ALIGNING SIMULTANEOUS INTERPRETERS' TRAINING WITH THE SOUTH AFRICAN TRANSLATORS' INSTITUTE'S REQUIREMENTS

by

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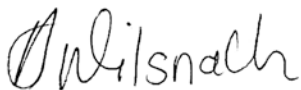Co-supervisor: Mrs X. Jansen van Vuuren

UNIVERSITY OF THE FREE STATE

January 2020

DECLARATION

I, D. Wilsnach, declare that the thesis, **ALIGNING SIMULTANEOUS INTERPRETERS' TRAINING WITH THE SOUTH AFRICAN TRANSLATORS' INSTITUTE'S REQUIREMENTS** submitted for the qualification of MA (HES) at the University of the Free State is my own independent work.

All the references that I have used have been indicated and acknowledged by means of complete references.

I furthermore declare that this work has not previously been submitted by me at another university or faculty for the purpose of obtaining a qualification.
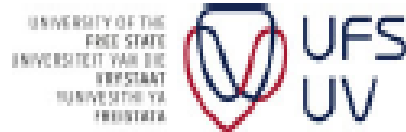
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ETHICS STATEMENT

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TO WHOM IT MAY CONCERN

Herewith I, Cornelia Geldenhuys (ID 521114 0083 088) declare that I am a qualified, accredited language practitioner and that I have edited the final version of the following master's dissertation:

ALIGNING SIMULTANEOUS INTERPRETERS' TRAINING WITH THE SOUTH AFRICAN TRANSLATORS INSTITUTE'S REQUIREMENTS

by

Debbie Wilsnach

All changes were indicated by track changes and comments for the author to verify, clarify aspects that are unclear and finalise.

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ABSTRACT

In a globalised and linguistically diverse world, simultaneous interpreting (SI) has become increasingly important. Similarly, in the field of higher education (HE), a high premium is placed on the accuracy of information that multi-lingual and multi-cultural students and academics receive. Therefore, the competence and skill of simultaneous interpreters have become of high priority in the fields of linguistics and HE. In addition, the South African Translators' Institute (SATI) has set the standard for regulating the qualities and traits of a professional accomplished simultaneous interpreter. Consequently, the study was executed to establish whether there is alignment between HE SI training and SATI's requirements for accredited interpreters.

A literature study on SI within the HE context delineating the construct, clarifying concepts and contextualising it within the framework of language practice and translation. A discussion of the process highlighted the practical procedure, challenges of SI and the training thereof.

In this qualitative, HE case study a purposeful sample of nine HEIs trainers and SATI board members was conducted to gather data from two qualitative questionnaires during 2017-2019. The main findings of this study indicated that there is partial alignment between SA HEIs' syllabi (with the UFS as an example) and SATI's requirements for quality SI (see Table 3.1). The SI participants' experiences and perceptions confirmed the training methods and outcomes and assessment criteria stressed in the literature review perspectives regarding SI training. The sample was small, for this reason the data of the study cannot be generalised. One of the recommendations that emanate from this study includes that the 16 identified learning outcomes could serve as a basis for SI HE trainers, e.g. teaching methods, integration of academic studies, theory and practice and appropriate learning material. The integration of these materials and methods could assist SI trainers and benefit students. Although the alignment between SI training and SATI's requirements was partial, it confirmed that necessity of quality SI training in order to ensure that simultaneous interpreters deliver high-quality work and remain in demand. SATI's

requirements for accreditation remains important for SI practitioners which provided the simultaneous interpreter with more opportunities and legitimate credentials in future.

Keywords

Higher education, aligning simultaneous interpreters' training, South African Translators' Institute requirements.

DEDICATION

To my father Pierre Honiball, my mother Marianne Viljoen, my husband Zane Wilsnach, and my brothers Pieter Honiball and Jan Viljoen with love and gratitude.

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LIST OF ACRONYMS

APS	Admission Point Scale
AIIC	Association Internationale des Interprètes de Conférence (International Organisation of Conference Interpreters)
BA	Bachelor of Arts
BEd	Bachelor of Education
EIS	Educational Interpreting Services
HE	Higher Education
HEIs	Higher Education institutions
NWU	North-West University
RSA	Republic of South Africa
SALPC	South African Language Practitioners' Council
SASL	South African Sign Language
SI	Simultaneous Interpreting
SL	Source Language
SA	South Africa
SATI	South African Translator's Institute
TL	Target Language
UN	United Nations

CHAPTER 1
OVERVIEW OF THE STUDY

1.1   INTRODUCTION AND BACKGROUND OF THE STUDY

As the world is becoming more globalised within the multi-lingual context, simultaneous interpreting (SI) is gaining importance (Chabasse & Kader 2014:19). The increase in migration calls for a world accepting of transculturality. Transculturality becomes vital as there is a consequent demand for quality professional interpreters. This demand is growing, because interpreting and translation practices "become subject to performance evaluations". These evaluations of quality are the same as those applied to the quality of products and services rendered to the public (Moser-Mercer 1996:44). Even within the Higher Education (HE) context SI today is used in lectures, meetings and conferences (Chabasse & Kader 2014:19). SI within HE will encompass the term Educational Interpreting (EI) in this study.

However, the SI practice within the South African HE context was unregulated in the past. Therefore, it is important to take note of the publication of the South African Language Practitioners' Council Bill (RSA 2014). This bill not only emphasises quality assurance within the language profession, but also the recognition of "accreditation of voluntary associations" (see 3.3). This argument is emphasised in the following section where the focus is on the growing importance of quality SI in a global context as well as definitions that elucidate the nature of SI.

In brief, Setton (1999:1) defines SI as an instant and rapid form of translation that requires overlapping listening and speaking from the interpreter. For the purpose of this study, Pöchhacker's definition serves as the basis (see detail in 1.9.1).

SI is a very demanding profession, since the interpreter has to listen, process (from the source language [SL], for example Afrikaans, into the target language [TL], for example English), and reproduce the information with only a very short distance behind the speaker (i.e. *décalage/*lag time/following distance). Regarding this

demanding nature of SI, Lotriet (1997:52) states, "The truth is that an interpreter needs a far more complex set of skills and abilities than those involved in merely 'knowing' a few languages". Consequently, the selection, and especially the training of simultaneous interpreters was of key importance, because any information provided by the interpreter that is not true to the original content is lost to the listener. Furthermore, in failing to transmit accurately, the interpreter is unfaithful to the ethics and aims of the profession. Therefore, accuracy, clarity and coherence are vital requirements for SI practitioners, and one way of regulating this is via certification of interpreting. This is a relatively recent trend in the interpreting profession, but one that is "rapidly gaining favour as a quality assurance mechanism for the users of interpreting services" (Mikkelson 2013:66). Certification of language practitioners is often optional, as is the case with the South African Translators' Institute (SATI 2007a) (see 3.3). With the publication of policy documents (the South African Language Practitioner's Council Bill [RSA 2014] and The South African Language Practitioners Council Act [RSA 2014]), South African language practitioners are now also confronted by quality demands.

