesis, as described by Gile (1999) states that interpreters tend to work towards the end of cognitive load which is close to saturation.

In addition, Gile (2005) makes a distinction between the impact of directionality based on the different modes of interpreting, namely consecutive versus simultaneous interpreting as follows:

> "Consecutive interpreters work in two-phase cycles: in the first phase, the "listening phase", they listen to the speaker and take notes, and in the second, the "reformulation phase", they produce a target-language rendition of the speech while the speaker is waiting for them to finish before continuing his/her statement."

In consecutive interpreting mode, just as in simultaneous interpreting mode, processing capacity requirements during the listening phase are shared between the Listening and analysis Effort, Memory Effort, as well as Production Effort. The only difference is that in consecutive mode interpreting, the interpreter produces notes, not a target speech. The interpreter reads the notes, reconstructs the speech from long term memory with the help of the cues from the notes, and produces the target-speech rendition of the segment just heard in the source language.
(Gile,2005).

2.4 Quality of interpreting

According to Kalina (2005), the quality of interpreting services has always presented a challenge for interpreters themselves, interpreting skills trainers, users of interpreters as well as researchers of interpreting topics. Experienced interpreters and trainers feel that they can be in a position to assess the quality of colleagues or trainees intuitively, based on their experience and knowledge. In providing a clear definition of what quality interpreting is, it is important that the role of an interpreter first be clarified.

In an article titled "Receiving justice in your language - the need for effective court interpreting in our multilingual society", Judge President of the Cape High Court, Justice J.M. Hlophe in addressing the challenges of interpretation quality expresses the view that "there is no escaping the fact that the quality of interpretation currently provided in courts is generally poor".

Garzone (2002) cited by Ntuli (2012) states that "the basic problem of quality is the sum of several different, heterogeneous aspects, some of which involve different subjects namely interpreters, clients, users and speakers". This implies that quality means different things to different stakeholders as well as in different settings. However, the main focus of quality would be to meet customer needs and organizational objectives. Furthermore, Kalina (2005) cited in Ntuli (2012) states that "quality assurance has become a matter of the profession's reputation as well as a basis for assuring good working conditions and adequate pay since those who pay for interpreting services have a justified interest in getting good quality service. "This can be equated to value for money, for good satisfactory service rendered." (Ntuli, 2012).

Cronje et al (2004) states that there are various definitions of quality. Quality can be described in different ways, inter alia the best of the best or something without any fault at all. Quality can also be defined as something which is suitable and acceptable for the purpose for which it was designed. Furthermore, quality has to meet a certain criteria, which is made up of a set of measurable characteristics. Good quality has to be weighed against good value for money. In other words, clients need to feel

satisfied that the service they have received justifies the payment they have paid for that service. As a result, quality has to be customer focused, continually conforming to clients expectation.

Zwischenberger (2010), agrees with the abovementioned authors, and states that the concept of quality involves many variables and perspectives. This is due to the fact that interpreting does not take place under one situation only, but it occurs under various situations. As a result, it might be very difficult or even impossible to find a one size fits all, uniform working definition of interpreting quality which would be applicable to all interpreting situations and various viewpoints. Zwischenberger (2010) in addition states that it is always necessary to specify for whom, how and under which circumstances quality is being investigated.

According to Pőchhacker (2016) the need for measuring quality-related features of interpreting performance such as accuracy and completeness, first arose in early research on ssimultaneous iinterpreting. In order to measure accuracy and completeness, various methods of scoring and assessing source - target correspondence were proposed. The same methods of assessing quality are also utilized in interpreters' certification testing as well as in educational assessments. In terms of user expectations, Donovan-Cagigos (1990) as cited by Pőchhacker (2004) states that "loyalty to the text or speech cannot be quantified, but is relative to the communicative situation where the interpretation process is taking place".

Under such circumstances, user-expectations such as preferring essential information to be interpreted rather than complete, word for word interpretation from source to target language , are more important than the interpretation being accurate. User expectations serve as high order principles, by which accuracy and omission scores are qualified. In terms of this target- oriented perspective, focus is shifted from accuracy to judging acceptability and user-satisfaction.

According to Kalina (2005), Moser-Mercer (1996) states that “the prerequisite for any notion of interpreting quality is a definition of what conference interpreting is. What an interpreter does is to make communication possible, convey speaker’s concepts in another language, prepare subject and terminology and abide by the ethical code of the profession”. Kalina (2005) further states that Moser -Mercer (1996) describes the different points of view from which quality can be assessed, namely the views expressed by the interpreter him or herself, service providers, users of interpretation services, intermediaries as well as trainers of interpreters.

All of the abovementioned groups might express different views on their assessment of what they view as quality interpreting in their various perspectives. This statement can very well be true in the light of what happens during appraisals of interpreters, where an interpreter might rate his or her interpreting skills very high according to their own perspective, whilst on the other hand the appraiser or supervisor has a very divergent view. The picture can also change if various clients can be polled to rate a particular interpreter, depending on various circumstances and settings.

Gile (1999) defines interpreting quality from a processing view as “the optimum balance between different processing efforts” These processing efforts form part of Giles Efforts Model, sometimes known as the tightrope model. Giles Effort Model is a hypothesis that refers to interpreters capacitation to retain information, whilst listening to a speech, and being able to interpret correctly, without any considerable faults. Hypothetically, it is imagined that the interpreter is walking on a tightrope, and the memory becomes more and more saturated with each step taken towards the end of the rope. For example, in simultaneous interpreting settings, conference interpreters are expected to condense their interpretation, in order to keep up with fast speakers and not lag behind.

With regards to community based domains such as court and medical interpreting settings, variability of quality related settings plays a major role. Unlike in conference or simultaneous interpreting settings, where the emphasis is more on product

orientation criteria, the emphasis with regards to court and medical interpreting settings tends to be more on the criteria for a good interpreter and desirable behaviour from the interpreter. Court interpreters are required at all times to interpret faithfully and accurately. However, in interpreting faithfully and accurately, they still have to ensure that the intended meaning of words, utterances and phrases is also interpreted in the context in which it was spoken. In this regard, the norms and standards applicable to court interpreters have to be taken into consideration. Interpreters also have to be aware of certain strategies to use in the performance of their duties, in order to be able to perform their duties in a professional manner. Thorough preparation is a very important factor in ensuring that the interpreting process is of high quality.

Secondly, another challenge is that the role of court interpreters is not yet clearly defined thus far. Different stakeholders have different expectations regarding the role of court interpreters. Certain stakeholders such as the judiciary expect interpreters to interpret verbatim, word for word. This poses a challenge for court interpreters who have to convey the message intended by an original speaker from a source to target language. In this regard, court interpreters do not have the freedom to perform their duties as they deem professional, especially when instructed by those in charge of the court proceedings. They face a dilemma of interpreting word for word, which might distort the idea intended by the original speech. On the other hand if they interpret the meaning as intended by the original speaker, they still run the risk of misinterpreting or omitting crucial information. There are various other challenges which face court interpreters during interpreting assignments such as non-equivalence at word level, cultural differences and register which affect the accurateness and faithfulness of the interpreted version.

Baker (1992) describes a ‘word’ in terms of written word in translation as “any sequence of letters with an orthographic space on either side. For purposes of oral translation or interpreting as it is known, a “word” can be described as any sequence of audio letters that have space on either side and most importantly are audible.” Baker (1992) further gives a description of a lexical meaning of a word as follows

“every word (lexical unit) has something that is individual that makes it different from any other “word”. Baker (1992) further states that “differences in the grammatical structures of the source and target languages often result in some change in the information content of the message during the process of translation. This change may take the form of adding to the target text information which is not expressed in the source text. This can happen when the target language has a grammatical category which the source language lacks”. For example, isiZulu language lacks specific pronouns which depict gender**,** such as her, her, him and him.

On the other hand English language does have specific grammatical category of pronouns which depicts gender as mentioned above.

According to Kalina (2000) “interpreting quality depends on certain skills and strategies that need to be acquired over time, usually as part of university training programme.” .The National Association of Judiciary Interpreters and Translators (NAJIT)’s Code of Ethics and Professional Responsibilities states as follows:

> “In terms of accuracy, the source-language speech should be faithfully rendered into the target language by conserving all the elements of the original message while accommodating the syntactic and semantic patterns of the target language. The rendition should sound natural in the target language, and there should be no distortion of the original message through addition or omission, explanation or paraphrasing. All hedges, false starts and repetitions should be conveyed, also, English words mixed into the other language should be retained, as should culturally-bound terms which have no direct equivalence in English, or which may have more than one meaning. The register, style and tone of the source language should be conserved. Guessing should be avoided. Interpreters who do not hear or understand what a speaker has said should seek clarification. Interpreter errors should be corrected for the record as soon as possible.”

Moeketsi (1999) supports the view of NAJIT when she states that the court interpreter is a voice of the speaker he is interpreting for. Moeketsi (1999) further states as follows on the role of an interpreter "this label has far reaching implications regarding the quality of and execution of an interpreter's work. First and foremost an interpreter needs to be accurate. His execution must be a complete equivalence of the source language message in all respects of style, register, tone and intent. It must be complete, and not a mere summary thereof. It must be precise, without any editing." The Draft Code of Interpreters of the Department of Justice and Constitutional Development also states that interpreters shall render a complete and accurate interpretation from the source to the target languages, without altering, omitting, or adding anything to what has been stated and, most importantly, without providing an explanation.

Salimbene (1997) also concurs with sentiments expressed by Moeketsi (1999) regarding the standard of accuracy in interpretation, which fundamentally requires an interpreter to "mirror in the target language what has been said in the source language. Thus, the statement or response of the non-English speaking defendant or witness which is heard by the judge and jury in English should be exactly what was said in the source language. The interpreter has an obligation to convey every aspect of the witnesses' testimony, not only in words, but also paralinguistic elements such as pauses, false starts and tone of voice."

Hewitt (1995) agrees with Salimbene (1997) by stating that interpreters are obligated to apply their best skills and judgment to preserve faithfully the meaning of what is said in court, including the style or register of speech. "Word for word", verbatim or literal oral interpretation is not appropriate when it distorts the meaning of the source language. It is clear that interpreters face a dilemma in choosing between accurate, in other words literal or "word for word" interpretation and interpreting the intended meaning of an utterance.

On the contrary, Hale (1997) warns that:

> "Experiment results revealed that listeners judged much more negatively the English interpretation which retained the original hedges than the polished version without hedges, in terms of convincingness, competence, intelligence and trustworthiness. The experiment revealed that when the witness's testimony was rendered faithfully - that is, the English interpretation included hedges as had the original Spanish testimony, the witness was judged to be significantly less convincing, less competent, less intelligent, and less trustworthy than when his testimony was interpreted into English without the hedges." (Hale, 1997).

2.5 Interpreting errors

According to Moeketsi (1999),court interpreters acknowledge the occurrence of partial omissions, and they state the following as possible causes: misunderstanding of the source message, insufficient vocabulary, a fast delivery pace by the speaker, legal professionals who cannot handle court interpreting during cross examinations, the magistrate himself often suggesting that the source message be summarized, the magistrate often being impatient with the interpreter's pace of delivery as well as misunderstanding when the accused is defended.

Seleskovitch (1999) as cited in Lim (2005), indicates that when interpreters interpret into their "B" languages more effort is needed, and more errors occur in terms of the interpreted output. This is more prevalent with regards to simultaneous interpreting. Pertaining to consecutive interpreting, which is mostly the mode of interpreting in legal stings such as court proceedings, this statement is in line with what is stipulated in Gile's Effort Model. However, according to Godjins and Hinderdael (eds.) (2005), Seleskovitch (1999) is more lenient and tolerant on this stance when it comes consecutive interpreting, in other words, interpreting into one's "B" language can be more tolerated if the mode of interpreting is consecutive, unlike simultaneous.

According to Staes (2016) Adams and Hewetson (2015) indicate that recurring problems in "B" language interpreting into English include propositions, tenses, register, intonation and pronunciation. In terms of this study, two of the languages that will be the focus of this research namely, IsiZulu, and Sesotho are tonal languages. This means that it is possible that an interpreter interpreting into a "B" or "C" language might convey a wrong meaning through incorrect intonation. The following description of IsiZulu as a tonal language is given on Wikipedia.org:

> "Like almost all other Bantu and other African languages, Zulu is tonal. There are three main tones: low, high and falling. Zulu is conventionally written without any indication of tone, but tone can be distinctive in Zulu"

In terms of the Sesotho language as a tonal language, the following description is given on Wikepedia.org:

> "Sesotho is a grammatical tone language; this means that words may be pronounced with varying tonal patterns depending on their particular function in a sentence. Another meaning is that the tones of the language interact in their own intricate "tonal grammar."

Bartlomiejczyk (2004) as cited in Dailidénaité (2009), notes that interpreters tend to be more aware of their own errors in their interpreted version when interpreting into their native language, than when interpreting into their "B" language. The reason for this may be attributed to the fact that their level of proficiency in their native language is higher than their "B" language proficiency, which makes them more critical of their interpretation. In addition, Seleskovitch (1978) as cited in Dailidénaité (2009) argues that even if an interpreter is fluent in"B" language, however when interpreting, the native-like fluency disappears. The end result is that the interpreter's words no longer flow easily and naturally. (Seleskovitch, 1978).

In addition, the pronunciation and vocabulary are influenced by the interpreter's mother tongue. For instance, indigenous languages of South Africa do not have gender specific pronouns, which can lead to the incorrect references to "he/she" pronouns in "B" languages such as English and Afrikaans. Other indigenous

languages make use of plural form when referring to certain people e.g., parents, adults etc. as a sign of respect, whilst others do not. This can also be a source of misinterpretation when interpreting from “C” to “B” language and vice versa.

2. 6 Accuracy standard

Salimbene (1997) describes the responsibility of an interpreter under the accuracy standard as very broad. The interpreter has to interpret everything that is said whilst also conveying the meaning of what is said. According to Salimbene (1997) the first requirement of accuracy is that everything said should be interpreted, even if it appears non-responsive, obscene, rambling, or incoherent, including apparent mis-statements. The second requirement of accuracy is that the meaning of what is said should also be conveyed. In other words the idea intended by the utterance, phrase or specific word should also be conveyed. This is particularly important in the courtroom where triers of facts rely upon the total message. Interpreters therefore need to convey the paralinguistic aspects of communication manifested by the non-English speaker as well as conveying the words themselves.

De Jong (1991) states that the objective of court interpreters is to ensure accurate conveying of the target message from the source language. Hu and Hale (2018) agree with De Jong (1991) and state that it is of paramount importance that interpretation of court proceedings be accurate due to the institutional functions of language in the courtroom. Furthermore, Hu and Hale (2018) point out the importance of accurate interpretation in a bilingual courtroom in order to ensure equal footing of all parties, including those who rely on being assisted by an interpreter. In order to ensure this, a complete transfer of both the propositional as well as affective content of the source language should be transferred into the target language, without omission or distortion.

Hale (2007) states that language in the courtroom is not just the medium by which information is elicited, as in other contexts, it is itself a crucial element of the process. Language is used as a tool to achieve specific purposes. The adversarial courtroom has been compared to a battle between two opponents, where their main weapon is

language. Cases are won, not only on how strong their material evidence is, but on how convincingly such evidence is presented. Evidence is adduced through oral questions and answers, and it is the way questions are posed and answers delivered, that is of great importance in the courtroom. In terms of interpreting accurately, it is of utmost importance that an interpreter does not only interpret the content of an utterance by the speaker. This might put witnesses at risk of being judged based on the interpreter's style than their own. Hewitt(1995) states that the assertion that an accurate interpretation is one that contains no alterations, omissions, additions or explanations is common in writings on the role of interpreters in the judiciary.