In brief, having discussed the growing global need for quality SI, a definition of SI and the complex nature of the occupation, the importance and mechanisms of the South African Translators' Institute (SATI 2007b) were explored to provide a broader perspective on the requirements for the professional SI (see 3.4.2). In South Africa (SA), the South African Translators' Institute (SATI) is currently the highest body of standardisation for SI practitioners, with specific professional and ethical codes that emphasise the following:

- Clarity of thought and expression

- Accuracy and coherence of the message

- Knowledge of the TL; that is, the language into which the interpreter works, including vocabulary and register

- Knowledge of TL grammar, idiom and purity

- Skill regarding interpreting technique (SATI 2007: online).

In addition, from a quality assurance and policy viewpoint, it had become paramount in the HE context to establish whether current SI training (i.e. theoretical and practical training) of language practitioners was aligned with SATI's requirements which was also the focus of this study (see 1.2).

1.2   RESEARCH FOCUS

The focus of this study was to determine whether the training of simultaneous interpreters provided at South African HE was aligned with SATI's requirements, and how possible shortcomings of SI practices could be addressed. The motivation for this study is as follows:

- A SI practitioner requires a far more complex set of skills and abilities than merely "knowing' a few languages" (Lotriet 1997:52); and

- Accuracy, clarity and coherence are vital requirements for SI practices (Gao 2011:1).

1.3   DISCIPLINARY, PARADIGMATIC AND THEORETICAL FRAMEWORK OF THE STUDY

This HE study is demarcated in two of Tight's (2012:49) categories/themes, namely "teaching and learning" and "academic work" (see also 4.4). Therefore, this is typical HE study.

The paradigmatic point of departure is the interpretive research paradigm (see also 4.5.1). This study applied the interpretivist paradigm through the consideration of respondents' experiences and perceptions of the alignment of SI with SATI's requirements for trained simultaneous interpreters. In addition, the interpretivist paradigm forms part of qualitative research methodology (Tubey, Rotich & Bengat 2015:226) (see 4.3) and has its origins in Hermeneutics and Phenomenology (Mack 2010:7).

This qualitative, single bounded case study (see 4.5.2.1) into SI training in the HE context was conducted from a social constructivist world view; where the participants' experiences portrayed their active role in constructing reality (McMillan & Schumacher 2014). Therefore, "reality" in this study referred to the experiences and perceptions of SA HE academics and SATI experts regarding the alignment of SI training with SATI requirements. The approach included firstly the administration of a self-constructed qualitative questionnaire (with limited quantitative elements), which provided the researcher with the opportunity to acquire multiple perspectives about the matter under investigation (see Appendix C). In order to address the gaps in this questionnaire, a follow-up qualitative questionnaire (see Appendix D) was conducted.

Furthermore, several theories of SI have been developed, but Gile's tightrope hypothesis which is derived from the three components of his Effort models will guide this study (see 2.7.1). This theory was considered as the most important, because it explains the practical application of the skills and competencies of SI. Giles further explains why the SI process is so exhausting, how to save own energy and avoid what he calls "saturation". Giles takes the mystery out of SI by dividing the activity into three logical 'efforts'/processes (see more detail in 2.8.1).

1.4   RESEARCH QUESTIONS

The primary question formulated for this study is:

In which way is South African SI training aligned with SATI's requirements?

Based on the above-mentioned, the following secondary questions were formulated:

1.4.1 What current perspectives on SI training and SATI's requirements are reported in local, national and international literature?

1.4.2 What outcomes do academics require of the training of SI?

1.4.3 What does SATI require from a qualified simultaneous interpreter?

1.4.4 How do HE academics experience and perceive the alignment of SI training with SATI's requirements?

1.4.5 What are the proposed guidelines for SI training in higher education, based on SATI's requirements?

1.5 RESEARCH AIM AND OBJECTIVES

The aim of this study was to explore the experiences and perceptions of HE academics and SATI experts in terms of the alignment of training of simultaneous interpreters with SATI's requirements, and to determine how possible shortcomings of SI practices could be addressed.

The following objectives were formulated for this study:

1.5.1 Provide an overview of the existing literature of the training of simultaneous interpreters in the HE context and the current requirements of SATI.

1.5.2 Determine South African HE academics' and SATI experts' experiences and perceptions of the alignment of SI training, based on SATI's requirements, via a literature review, and two qualitative questionnaires.

1.5.3 Develop guidelines for SI training at South African HEIs based on SATI's requirements.

1.6 RESEARCH DESIGN AND METHODOLOGY

The single case study research design (McMillan & Schumacher 2014) (see 1.6.2, 4.5.3) was applied in this qualitative HE study. It provided an in-depth exploration of a "bounded system" (see 4.5.3.1) (McMillan & Schumacher 2014; McMillan & Schumacher 2006:26), as well as examined and provided rich, detailed descriptions and understanding by South African Higher Education academics and SATI experts regarding the alignment of SI training with SATI requirements during 2017-2019. This qualitative investigation covered both SI training phenomenon and the SAHE context within which it occurred.

1.6.1 Data collection

This research employed mainly the following three qualitative methods of data collection:

- Literature review, which served as basis for developing research instruments for this study (see Chapters 2 and 3);

- Administration of a qualitative questionnaire survey and follow-up questionnaires to a point of saturation (see 4.6). Both these instruments targeted HE academics from case study universities, and selected members of SATI's board of experts.

1.6.2 Selection of research participants

The population of this study consisted of information-rich language practitioners from a selection of South Africa's 26 Public HEIs involved in SI training, and members from SATI's board of experts. Purposeful sampling was utilised in this study, with the central phenomenon the alignment of SI training with SATI requirements (Creswell 2013:206). The researcher selected participants who were information rich, that is, who could best help to understand SI practices. Maximum variation with regard to gender, race and home language was considered in the sampling (see 4.5.2). Additionally the inclusion criteria include SI academics from universities and SATI members, who had at least six months SI experience themselves. Then all relevant participants from 26 SA Public Universities and all SATI members were approached to participate in this study. Eventually the sample consisted of nine participants (i.e. three participants from the University of the Free State (UFS), one participant from Stellenbosch University and five SATI members).

1.6.3 Data analysis, interpretation and reporting

Qualitative data are collected first and then synthesised inductively to formulate generalisations (McMillan & Schumacher 2014). Thus, the focus is on inductive reasoning. For example, through a systematic process the qualitative researcher in

this study created a picture from the SI training and SATI requirements information obtained (see more detail in 4.7). Next, Babbie's (2010) thematic content analysis was applied to analyse qualitative data from the qualitative questionnaires and then reported (see 1.6.3), "thus not imposed by the researcher" (Dawson 2009:119).