According to Hewitt (1995), Morris (1995, 1999) pointed out that it is lawyers and judges who have defined the functions of interpreters in the legal sphere. Language is one of the main tools used by legal professionals, especially in adversarial legal systems, and they are understandably concerned that interpreters interfere with the outcome of a case by distorting meaning. As a result, an interpreter who edited out offensive language, added explanatory phrases or volunteered background information could have a disastrous impact on a court case. However, Hewitt (1995) also argues that interpreters are obligated to apply their best skills and judgment to preserve faithfully the meaning of what is said in court, including the style or register of speech. Verbatim, "word for word" or literal oral interpretation is not appropriate when it distorts the meaning of the source language. It is clear that interpreters face a dilemma in choosing between accurate, in other words literal or "word for word" interpretation and interpreting the intended meaning of an utterance.

Salimbene (1997) furthermore argues that the standard of accuracy in interpretation fundamentally requires an interpreter to mirror in the target language what has been said in the source language. As a result, the statement or response of the non-English speaking defendant or witness which is heard by the judge and jury in English should be exactly what was said in the source language. The interpreter has an obligation to convey every aspect of the witnesses' testimony, not only in words, but also paralinguistic elements such as pauses, false starts and tone of voice.

According to Dewaele (2011), Grosjean (2008) observed that bilinguals always acquire and use their languages for different purposes, which they then utilize in different spheres of life in communication with different people. For example, different domains have different languages used only in those domains, such as "legalese" or legal jargon which is utilized only in legal settings. Furthermore, Dewaele (2011) states that although bilinguals may claim ambilingualism, they may be more at ease in expressing themselves in one language of preference above the other under certain circumstances. Dewaele (2011) furthermore makes a comparison of more than one language in a person's mind, comparing them to two liquid colours that blend in an uneven manner. Although they blend, some areas will not fully blend, retaining the original colour. This is what is likely to occur, with the original colour representing L1, which will still remain the more dominant language, especially when the speaker expresses their emotions. (Dewaele, 2011).

2. 7 Competency standard

Section 6(2) of the Magistrate's Act 1944, as amended, directs Presiding officers as follows:

> "If in criminal cases evidence is given in a language with which the accused is not in the opinion of the Court sufficiently conversant, a competent interpreter shall be called by the Court in order to translate such evidence into the language with which the accused professes or appears to the court to be sufficiently conversant, irrespective of whether the language in which the evidence is given is one of the official languages or of the representative of the accused is conversant with the language used in evidence."

When the above mentioned section of Magistrate's Court Act (1944) is examined, it is clear that the Department of Justice as an employer of court interpreters, has a legitimate expectation that any interpreter who will be called upon to render interpreting services is expected to be competent. The Merriam Webster dictionary

defines competency as “having the necessary ability or skills, able to do something well or well enough to meet a standard.”

According to Moeketsi (1999) court interpreters acknowledge the occurrence of partial omissions, and they state the following reasons as possible causes thereof, namely:

> “misunderstanding of the source message, insufficient vocabulary, a fast delivery pace by the speaker, legal professionals who cannot handle court interpreting during cross examinations, the magistrate himself often suggesting that the source message be summarized, the magistrate often being impatient with the interpreter’s pace of delivery as well as misunderstanding when the accused is defended.” (Moeketsi ,1999).

Mikkelson (2000) argues that what constitutes competent interpreting in the legal sphere is not a simple question. Recent writings on interpretation theory indicate that any sort of interpreting is far more involved than merely transferring words from source language (the language of the original language) to target language (the language into which the message is interpreted). The linguistic aspect of the task alone is a complicated process of decoding, abstracting and encoding. The cultural and social aspects of communication must also be considered.

Winter (1961) cited in Baker (1992) further highlights the difficulty of trying to achieve the required standard of accuracy in interpreting, especially in terms of word equivalence from source to target language. According to Winter (1961), even the simplest, most basic requirement we make of translation cannot be met without difficulty: one cannot always match the content of a message in language “A” by an expression with exactly the same content in language “B”, because what can be expressed and what must be expressed is a property of a specific language in much the same way as *how* it can be expressed.

In addition, Baker (1992)further states that differences in the grammatical structures of the source and target languages often result in some change in the information content of the message during the process of translation. This change may take the form of adding to the target text information which is not expressed in the source text. This can happen when the target language has a grammatical category which the source language lacks. For example, South African indigenous languages lack specific pronouns which depict gender**,** whilst on the other hand English and Afrikaans languages do have specific grammatical category of pronouns depicting gender as well as number. The pronouns referring to gender are she, her, he and him. When interpreting into isiZulu, the interpreter would have to specify who is being referred to when a pronoun has been used.

Other challenges that might arise may be due to lack of equivalence at word level. Baker (1992) describes a 'word' in terms of written word in translation as any sequence of letters with an orthographic space on either side. For purposes of oral translation or interpreting as it is known, a 'word' can be described as any sequence of audio letters that have space on either side and most importantly are audible. Baker (1992) further gives a description of a lexical meaning of a word as follows 'every word (lexical unit) has something that is individual that makes it different from any other word' Baker (1992) states that according to Cruse (1986) four main types of meaning in words and utterances can be distinguished namely, propositional meaning, expressive meaning, presupposed meaning and evoked meaning. The propositional meaning of a word or utterance arises from the relation between it and what it refers to or describes in the real or imaginary world, as conceived by the speakers of the particular language to which the word or utterance belongs.

Expressive meaning refers to the speaker's feelings or attitude rather than to what words and utterances refer to. Presupposed meaning arises from co-occurrence restrictions, meaning that certain words in different languages cannot go together in one utterance. This normally occurs when interpreters interpret into "B" languages

and further. This may be due to limited vocabulary in that particular language. South African indigenous language interpreters who either interpret into “B” language (English or Afrikaans) always make mistakes regarding gender pronouns because these pronouns are not part of the indigenous languages in South Africa. Lastly, the evoked meaning arises from dialect and register variation. A dialect is a variety of language which has currency within a specific community or group of speakers. It may be geographical, temporal or social.The art of interpreting is focused on interpreting the ideas intended into the target language as intended by the source language. As a result, it is very important for an interpreter to not only understand the words spoken, but to also understand the underlying different meanings of words and utterances.

Moeketsi (1999) echoes the view of Mikkelson (2000) when she states that the court interpreter is a voice of the speaker he is interpreting. Mikkelson (2000) further argues that others have often referred to the interpreter as a ‘faithful echo’ (cf. De Jongh, 1992:65, Stytler, 1993:206, Gile 1995:40) of everything that is communicated in the courtroom, verbal and otherwise. On the role of an interpreter, Moeketsi (1999) further states that this label has far reaching implications regarding the quality of and execution of his /her work.

As stated by Gonzalez et al (2012), an interpreter needs to be accurate, first and foremost. His execution must be a complete equivalence of the source language message in all respects of style, register, tone and intent. It must be complete, and not a mere summary thereof. It must be precise, without any editing. The interpreter must not be tempted to modify and improve seemingly unintelligible utterances. He may not add anything in order to embellish an apparently wanting utterance. He may not delete what he thinks is undesirable, nor may he omit what he regards as insignificant, because ‘that one element, as inconsequential as it may seem, could be an important factor in discovering the truth” (Gonzalez et al, 2012).

2.8 Interpreting strategies

Kalina (2000) defines strategy as a process adopted to find a solution to a problem. According to Tryuk (2010), Zabalbeascoa (2000) makes a distinction between methods, techniques and strategies. Zabalbeascoa (2000) proposes the following descriptions in terms of methods, techniques and interpreting strategies. He describes methods as a way of doing something in accordance with a predefined plan. A technique is an ability, an acquired skill to be applied according to a prescribed method or procedure. A strategy is a specific pattern of behaviour aimed at solving a problem or attaining a goal, it is any conscious action intended to enhance the translator / interpreter's performance for a given task, in terms of efficiency and effectiveness.

In order to deal with challenges which may arise during interpreting assignments, interpreters have to be proactive and equip themselves with interpreting strategies to help them minimize or eradicate the possibilities of challenges which may arise. Interpreting strategies can be defined as methods that are potentially conducive to solving particular challenges encountered by interpreters during the interpreting process. Interpreting strategies assist interpreters to either proactively anticipate challenges which might occur and be prepared to deal with them as and when they may arise. On the other hand an interpreter has to be equipped with coping tactics in an event that a challenge which has not been anticipated occurs. Gile (2009) distinguishes between strategies and coping tactics. In terms of this this distinction, strategies are planned actions with specific objectives. On the other hand, tactics refer to decisions and impromptu actions taken by the interpreter during the execution of the task in order to overcome the difficulties encountered.

According to Riccardi (2005), the most common categorization of interpreting strategies distinguishes between comprehension, production, overall and emergency strategies. Comprehension strategies generally include anticipation, segmentation, and selection of information, stalling or waiting. Production strategies consist of

compression, expansion, approximation, generalization, use of linguistic open end forms. Decalage and monitoring are classified as overall strategies. Emergency strategies may include omission of text segments, transcoding and parallel reformulation. An interpreter can use the strategy of preventative tactics when he or she feels that challenges are likely to arise due to time or processing – capacity pressure. In this regard, the interpreter takes pro-active action in order to avert or minimize such challenges.

Kalina (2000) notes that interpreting quality depends on certain skills and strategies that need to be acquired over time, usually as part of a university training programme. Zanetti (1990) cited in Kalina (2000), states that strategies may become unconscious and automatic when applied repeatedly. Once an interpreter is able to apply interpreting strategies automatically, the cognitive load of the interpreter is reduced and the processing capacity is enhanced. This means that at that point in time, the strategies become a second nature in the performance of an interpreter's duties, they are automatically applied without an interpreter making a conscious decision to do so. Since translation and interpreting are similar in that both processes involve converting written texts or spoken words from source to target languages, there also tends to be overlapping strategies found in both modes. The court interpreter needs to be familiar with applicable strategies in order to be able to execute his or her duties professionally.

Baker (1992) cites the following as strategies applied in translation namely:

- translation by a more general word (superordinate)
- translation by a more neutral or less expressive word
- translation by cultural substitution
- translation using a loan word or loan word plus explanation
- translation by paraphrase using a related word
- translation by omission

- translation by illustration.

Although the above mentioned strategies are mainly used for translation purposes, they are still equally applicable in interpreting since the two disciplines are related, with the only difference that the former is based on written text whilst the latter takes place in an oral form.

2.9 Note taking

The most effective strategy in consecutive interpreting is note taking. Note taking is a very important skill to be developed by all interpreters in order to improve their interpreting skills. The style of note taking has to be compatible and suitable for a particular interpreter, for them to be able to perform at their best. As much as interpreters have different styles of note taking, which vary from one interpreter to the other, the rules for note taking in long consecutive interpreting are usually the same. The benefits of note taking are many. Firstly, in long consecutive interpreting, the source speakers tend to speak for a long time, sometimes not allowing adequate intervals for an interpreter to process and re-produce the information. Under such circumstances, note taking plays a pivotal role in assisting to bring to remembrance that which was said by the source speaker.

Furthermore, note taking benefits an interpreter by ensuring that the gist of what the speaker said is not lost, and to also keep track of the order in which certain things were mentioned. If an interpreter takes notes, their memory is then freed up to concentrate more on what is being said. For example, interpreting in legal proceedings such as a court of law is very stressful. The court environment is not very pleasant, but quite emotionally draining for all interlocutors. The terminology used is very complex and it is a fast paced environment, where interpreters have to think on their feet. Whilst taking notes, the interpreter listens and analyses the audio text, in preparation for the end product, which is the interpretation into the target language. Furthermore, note taking allows the interpreter to store information and use it during the reproduction stage of interpretation.

The listening and memory efforts as described in Gile's Effort model require extra concentration on the part of the interpreter. In this case the interpreter will take notes, and not just rely on own memory. Important information such as dates, places where the alleged crimes took place, names of people and places, folio numbers etc., could possibly have been misinterpreted, if this strategy is not utilized. This includes crucial information which contains the elements of a crime, which can make or break a case.

2.10 Conclusion

The literature review chapter reveals that consensus has not yet been reached amongst interpreting scholars, trainers of interpreters and authors of interpreting literature on the ideal direction to be followed when interpreting. Both divergent views present credible arguments whether for or against directionality or bi-directionality, however as Lorenzo (2002) as cited in Pavlović (2005) argues, different situations require different actions. Lorenzo (2002) furthermore argues that the notion of native language competence does not consider such realities as multiculturalism and multilingualism of the society in which we live. Such communities usually communicate using a lingua franca such as English. This is the case in Gauteng Province where most people commonly make use of English and isiZulu as languages of communication.

With regards to whether the quality of interpreting might be compromised based on directionality, the literature review also presents various factors which need to be taken into consideration, one of them being perspective. Quality seems to be subjective, based on whether it is assessed from an interpreter's perspective or from a user of interpreting services' perspective. Mikkelson (2000) correctly points out that, what constitutes competent interpreting in the legal sphere is not a simple question. According to Mikkelson (2000) recent writings on interpretation theory indicate that any sort of interpreting is far more involved than merely transferring words from source language to target language. There is the linguistic aspect of interpreting which on its own entails a complicated process of decoding, abstracting and

encoding. In addition, the cultural and social aspects of communication must also be considered.

CHAPTER 3

CONCEPTUAL AND LEGISLATIVE FRAMEWORK

3.1 Introduction

There are many studies which have been written on the subject of directionality, with various approaches. However, thus far, no consensus has been reached on the best interpreting direction. According to Staes (2016) the debate on whether or not B language interpreting should be allowed or even preferred, emanates from two main influential groups namely the Paris school and the Russian school of interpreting.

3.2 Conceptual framework

For the purposes of this study the two main divergent views on directionality as presented by the Eastern and Western Europe schools of interpreting will be compared and juxtaposed against each other. This is relevant in answering the research questions of this study. In South African legal settings such as court proceedings, interpreters are required to interpret between two or more parties involved in communicating with each other. More often than not, parties communicate in different languages and the interpreter has to interpret in more than one language. Pavlović (2005) states that according to most practitioners who have written articles on best interpreting and translation practices, the principle that interpreters and translators should only work into their mother tongue is still accepted as one of the golden rules of the interpreting profession.

This view is also shared by many professional associations of interpreters such as The Language Factory, Syntacta which advises potential users that:

> "the translator should only translate into his or her mother tongue and preferably live in a country that speaks the target language or have close ties to his or her home country". (Pavlović, 2005).

This view is also supported by Peter Newmark (1988) cited in Pavlović (2005), who favours one of the most traditional views of translation theorists regarding directionality, which prescribes the following:

> "Translating into your language of habitual use is the only way you can translate naturally, accurately and with maximum effectiveness". (Newmark 1988).

Gile (2005) as cited in Godjins and Hinderdael, (eds.) (2005) expresses the view that preferences in interpreting directionality are based more on traditions rather than on actual research. According to Gile (2005), directionality can also be analysed in terms of "comprehension" load and "production load" if interpreters work close to their saturation levels. This means that there is a large difference between the amount of processing capacity required for speech comprehension and the amount of processing capacity required for speech production. This view is also relevant to the study in that it will assist to determine whether there are any interpreting errors, such as additions, omissions, embellishments and distortions of original message that occur as a result of directionality.

According to Likou and Annastasia (2017), different trilingual speakers can be categorized into different categories based on their age, the type and amount of input of the other languages they receive as well as the proficiency in each language which can also be influenced by the order of acquisition. Hoffman (2001) as cited by Likou and Annastasia (2017) classifies trilingual individuals into five categories, namely:

(i) Children who grew up having adopted two home languages different from one spoken in the community.

A classic example of this is South African children growing up in predominantly different language township other than that which is spoken by both parents. For example, in a township like Zola in Soweto, the predominantly spoken language is

isiZulu which has been adopted as the main lingua franca, whilst the parents may be speaking two different languages other than isiZulu.

(ii) Children who grew up in a bilingual community and their home language (either spoken by one or both of their parents) is different from the language spoken in the community. Due to tribal and linguistic segregation brought about by apartheid in South Africa, black communities were divided and placed according to the languages they spoke. Hence in places like Meadowlands and Chiawelo, which are residential locations also based in Soweto township, the majority of the community resident there are mainly Xitsonga and Tshivenda speaking. Another example is the township of Soshanguve in Pretoria, which is an acronym of Sotho, Shangaan (Xitsonga) and Venda, depicting the community living there. Children growing up in such an environment are most likely to grow up speaking those languages spoken by the majority in the community.

(iii) Third language learners who are originally bilingual and also acquire a third language in school.

In most South African high schools, the learning subjects curriculum is offered in either English or Afrikaans As a result, most students who have sat for the National Certificate have done so in either Afrikaans or English., regardless of whether these two languages are their L1 or not. For most South Africans whose L1 is not English or Afrikaans, they then acquire these languages as either second or third languages for the purpose of obtaining an educational qualification.

(iv) Individuals who are originally bilingual and acquire a third language through immigration.

This is usually the case with most immigrants or refugees who arrive in South Africa and settle in various communities and after a while, through engaging with members of those communities acquire extra languages. For example, most of the foreign language interpreters in Gauteng Province are able to understand IsiZulu and Sesotho since these languages are spoken in court on a daily basis as well as by their South

African colleagues with whom they interact on a daily basis during the performance of their duties,

(v) Individuals who live in trilingual communities.

Gauteng Province can be described as one of the economic hubs in South Africa. It seems to be a Province of preference for most job seekers, asylum seekers, refugees and immigrants. This is even reflected by the number of cases Gauteng courts deal with in comparison to their counterparts in other Provinces such as North West and Northern Cape Province. As a result, this has had a big influence in promoting multilingualism in the Province.

However, Dewaele (2011) argues that one of the questions which remains unanswered in terms of second language acquisition research is whether individuals who are conversant in more than one language can be termed as "balanced bilinguals" or "ambilinguals." (Dewaele, 2011) describes ambilinguals as speakers who have native-like ability, in two languages. In addition, Dewaele (2011) makes a very important observation and states that one of the challenges which presents constraints for research on near - native speakers is that their second language (L2) competence is usually compared to that of a group of native monolingual speakers. A question is thus raised regarding the justifiability of such direct comparison, if it is to be accepted that bi or multilingual speakers have more measures than the sum total of monolingual measures. Accordingly, in order to avoid such a challenge, Dawaele (2011) proposes that one way to avoid such a problem is to compare measures of bi- and multi-linguals with those of others, as they provide their own baseline measures for the native language (L1).

3.3 Legislative framework

Specific stipulations of the Constitution of the Republic of South Africa (1996), the Oath of Office of court interpreters as well as Section 6 (2) of the Magistrate's Court Act 1944 will be examined as part of the legislative framework of this study.

3.3.1 The Constitution of the Republic of South Africa (1996)

Section 6(1) states that the official languages of the Republic are Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga, isiNdebele, isiXhosa and isiZulu

Section 10 states that everyone has inherent dignity and the right to have their dignity respected and protected

Section 30 states that everyone has the right to use the language and to participate in the cultural life of their choice, but no one exercising these rights may do so in a manner inconsistent with any provision of the Bill of Rights.

Section 35(3)(k) states that every accused person has a right to a fair trial, which includes the right to be tried in a language that the accused person understands or, if that is not practicable, to have the proceedings interpreted in that language.

3.3.2 The Magistrate's Court Act (1944) as amended

In terms of Section 6(2) of the Magistrate's Act 1944, as amended, if in a criminal case, evidence is given in a language with which the accused is not in the opinion of the Court sufficiently conversant, a competent interpreter shall be called by the Court in order to translate such evidence into the language with which the accused professes or appears to the court to be sufficiently conversant, irrespective of whether the language in which the evidence is given is one of the official languages or of the representative of the accused is conversant with the language used in evidence.

3.3.3 The Oath of Office of Court Interpreters

In terms of Rule 68(1) of the Magistrate's Court Act 1944, as amended, all interpreters are required to take an oath or make an affirmation before a magistrate before assumption of duty as a court interpreter. The oath is in a form of a declaration, where an interpreter declares that he or she hereby swears or truly affirms that whenever called upon to perform the functions of an

interpreter in any proceedings in any magistrate's court, the interpreter shall truly and correctly to the best of their knowledge and ability, interpret from the language they may be called upon to interpret into an official language of the Republic of South Africa.

3.3.4 Job requirements of court interpreters in the DOJ&CD

Post	Requirements	
	Qualifications	**Experience**
Interpreter	NQF level 4/ Grade 12 Proficiency in English Proficiency in one or more indigenous languages Drivers licence will be an added advantage	No Experience Three months practical experience will be an added advantage.
Senior	NQF level 4/ Grade 12 National Diploma: Legal Interpreting at NQF level 5 or any other relevant tertiary qualification at NQF level 5. Proficiency in English Proficiency in two or more indigenous languages Drivers licence will be an added advantage.	Three years practical experience.
Principal	NQF level 4/ Grade 12 National Diploma: Legal Interpreting at NQF level 5 or any other relevant tertiary qualification at NQF level 5. Proficiency in English Proficiency in two or more indigenous languages Driver's license	Five years of practical experience as a Court Interpreter with minimum two years supervisory experience
Cluster Manager	NQF level 4/ Grade 12 National Diploma: Legal Interpreting at NQF level 5 or any other relevant tertiary qualification at NQF level 5. Proficiency in English Proficiency in two or more indigenous languages Driver's license	Six years of practical experience as a Court Interpreter with minimum three years supervisors experience

3.4 Conclusion

When taking the conceptual framework into consideration, what emerges is that extensive research still needs to be done in the field of directionality in interpreting to support research that has already been done in this field.

In terms of the legislative framework, the expectations of the Department of Justice and Constitutional Development are made clear in their legislation pertaining to court interpreters, through the stipulations of the Magistrate's Court Act / 1944, as well as the Interpreter's Oath of Office. Presiding Officers

are called upon to secure services of competent interpreters where evidence is given in a language with which the accused is not, in the opinion of the Court sufficiently conversant. The duty of the interpreter would be to translate evidence into the language with which the accused professes or appears to the court to be sufficiently conversant, irrespective of whether the language in which the evidence is given is one of the official languages or of the representative of the accused person. This requirement also cascades down to the inherent requirements of the post reflected in the appointment criteria of court interpreters. Furthermore, the Oath of Office which is required to be signed by all court interpreters before assumption of duty instructs interpreters to declare that they swear or truly affirm that whenever called upon to perform the functions of an interpreter, in any proceedings in any magistrate's court, the interpreter shall truly and correctly to the best of their knowledge and ability, interpret from the language they may be called upon to interpret into an official language of the Republic of South Africa.

As Morris (1995, 1999) cited in Hewitt (1995) correctly pointed out, it is lawyers and judges who have defined the functions of interpreters in the legal sphere. As language is one of the main tools used by legal professionals, especially in adversarial legal systems, they are understandably concerned that interpreters interfere with the outcome of a case by distorting meaning. This means that an interpreter who strived to interpret accurately by editing out offensive language, added explanatory phrases or volunteered background information could have a disastrous impact on a court case.

CHAPTER 4

RESEARCH METHODOLOGY AND DATA ANALYSIS

4.1 Introduction

This chapter discusses the research methodology which was followed in this study. An ethnographical approach was chosen as the most suitable methodology in conducting this study. It was chosen because the researcher wanted to observe the participant's in their natural setting, during court proceedings. Secondly, ethnography involves the use of structured and unstructured interviews, in the form of questionnaires.

4.2 Research Methodology

4.2.1 Ethnography as a research method

Harvey (2012) describes ethnography as follows:

> "Ethnography as a style of research, uses a wide range of methods of data collection, including in-depth interviewing, personal document analysis, life histories, non-participant observation and especially participant observation" Harvey (2012).

Reeves et al (2013) supports the description given by Harvey (2012) by stating that ethnography is a type of research that gathers observations, interviews and documentary data to produce detailed and comprehensive accounts of different social phenomena. Reeves et al (2013) furthermore state that ethnography is a research methodology which has strong foundation in empiricism and naturalism. According to Harvey (2012) ethnography refers to the detailed study of small groups of people within a complex society, which is also used as a technique in various community studies. This view and description is also supported by Reeves et al (2008) by stating that one of the advantages of ethnographic research is that it enables ethnographers to immerse themselves in a setting thus getting a rich understanding of social action and its subtleties in different contexts, whist observing participants.

In addition, Harvey (2012) also indicates that ethnography can be seen as a means of gaining an understanding through an immersion of the researcher in a field of study. During this process, the researcher seeks to understand the point of view of the respondents. This is achieved by using structured and unstructured interviews such as

in the form of questionnaires. As part of the ethnography approach in this study, interpreters were observed whilst interpreting during court proceedings. The researcher chose this method as the most appropriate since observation took place in naturalistic social settings. The observational variables observed were evaluative and inferential variables.

For the purposes of this research paper, both empirical and conceptual research was conducted. The empirical research is based on the analysis of interpreted texts emanating from the court recordings as well as the responses to the questionnaires. According to Reeves et al (2013), this method is most suitable for qualitative research as the collected data is triangulated through a process of comparing and contrasting, which yields more detailed and comprehensive results. Francis et al (2009) state that qualitative research is concerned with the nature, explanation as well as understanding of the phenomena. Furthermore, Labuschagne (2003) cited in Frances et al (2009) points out an important distinguishing feature between qualitative and quantitative data. Labuschagne (2003) points out that contrary to quantitative research, data in qualitative research is not measured in frequency or quantity, rather examined on in depth meanings and processes. According to Mehrad et al (2019), all qualitative approaches put emphasis on the phenomena that happens in natural setting. This is the approach which is most suitable and relevant to the current study in that observation of court proceedings will be undertaken in a natural setting whilst the court is sitting. The results were then examined using a methodological triangulation technique.

Reeves et al (2008) describes this type of triangulation as follows:

> A technique as a technique that is designed to compare and contrast different types of methods to help provide more comprehensive insights into the phenomenon under study. The theoretical research will be done by reviewing relevant literature regarding the impact of directionality as it applies to the interpreting profession. Furthermore, relevant literature on quality of

interpreting as well as interpreting strategies will also be reviewed. (Reeves et al, 2008)

4.3 Limitations of the study

The researcher requested consent from the Acting Regional Head of the Department of Justice and Constitutional Development in Gauteng Region to conduct the research at the identified courts and permission was granted.

The study took place during various Covid 19 lockdown levels ranging from level three to level one. This situation imposed a limitation on the study in that it sometimes hampered observation of court proceedings. This occurred as a result of Covid 19 positive cases which impacted the court rolls due to early closure of courts and or early adjournments. However, depending on conducive opportunities presenting themselves, the researcher visited courts and observed the proceedings in person. All Covid 19 prescribed protocols governing access to courts were observed. Social distancing of 1, 5 metres or more was observed at all times in order to ensure safety of all participants as well as the researcher. The researcher and participants complied with the compulsory wearing of masks at all times. Hands were frequently washed and or sanitized as required by regulations.

Questionnaires requesting participation of participants were either e-mailed to participants or delivered by hand to those court interpreters who did not have access to e-mails. Of all the questionnaires that were sent out, only fourteen (14) were received back. Most interpreters stated that they did not have adequate time to respond. This was further exacerbated by the fact that courts were rotating support staff, and sometimes court interpreters would not be available if it was their turn to rotate. This was additionally compounded by the fact that the Department of Justice and Constitutional Department's e mails were out of order for a long period of about two months after the system was hacked.

The researcher had initially intended to observe and record sixteen case studies. However, due to the reasons already mentioned above, it could not materialize. The researcher visited courts with the view of conducting research, and sometimes the

cases which were held on that particular day, did not form part of the languages earmarked for this particular study. For example, some cases would not be requiring interpretation, or other languages were spoken such as Tshivenda, IsiXhosa, Xitsonga, etc. As a result, only eight (8) cases could be identified as case studies suitable for this research. Only relevant parts of the recordings were transcribed for analysis purposes.

4.4 Ethical considerations

In line with the requirements of Wits University Ethics Committee non-medical (HREC), informed consent was sought and obtained from all participants taking part in this study. All participants' responses will be kept confidential. Participant's identities will not be revealed in the report in order to protect their real identities. In order to maintain anonymity, pseudonyms will be used for data from interviews reported in the research report. If respondents request that a particular statement(s) should remain confidential, that information will not be reported in the research report.

The courts in which the participants render services will also not be identified so that no connection can be made between the interpreter referred to and the courtroom where they are posted. All the data collected from the participants and during observation will be stored in a safe, password protected researcher's personal computer, where no other parties will have access to it except the researcher. All participants taking part in the study signed a consent form. They were be informed in writing that there will be no personal cost on their part incurred by participating in the study. Participants were not coerced to participate in the study. They were informed that they will not receive any direct or indirect benefits from their participation. Furthermore, there will be no disadvantages or penalties if they chose not to participate or withdraw from the study. Participants were made aware that they may withdraw at any time during the duration of the study and can also decide not to answer questions if they so wish. There was no potential harm to any participants.

4.5 Profile of participants

For the purposes of this study, participants were selected using stratified sampling. Stratified sampling is used to sample either proportionally or equally to represent various strata or sub-populations. In terms of experience, the study focused on participants with varying years of experience in court interpreting. Fifteen interpreters with interpreting experience ranging from newly appointed to ten or more years' experience were selected to participate in the study. However, only fourteen managed to participate. Male and female interpreters between twenty two (22) and sixty (60) years old participated in the study. This age group was identified as an ideal combination taking into consideration the retirement age of sixty (60) to sixty five (65) years from active service in the public sector. The reason for selecting interpreters with different years of interpreting experience was to investigate whether experience plays a part in the impact of directionality.

4.6 Data Collection

As part of obtaining empirical evidence in this study, observation, structured- and unstructured interviews were utilized as data collection methods.

4.6.1 Observations

The study focused on court interpreters employed by the Department of Justice and Constitutional Development within Johannesburg Cluster courts. Observation of court proceedings was done. Before the study took place, a memo requesting permission to conduct the research was written by the researcher to the Regional Head of Gauteng Department of Justice and Constitutional Department and permission was granted.

Research was conducted in both district and regional courts. The specific courts earmarked for the study were courts within the Johannesburg cluster. These specific courts were chosen due to high number of cases on their court rolls as well as cases requiring multilingual interpretation which are normally heard there. Due to challenges brought about by Covid 19 pandemic, the research took longer than the anticipated four to six week period.

4.7 Case studies

4.8 Analysis of Case studies

An analysis of extracts from transcribed court proceedings obtained during observation is discussed under this section. The study will focus on three languages combination namely English-IsiZulu and Sesotho. These languages were chosen because they form part of the national languages in Gauteng Province with the fourth one being Afrikaans.

The quality of the interpreter's interpreting skills was examined in terms of directionality. The criteria to assess quality was based on the following factors:

- Grammatical Errors -The correct usage of tenses, prepositions, gender specific pronouns, collective nouns
- Additions and or omissions
- Accuracy
- Pronunciation
- Correct usage of vocabulary

As part of investigating the impact of directionality the following interpreting strategies used by the interpreters and the frequency thereof were probed:

- Summarizing
- Text condensation
- Stalling
- Paraphrasing
- Restructuring/ Changing word order
- Repair / No repair
- Repetition

An analysis of the results of the observations was made to determine if any errors which can be attributable to directionality did occur or not.