1.7   THE INTENDED VALUE OF THE RESEARCH

The intended value of the research was to determine whether the guidelines SATI prescribes for practicing quality simultaneous interpreters were aligned with the training that interpreters receive at South African higher education institutions (HEIs). The research contributed to the field of interpreter training by providing guidelines for the training of simultaneous interpreters within the SA HE context (see 6.1).

1.8   ETHICAL CONSIDERATIONS

The research adhered to the UFS's Ethical Clearance Guidelines and procedures (Ethical clearance number UFS-HSD 2016/1136) (see Appendices A & B), specifically with regard the following principles:

- Anonymity of all informants was ensured: no reference was made to the participants by name and pseudonyms were used during data collection and in the final research report.

- Informed written consent forms were signed by all participants (see Appendix C).

- Voluntary participation: participants were provided with an opportunity to withdraw from participation in the study if they wished to do so at any time.

- No harm was caused to participants, whether physical or psychological, as a result of their participation.

- Confidentiality was ensured, and data and documents were secured by access codes and passwords.

- Before any data were collected, institutional approval was obtained to conduct the research study from the office Head of the Department of Sign Language (see Appendix E) who presents the same primary training and methods as that of spoken language interpreting.

1.9   CONCEPT CLARIFICATION

The following terms needed clarification because of the particular interpretation in the context of the study (see 2.2) and to inform the reader of concepts and definitions.

1.9.1   Simultaneous interpreting (SI)

Pöchhacker (2004:11) defines SI as "a form of translation in which a first and final rendition in another language is produced based on a one-time presentation of an utterance in a source language" (this definition served as the basis of this study). Pöchhacker provides another definition of SI in stating that: Broadly speaking, simultaneous interpreting (SI) is the mode of interpreting in which the interpreter renders the speech as it is being delivered by a speaker into another language (Pöchhacker 2015:382).

Although SI and translation have many aspects in common, one of the distinguishing characteristics of SI is immediacy, where interpreting is performed "here and now" (Pöchhacker 2004:10). Therefore, poor SI performance is detrimental to the users of the service and to the reputation of the profession. For example, if no information is repeated, the simultaneous interpreter loses information, which cannot be retrieved. For this study translation is viewed as the umbrella term, thus including interpreting.

1.9.2   South African Translator's Institute (SATI)

According to the South African Translators' Institute website (2019: online), the South African Translators Institute is a professional association that looks after the interests of translation, interpreting and other language professions (see full details in 3.1 & 3.3).

1.9.2.1 Source Language (SL)

Gilllies (2013:266) describes the Source Language (SL) as "the language from which you are translating/interpreting".

1.9.2.2 Target Language (TL)

In another definition of TL, Gillies (2013:266) defines it as "The language into which you are translating/interpreting."

1.9.3 Alignment

In the context of education, alignment can be broadly defined as the degree to which the components of an education system – such as standards, curricula, assessments, and instruction – work together to achieve desired goals (Ananda 2003:8; Webb 1997a:8). Most recently, alignment studies examine the degree to which standards and assessment address the same content (Webb 1997b; Webb 1999). In the context of this study alignment (see 3.6) refers to the alignment of SI literature (skills/aptitude), and the UFS language practice curricula's outcomes (case study) with SATI requirements (as measuring tool).

1.10 LAYOUT OF CHAPTERS

This research study was divided into the following five chapters:

- The first chapter introduced and gave an outline of the research problem, namely: in which way is South African SI training aligned with SATI's requirements.

- Chapter 2 reviews literature on the holistic view of training qualified simultaneous interpreters within the HE context.

- Chapter 3 provides an overview of SATI's requirements for qualified simultaneous interpreters and alignment with HEIs SI training of qualified interpreters.

- Chapter 4 discusses this study's case study research design and methodology.

- Chapter 5 constitutes the conclusions, implications and future research.

1.11 SUMMATIVE COMMENTS

Chapter 1 provided the introduction and background of the study that informed the reader about SI that is gaining more prominence, and the resulting reasons for more quality assurance demands in SI. The chapter then shed light on a definition of SI and the multiple demands of the SI profession. Additional discussions of SATI formed part of the chore of Chapter 1, by providing certain requirements of quality in the SI profession.

The research focus was then elucidated. This single case study applied two qualitative research questionnaires (see Appendix B) to obtain data on SI training from a social constructivist world view and interpretivist paradigm. Then the research aim and objectives (see 1.5) were formulated to answer the six stated research questions (see 1.4).

Chapter 2 provides the theoretical background on training of qualified simultaneous interpreters within the HE context.

CHAPTER 2:
TRAINING OF QUALIFIED SIMULTANEOUS INTERPRETERS WITHIN THE HIGHER EDUCATION CONTEXT

2.1 INTRODUCTION AND OVERVIEW OF THE CHAPTER

The practice of SI has become very important in an increasingly globalised world (see 1.1). HEIs in SA are in special need of this form of linguistic communication because of the intercultural and multilingual nature and character of South African HEIs (Nudelman 2015:1).

SI often happens in booths, but it can also happen outside a booth, as is the case with educational interpreting. An example of this SI practice is the North-West University (NWU), which provides for students' varying language needs by means of educational interpreting services. Educational interpreting (EI) was used in this study. Afrikaans and English are the main languages of instruction at the NWU, but they strive to make HE accessible through educational interpreting services (EIS) (NWU:online). While Afrikaans was the language of instruction at the Potchefstroom Campus, English interpreting was used in many of the courses and Setswana interpreting was also provided for some of the Bachelor of Education programmes. On the Vaal Triangle and Mafikeng Campuses, educational interpreting (in simultaneous mode) was rendered in a limited availability (NWU: n.d. online). Other universities such as the UFS and Stellenbosch University provided a SI service.