4.8.1 Case study 1

Table 1. Extract for case study 1

Magistrate	**Interpreter**	**Back translation**
Mr. Khumalo you have a right to be legally represented in this matter, you have three choices, you may either instruct your own attorney if you can afford to do so, if you can't afford the services of an attorney, you may apply to the Legal Aid Board for assistance, in which case the Legal Aid Board will appoint an attorney for you free of charge, or you may conduct your own defence, do you understand?	Lalela mfo, lecala oboshelwe lona, unelungelo lokuthola ummeli akukhulumele, ma ungenamali yokubhadala izindleko zommeli ungafaka isicelo ku Legal Aid Board,i Legal Aid Board izobhadala ummeli leyomali ukukhulumela wena siyezwana? ,mawufuna ukuzikhulumela , yilungelo lakho futhi, makuwukuthi unaye ummeli ungatshela inkantolo ukuthi ukhona, ucela ukumthinta eze la.	Listen brother, this case for which you have been arrested, you have a right to get a lawyer to speak for you, if you do not have money to pay for the costs of a lawyer, you can apply at the Legal Aid Board. The Legal Aid Board will pay the lawyer that money , for the lawyer to speak for you, do we understand each other? If you want to speak for yourself , it is also still your right if , you can tell the Court that you do have a lawyer, you can tell the Court that you you have one, you request to contact them, to come here

Errors:

- **Additions**

Target language interpretation: The interpreter added "listen, my brother" to the target language interpreted version

- **Omissions**

Source language: "Mr. Khumalo "was omitted from the source text in the target text

Strategy used:

The interpreter completely changed the order of the source text, however, this led to the interpreter adding and omitting some crucial information to the target.

4.8.2 Case study 2

This case had two interpreters, one interpreting into Tshivenda for the accused person and one interpreting for the witness into Setswana. The witness initially testified in English, however mid trial he requested services of an interpreter and indicated that he would prefer to express himself in Setswana. The Tshivenda interpreter's L1 is Tshivenda, whilst the Setswana interpreter's home language is SiSwati.

More attention will be focused on the Setswana interpreter, since Setswana is not his L1. His L1 is indicated as SiSwati and he has over thirty years' experience practicing as a court interpreter. Since Setswana also falls under the Sesotho group of languages, the researcher decided to also proceed with the case study based on the current research.

Table 2. Extract for case study 2

Speaker (Witness)	**Interpreter**	**Back translation**
Ka lona letsatsi leo ke repotile ko mmerekong for day shift	On the day in question your Worship, I reported for duty , that was for day shift, Your worship	On that day in question, I reported for day shift at work
E be re kreya information ya kgore kgo na le monna o mong ko Southgate Mall o	That is when we got information that there is a certain gentleman at Southgate	We then got information that there is a certain man at Southgate

rekisa di battery tsa di cellphone tower	Mall, Your Worship who is selling cellphone tower batteries , your Worship	Mall, selling cellphone tower batteries
Nna le colleague yaka Mr.Tshepang Tsotetsi (not real name) re ile raya ko Southgate Mall	Myself , together with my colleague Mr.Tshepang Tsotetsi then headed for Southgate Mall	Myself and my colleague, Mr.Tshepang Tsotesti proceeded to go to Southgate Mall

Observation: What was observed in this matter was that the interpreter rendered quality interpreting. No material errors could be observed the interpreter's interpretation from the source to the target text. The witness had initially started his evidence in English and later requested services of an interpreter. It can also be observed that during his testimony ke keeps on code switching to English.

Errors:

Additions - The only addition the interpreter kept on adding is "Your worship", which was not said by the original source language speaker. However, this error cannot necessarily be attributed to directionality. It does appear that the interpreter, just like many other court interpreters has developed the habit of adding the words "Your worship", in the target interpretation when addressing the Presiding Officer.

Strategies used: Note taking

4.8.3 Case study 3

This was a trial matter where the accused was charged with the crime of attempted sexual assault as well as robbery with aggravating circumstances. The accused, a foreign national, had a foreign language interpreter interpreting the court proceedings for him. The witness was testifying in IsiZulu, and an interpreter interpreted her evidence from isiZulu to English and vice versa. However, the interpreter who was interpreting for her is not an L1 isiZulu speaker but Tshivenda L1 speaker.

Table 3. Extract from case study 3

P/P	Interpreter	Back translation	Witness	Interpreter
M'am is it correct that you are the complainant in this matter?	Wuwe ummngali?	Are you the complainant?	Yebo yimi ummangali	Yes (inaudible) Your worship
Is it correct that the incident that brought you before court today is the incident that happened on the 22nd September 2020	Sikhona isenzeko esenzeka leso esikulethe la namhlanje angithi?		Yebo sikhona	Yes
Where did this incident happen?	Senzakala kuphi? (Where did it happen)		Lapho ngihlala khona e flatini lami (Where I live, at my flat)	Uhh, there is an incident your Worship, which transpired at my place of abode (Inaudible)
And you are referring to Hillbrow in	La e Gauteng? (Here in Gauteng)		Yebo, la e Gauteng (Yes, here in Gauteng)	Yes, Joburg, Gauteng

Johannesburg, Gauteng?	EGoli? (In Johannesburg)			
What time did this incident happen?	Yenzeke ngabo skhathi bani? (Around what time did it happen?)		Ekuseni ngabo 7 uma kuwukuthi ngiyahamba ngiya emsebenzini (In the morning, around 7 when I was on my way to work)	(Inaudible) In fact On my way to the place of employment Your Worship
Prosecutor: So Uhmm, was there anybody…. else present besides yourself?	(Inaudible) Omunye umuntu? (Another person?)	Another person?		
Anybody present besides yourself when the incident happened?	Kukhona omunye bekakhona ngalesikhathi kwenzeka sona lesenzakalo? **Back translation** Was there anybody else when this	Phakathi e roomini yami benginomtanami ona 7 years and then lucky i neighbour beyikhona, i other tenant , i neighbour (inaudible)	Luckily your Worship I had a seven year old child inside…. Witness interjects: Inside of my room when the said incident transpired Your worship (inaudible)	

	occurrence occurred?	**Back translation** Inside my room, I was with my seven year old child, and then luckily the neighbour was present, the other tenant, the neighbour	where I am renting, and again Your worship, there was also my neighbour, the person who stays in the same building, in a flat but different room	
				Witness: Yes
So if I understand well, you are staying in a flat which has different bedrooms, different rooms?	Kusho ukuthi ngamanye amagama ke nihlala eflatini nihlukene nga ma room? **Back translation** (So it means in other words then, you stay at the flat, in different rooms?)			
Witness: Yes ama room ayi 5	We stay in one flat but , different rooms, there are five rooms			

Back translation (Yes, there are five rooms)				
Witness (interjects): Five bedrooms, then bese si sharer i khishi **Back translation** (Five bedrooms, we then share a kitchen)	The said flat Your worship has five rooms, the one thing we sharing it's the kitchen			
Witness inaudible	And the bathrooms Your worship, bathrooms and toilets			
So the neighbour that you				

have referred to, you say it is the neighbour that was in a different room? Witness: Yes				
P/P:So now the description of the assault that you gave before this court, the accused hitting you with a hammer, hitting you with his hands, hitting you all over the body, if I understand you clearly was happening	Yenzeke ngesikhathi bekafuna imali konke nama cellphone ngeskhathi bekakushaya? **Back translation** (It happened at the time he was demanding money, everything including cellphones, at the time he was beating you?)	Yebo,right **Back translation** (Yes, right)		

throughout the process of demanding the money, getting the cellphones and the cards, and all that?				
		Waqala yena wa fona, ku phone yakhe, ukhuluma nabantu bakubo ilanguage engingayi understandi	He started calling his…compatriots talking different language that I do not understand, Your worship	**Back translation** He started to make a phone call, speaking to his fellow people in a language I do not understand
		Besekangitshele ukuthi uzofona, mabefika labantu lapha phansi ku security uzongikhulumis a ne security ukuthi labantu badlule beze e no (1701) as if	In actual fact Your worship, the accused before this court Your worship, told me that look, there will be people coming Your worship, and as they reach the point where the security is Your	**Back translation** He had already told me that he is going to call when those people arrive downstairs at the security, he will let me speak to the security guard to allow those people to come through to

		like, angazi, ngi pretende as if like abantu abazobona mina bafuna indawo or something, into ekanjalo. Nga haala (inaudible)	worship, I should actually tell the security falsehood, oh these people are coming to the (7th)floor to my room, to my flat Your worship, looking for… in fact I must give them permission, I must tell the Security to give them permission to come through, and of which I refused	number (1701) as , if ,I do not know, pretend as if these are people who have come to see me looking for a place or something, something like that, I refused (inaudible)

Observation:

The interpreter used the word “isenzakalo” which is a direct translation of the words, “ketsahalo” (Sesotho), “tiragalo” (Setswana) and “diragalo” in Sepedi. This error can be directly attributable to the effects of directionality in multilingual interpreters. Due to multilingualism, the interpreter is rendering direct translation of the word, which sounds unnatural to an IsiZulu L1, native speaker. In IsiZulu, the more appropriate word used should have been either “isehlakalo”, “isigameko” or “isenzo.” In Gauteng, where languages overlap and tend to influence each other, the use of the word “isenzakalo” which the interpreter uses interchangeably can also be acceptable.

Errors:

According to Perret (2013) cited in Vita (2014), additions can also be classified as interpreting errors alongside omissions as they have the potential to distort a target text.

Additions:

The interpreter tends to add words which were not said by the source language speaker. For example, the witness does not address the Court as "Your worship", yet the interpreter adds this numerous times in the target text.

Furthermore the interpreter adds the words:

In addition, the interpreter uses terms which were not used by the source language speaker such as the following words:

(i) Compatriots

(ii) The accused before this court

(iii) "in actual fact"

(iv) the said flat

(v) in fact

On record, it appears as if these are the words uttered by the witness, who as stated by Hale (1997) might be judged as sophisticated and or learned whilst in actual fact this might be a misleading assumption.

Omissions

The interpreter tends to omit very crucial aspects of the case from the source language to target language, for example the Prosecutor asks the witness:

Source language: Ma'am is it correct that you are the complainant in this matter?

Target language interpretation: Wuwe ummangali?

Back translation: Are you the complainant?

Source language: So now the description of the assault that you gave before this court, the accused hitting you with a hammer, hitting you with his hands, hitting you all over the body, if understand you clearly was happening throughout the process of demanding the money, getting the cell phones and the cards, and all that?

Target language interpretation:

Yenzeke ngesikhathi bekafuna imali konke nama cellphone ngeskhathi bekakushaya?

Back translation:

It happened at the time he was demanding money, everything including cell phones, at the time he was beating you?

Error -Misinterpretation

The witness testified that luckily, the neighbour was there when the incident she was testifying about occurred. However the interpreter misinterpreted as follows: "Luckily, Your worship I had a seven year old child inside…."

Source language: And you are referring to Hillbrow in Johannesburg, Gauteng?

Target language interpretation: La e Gauteng? E Goli?

Back translation: Here in Gauteng, in Johannesburg?

It is clear that the interpreter left out an important detail of the question, namely "Hillbrow" which is a material omission**.**

Strategy:

Although summarizing, paraphrasing and text condensation are strategies used in interpreting, this can have a negative effect on the implications of outcomes of the case based on the target language interpreted version. This is rightfully pointed out by Moeketsi (1999) when she states that that the court interpreter is a voice of the speaker he is interpreting for. In addition, Moeketsi (1999) explains the role of an interpreter and declares that "this label has far reaching implications regarding the quality of and execution of an interpreter's work. First and foremost an interpreter needs to be accurate. His execution must be a complete equivalence of the source language message in all respects of style, register, tone and intent. It must be complete, and not a mere summary thereof. It must be precise, without any editing." (Moeketsi 1999).

4.8.4 Case study 4

In this case the witness was testifying in isiZulu, the interpreter's L1 is IsiXhosa

Table 4. Extract from case study 4

Presiding officer	**Interpreter**	**Respondent**	**Interpreter**	**Back translation**
Was there any settlement agreement between the parties or it is no longer there? No?	Kukhona isivumelwano enifinyelele kuso nobabili? Ninayo? No? Mhmm?	Yebo		Is there an agreement that the two of you have entered into? Do you have it, No? Mhmmm?
	Likhona? Iphepha enilibhalile?	Hayi alikho esilibhalile	No, not written	No, there is none written
There is no settlement agreement or is there a settlement agreement?	Mhmm…… There is no….. settlement			
	Ukhuluma luphi ulimi ma? Ukhuluma…… language?	Oh isiXhosa, baba?	No, isiZulu	Which language do you speak ma'am?
Not written?	There is no settlement		No settlement agreement	There is no agreement, is there? According to your

	agreement, ikhona? Ngokwazi kwakho ayikho njengoba ubona.		between the parties	knowledge, it is not there as you can see
So, let's start, I know it is difficult, is there any settlement agreement?	Ikhona i settlement agreement enifinyelele kuyo, iphepha leli elifundwayo enilibhalayo lokuthi, nayi into esizoyenza uma sesi divosile, nayi into esizoyenza ngabantwana uma ngabe ke kune maintenance, sivumelana ukuthi senze kanje, abantwana sibavakashisa kanje, ikhona into enjengaleyo eniyibhale			Is there a settlement that you have reached, a document that is read, the one you write stating this is what we will do once we are divorced, this is what we will do with the children, if maybe there is maintenance, we agree to do like this, this is how children will visit, is there something like that, that you have written down and have brought to court today?

	phansi eniyilethile la e ourt namhlanje?			
Look at that decree, that document	Bheka iphepha lelo			Look at that document
Eh… sorry ….is that the certificate Ma'am? You confirm?	Yiso isitifiketi senu leso?	Yes, it is	Yebo , yiso	Is that your certificate?
For the record, your full names sir? (Witness states his full names)	Yisho ke amagama akho aphelele	(Inaudible) … no mama wayo, nginokuyifonela nje ngiyithathe ngiyoyithengela impahla, ngiyinikeze imali	I do take the child out eh... buy clothes for the child because there is no communication between myself and the mother, and I would give the child some money	(Inaudible) With the child's mother, I do phone the child , take the child to buy clothes and give the child money

So the child does come to you?	Iyeza kuwe ingane?	eeh… iyeza kimi	Yes, the child does	Does the child come to you? Yes, the child comes to me
Why are you saying the marriage has irretrievably broken down?	Yini indaba uthi umshado wenu ke awungeke usabuye ulungiseke?	Eish…. Izindaba zama cheating	Infidelity cheating	Why do you say your marriage cannot be fixed? (Witness) Eish…… it is cheating issues
Are you still living together?	Nisahlala ndawonye?	No asisahlali ndawonye		
Since when?	Kusukela nini?	Ngezi 7 zika December last year	Since the 7th December 2020	Since when? (Witness) Since the 7th December last year
And you say why do you say that, your marriage is broken down, you	Uthi yinindaba ningeke nisakwazi ukuwulungisa umshado?	Eish…. Mina ngibona sengathi sobabili sine proud	I think both of us have pride	You say what is the reason for you not to be able to fix your marriage? (Witness) Eish…….According to me, I think we both have proud

are separated and then what?				
You can't make it?	Anikwazi ke ukuthi niphumelele?	Hey,akukwazeki, but sizamile ukuwulungisa umshado, , though esayidini lami ngizamile ukuthi ngibize ifamily yami, but ke usisi ubusumbona ukuthi kusho ukuthi akasekho vele lapho	We tried fixing the marriage, I called my family, but you can tell that the respondent was no longer interested	You cannot succeed? (Witness) Hey, we cannot, but we have tried to fix the marriage, though on my side I have tried to call my family, but you could just see that the lady was already no longer interested.
And ……. I see there, here with regard to the …… you said you will leave everything in in her hands, you just taking,	Uthi uthatha nje ibhantshi lakho nje wena uthi uphuma ngebhantshi lakho nje yilo elizogwcala umoya? Ushiya konke nje?	Ehh… , into eyenza ukuthi ngize ngenze kanjalo, bengihlala ekhaya kubo ngenxa yesimo sami sempilo sokuthi besisalungisa impilo sobabili, besakha le	It is because I was staying at her parental home and we were trying to build a house in their homestead , so that what I bought is at her parental home, so I decide no,	You say, you just take your jacket, you are saying you are getting out just with your jacket, it is the only thing that will be full of air, and you are just leaving everything? (Witness) Ehh….. what made me to do so, I used to stay at her parental home, because of the status in my life where the

in inverted commas "your jacket" and leaving?		emakhaya, but izinto ebisizithenga ngizishiye khona lapha ekhaya kubo, ngokubona ukuthi no ilife ayi……, ngisazoqhubeka ne life ayiphelelanga la, ngisazokuthola lokhu esizamile ukuthi sikuthenge sisase together, So ngabona ukuthi kungcono ngikushiye because nginomntana naye	if I move on , I'll be able to buy some of the things that I had left at her parental home and on top of that I have a child that may benefit from that , so that is why I decided that I will leave everything as it is	two of us were trying to improve our life, we were building in a homestead, but I left the things we used to buy together there at her parent's house, as I realized that no, life does not……..I will still just proceed with life, it did not end here, I will still get what we tried to buy whilst we were still together. So I decided that it is better that I leave it because I have a child with her.
Okay, so I will just say division of the joint estate as you want	Manje ke ukuhlukaniselana ke amafa alomshado njengoba kushiwo			Now the division of the estate of this marriage as it says on paper will be resolved in this manner

on the papers, would be that fine?	ephepheni kuzolunga ngalendlela			

Observation: The interpreter in this case is one of the multilingual interpreters who indicated that he is conversant in languages. His L1 is indicated as IsiXhosa and yet he normally interprets in diverse languages such as Isizulu, Xitsonga and Tshivenda.

Additions

- **Source language**: So, let's start, I know it is difficult, is there any settlement agreement?
- **Target language interpretation:** Ikhona i settlement agreement enifinyelele kuyo, iphepha leli elifundwayo enilibhalayo lokuthi, nayi into esizoyenza uma sesi divosile, nayi into esizoyenza ngabantwana uma ngabe ke kune maintenance, sivumelana ukuthi senze kanje, abantwana sibavakashisa kanje, ikhona into enjengaleyo eniyibhale phansi eniyilethile la e ourt namhlanje?
- **Back translation:** Is there a settlement that you have reached, a document that is read, the one you write stating this is what we will do once we are divorced, this is what we will do with the children, if maybe there is maintenance, we agree to do like this, this is how children will visit, is there something like that, that you have written down and have brought to court today?

In the above text, it is evident that the interpreter added a lot of words in the target text which were not there in the source text. Such additions could be as the result of directionality as stated by Perret (2013) cited in Vita (2014) wherein he states that it might actually be easier for an interpreter to interpret into a "B" language, because an interpreter might have fewer linguistic options to choose from in the expression phase of interpreting.

According to Perret (2013) having too many options as one would have when expressing themselves in their native language, might actually work against an interpreter, instead of enhancing their interpreting process. By implication, this means that interpreting into one's "B" language might assist in eliminating additions to the target language speech, which were not in the source language speech.

- **Source language:** And ……. I see there, here with regard to the …… you said you will leave everything in in her hands, you just taking, in inverted commas "your jacket", and leaving?
- **Target language interpretation:** Uthi uthatha nje ibhantshi lakho nje wena uthi uphuma ngebhantshi lakho nje yilo elizogwcala umoya? Ushiya konke nje?
- **Back translation:** You say, you just take your jacket, you are saying you are getting out with your jacket, it is the only thing that will be full of air, (IsiZulu idiomatic expression meaning one is leaving) you are just leaving everything?

Furthermore, it is clear from the way in which the interpreter expresses himself that he has developed his language proficiency and competency in isiZulu. This can be observed by how he is able to even make use of an IsiZulu idiomatic expression, albeit it being an addition which was not in the original source message.

- **Source language:** Ehh…, into eyenza ukuthi ngize ngenze kanjalo, bengihlala ekhaya kubo ngenxa yesimo sami sempilo sokuthi besisalungisa impilo sobabili, besakha le emakhaya, but izinto ebisizithenga ngizishiye khona lapha ekhaya kubo, ngokubona ukuthi no ilife ayi……, ngisazoqhubeka ne life ayiphelelanga la, ngisazokuthola lokhu esizamile ukuthi sikuthenge sisase together, So ngabona ukuthi kungcono ngikushiye because nginomntana naye.
- **Target language interpretation:** It is because I was staying at her parental home and we were trying to build a house in their homestead, so that what I bought is at her parental home, so I decided that, no, if I move on, I'll be able to buy some of the things that I had left at her parental home and on top of that

I have a child that may benefit from that, so that is why I decided that I will leave everything as it is.

- **Back translation:** Ehh….. what made me to do so, I used to stay at her parental home, because of the status in my life where the two of us were trying to improve our life, we were building in a homestead, but I left the things we used to buy together there at her parent's house, as I realized that no life does not……..I will still just proceed with life, it did not end here, I will still get what we tried to buy whilst we were still together. So I decided that it is better that I leave it because I have a child with her.

Errors:

- **Additions**

Furthermore, in the above text, the interpreter added "on top of that " as well as the following after "I have a child" …. "that may benefit from that" when in the original source language text the witness never mentioned that. He only said "I leave it because I have a child with her"

- **Omissions:**

There were no material omissions observed in the target language interpretation.

- **Strategy:**

It is possible that the interpreter is using a strategy of expansion and the use of linguistic open end forms as identified by Riccardi (2005) under the production phase of interpretation.

4.8.5 Case study 5

Table 5. Extract from case study 5

The parties in this matter, although previously married indicated to the Court that they wanted to express themselves in their first languages. The plaintiff addressed the court in Xitsonga and the defendant in isiZulu. Both of them required the services of

the interpreter. The same interpreter interpreted for both and furthermore into English for the record. The study did not dwell much on the Xitsonga interpretation as it does not form part of the languages being investigated under this current study. For the purposes of this study, focus was placed on the English / IsiZulu retour interpretation.

P/O	**Interpreter**	**Back translation**	**Witness**	**Back translation**
Just for clarity sake, have a look at these two documents. I know there is a …..You did not sign. You did not have a deed of settlement both of you, or did you sign anything?	Bheka ke amaphepha la Kukhona into eniyisayinile?Kukhona into eniyisayinile mhlambe eyisivumelwano phakathi kwenu ninobabili ukuthi uma senihlukene yilokhu inqubo enizoyilandela, khona eniye nakusayina, i deed of settlement?	Look at the documents here Is there anything you have signed? Is there anything you have signed maybe that is an agreement between the two of you so that once you are divorced this is the process that you will follow, is there anything that you signed, a deed of settlement		
	No there is no deed of settlement		Cha, ayikho, asikaze sayisayina	No, it is not there, we have never signed one

4.8.6 Case study 6

Although the researcher understands Xitsonga very well, the focus on this case study will be on the interpreted target languages, namely English and IsiZulu.

The Presiding Officer had to intervene at some stage and requested the witness not to confuse the record and to allow the interpreter to do his interpreting duty). The interpreter assured the witness in Xitsonga that he does indeed understand Xitsonga quite well.

The Presiding Officer told the witness that the Court is aware that she understands English as she is a high ranking management official at her place of employment.

Witness informed court that she got confused as the Court asks in English, then she automatically answers in English. It looked like the witness was getting impatient with all the interpreting that needed to take place, yet she is the one who had chosen to testify in Xitsonga. This scenario is common occurrence in family court matters, where couples who have lived together for many years, suddenly choose to express themselves in their first languages. Code switching occurs a lot in such cases as they will sometimes revert back to the common language they have been communicating in all along during the duration of their relationship, which places an extra burden on the interpreter.

Table 6. Extract from case study 6

Presiding officer	**Interpreter-English interpreted version**	**Interpreter – isiZulu interpreted version**	**Back translation**
Why do you say the marriage has irretrievably broken down?	We have mostly financial problems, and it has been some time from	Izinkinga esinazo ke ezomnotho.Sinesikhathi eside ke manje, sinenkinga efana nalezo	The problems we have are financial. It has been a long time having such a problem.

	long ago we have been having such problems.		
(Witness code switches to English) (Xitsonga source message by plaintiff, not transcribed)	I felt like I was carrying the financial burden and I was unable to plan…… (Enquires from the witness in Xitsonga) What is it that you were unable to plan?	Ngizwe ngathi ke manje mina yimi engithwele umthwalo lo wezimfalakahlana zomndeni.Lokho kwenze ngihluleke futhi ukuthi ngenze ngisho i budget ngendlela efanele	I felt like I am the one carrying the family financial burden. That made me to be unable to even draw up a budget in a proper manner.

	I could not plan my things properly, oh… I could not even budget properly, as a result		
	I felt like I was unable to progress because each time I would make plans I would not be able to carry them out because I will now have to supplement and turn back and cover the gaps, financial gaps that would occur		

Observation:

This case study presented the researcher with an increased opportunity to truly observe the impact of directionality in a multilingual court interpreter, despite the fact that Xitsonga does not form part of this current study. As a result, for the purposes of this research project, the focal points were only English and isiZulu.

The interpreter displayed confidence in interpreting from and into three languages, namely English, IsiZulu and Xitsonga. He also went to an extent of assuring the witness in Xitsonga that he is capable of interpreting competently in that language.

Errors

Additions

- With regards to IsiZulu and English, he managed to interpret competently and accurately, there were no material additions from the target message which were in the source message that were observed.

4.8.7 Case study 7

Table 7. Extract from case study 7

Presiding Officer (P/O)	**Interpreted version from Xitsonga into English**	**Interpreted version into isiZulu**	**Back translation**
That is the main reason?	Yes	Yiso ke isizathu ke esenza ukuthi ngithi hayi, makuphele	That is the reason that makes me to say, no, let this end
Is it not eh… that, you….. we always say in poverty… in whatever then we will	My problem is not a matter of poverty, it is because when we sit down and	Uthi ke, siyaye si, sihlale phansi sikhulume sivumelane ukuthi wena uzodlala le indima mina ngidlale le indima, akuyona nje indaba	She says, we usually sit down , discuss and agree with each other that you will play this part and I will play this one, it is not just a matter that maybe there is poverty. It is that after we have agreed with each other on that, I am now the only one to

stand , umm...for each other?	decide that each one would have to play a certain part, ehh…within the discussion, I am the one who would fulfill the part that I have agreed to, I am the only one that would, in fact.	yokuthi mhlawumbe ke kukhona ke ubuhlwempu.Wukuthi ke uma ngabe sesivumelene ngalokho yimi ngedwa manje ekufanele ke le esivumelene ngayo ngidlale eyami indima, le enye kusuke kungekho muntu ke ozoqhubeka nayo.	fulfill my part of the agreement and play my part, with regards to the other part, there is no longer any one to proceed with it.

Observations:

The impact of directionality is evident in this case study in that by the time the source message reaches the last recipient, it has lost its original form.

Errors

Additions

- On the question of the Presiding Officer “That is the main reason?” the response from the Xitsonga interpreted version is only “Yes”. However, on the IsiZulu translated version, the version is longer.
- The back translation of the version is: “That is the reason that makes me to say, no, let this end” which does not form part of the earlier response of the Xitsonga witness.

- The interpreted Xitsonga version is: “decide that each one would have to play a certain part” and when it is interpreted into isiZulu it has additions and becomes “agree with each other that you will play this part and I will play this one”.

As correctly pointed out by Perret (2013) having too many options as one would have when expressing themselves in their native language, might actually work against an interpreter, instead of enhancing their interpreting process. This is evident in the interpreted English version which can be classified as the interpreter’s B language, which does not have additions to the target language interpretation, in contrast to the isiZulu interpretation. Since the interpreter normally interpreters in cases where isiZulu is used, he has more vocabulary in that language which leads to additions.

4.4.8 Case study 8

The accused in this case study was charged with two charges, one of attempted murder and one of arson. The interpreter in this matter is SiSwati first language speaker. However, because SiSwati is not regularly spoken in Gauteng Province, the interpreter identifies isiZulu as a first language, a language the interpreter learnt at school and communicates with on a daily basis.

Table 8. Extract from case study 8

Speaker	**Interpreter**	**Back translation**	**Witness**
Public Prosecutor: (P/P) (Calls witness)	Ukhuluma yiphi ilanguage baba?	Which language do you speak Sir?	
		IsiZulu	IsiZulu
	Uzosiva isiXhosa anditsho tata? Uzosiva isiXhosa?	You will understand isiXhosa, is that not so Sir?	

		Ma'am? IsiZulu	Mama? IsiZulu
P/P: The first count reads as follows Your worship, it is one of arson is that of arson, in that on or about 4th September 2019, at or near 7 Masakeni street, in New Section, in the Regional division of Gauteng, the accused did unlawfully, and with intent to injure Mr. Sibusiso Mthethwa (not real name) in his property, set fire to, and thereby damaged and destroyed three shacks and one bedroom of the said property, being immovable structures in the property of and			

lawful possession of Mr.Sibusiso Mthethwa, that is count one			
By setting the said property alight Your worship, yes , arson	Can you borrow me? (Interpreter asks for a copy of the charge sheet and proceeds to sight translate)		
First count	Ehh…Icala ke lifundeka ngalendlela ke baba neh… , libizwa iarson, kusho ukuthi ke ukushisa, - ukuthi ke ngomhlaka 4 September ngo 2019, ehhh…, eduze kwe number 7, Masakeni street e New Section, phansi kwesikhungo sa la eGauteng, wena ngokungekho emthethweni nangenhloso, nokufuna ukulimaza u Sibusiso Mthethwa, noma	Ehh... the case reads in this way, Sir, neh…, it is called arson, it means t that it is to burn, in that on the 4th September in 2019, ehh…, near number 7 Masakeni street at New Section, under the (institution) of Gauteng, you, unlawfully, and internationally, with intent to injure Sibusiso Mthethwa , or maybe to cause damage at his house, you then burnt the	

	kambe ukummosela emzini wakhe, ubese ushisa lapho, wammosela ama……..(It's shacks?) (Interpreter verifies from the P/P) imikhukhu emithathu, ne bedroom eyi one, ebekade ikhona kule address esiyikhulumayo yase Masakeni street, eNew section, kula, ufike wena wathungela ngomlilo lokho okwenzile akukho emthethweni ngoba kade ufuna ukumosela uSibusiso Mthethwa la ahlala khona emzini wakhe.	place there , you damaged the…… (It's shacks?)three shacks, and one bedroom, which were situated at that address we are talking about, at Masakeni street , New section, that is where you came and set on fire, what you did is unlawful because you wanted to caused damage for Sibusiso Mthethwa, where he lives, at his house.	
Presiding Officer: (P/O)	Ingabe icala ofundelwe lona Bab'uMthethwa,	Do you hear the charge that was read out to you, Mr.	

Do you understand the charge read against you?	ehh… Baba, uyalizwa?	Mthethwa ehhh…., Sir?	
	I do understand the charge Your worship	Yes	Yebo
P/O: What is your plea?	Kulecala othweswa lona, noma osolwa ngalo, uzibona unecala noma cha?	In this case that you are accused of, or suspected of, do you plead guilty or not?	
	I am pleading not guilty Your worship to the charge	I plead not guilty	Ngizibona ngingenacala
P/P: Count two is attempted murder in that on or about the 4th September 2019, at or near M Section in the Regional Division of Gauteng, the accused did unlawfully and intentionally attempt to kill Mr.Sibusiso Mthethwa, by burning him with petrol, setting him			

alight. That is how the charge reads.			
(P/O enquires further from P/P, inaudible) **P/P:** By pouring him with petrol Your worship and setting him alight			
P/O: Oh, okay	Icala elesibili lifundeka kanjena ke baba, attempted murder, ukuzama ukubulala, ngazo ke izi 4 zika Septemba kuwo ke unyaka lo ka 2019, khona lapha e Masakeni ngaphansi kwesikhungo sa lenkundla lesi, uye wazama wena ukuthi ushise lo u Sibusiso Mthethwa, ngokumthela ngo petrol , ukuthi ke	The second charge reads as follows then Sir, attempted murder, attempting to kill, on the 4th September, during that year of 2019, there at Masakeni, under the institution of this Court, you attempted to burn this Sibusiso Mthethwa, by pouring petrol on him, so that you then set him alight, so that he gets burnt.	

	bese uyam lighter ukuthi ashe.		
P/O: Do you understand the second count against you?	Elesibili uyalizwa baba?	Do you hear the second one Sir?	
	I do understand the charge Your worship	Yes, I do hear it	Eh, ngiyalizwa
P/O: What is your plea?	Uzibona unecala, noma cha?		
	I am pleading not guilty, Your worship	No, I plead not guilty	Cha, ngizibona ngingenacala

Observation:

The interpreter requested the charge sheet from the Prosecutor and read out the charges against the accused person.