SI has many facets and this chapter will conceptualise SI and elucidate the theoretical basis of SI and the contexts wherein it takes place (see 2.2). In addition, SI is contextualised within the categories of language practice functions, as well as the modes and settings of SI are explained (see 2.2.2). Special attention is paid to the practical execution of an interpreting session in order to understand SI in settings such as classrooms, courts, parliaments and legislature in SA (see 2.3). One must understand the individual steps of the process of SI, because these steps explain the cognitive and mental skills involved in the process of SI (see 2.5) Following this discussion, theoretical perspectives on the training of qualified simultaneous

interpreters within the HE context will be outlined (see 2.6–2.8). This will be done through a critical review of international and national literature of SI theory and training (see 2.6.3–2.8). This literature clarifies the SI concept as well as SI training-related literature, which will form the theoretical foundation of the problem statement (see 1.3) and overarching aim (see 1.5) of the study. SI in HEIs (see 2.3.1) will next be discussed, followed by the challenges that simultaneous interpreters face (see 2.4). Etiquette in SI is then postulated (see 2.5.4.1), followed by training in SI (see 2.6) and a model of SI (see 2.7.1). The last point of discussion is quality in SI (see 2.8)

2.2   CONCEPTUALISING LANGUAGE PRACTICE, WITH SPECIAL EMPHASIS ON SIMMUTANEOUS INTERPRETING (SI)

SI falls under the wider term of language practice (i.e. aimed at interlingual communication) and aims at facilitating communication: speakers of different languages, and who are not conversant in one another languages use simultaneous interpreters to cross this language barriers. Furthermore, interpreting is separated in two diverse modalities, which will now be discussed.

2.2.1 Two interpreting modes

Interpreting in turn is divided into two distinct modes, namely SI and consecutive interpreting, and these modes of interpreting take place in similar or different settings.

2.2.1.1 Simultaneous interpreting (SI)

Cheung (2013:25) provides the following definition of SI "… serves a functional purpose, facilitating communication between users of different languages." In qualitative terms, Moser-Mercer (1996:44) considers that the goal of SI is to provide "a complete and accurate rendition of the original". Since the receiving-translation-rendering action is done within the same time span, this form of interpreting is called simultaneous. This was also confirmed by Haddad (2008:33) who posits that during SI the simultaneous interpreter speaks at the same time (simultaneously) as the speaker of the original text. S/he listens to the message that is delivered and translates

it verbally into the TL. At the same time the simultaneous interpreter listens to the message that is spoken in the SL.

Pöchhacker (2004:10) confirmed this when defining SI as "a form of translation in which a first and final rendition in another language is produced on the basis of a one-time presentation of an utterance in a source language". Angelelili (2019:574) states that any kind of interpreting can be described as a bilingual communicative activity which is mediated by the interpreter. Communication takes place within the same time span which distinguishes it from other linguistic communication. Chen and Dong (2010:1) postulate that a simultaneous interpreter is someone who interprets for another person in another language while the speaker speaks without stopping. The authors proceed to say that interpreting is an "unusually demanding and complex activity" and that it requires a lot of concentration.

These descriptions, although formulated differently, have one common theme, namely that a comprehensible verbal message is transferred between a speaker and a listener by means of an interpreter. The reason for this is because the listener and the speaker are often unable to communicate fluently without the help of the interpreter. In addition, the similarities of these definitions indicate that the facilitation of communication takes place concurrently between the speaker and the listener. The focus of these definitions is on two aspects, namely:

- The interpreter is an intermediary between speakers and listeners of different languages; and

- The process of SI happens concurrently with listening and speaking (Christoffels & De Groot 2004:227).

SI is performed, amongst others, in the HE sector by making use of equipment. An example of this kind of SI is at Stellenbosch University where SI is used in classes and in certain official meetings and meetings of student bodies (Booysen 2015:77).

In addition, the following types of SI are distinguished in interpreting practice:

- *Whispered interpreting (Chuchotage)*

Whispered interpreting has two applications: in the presence of an audience using equipment or standing next to a group or person without equipment (i.e. a meeting). Literature (Pöchhacker 2004:19) elucidates that whispered interpreting (also known as *chuchotage* in French) is actually not performed by whispering, but by speaking in a low voice (*sotto voce*). Whispered interpreting is normally done by using portable transmission equipment, which consists of a microphone, headset and receivers – the same equipment that is used for guided tours (Inter Star Translators 2017:1 of 2). Whispered interpreting is delivered in the simultaneous mode. To elucidate the concept 'mode', Angelelini (2019:153) states that:

> *The proposed typology of interpreter-mediated events adopts a prototype rather than a taxonomic approach to the data and attempts to categorize such events in terms of two broad parameters: mode of delivery, including the use or non-use of ancillary equipment, and elements of the communicative system, namely the primary and secondary participants, topic, type of text, spatial and temporal specificities and the nature of the goal pursued by participants. These parameters are particularly important in determining the degree of culture specificity of an event, which has direct bearing on the role and status of interpreters in different types of interpreters.*

- *Relay interpreting*

The term 'relay interpreting' falls under the 'constellations of interaction' and is used in setups where interpreters do not speak all the target languages and have to rely on other interpreters who speak less common target languages, or languages that are rare in the region to get the message across (Accredited Language Services n.d.:1). According to the researcher's work experience, in the Free State Legislator the floor language can be Sesotho, which is not spoken by the English/Afrikaans interpreters. The Sesotho interpreters then relay the message into English, while the English/Afrikaans interpreters produce the message in Afrikaans.

2.2.1.2 Consecutive interpreting

The two main forms or categories of interpreting that are often confused are simultaneous and consecutive interpreting. Simultaneous interpreters deliver the message into the TL at the same time as it (the message) is produced, while consecutive interpreters wait for a speaker to finish presenting the message before they start delivering the message in the TL (Lionbridge 2012:2).

During consecutive interpreting the speaker stops frequently, typically at the end of a paragraph or topic, which may be everyone to five minutes, to allow the interpreter to render the content of the discussion in the TL (Lionbridge 2012:2). While the interpreter is often removed from the target audience by means of technology during SI, during consecutive interpreting, the speaker and the interpreter sit in close proximity, and the interpreter listens and takes notes throughout the process (Lionbridge 2012:2). Mikan (n.d:6) explains that the consecutive interpreter translates short utterances, and also normally takes notes of the speech. For example, court interpreting in consecutive mode is performed where many court participants from more than one country, speaking various foreign languages are involved in the judicial process. Although an explanation of consecutive interpreting is provided, the focus of this study is SI. Additionally, the different modes of consecutive interpreting will be put forward to illustrate when the various forms of interpreting are used.

- Liaison interpreting

Liaison interpreting (consecutive mode) involves an interpreter rendering the content of the conversation, presented in a SL, in a TL while the conversation is taking place. This mode is used during small, informal settings, such as meetings (Lionbridge 2012:2). Haddad further elucidates this definition by quoting Zahner (in Haddad 2008:33) that in liaison interpreting, interpreters are required to immediately translate "each speaker's contribution in a conversation, discussion or similar exchange between two or more individuals speaking different languages". Therefore, the liaison

interpreter performs his/her duties as intermediary in the following settings (Hatim & Mason 2005:1/1), namely:

- Informal discussions

- Formal discussion

- Interview/question-answer

Finally, Haddad (2008:33) proceeds by saying that interpreters work back and forth between languages in this mode.

- *Court interpreting*

During court interpreting the consecutive mode is used. The interpreter interprets from the SL into the TL and vice versa, while waiting for the different parties to complete their messages or questions (Stern 2011). According to Pöchhacker (2015:91) Courtroom interpreting resorts under legal interpreting Courtroom interpreting, as a specific domain of legal interpreting takes place where one or more participant has a limited or non-existing knowledge of the court language or due to speech or hearing impairments. In these cases, interpreting services are needed in "oral judicial proceedings in order to overcome difficulties in communication" (Pöchhacker 2015: 91).

2.3   THE HISTORY OF SI AND ITS ROLE WORLDWIDE

Interpreters have always been necessary, not only for bridging communication between individuals from multilingual and highly advanced civilizations, but also in brokering the social differences among them (Angelelli 2004: 24). According to Day translations (online), the practice in ancient times when conquering of nations by means of warfare was to find a slave of the conquered nation that could speak or understand the language of the victors and use them as interpreters.

In modern times SI is used in many organisations as a form of linguistic support. It is used in political conferences, i.e., United Nations General Assembly. The business

sector uses SI in settings such as multilingual corporations, symposiums and the academic sector uses SI in international medical conferences. The increasing importance of SI in academic setting in South Africa, Belgium and Canada is ever developing.

It is evident that SI has been employed for centuries, by people all over the world, from different language groups and cultures, who need to communicate with each other. Thus, the need for SI as an advanced skill is expanding throughout the world.

2.4 THE PRACTICAL PROCEDURE OF SIMULTANEOUS INTERPRETING (SI)

For SI a booth is required (either fixed or mobile), and it must comply with certain standards, namely possess acoustic isolation, have certain dimensions and good air quality, be accessible and be furnished with appropriate equipment such as headphones and microphones (Baker 2008:3). Baker (2008:3) further posits in that the simultaneous interpreter works with at least one colleague. Therefore, the process of professional SI entails that two interpreters work together and take turns every 20 minutes. The speaker in the meeting room speaks into a microphone; the simultaneous interpreter hears the sound through a headset, converts the message and presents it into a microphone, virtually simultaneously (Baker 2008:4). The process is completed when a delegate in the meeting room chooses an appropriate channel in order to hear the interpretation in the language of his/her choice.

2.4.1 Simultaneous interpreting (SI) in HEIs

Educational (classroom) interpreting is done at some schools, but also at universities where the language policy provides for the use of two languages of instruction (see 2.1). Literature confirms that during educational interpreting the interpreters also work in pairs (Schmiel 2008:261) and, as is the case with SI in other settings, they make an arrangement in terms of how long each one's turn will last (a 50-minute class is ideally divided into 25-minute turns). Ideally, the interpreters obtain lecture material and prepare terminology lists before classes, but material is not always available for

preparation (see 2.6.2). It is widely acknowledged by interpreters that they work better if they can prepare for assignments (DÍaz-Galaz, Padilla & Bajo 2015:19).

The researcher has learned that in the HE context SI takes place in a variety of settings, among which meetings (departments, boards, alumni groups and councils), lectures, workshops and conferences. According to the researcher, some disruption takes place due to the fact that some of the interpreting happens outside booths in classrooms on campus, and it becomes necessary to carry, distribute and collect equipment during and after sessions, sometimes within the 10-minute break before the next class. For educational interpreting in the simultaneous mode, portable Sennheiser whisper interpreting equipment is generally used. Interpreters sit among the students while whispering very softly into the microphone without disturbing the classroom dynamic (Verhoef & Blaauw in Lesch 2009:9). Blaauw (2008:303) puts forward that the Sennheiser equipment was a good alternative to installing fixed equipment in all the lecturing venues, but one of the negative aspects is that interpreters do not work "in soundproof booths with a clear input of the source language via earphones, but sit among the students in class" (Blaauw 2008:303). This means that they hear and depend on ambient sound, which is not always clearly audible and optimal for high-quality interpreting.

Both conference interpreting and educational interpreting are delivered in the simultaneous mode; the difference is that interpreters sit among students and not in a booth when interpreting in a classroom/conference. The same rules of etiquette and interpreting ethics are applicable for educational interpreting and conference interpreting (see 2.5.4.1).

However, the complexity of higher educational interpreting requires additional competencies from the interpreter (see 2.5). During 12 years of HE interpreting the researcher has learned that there is subject-specific terminology that is indispensable and often it is in a field that the interpreter does not know. For example, an interpreter who studied in the Humanities and/or Social Sciences that must interpret sciences like Physics, Biology-related fields, Mathematics or Engineering. This subject knowledge

needs to be acquired and prepared beforehand. Ideally the interpreter should have a vast general knowledge and a special aptitude for acquiring new knowledge. The latter challenge can, however, be overcome if interpreters build glossaries with "recurring topical items of a more general nature … acronyms, titles of officials etc." (Jiang 2013:76). During this practical procedure simultaneous interpreters face certain challenges (see 2.4).

2.5   CHALLENGES FACING SIMULTANEOUS INTERPRETERS

Simultaneous interpreters face many challenges and are especially dependent on favourable working conditions (Schmiel 2008:262), especially since the interpreter's cognitive capacity is often saturated or near saturation (see 2.3.3.2, 2.5.2 & 2.7.1). Therefore, the simultaneous interpreter must make every effort to keep concentrating and to keep up with the speaker. In addition, Hong (in Kao & Craigie 2013:1035) adds that interpreting leads to high levels of stress and therefore excellent command of the SL and the TL is a prerequisite for interpreting. These authors state that this activity requires "immaculate memory retention, and quick information retrieval from the memory vault. SI not only requires effective risk management skills for overcoming unexpected issues such as environmental, mechanical or human problems", but also to perform on the spot (without the time to think something over or do it the next day) (Kao & Craigie 2013:1035).

Other challenges interpreters face during sessions, for instance interpreters cannot prepare if they do not have access to material relating to the presentation beforehand (Racoma 2017:34). This resulted not only in that the presentation pace of a text that is read is much faster than that of a spontaneously delivered text (Baker 2008:7), but this also increased stress levels of educational interpreters due to cognitive pressures (Verhoef & Du Plessis 2008: 215) which could leave the interpreter feeling insecure and could influence his/her performance negatively.

Below is a list of other factors that have a negative impact on the performance of the simultaneous interpreter, namely:

- Speaker lacks microphone discipline (Baker 2008:7). For example, the speaker does not use the microphone correctly, does not use it at all, or turns away from the interpreter, which affects audibility of the source text.

- Poor visibility in the venue (Baker 2008:7). This makes reading from PowerPoint presentations or other slides impossible, which means the interpreter can only rely on what s/he hears and cannot follow graphs or statistics visually.

- Small booth with insufficient air circulation (Baker 2008:7). Interpreters work in teams and a small booth means interpreters must share a very limited space. Working in cramped conditions could lead to poor posture and related problems, such as backache and poor concentration. In addition, poor posture means an interpreter's voice does not carry.