What stood out for the researcher at the beginning of the case was that the witness clearly indicated to the interpreter that his language of preference was isiZulu, however the interpreter proceeded to ask the witness if he would be able to understand isiXhosa. The reason for this is not very clear, it can only be speculative.

Errors

Misinterpretations

- The interpreter interpreted that the crime took place near no 7 Masakeni street, when the charge read stated that it occurred at or near 7 Masakeni street. The isiZulu speaking witness, relying on the interpretation of the interpreter would not be able to plead correctly based on this error which distorts the whole source language utterance. This error is material.

- The interpreter uses the word “isikhungo”, for Regional division which refers to centre or institution in isiZulu. The correct word should have been “isifunda” (region) or “isifunda nkantolo” (Regional division).
- Instead of asking the witness if he understands the charges against him, the interpreter asks him if he hears what is being said. “Uyezwa?” in isiZulu means “do you hear?” whilst the correct word to use in isiZulu is “uyezwisisa?” meaning “do you understand?” which is what the source language speaker wanted to find out from the witness.

Additions

The interpreter added a few additions to the target language output, which were not present in the source language text.

For example, the following additions can be noted:

- On the question of the Presiding Officer “How do you plead”, the interpreter added “In this case that you are accused of, or suspected of,” which was never uttered by the source language speaker.
- The interpreter also adds the address “Your worship”, whenever addressing the Court, when the witness did not say so in his source text.
- The interpreter also code switches to English mid-sentence when interpreting, for example “ukhuluma yiphi ilanguage”, “icala le attempted murder”, icala le arson, ne bedroom eyi one,and uyam lighter.

When analysing these errors the researcher is of the view that it is possible that these errors are as a result of directionality.

4. 9 Structured and unstructured interviews

The study followed usage of both structured and unstructured interviews.

Jalil (2014) describes structured interview as one where standardized questions are prepared beforehand by the researcher, whilst in contrast, during unstructured interviews, the interviewer asks random questions as follow up to the interviewee's responses.

Due to the current status with Covid 19 pandemic, no face to face interviews were conducted. Initially it had been envisaged that unstructured interviews would be held with the participants via online platforms such as MS Teams or Zoom. However, some participants indicated that they were struggling to connect online. This was mitigated by calling them telephonically to follow up and discuss issues which needed clarity. Unstructured interviews included follow up discussions regarding information obtained during observation**.**

4.9.1. Questionnaires

According to McLeod (2018) questionnaires can be categorized as a kind of written interview used to collect data relatively quickly especially in cases where the researcher cannot be present for face to face interviews. Furthermore, one of the advantages of the advantages of using questionnaires in research is that they can serve as an effective means of researching various phenomena, such as behaviour, attitudes, intentions, preferences as well as opinions of a large cohort cheaper and faster than other techniques. However, McLeod (2018) warns that the challenge with questionnaires is that respondents may not provide truthful responses, but may provide exaggerated responses in order to appear good.

The research participants were also requested to fill in a questionnaire addressing the following questions:

1. How would you define "directionality" and "bi-directionality" in terms of interpreting?
2. Are you equally competent in English, isiZulu and Sesotho when you render interpreting services? Please explain why.
3. According to you, which language are you most comfortable interpreting **"from"**? Please explain why.

4. Which language are you most comfortable interpreting **"into"**? Please explain why.
5. What would you say is your best language combination in terms of English/Zulu/Sesotho? Please give reasons for your choice.
6. In which language combination do you experience the most difficulty? During which stage of the interpreting process do you experience such difficulty?
7. Have you ever been confronted with a situation where you did not have the correct word / equivalent of a word you had to interpret, which was as a result of either your B or C language combination and how did you deal with such?
8. In terms of interpreting into either your first, second or third language, when are you most likely to have more additions, omissions or clarifications during your interpreting process?
9. Which interpreting strategies do you generally use during the performance of your duty as a court interpreter?
10. In terms of the strategies you have indicated above, do you use them equally in Zulu/Sesotho and English language combination during interpreting in or do you use different strategies depending on whether you are interpreting into/from your first, second or third language. Please elaborate.
11. Do you agree or disagree that interpreting into your first language is the only way you can interpret accurately and with maximum effectiveness? Please explain why.
12. If you had a choice, would you choose to interpret into your first language only, or would you choose to interpret from and into your first, second and third language and vice versa? Please provide reasons for your choice.

Table 4.1. Language combination profile of respondents

Respondent	**First language (L1)**	**Other languages of competency**
1.	SiSwati	IsiZulu, South Sotho, Northern Sotho, Setswana and Afrikaans

2.	Setswana	IsiZulu, Sesotho, Sepedi and IsiXhosa
3.	IsiZulu	SiSwati, IsiXhosa, Setswana, Sesotho and Xitsonga
4.	IsiXhosa	Sesotho, Tshivenda, Xitsonga and isiZulu
5.	Xitsonga	Tshivenda, IsiZulu, Setswana and English
6.	Xitsonga	IsiZulu and Sesotho
7.	English	Afrikaans, IsiXhosa, Sesotho
8.	Tshivenda	
9.	IsiXhosa	IsiZulu, Sesotho and English
10.	English	IsiXhosa, IsiZulu and Sesotho
11.	Sesotho, IsiZulu, Sepedi and Setswana	Mandarin Chinese and Cantonese Chinese
12.	Chichewa	IsiZulu (spoken language, not service)
13.	Tshivenda	IsiZulu, Tshivenda and Sesotho
14.		

Table 4.2. Number of years in terms of interpreting experience

Number of years	**Number of respondents**
0-3	**4**
4-5	**2**
6-10	**2**
11-15	**2**
16-20	**1**
21-25	**1**
25 +	**2**
Total	**14**

Table 2 reflects the number of years with regards to experience of the respondents in terms of court interpreting. It is important to take the respondents experience in consideration, in order to find out if experience has any effect in the acquisition as well as development of subsequent languages other than first language (L1).

4.5. Responses by respondents

Table 4.3

How would you define directionality and bi-directionality in terms of interpreting?	
Respondents	**Responses**
1.	Directionality is when you interpret as a first person to the other person Bi-directionality is when you interpret in the second person
2.	Directionality is when you make use of words as they are written and understanding the alphabetic utilized as wording Bi-directionality is when you can understand the meaning of words in different settings

3,	Directionality in terms of interpreting is the direction of one language from source into the target language without any additions
4,	Directionality in terms of interpreting is the direction of one language from the source into the target audience without omitting, adding or distorting the message, tone or context. This is applicable only to consecutive and vice versa.
5.	It is the interpretation from the source language to the target language plus vice versa There is simultaneous interpreting picked during the normal court directionality
6.	Directionality is the direction of one language from the source to the target audience Bi-directionality is when you interpret from the source to two different people who speak different languages without omitting, adding or distorting the message
7.	No response
8	Directionality and bi-directionality is when you interpret for two people with two different languages at the same time
9.	Directionality refers to interpreting being done in one's home language. Bi-directionality is interpretation that takes place from the home language(native language) to English and vice versa
10.	I understand that it has to do with interpreting into or from a language
11.	No response
12.	Directionality refers to interpreting being done in one's home language. While bi-directionality is interpretation that takes place

	from the home language (native language) to English and vice versa.
13.	Directionality in terms of interpreting is passing the message using one language without adding anything or using a different language to say what you have to tell the targeted audience. Not even to exaggerate what is being said by the source
14.	Directionality is direct translation, and b-directionality is indirect translation

Table 4.4

Are you equally competent in English, isiZulu and Sesotho when you render interpreting service?	
Respondent	**Responses**
1.	Yes, All these three (3) languages are very simple to understand and therefore regarded as central languages of communication, especially here in Gauteng
2.	Yes, I consider myself as an excellent interpreter with years of experience I have. One should be able to understand that English vocabulary is very rich when compared to African languages The dialect utilized in the area should be taken into consideration as well Interpreting is different from Translation in that with interpreting you convey the

	idea intended which may be totally different if you intend to translate word by word from Sesotho to English or vice versa
3.	Yes, I am equally competent in the abovementioned languages. I also understand the customs and practices of both Zulu and Sotho indigenous people which puts me at an advantage of being able to pick the message equivalent in their use of idioms and sayings
4.	Yes (No explanation)
5.	Yes, I am equally competent in English, IsiZulu and Sesotho when I render interpreting services. Not only am I competent in all three languages , I understand customs and practices of both IsiZulu and Sesotho indigenous people which puts me at an advantage of being able to pick the message equivalence in their use of idioms and sayings
6.	Yes, I can interpret Xitsonga and IsiZulu
7.	Yes, I speak them every day and I am fluent
8	Yes , I am equally competent in all these three languages (IsiXhosa, isiZulu and Sesotho) I grew up in a community where all these languages were common, thus

	was very easy to learn all of them simultaneously
9.	Yes, because this is the languages we normally use on a daily basis at court and I am competent on them
10.	Yes I am able to understand and not lose the context when interpreting
11.	Yes, I am equally competent in English, IsiZulu and Sesotho when I render interpreting services. Not only am I competent in all three languages , I understand customs and practices of both IsiZulu and Sesotho indigenous people which puts me at an advantage of being able to pick the message equivalence in their use of idioms and sayings
12.	I am equally competent in English and Chichewa. This is because I am conversant in both, Chichewa being my home language and English being a language I learnt at school. There are important aspects which have to be taken into account such as the verbal and listening skills which I believe I excel in. The aspect to communicate either to both parties (magistrate / complainant / accused) is very central to interpreting which I do to the best of my ability

13.	I am equally competent in English, IsiZulu and Sesotho. In these three languages, I sometimes get stuck when it gets to Sesotho but I at least try to pick up some of the words and it makes it easy for me to use them in the next case
14.	Yes, I am competent in the languages that makes it easier for me to interpret

Table 4.5

According to you, which language are you most comfortable interpreting "from"?	
Respondent	**Responses**
1.	IsiZulu. Because I grew up in Jo'burg and it is the most used language of communication
2.	IsiZulu is the language I'm most comfortable to interpret from. I learned isiZulu at school and also went to work in KZN for three years and during that period I improved my knowledge in the understanding of the language and also learned that different parts of the province have different dialects of the same language,
3.	Setswana as I have learned it from home and at school
4.	IsiZulu as I have learned the same at school and feel most comfortable interpreting from
5.	From Tsonga, Venda to English cos they are my mother tongue

6.	Xitsonga to English English to Zulu
7.	Afrikaans, IsiZulu, IsiXhosa and Sesotho .I am fluent in these languages.
8	IsiZulu, I am more comfortable with IsiZulu because it is the first language that I learnt to speak. It is the most spoken language in South Africa and most people understand the language.
9.	Tshivenda because it is my home language and I am always using it, however I am also very good in English.
10.	English. It is a bit easy to interpret from English to an African language. English doesn't really have those difficult terms.
11.	Sesotho is the most language that I am comfortable from. I learned Sesotho at school and I grown up from Basotho family with my grandparents around me to improve my Sesotho.
12.	I am a Chichewa interpreter which I prefer as I am fluent completely rather than Zulu. With the isiZulu language, I am more conversant in a colloquial manner.
13.	Tshivenda is the most comfortable language to interpret from. I learned Tshivenda from primary till high school, so I am used to it.

14.	IsiZulu, because that is the language that I speak

Table 4.6

Which language are you most comfortable interpreting "into"?	
Respondent	**Responses**
1.	English. Easily understood by many, simple vocabulary and word order.
2.	I am most comfortable in interpreting into English. This is the language of record and most courts in the Republic utilize English and often Afrikaans interpreters are utilized in instances where the language Afrikaans is used for record.
3.	IsiZulu as my mother is Zulu speaking and even though I did not learn it at school she will always address us with isiZulu.
4.	English as it is the language of record, as it is used in our courts in the Republic
5.	English, that's our medium language
6.	Xitsonga
7.	All of the above (Afrikaans, IsiZulu, IsiXhosa and Sesotho)
8	English. English is a universal language that I learnt at school. It is a language where every day you learn something new. I'm always eager to learn and thus interpreting into English is comfortable for me.

9.	Tshivenda, IsiZulu and English. These are the languages that the Court does not adjourn without us using them. Tshivenda is my home language.
10.	Xhosa. It is my mother tongue and is much easy for me to understand.
11.	I am most comfortable interpreting into English. This is the language of record and most courts in the Republic utilize English and often Afrikaans interpreters are utilized in instances where the language Afrikaans is used for record.
12.	English is one that I interpret into, in most cases it is a prerequisite but I am comfortable. This is due to the language being used in court proceedings as English.
13.	I am most comfortable interpreting into English. This is because English is used in court and it is easy to pass the message correctly without mistakes.
14.	IsiZulu .I am conversant in the language

Table 4.7

What would you say is your best language combination in terms of English / Zulu / Sesotho? Please give reasons for your choice.	
Responses	**Number of respondents**

1.	English / IsiZulu. I grew up speaking IsiZulu and I am also fluent in English
2.	I was raised in Soweto, my mother is Zulu speaking, and learned Sesotho in our area and from my friends during my school years. Being raised in a multilingual area gave me an opportunity to learn other languages such as Zulu and Sesotho as they are the most spoken in Gauteng. People who speak other languages like Setswana, Xhosa and Sepedi they tend to compromise and speak Zulu or Sesotho
3.	All three languages are my best combination as I am versed also in the customary practices of each , this includes Tsonga and Venda which are not mentioned as languages that I'm comfortable in interpreting in combo
4.	All three languages as I better understand their customs and practices
5.	English /Zulu. Zulu is much easier as it is similar to Tsonga which is my first language
6.	No response
7.	No response
8.	Zulu / Sesotho. These two languages are almost intertwined and in most cases people in South Africa can speak both these

	languages, if not, the person know either of the languages and understands the other.
9.	English and IsiZulu. English is the language we use in court and isiZulu most of the community members even if you are not a Zulu person they prefer to use it, so I also use it most of the time now I am very competent on using Zulu language.
10.	English and Zulu. Most Zulu words are borrowed from English.
11.	All three languages are my best combination as I am versed also in the customary practices of each, this includes Setswana and Sepedi which are not mentioned as languages that I'm comfortable in interpreting in combo.
12.	Chichewa / English or English / Chichewa. This is because I am fluent in both.
13.	IsiZulu, Venda and Tsonga these are the best combos for me because I can interpret them comfortably.
14.	English and isiZulu. These are the languages I speak in court.

Table 4.8

Have you ever been confronted with a situation where you did not have the correct word / equivalent of a word you had to interpret, which was as a result of either your B or C language combination and how did you deal with such?	
Respondents	**Responses**
1	Yes. In such instances I'll inform the Court about the problem or paraphrase, or ask the Court for an adjournment so I can go make a research or consult my dictionary
2	Yes, but it was not from any combination of languages, it emanated from the words, remorse and regret which were supposed to be interpreted simultaneously and are ambiguous in indigenous languages as they are pronounced the same. I had to explain the scenarios which were understood by the clients.
3	Yes. I had to remedy the situation by informing the court that I did not have the correct word to use and would like the court to adjourn for few minutes in order to enquire from my colleagues or consult a dictionary
4	Yes, I had to explain what is being said by the client in order for the Court to understand what is really meant by the client
5	Yes. I was, but it was not from any combination of the languages, it emanated from the English words remorse and regret, which were supposed to be interpreted

	simultaneously and are ambiguous in indigenous languages as they are pronounced the same. I had to explain the scenarios which were understood by the clients
6	No response
7	Yes, I apologized and ask them to repeat the sentence and listened carefully so that I will interpret the right word or that was said in court
8	Yes, I normally explain instead of using the one word as long as I can at least understand the context
9	Yes, this has taught me that you don't really need to interpret word to word because it can get very tricky. The most important thing is for the message to be delivered and understood.
10	Yes, I had to break down the word or put in an example or use illustrations
11	Yes, I was, but it was some Sotho word and I do not recall the word exactly. But I always hear the word
12	No response
13	When witnesses or accused doesn't give me a chance to interpret or a Magistrate that keeps on interfering before I could finish interpreting

14.	Yes

Table 4.9

In terms of interpreting into either your first, second or third language, when are you most likely to have more additions, omissions or clarifications during your interpreting process?	
Respondents	**Responses**
1.	If maybe I misunderstood the speaker or could not hear clearly
2.	It is when idiomatic expressions are used and when I first have to inform the court of the literal meaning and then the actual relevance to the topic or response, also when an irrational witness does not afford me an opportunity to interpret by interfering with my interpretation. Plus a magistrate that interjects all the time before you could finish interpreting
3.	More additions on my first language Clarification on my third language Omissions on my second language
4.	Usually when the client uses idiomatic expressions are used because one has to interpret the same literally before interpreting the exact meaning of the said idiom
5.	None
6.	No response
7.	No response

8.	When idiomatic expressions are used, I first get clarifications to make sure that I'm interpreting what I need to interpret
9.	Sesotho
10.	Third language
11.	It is when idiomatic expressions are used and when I have to inform the Court of the literal meaning and then the actual relevance to the topic or response, also when irrational witness does not afford me an opportunity to interpret by interfering with my interpretation. Plus a magistrate that interjects all the time before you could finish interpreting
12.	When witnesses and accused doesn't give me a chance to interpret or a magistrate that keeps on interfering before I can finish interpreting
13.	Most second and third languages
14.	Second and third language

Table 4.10

Which interpreting strategies do you generally use during the performance of your duty as a court interpreter?	
Respondents	**Responses**
1.	Controlling the speaker not to talk in paragraphs as I may not be able to pick everything up

2.	Listening skills, knowledge of charge and the relevant vocabulary thereof and interpreting in lay man's language for better understanding to the client, accuracy, good command in language, understanding cultural diversity, collection of glossary
3.	Consecutive interpreting as it is the directionality of interpreting in court, I have to control the speaker in order for me to be in a position to comprehend what is being able to interpret without any omissions nor additions.
4.	I use consecutive interpreting which is the directionality in the court. I control the speaker not to go overboard with the message so that I can comprehend the retentive memory limit, and speak simple language, aloud and audibly.
5.	Firstly, I check the age group, area and its surroundings, then if it's a youth, I interpret for her/him using their (own) present style of language so we understand each other in this type of language e.g. Skhothane Ama 2000 BBM
6.	No response
7.	To demonstrate if the accused does not understand certain things that they are saying and I interpret to him /her

8.	The only strategy I use is the one of controlling the speaker. This is important for me because I do not want to omit the important aspects of the message because I have forgotten what the speaker has said, and also asking the speaker to repeat what they have said is very unprofessional to me.
9.	I normally prefer very short sentences and at times take notes as the court proceeds
10.	I use consecutive interpreting which is the directionality in the court, I control the speaker not to go overboard with the message so that I can comprehend the retentive memory limit and speak simple language aloud and audibly
11.	Have a paper or a book to write down notes. Look at the person talking who requires interpreting services to avoid distractions
12.	I use the consecutive interpreting which is the directionality in the court, I tell the speaker to not go overboard especially when it comes to yes and no questions
13.	I use them in all the languages I am competent in,so that it can be simple and the other person can understand as well.
14.	Consecutive interpreting

Table 4.11

In terms of the strategies you have indicated above, do you use them equally in isiZulu / Sesotho and English language combination during interpreting in or do you

use different strategies depending on whether you are interpreting into /from your first, second or third language. Please elaborate.	
Respondents	**Responses**
1	Yes, because I don't want to miss any word said by the speaker
2	I use them in all the languages that I would be interpreting into and from irrespective of the person that I would be interpreting for, as I use simple language that even unsophisticated witnesses can understand
3	The above strategies should be utilized equally because of multilingualism. As an interpreter the clients rely on you to grasp a better understanding of the proceedings in court
4	I use them in all the languages combination and also use simple language in order for everyone who's involved in the matter can understand
5	In other languages like Tsonga, Zulu, Sesotho, Venda it is much easier. But when it comes to English I don't, I use the correct wording unlike slang.
6	No response
7	No response
8	Yes, I use the strategy equally in all my language combinations during interpreting. I use them in all the languages that I would be

	interpreting into and fro, irrespective of the person that I would be interpreting for, as I use simple language that even unsophisticated witnesses can understand.
9	I use different strategies depending on whether I am interpreting into / from my first, second or third language, because words can mean a different thing depending on a language.
10	It is different because of the understanding in languages
11	I use different strategies depending on whether I am interpreting into/from my first, second or third language, because the words can mean a different thing depending on a language.
12	I use the strategies stated above for Chichewa as well.
13	I use them in all languages I am competent in so that it can be simple and the other person can understand as well.
14.	Yes

Table 4.12

Do you agree or disagree that interpreting into your first language is the only way you can interpret accurately and with maximum effectiveness? Please explain why.	
Responses	**Number of respondents**

1.	Disagree. Concentration is the only way one can interpret accurately and with maximum effectiveness even in other languages than your first language
2.	I don't agree entirely as my first language is isiXhosa but I am comfortable interpreting in IsiZulu, Sesotho and Tsonga which are not my first languages. I believe also that there are other interpreters who adapted to interpreting in their second and third languages. Yes, with some interpreters who were not exposed to other languages at a younger age or circumstantially you may say that.
3.	I do agree because one tend to be comfortable as the first language always express oneself much better in every situation, unlike second and the third language
4.	I do agree, because my first language is SiSwati but I feel most comfortable in interpreting in isiZulu / Sesotho and or English because they are the most common languages usually spoken in court.
5.	Yes
6.	No response
7.	No, I understand more than one language.

8.	I disagree, interpreting into your first language is not the only way you can interpret accurately and with maximum effectiveness. I interpret with effectiveness in all my language combinations.
9.	Yes, because is the language that I always use at home and also it is my first language.
10.	Yes, as language is like maths, you learn as you practice.
11.	I don't agree entirely as my first language is Sesotho but I am comfortable interpreting in Mandarin and Cantonese as foreign languages from China.
12.	Yes, I agree, your first language is one that you're completely fluent in, is one where you understand idiomatic expressions and proverbs,
13.	I do not agree because I'm comfortable interpreting in isiZulu and yet I speak Venda, and I also feel comfortable speaking Sesotho and Tsonga even when I am not that good in speaking them.
14.	Agree

Table 4. 13

If you had a choice, would you choose to interpret into your first language only, or would you choose to interpret from and into your first, second and third language and vice versa? Please provide reasons for your choice.

Respondents	Responses
1.	As an interpreter I do not have to choose which language I want to interpret, but to interpret all the languages I am hired for
2.	I would prefer to interpret in all eleven official languages including the sign language and one or two foreign languages, this will be an enhancement to the fraternity of the language practitioners available and provided by our state. It will also help in professionalizing the language services and bring the component to its most favourable height
3.	I would choose to interpret from and into my first, second and third languages because my work require that an official must be multilingual because in court there are more than one client in one case speaking different languages and for the smooth running of the court and handling of the case it is important one to be multilingual In that case the court will not have to adjourn the matter for another interpreter As an interpreter the more you are exposed in interpreting, the more you are likely to interpret fluently in the second and third languages and gain a good command of the languages

4.	I would prefer to interpret in all eleven official languages as they are enshrined in the Constitution that would give me an advantage of staying in one court during the performance of my duties and by not swopping at certain instances. It would be cost effective and less time consuming
5.	Reason being as an interpreter, I am conversant in more than one language, so interpreting in other languages is not that strenuous, I am so used to doing it.
6.	No response
7.	Second a d third languages vice versa.I enjoy speaking different languages as I learn different terms every day and meet people.
8.	No .I would choose to interpret into all the languages I'm competent in
9.	I would choose to interpret from and into my first, second and third language and vice versa, because I am used to speaking these languages on a daily basis at court
10.	I am comfortable with first, second and third. I enjoy languages work so I am always looking for that opportunity to use the languages with the belief that I cannot really master a language unless I practice it more.
11.	I would prefer to interpret in all eleven languages including the sign languages, also

	two Chinese languages that I have now and add more foreign languages too as we are resigning with most foreigners from province to province
12	I prefer from first language into second as it makes it simple to work as an interpreter and also will ease proceedings in court
13.	I would like to interpret in all African languages if it was possible, because it makes it easy to communicate with people all around. Plus you may find someone who is lost and there is a language barrier, obviously you will have difficulties assisting that person. But if you know and understand their language then you can assist.
14.	First language only. I am more conversant in the language and do less omissions when interpreting.

4.10 Key findings

Of the fourteen (14) court interpreters interviewed ten indicated that they prefer interpreting into English. It can be assumed that most of them learnt English at school as a second language as indicated. This means that they are more comfortable and sure of their competency in this language in comparison to other languages such as Sesotho and isiZulu, which they learnt by default. Most respondents who indicated that IsiZulu and Sesotho are not their first languages although they do interpret in them during court proceedings, mentioned various settings under which they came to acquire competency in them.

For example, respondent 1 mentioned that although his first language is SiSwati, he is comfortable in interpreting from isiZulu because he grew up in Johannesburg and isiZulu is the most used language of communication. He furthermore states that he prefers to render interpreting into English.as it is easily understood by many, has simple vocabulary and word order. Respondent 1 has experience of over thirty years as a court interpreter.

With regards to interpreting strategies, three respondents indicated that they use consecutive interpreting. It is clear from these responses that they do not identify consecutive interpreting as a mode of interpreting, but rather as a strategy. However, most respondents did refer to controlling the speaker to ensure that they are able to follow the source language text in its totality in order not to have omissions in the target language. Note taking has also been identified as a strategy by three respondents. Respondent 9 indicated that he /she prefers short sentences as well as taking notes.

In response to a question of when respondents were most likely to have more additions, omissions or clarifications during their interpretation process most respondents did not give a clear answer in terms of the languages, but rather referred to specific challenges such as idiomatic expressions or when they have misunderstood the speaker.

Most respondents indicated that they use the strategies equally in isiZulu / Sesotho or English. Respondent 9, 10, 11 indicated that they would prefer using different strategies for different languages.

On the important question of whether respondents agree or disagree that interpreting into their first language is the only way they can interpret accurately and with maximum effectiveness, seven responded that they do agree, six indicated that they do not agree, and there was no response from one respondent.

In terms of their choice, of choosing to interpret into their first language only, or interpreting from and into their first, second and third language and vice versa, most

respondents indicated that they would choose to interpret in all the languages they are competent in. Respondent 12 indicated that he /she would prefer interpreting from first to second language as it makes it simple to work as an interpreter and makes the court proceedings easier. Respondent 14 responded as follows “First language only. I am more conversant in the language and do less omissions when interpreting”.

4.11 Summary

The study set out to investigate the effects of directionality in multilingual interpreters. It followed an ethnography methodology, where subjects are observed in their natural environment. This was done through court observations of court interpreters during court proceedings. The proceedings were recorded. Extracts from case studies were transcribed and analysed. In addition structured and unstructured interviews were conducted. Eight case studies and fourteen questionnaires were analysed in this chapter. The findings revealed that out of eight case studies, six revealed that directionality does have an effect on the quality of interpreting rendered by multilingual interpreters. The chapter also discussed key findings with regards to the responses given by respondents on the questionnaires. These key findings are discussed under 4.9.

CHAPTER 5
CONCLUSION AND FINDINGS

5.1 Introduction

The purpose of this study was to investigate the effects of directionality on multilingual court interpreters. In order to examine the assumption that multilingual interpreters are able to render the same quality of interpreting whether interpreting

into their first languages, or into other languages in which they are conversant, and vice versa the following research questions had to be investigated:

- How does directionality affect the quality of interpreting produced by multilingual court interpreters?
- Are there any interpreting errors, such as additions, omissions, embellishments and distortions of original message that occur as a result of directionality?
- What interpreting strategies do multilingual court interpreters use to mitigate the load on effort categories during multilingual interpreting?

In the quest to answer the above mentioned questions, observation of court interpreters in their natural environment took place. The court cases were recorded and extracts of the records were transcribed for purposes of analysis .The interpretation of the court interpreters was examined to determine if any errors such as additions or omissions occurred as a result of directionality. In addition, court interpreters were supplied with questionnaires as a tool to further investigate the impact of directionality during their performance of interpreting duty.

The rationale and background, research questions, aims of the study as well as the organisation of the study are discussed in Chapter one.

In Chapter two literature by various interpreting authors and prominent scholars pertaining to divergent views on directionality was reviewed, more specifically the Eastern Europe versus Western Europe's views on the issue of directionality. It also probed the appointment criteria of interpreters. Furthermore, Gile's effort model was discussed. Quality of interpreting was examined, taking into consideration interpreting errors that can be attributable to directionality. In addition, the accuracy and competency standards expected from court interpreters were also discussed in this chapter. Various interpreting strategies are also investigated under this chapter.

Chapter three explored the conceptual as well as the legislative framework of the study. The conceptual framework probed theories upon which directionality is based.

The legislative framework examined three different pieces of legislature in relation to court interpreters, namely Section 37(k) of the Constitution of the Republic of South Africa, the Magistrates Court Act 32 /1944 as well as the Court Interpreters Oath of office. The appointment criteria of court interpreters was also investigated.

Chapter four discussed the research methodology which was followed in the study. It explored ethnography as a suitable research methodology to answer the research questions posed in this study. The limitations of this study was also probed in this chapter. Furthermore, the profile of participants, data collection instruments, observation of court proceedings, case studies analysis and their findings as well as questionnaires and findings were discussed under this chapter.

Chapter five presents the conclusion and findings of the study.

5.2 Findings of the study

With regards to the quality of interpreting, the researcher agrees with Kalina (2005) that "it has become clear that interpreting quality is an issue that centres around source and target texts, but includes many aspects that cannot be explained by simply comparing the two. We therefore need other methods of analysis to shed light on those factors that have an impact on quality without necessarily being obvious to the eyes of those involved." (Kalina, 2005).

In an endeavour to assess quality in interpreting, the question remains as to which interpretation would be judged as that of high quality, as interpreters face the dilemma of choosing whether to adhere to the requirements of interpreting faithfully and accurately, or to produce a coherent interpretation that sounds natural in the target language. In interpreting accurately and faithfully, they risk misinterpreting by not conveying the meaning intended by the speaker. Secondly, it clear that quality depends on various perspectives, such as users of interpreters or interpreters perspective.

Furthermore, the researcher agrees with Zwischenberger (2010) entirely, that interpreting quality involves many variables and perspectives. This is due to the fact that interpreting does not take place under one situation only, but it occurs under various situations. As a result, it might be very difficult or even impossible to find a one size fits all, uniform working definition of interpreting quality, which would be applicable to all interpreting situations and various viewpoints. In addition, Zwischenberger (2010) makes an important observation that in the quest to define interpreting quality, it is always necessary to specify for whom, how and under which circumstances quality is being investigated.

The researcher furthermore concurs with the view expressed by Dose (2017) that in South African context, as in many other countries, interpreters are always given assignments which require them to interpret into their "B" languages from "A" language as well as vice versa. This view is the most relevant to the aims of this study as it confirms how court interpreters perform their duties in court. This is certainly the mode of interpreting practiced in legal settings such as courts in that the interpreter interprets between two parties involved in communicating with each other.

It is envisaged that the research conducted in the study will contribute to the current directionality debate, by further shedding some light on the impact of directionality on the quality of interpreting amongst multilingual interpreters.