- Poor light in the booth (Baker 2008:7). If interpreters struggle to see to make notes, their performance is affected negatively.

- Demands to compromise ethics. Interpreters' personal ethics could be dictated by ethnic, nationalistic, political or ideological considerations (Meyer & Swanepoel in Lesch 2009:13). This happens when the interpreter holds an ideological point of view that conflicts with the content of the presentation, which could lead to bias by the interpreter. Interpreters should refrain from taking on such assignments.

- The challenge to understand metaphors, analogies and idioms in the target language (Meyer and Swanepoel in Lesch 2009:21).

- Sometimes the figurative language of the source text is difficult to reproduce in the TL. The interpreter faces another challenge regarding the management of tone, inflection and voice quality (e.g. the interpreter should mimic voice, tone and inflection in order to reflect that of the speaker. Sometimes this challenge of mimicking the speaker is not adequately carried out by the interpreter and when the listener compares the message with that of the speaker, the skill of the interpreter may seem lacking).

The above-mentioned factors serve as motivation that SI is a demanding profession with numerous challenges which require complex and diverse skills from a simultaneous interpreter.

2.6   REQUIRED SKILLS OF SIMULTANEOUS INTERPRETERS

SI was defined (see 2.2.1) where it was emphasised that SI is a complex process. Therefore, diverse competencies are required of simultaneous interpreters, with special emphasis on the following skills.

2.6.1 Interpreting skills

The simultaneous interpreter should have diverse skills such as active listening skills, a drive for self-improvement via training, good memory retention skills, note-taking skills for accuracy of the information provided and then mentally able to verbalise into the TL (Multi-Language Corporation 2017:1). Full details of interpreting skills are discussed (see 2.5, 2.6 & 2.7).

2.6.2 Linguistic and cognitive skills

Certain cognitive skills are related to natural linguistic ability and are enhanced with thorough training. Literature (Lionbridge 2012:2; Bialystok, Rotman & Luk 2008:n.p.) suggests a number of criteria relating to linguistic and cognitive qualities for the profile of a qualified simultaneous interpreter, namely that interpreters must:

- be familiar with the general subject of the SL that is to be interpreted;

- be intimately familiar with the cultures of both the SL and the TL;

- possess extensive vocabulary of the SL and the TL;

- be able to express thoughts clearly and accurately in the TL;

- possess excellent note-taking skills (when doing consecutive interpreting);

- be able to make quick decisions (generally, there is no time to assess which variant is best); and

- have excellent functioning of mnemonic capacity.

Therefore, it is evident that not only diverse linguistic and cognitive skills are required for a simultaneous interpreter to be successful, but also certain emotional skills to cope under tremendous pressure in this working environment.

2.6.3 Emotional skills

Although language command and cognitive skills are often the principal indicators of interpreter's career success, recently there has been a shift towards psycho-affective factors such as motivation, anxiety or stress resistance (Korpal 2016:297). The reason for this is due to the fact that SI is rather "considered a highly stress-provoking activity" and profession (Hong, in Craigie & Kao 2013:1035).

2.6.4 Interpersonal skills

Simultaneous interpreters work with a variety of colleagues, speakers and listeners in different settings. They also work in close proximity to co-interpreters, who are present due to the exhausting nature of the work, for support, for the practice of turn taking and for providing assistance with terminology (Multi-Language Corporation 2017:3/9). Additionally, they confirmed that simultaneous interpreters have suitable communication skills at the core (including being polite, respectful and tactful) in order to relate well to the diverse role players. In this multi-dimensional HE context, the simultaneous interpreter should function independently as an articulated, dedicated, punctual, organised and assertive professional (Multi-Language Corporation 2017:3/9). Therefore, etiquette in SI (see 2.5.4.1) and ethics in SI (see 2.5.4.2) are imperative.

2.6.4.1 Etiquette in SI

Interpreting etiquette in SI is not something that can be taught in full, but relies on the intuition of the simultaneous interpreter. Guidelines regarding etiquette are provided during training, but whether simultaneous interpreters apply this in their careers

depends on the individual. Taylor-Bouladon (2001:1) states that certain aspects of interpreting etiquette play an important role in the smooth execution of an interpreting event, namely:

- Punctuality – for example, it is unpleasant for the listener if the interpreter sounds out of breath and unprepared because s/he is late (Taylor-Bouladon 2001:1); and

- Team spirit and solidarity – an interpreter should help a colleague discreetly and only assist when requested by his/her teammate. For example, interpreters should not push notes or whisper answers to a fellow colleague (Taylor-Bouladon 2001:2).

According to the researcher's experience, turn-taking and handing over of the microphone are very important when interpreting and should be finalised beforehand. Otherwise turn-taking should be handled sensitively, for example, to realise instinctively when to offer assistance (thus a break for their colleague), while being careful not to interrupt their colleague's train of thought (Schmiel 2008:261).

2.6.4.2 Ethics in SI

Kalina (2015:65) explains ethics as the respect of certain values, rules and principles that are determined by a society or members of that society. These rules must be adhered to. Members of this society (like the interpreting society) determine what is ethical and professional (e.g. keeping information confidential as a simultaneous interpreter). These codes are normally established by professional associations (e.g. SATI 2007a). The author furthermore notes that ethical conduct applies to relationships with other members of the profession and to the outside world (Kalina 2015:66).

Donovan (2017:2) posits that there has been a shift in emphasis in research and training in conference (SI) training. Before this, ethical issues had not been taught in the classroom per se. This new emphasis examines the role of the conference interpreter in a "complex communicative situation" (Donovan 2017:2). It is also stated

that many training syllabi now contain training modules that are specifically aimed at ethics – a domain that used to be reserved for community and court interpreting. "Ethics is the discipline dealing with what is "good and bad or right and wrong." It is connected to what the profession as a body sees and identifies for itself in society in the form of a code of practice. This code becomes clear through "professional bodies and training institutions (Donovan 2017:2). Individual ethics regard moral choices of collective self-representation, which could break with or deviate from this code during "exceptional circumstances" (Donovan 2017:2).

2.6.5 Research and technical skills

The simultaneous interpreter requires specific research skills (i.e. suitable tools and strategies) to obtain additional linguistic and specialised knowledge for particular cases or in preparation for a SI event (Multi-Language Corporation 2017:3/9).

In order to obtain these diverse skills, the simultaneous interpreter requires specific training (Chen & Dong 2010:714).

2.7 TRAINING OF SIMULTANEOUS INTERPRETERS

The discussion on SI training included aptitude testing (see 2.6.1), admission requirements and duration of training in SI (see 2.6.2).