5. 2.1 Effects of directionality in multilingual court interpreter

The analysis of all the collected evidence reveals that the Théorie du sens theory which states that interpretation into an interpreter's "A" language always produces high quality interpreting as the interpreter has more in-depth knowledge of the mother tongue, over generalizes in terms of interpretation only into one's "A" language as being the only way an error-free interpretation can be achieved.

What emerges from the evaluation of the collected evidence is that this theory does not take other factors, which might have an impact on directionality into consideration. Such factors as discussed in this study include:

(i) Children who grew up having adopted two home languages different from one spoken in the community.

(ii) Children who grew up in a bilingual community and their home language (either spoken by one or both of their parents) is different from the language spoken in the community. Due to tribal and linguistic segregation brought about by apartheid in South Africa, black communities were divided and placed according to the languages they spoke.

(iii) Individuals who are originally bilingual and acquire a third language through immigration.

(iv) Third language learners who are originally bilingual and also acquire a third language in school.

(v) Individuals who live in trilingual communities. (Hoffman (2001) as cited by Likou and Annastasia (2017).

In most South African high schools, the curriculum is offered in either English or Afrikaans As a result, most students who have sat for the National Certificate have done so in either Afrikaans or English., regardless of whether these two languages are their L1 or not. For most South Africans whose L1 is not English or Afrikaans, they then acquire these languages as either second or third languages for the purpose of obtaining an educational qualification.

Analysis of case studies also reveal that experience, in terms of dealing with similar cases on a regular basis, has an effect on directionality. The two interpreters with the least errors, indicated that they deal with similar cases and languages on a daily basis, and have, as a result developed the particular languages.

The data collected via questionnaires reveal that most court interpreters are not aware of interpreting strategies which can be used to enhance their interpreting output. Some of them mentioned coping techniques they already use, although they were not specifically trained in them.

5.2.2 Quality of interpreting

As the case studies in this study reveal, out of the eight multilingual interpreters recorded six are impacted by the effects of directionality whilst others are not.

In case study 2 the interpreter whose L1 is SiSwati managed to interpret into Setswana and produce good quality interpreting. This is the case as well with case study 4 where the interpreter had to interpret in three languages in one matter. However, in case study 3 it became evident that a lot of errors which included omissions and additions did take place as a direct consequence of directionality.

Since the three interpreters quoted above, have more or less the same years of experience in court interpreting, maybe the differentiating factor can be found in what Newmark (1988) asserted, that translating into one's language of habitual use is the only way you can translate naturally, accurately and with maximum effectiveness. The two interpreters who had fewer additions and omissions indicated that they dealt with such matters on a daily basis.

5. 2.3 Accuracy standard

In terms of the accuracy standard, the analysed case studies reveal that accuracy of interpreting is indeed impacted as a direct result of directionality. As De Jong (1991) correctly points out, the objective of court interpreting is to ensure accurate conveying of the target message from the source language. Accurate interpretation is of paramount importance in the legal courtroom. In order to ensure this, a complete transfer of both the propositional as well as affective content of the source language should be transferred into the target language, without omission or distortion. Out of eight case studies, the study revealed various examples of interpreting errors such as omissions and additions which have been discussed under the analysis chapter.

5.2.4 Competency standard

In terms of Section 6 (2) of the Magistrate's Act 1944 as amended, the Court is called upon to obtain services of a competent interpreter, if in a criminal case, evidence is

given in a language with which the accused is not sufficiently conversant in the opinion of the Court. According to Gonzalez et al (2012) an interpreter needs to be accurate, first and foremost. His execution must be a complete equivalence of the source language message in all respects of style, register, tone and intent. It must be complete, and not a mere summary thereof. It must be precise, without any editing. The interpreter must not be tempted to modify and improve seemingly unintelligible utterances. He may not add anything in order to embellish an apparently wanting utterance. He may not delete what he thinks is undesirable, nor may he omit what he regards as insignificant, because ``that one element, as inconsequential as it may seem, could be an important factor in discovering the truth" (Gonzalez et al, 2012).

The analysis of the case studies reveals that in some instances directionality has an effect on the competency standard expected from court interpreters. Six out of eight case studies in the current study revealed evidence of incompetency in interpreting skills in terms of errors such as additions and omissions which can be attributed to the impact of directionality.

5.2.5 Gile's effort model

In relation to directionality, Gile (2005) argues that contrary to simultaneous interpreters, consecutive interpreters work in two-phase cycles: in the first phase, the "listening phase", they listen to the speaker and take notes, and in the second, the "reformulation phase", they produce a target-language rendition of the speech while the speaker is waiting for them to finish before continuing his/her statement." (Gile, 2005)

During observation of court proceedings, the researcher did observe some of the court interpreters taking notes. However, it was noted that most interpreters only took notes at the beginning of the proceedings, for example when the prosecutor read the charges. Thereafter, they simply continued to interpret and no longer took any notes. It is possible that some of the errors such as omissions could be attributable to not taking notes. As indicated by Gile (1999), for interpretation to be as error free as

possible, the processing capacity available for each process should be enough to allow the interpreter to cope from the start, which is the listening stage up to the production stage where the actual interpreting takes place. Interpreters are required to have very good listening skills in order to be able to listen properly to the source language, which will enable them to deliver correct interpretation.

Some of the evidence where a number of omissions and or additions were observed, further revealed that interpreters dwelt more on one effort and failed to proceed timeously to the other effort which adversely affected the quality of the target text. This is in line with Gile's tightrope hypothesis, which states that interpreters tend to work towards the end of cognitive load which is close to saturation.

5.3 Conclusion

The researcher concurs with Vita (2014) that although working only into an interpreter's "A" language may be the best practice for interpreters, this is not always possible in real life situations. Most interpreting assignments always require an interpreter to interpret in the retour mode. This is particularly the case in South African court rooms, moreover in Gauteng Province which is a melting pot of different languages and cultures.

Analysis of the case studies proves what Perret (2013) as cited in Vita (2014) noted, that it might actually be easier for an interpreter to interpret into a "B" language, because an interpreter might have fewer linguistic options to choose from in the expression phase of interpreting. The evidence revealed that when interpreters interpreted into their "A" languages, they tended to have more additions in the interpreted version.

This confirms the view by Perret (2013) , that having too many options as one would have when expressing themselves in their native language, might actually work against an interpreter instead of enhancing their interpreting process.

5. 4. Recommendations

5. 4.1 Quality of interpreting

In order to improve and enhance the quality of interpreting for court interpreters, the Department of Justice and Constitutional Development (DOJ&CD) has to ensure that:

(i) Language proficiency and competency tests are administered during the recruitment of court interpreters.

(ii) These languages and competency tests should be on par with international standards.

(iii) First language speakers of identified languages need to be identified from more senior, experienced court interpreters to determine if the multilingual interpreter is truly competent in a particular language.

(iv) A proficiency and competency certificate should be issued to those court interpreters found to be successful after the completion of tests.

(v) Regular quality assurance should take place during court visits by management of court interpreters.

5.4.2 Training

(i) **Language enhancement**

Justice College, which is the main training provider for court interpreters currently offers functional training, however language enhancement is not part of their curriculum. Their training is mostly focused on legal concepts and their interpretation. It is recommended that DOJ&CD provides language enhancement training to court interpreters, offered by first language speakers. This training should be offered as a programme via Justice College or outsourced to accredited learning institutions. Regular in house training should also take place at cluster and court levels.

(ii) **Interpreting strategies**

The research reveals that most court interpreters have not been properly trained with regards to strategies to use when faced with an interpreting dilemma. Kalina (2000) defines strategy as a process adopted to find a solution to a problem. It is very important that court interpreters are equipped with knowledge of what to do as well as how to handle frequent challenges that arise in the course of their interpreting duties. Once an interpreter is able to apply interpreting strategies automatically, the cognitive load of the interpreter is reduced and the processing capacity is enhanced. This in turn improves the output from the source to the target language.

(iii) **Note taking**

The most effective strategy in consecutive interpreting, under which legal / court interpreting falls is note taking. Note taking is a very important skill to be developed by all interpreters in order to improve their interpreting skills. During observation it became evident that this strategy is not applied correctly, hence material errors occurred in the interpreting output. It is furthermore recommended that note taking be factored in, in the development of the interpreter's curriculum both at Justice College as well as for in house training.

5.4. Further Research

Most of the research in interpreting has mainly focused on simultaneous and conference interpreting. Furthermore, most of the research pertaining to interpreting has been done in European countries. As a result, most literature on the topic of directionality is based on European languages. This makes it difficult to compare them with indigenous South African case studies, due to the differences in language structures. South Africa is still lagging behind, especially with research specifically aimed at court interpreting. Due to the above stated reasons, the researcher concurs with Gile (2005) that it is important that more research be conducted in order to investigate the issue of directionality further in depth, with the purpose of developing

appropriate training strategies to remedy weaknesses occurring when working from and into “B” languages and further.

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Department:
Justice and Constitutional Development
REPUBLIC OF SOUTH AFRICA

BRANCH:	REGIONAL OFFICE COURT OPERATIONS		
Tel:	011 332 9142	Fax:	086 621 8845

INTERNAL MEMO

DATE:	**01/07/2020**	**FILE NR:**	**1/1**
TO:	**Mr. T. Ramathikhithi Acting Regional Head Gauteng Region**		**Ms. P. Nkasa**
CC	**Mr. D. Makhani Acting Director: Court Operations**		
SUBJECT:	**REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN LOWER COURTS WITHIN JOHANNESBURG CLUSTER**		

1. PURPOSE

1.1 The purpose is to request permission from Acting Regional Head to conduct research in lower courts within the Johannesburg Cluster.

2. MOTIVATION / BACKGROUND

2.1 I am an employee of the Department of Justice and Constitutional Development currently enrolled as a Master's degree student at Wits University with student number: 9813491M.

2.2 I wish to conduct research for my Master's Degree which involves legal interpreting.

2.3 This study will be conducted under the supervision of Ms. Natasha Parkins-Maliko from the Faculty of Humanities, Wits University.

2.4. My research paper is entitled "Legal Interpreting - A qualitative investigation of the effects of directionality on multilingual court interpreters".

2.5 The objective of the study is to research the effects of directionality on the quality of interpretation produced by multilingual court interpreters.

2.6 I therefore request Acting Regional Head to grant me permission to conduct court visits within the lower courts within the Johannesburg Cluster in order to observe proceedings and to interview court interpreters.

2.7. The identified courts are Johannesburg, Booysens and Hillbrow lower courts.

2.8 Upon completion of the research, I undertake to provide the Department of Justice and Constitutional Development with a bound copy of the dissertation.

3. RECOMMENDATION

3.1 It is recommended that Acting Regional Head grant permission to conduct research in the in lower courts within Johannesburg Cluster

P. NKASA

MS. P. NKASA 01/07/2020

RECOMMENDATION: RECOMMENDED / ~~NOT RECOMMENDED~~

MR D. MAKHANI 2/07/2020

ACTING DIRECTOR: COURT OPERATIONS

RECOMMENDATION: APPROVED / ~~NOT APPROVED~~

MR. T. RAMATHIKHITHI
ACTING REGIONAL HEAD

GAUTENG REGION

ANNEXURE B:

PARTICIPANT INFORMATION SHEET





Participant Information Sheet **January 2021**

Research Protocol Number: SLLM-M21-01

Dear Participant,

My name is Phumzile Nkasa and I am a Masters student in Translation and Interpreting Studies at the University of the Witwatersrand, Johannesburg. As part of my studies I have to undertake a research project, and I am investigating **"Legal Interpreting - A qualitative investigation of the effects of directionality on multilingual court interpreters"** under the supervision of Ms. Natasha Parkins-Maliko. The aims of this research project are to find out the following:

- How does directionality affect the quality of interpreting produced by multilingual court interpreters?
- Are there any interpreting errors, such as additions, omissions, embellishments and distortions of original message that occur as a result of directionality?
- What interpreting strategies do multilingual court interpreters use to mitigate the load on effort categories during multilingual interpreting?

As part of this research project I hereby invite you to participate in this research study. This will entail you being observed by the researcher during court proceedings whilst you are involved in interpreting. The proceedings will be audio recorded with your permission. Thereafter, the researcher will interview you regarding her observations. The interview will take place via an online platform such as Zoom and MS Teams.

Your identity as a participant will remain anonymous and will not be shared with other parties outside of the research. Furthermore, your identity will not be revealed in the research report findings. At no stage will your name or any identifying information be revealed. The information you will provide will be kept safe in a password protected computer, with only the researcher having access to it.

There are no anticipated risks of being harmed during this research. Please take note that your participation in this research is completely voluntary and that you are free to withdraw from participation at any stage during the duration of the research. You also have a right to choose not to answer any questions at any stage during the course of the research, whenever you so wish.

You will not be compensated for your participation in this study, whether in monetary terms or otherwise. There will also be no direct or indirect benefits for participating in the study. The information you provide may be used anonymously for academic purposes after this project has been concluded. Should you require any information or wish to have a copy of the findings of this research please contact Ms. Phumzile Nkasa at 011 332 9142 / 060 965 4008 or via e-mail at 9813491M@students.wits.ac.za

If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical) Tel:+27 717 1408 Email:hrecnon-medical@wits.ac.za

Yours sincerely,

Researcher: Phumzile Nkasa

E-mail:9813491M@students.wits.ac.za Tel:+11 332 9142

Supervisor: Ms. Natasha Parkins-Maliko Email: Natasha.Parkins-Maliko@wits.ac.za

ANNEXURE C:

COPY OF RESEARCH PARTICIPANT CONSENT FORM

Participant Consent Form

Title of Project: Legal Interpreting - A qualitative investigation of the effects of directionality on multilingual court interpreters

Name of Researcher: Phumzile Nkasa

I, ----------hereby agrees to participate in this research project. The research project has been explained to me and I understand what my participation will involve. I agree to the following:

I agree that my participation will remain anonymous.

Yes No

I agree that the researcher may use anonymous quotes in her research report

Yes No

I agree that the interview may be audio recorded

Yes No

I agree that the information I provide may be used anonymously after this project has ended for further research and other academic purposes.

Yes No

I agree that the information I provide will be kept confidential except for it being used anonymously for further research and other academic purposes.

Yes No

I agree that my participation will remain anonymous to the public and in all publications.

Yes No

_____ _____ _____

Name of Participant Signature Date

_____ _____

_____

Name of Researcher Signature

Date: Date:

ANNEXURE D:

INTERVIEW GUIDE

SECTION A: PERSONAL PARTICULARS

Rank: _____

Years of experience: _____

First Language:_____

Other languages in which you are competent_:_____

SECTION B:

INTERVIEW

1. How would you define "directionality" and "bi-directionality" in terms of interpreting?
2. Are you equally competent in English, isiZulu and Sesotho when you render interpreting services? Please explain why.
3. According to you, which language are you most comfortable interpreting **"from"**? Please explain why.
4. Which language are you most comfortable interpreting **"into"**? Please explain why.
5. What would you say is your best language combination in terms of English/Zulu/Sesotho? Please give reasons for your choice.
6. In which language combination do you experience the most difficulty? During which stage of the interpreting process do you experience such difficulty?
7. Have you ever been confronted with a situation where you did not have the correct word / equivalent of a word you had to interpret, which was as a result of either your B or C language combination and how did you deal with such?
8. In terms of interpreting into either your first, second or third language, when are you most likely to have more additions, omissions or clarifications during your interpreting process.
9. Which interpreting strategies do you generally use during the performance of your duty as a court interpreter?
10. In terms of the strategies you have indicated above, do you use them equally in Zulu/Sesotho and English language combination during interpreting in or do you use different strategies depending on whether you are interpreting into/from your first, second or third language. Please elaborate.
11. Do you agree or disagree that interpreting into your first language is the only way you can interpret accurately and with maximum effectiveness? Please explain why.
12. If you had a choice, would you choose to interpret into your first language only, or would you choose to interpret from and into your first, second and third language and vice versa? Please provide reasons for your choice.

THANK YOU FOR YOUR PARTICIPATION

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