2.7.1 Aptitude testing

Chiaro and Nocello (2004:221) state that in view of the complicated and challenging nature of interpreting, both linguistic and non-linguistic skills are needed. These are:

- Mastery of the active language;

- Solid background of general knowledge;

- Personal qualities such as analysis and synthesis;

- Ability to intuit meaning;

- Capacity to adapt immediately within diverse subject matters, speakers and situations;

- Good short- and long-term memory;

- Ability to concentrate;

- A gift for public speaking; and

- Physical endurance and good nerves.

This information explained that SI requires extraordinary skill in multiple facets; hence the need for proper selection and training of simultaneous interpreters in HEIs. Some HE institutions even select prospective interpreters before admitting them into training courses. The reason for this because "adequate admission tests can predict the prospective candidate's chances of completing the training programme" (Chabasse & Kader 2014:19).

In addition, Gillies (2013:3) states that SI is taught at universities not as an academic subject; but instead like a craft or a sport. Therefore, training the interpreting skill involves "a combination of skills that one can explain and understand quite quickly, but which take far longer to master in practice" (Gillies 2013:3). Chabasse and Kader (2014:21) regard this combination of cognitive and non-cognitive personality skills as crucial in interpreting. Chabasse's aptitude model for SI, which is based on Thurstone's multiple-factor theory (1938), lists the following SI competencies:

- Command of native and foreign language

- Intercultural knowledge

- Fluency

- Verbal comprehension

- Memory

- Perceptual speed

- Motivation

- Stamina

- Stress resistance

- Flexibility

- Ability to communicate

- Self-confidence

- The ability to work in a team (Chabasse & Kader 2014:21).

Other ways in which prospective students are selected for SI training as stated by Chabasse and Kader (2014:20) are written and oral exercises. These admission tests fall into three categories, namely, testing language skills, cognitive skills and personality traits. Regarding language skills, Gerver (in Russo 2014:2-3) argues that interpreters need to possess various kinds of fluency to be successful such as the following:

- Association fluency ("the ability to produce words which share a given area of meaning or some other common semantic property"); and

- Expressional fluency (the ability to think rapidly of words, groups of words, or phrases as well as contrast with the production of single words by focusing on the compositional aspects of sentences and on the manipulation of syntactic construction).

2.7.2 Duration and nature of training

A longer duration of training has proven to increase the success rate of simultaneous interpreters as postulated by Tzou (2012:3). The reason for this success is based on the fact that two years of training was conducive to improve the working memory. Working memory can be defined as "the retention of a small amount of information in a readily accessible form. It facilitates planning, comprehension, reasoning, and problem-solving" (Cowan 2014:197).

On an international level, Germersheim University in Germany offers a two-year Master's programme in conference interpreting (Chabasse & Kader 2014:20), which has to be preceded by a Bachelor's degree in any field (Chabasse & Kader 2014:20). 20 Years ago it was already regarded as imperative to train students working at the United Nations (UN) School of Translation and Interpreting in fields such as the UN structure, the political map of the world, international law, economics and other structures that would prepare the interpreter to work for a UN agency (Chernov-Ghelly 1994:44). To conclude the proposed longer (two years instead of one year) training period-argument, Chernov-Ghelly (1994:45) postulates that a two-year postgraduate course was implemented at the Maurice Thorez Institute at Moscow University and Leningrad University. The nature of training at South African HEIs will now be examined.

Other HEIs in SA, for example, the University of the Witwatersrand and NWU, also offer SI training programmes. Some programmes have admission requirements and, in some cases, require prior education for becoming an interpreter: The NWU's Bachelor of Arts (BA) Language and Literature Study degree course requires an APS (Admission Point Scale) score of 20 (NWU n.d.). While the University of the Witwatersrand (online), 4 requires a three-year Bachelor of Arts with an APS of 34 or above, as well as a BA degree of three years as prerequisite for their postgraduate Translation and Interpreting Studies course (Wits 2016: online).

The UFS offers undergraduate and postgraduate programmes in Language Practice, with interpreting as one of the fields of specialisation (see detail in 2.6.3). The Department of Linguistics and Language Practice offers a three-year BA degree with specialisation in interpreting (UFS 2016a:49), and a Postgraduate Programme for Language Practice, also with specialisation in interpreting, consisting of a minimum of one year (UFS 2016b:76). From the discussion above it becomes clear that universities both nationally and internationally have different requirements in terms of duration of training and prerequisites for SI students to qualify. Students need to comply to the general admission requirements of the UFS (an APS score of 30) (UFS general admission/entry requirements 2019:1 of 1) and be fluent in two working

languages. This is part of a three-year bachelor course (UFS 2016a:76). In the following section the training of simultaneous interpreters at the UFS will be examined as an example.

2.7.3 SI training offered by the University of the Free State (as an example)

As already stipulated in 2.6.2 the UFS (as an example here) offered both undergraduate and postgraduate programmes in Language Practice. The BA in Language Practice at the UFS is aimed at preparing students for the market by providing training and practical experiential learning (UFS 2016a:49). The degree is presented by professional language practitioners and language full details on the curriculum of the programme (see Appendix F).

Therefore, it seems that SI training, admission requirements and duration differ within the HE context.

2.8 MODEL OF INTERPRETING

In this study, the most appropriate SL model is Gile's Tightrope Theory Hypothesis of Interpreting and effort models - also the best-known and most frequently used models in SI training.

2.8.1 Gile's Tightrope hypothesis and effort models

Gile's tightrope hypothesis (1999) of the effort model is based on the premise that the interpreter's processing capacity becomes saturated, which leads to vulnerability. Errors and omissions are not ascribed to the difficulty of speech segments or to the interpreter's deficient linguistic abilities, but to the saturation of processing capacity experienced by the interpreter (Gile 1999:154). Saturation of the processing capacity is not a consequence of extra-linguistic abilities or poor conditions in delivery, but of a vulnerability caused by an exhausted processing capacity.

Gile's effort model is rooted in developments in cognitive psychology, and elements of this model can also be found in neurolinguistics and linguistics (Gile 1999:153), which

combines operational components of interpreting into three so-called efforts (Gile 1999:154). The Effort model of SI is a "cognitive framework". According to Gile (2016) interpreting involves the following three efforts:

1. *Listening Effort or Listening and Analysis Effort:* Online operations which enable the interpreter to understand the SL. The interpreter's comprehension may vary when compared to that of other interpreters (Gile 2016:1).

2. *Production effort:* The Production Effort (Gile 2016:1) entails operations that together form a target speech, "including self-monitoring and self-correction" (Gile 2016:1).

3. *Memory Effort:* This operation manages "within a very short term (up to a few seconds) the storage and retrieval of information that is related to the source and target speech in the short-term memory" (Gile 2016:1).

Giles furthermore states that the above-mentioned three components are partially competitive, since they share the same mental resources and cooperate to a certain extent (1999:157). Sharing mental resources and cooperating in this way causes an increase in the processing capacity of the interpreter (Gile 1999:157).

Thus, Gile's Tightrope hypothesis is abstracted from the three components of his Effort models as described above. Therefore, tightrope hypothesis as formulated by Gile emanates from the idea that the constraints placed on the interpreter, due to the simultaneous interpreter's *processing capacity* (Gile,1999:157) becomes saturated and leads to a precarious cognitive position where cognitive capacity needed is close to the interpreter's available capacity (Mizumo 2017:n.p.).

The model also states that higher attentional requirements exist when interpreting from one language to another which are syntactically different. This places an extra load on the interpreter's processing capacities.

Both the Effort model and the derived Tightrope hypothesis, has application to this study. The effort model synthesises the cognitive functions applicable to SI and

thereby provides a guide to which specific skills are needed by simultaneous interpreters. The Tightrope hypothesis stresses the need for in-depth and comprehensive training of these skills for simultaneous interpreters. The researcher is an accredited SI with SATI and in her years of practice and SI training, Gile's model has been the most applicable in theory and practice.

2.9   QUALITY IN SI TRAINING

The profession of interpreting became prominent on an international level in the mid-twentieth century and since then the idea of quality has been of great concern in professional practice and training (Pöchhacker 2015:1).

Internationally, since the 1980s, the quality theme was specifically addressed by The International Association of Conference Interpreters (AIIC) who played an important role in this endeavour. The reason therefore is due their strict admission requirements for new members (Pöchhacker 2015:2). The AIIC refers to quality as follows: "that elusive something which everyone recognises but no one can successfully define". AIIC members are required to recognise quality when they assess new members for membership performance – which leads to defining quality as becoming an empirical study on international and national level. There are certain criteria for quality in interpreting that will be elucidated below.

International research on SI also includes national level research, since the two spheres cannot be separated. However, the highest rated criterion is "sense consistency with original message" (Pöchhacker 2015:2) or, as Reithofer (2013:48) puts it, "equivalent effect of source text and target text". Another approach is to examine interpreting's "fitness for use" (Reithofer 2013:50), which is a key factor in quality management – which must conclude if interpreting serves the purpose it was meant for. Quality of SI is further examined in Chapter 3 (see 3.2.1, 3.4, 3.5), where an overview of related ethics, accreditation and standardisation concepts in HE is provided.

2.10 CONCLUSION

Chapter 2 focused on language practice – emphasising SI (see 2.2) and then elucidated the difference between interpreting and translation (see 2.2.1). In the next section, 2.2.2, interpreting modes were put forward and a discussion on the practical procedures of SI followed in 2.3 The next point of discussion was challenges in SI (see 2.4) and then the required skills of SI were put forward (see 2.6). Etiquette, ethics and research and technical skills were next presented (see 2.6). The chapter also elucidated the training of a simultaneous interpreter (see 2.7), a SI model (see 2.8) and concluded with quality in SI (see 2.9).

Chapter 3 will comprise a documentary analysis of SATI's official documents and will focus on SATI's aims and objectives, accreditation criteria and history.

CHAPTER 3

ALIGNING SIMULTANEOUS INTERPRETERS TRAINING WITH THE SOUTH AFRICAN TRANSLATORS' INSTITUTE'S REQUIREMENTS FOR QUALIFIED INTERPRETERS

3.1   INTRODUCTION

In Chapter 2, the training of simultaneous interpreters was discussed in order to partly respond to the already stipulated main research question (see 1.4), the first secondary question (see 1.4.1) and the first objective (see 1.5.1). In this chapter, the focus is on the South African Translators' Institute's (SATI) requirements for qualified interpreters. SATI is a professional association for language practitioners in SA, which "ensure[s] high standards of professionalism among its members through accreditation" (SATI 2019). As a result of the *South African Language Practitioners' Council Act* (Act 8 of 2014), the government started to regulate the language practice profession. Aspects that are underscored by the Bill include the promotion and protection of language practice, register eligible practitioners on the Council and accredit these practitioners if they qualify after verifying their credentials. Lastly the Council aims to implement a code of ethics for language practitioners (Act 8 of 2014).

Although this legislation has been passed, it has not yet been implemented. According to this Act the South African Language Practitioners' Council (SALPC), will oversee the profession. It will in time become compulsory for language practitioners to be registered with and accredited by the Council to work as translators, interpreters, language editors or terminologists. Regulations that have been published under the Act provide more details of requirements; others will be determined by the SALPC when it is established. No date of implementation has yet been announced for the establishment of the SALPC.

> *Belonging to an organisation like SATI means that one is kept up to date with developments and requirements and as a practitioner – you can be sure that your professional association is working to protect your interests in relation to the legislation as far as possible (SATI 2019:online).*

This chapter will provide a historical overview of SATI (see 3.2) and the code of ethics (see 3.2.1). Thereafter the requirements of SATI (see 3.3) are discussed. This will be followed by a discussion on requirements for members' accreditation with SATI (see 3.4). Then, the researcher will explore if SATI requirements have an influence on the standardisation of interpreting in HE (see 3.5). Finally, the comparison of SI training requirements and therefore the proposed alignment of a qualified interpreter with SATI's requirements will be examined (see 3.6).

For the purpose of this study and with reference to SATI's conceptualisation of the term 'translator', it must be mentioned that it is a generic term that refers to language practitioners such as translators, interpreters, text editors, proof-readers, terminologists and lexicographers (SATI 2007c). Furthermore, the reason why the term 'translator' is used when referring to 'interpreting' is in line with Pöchhacker, who states that interpreting is a type of translation (Kade in Pöchhacker 2004:10), based on the following definition, namely

- "the source-language text is presented only once and thus cannot be reviewed or replayed; and

- the target-language text is produced under time pressure, with little chance for correction or revision" (Kade in Pöchhacker 2004:10).

3.2   HISTORICAL OVERVIEW OF SATI

SATI was founded on 25 August 1956 by an initial group of 18 members (SATI 2007c). Then there was no statutory regulation or professional council for language practice as was available for doctors, lawyers, pharmacists, auditors, accountants, etc. Since then, SATI members (which include translators, interpreters, text editors, proof-readers, terminologists, lexicographers, etc.) have increased considerably (Marion Boers 2017, personal communication). For this study when SATI refers to translators, it includes interpreters (see 3.1).

SATI is a voluntary body, consisting of language practitioners. Currently the profession is not regulated, implying that anyone can be a language practitioner. However, to be

a good language practitioner necessitates training – informally or formally – and language practitioners must also be committed to providing the client with a flawless product (SATI 2007b). Although SATI membership is not compulsory for language practitioners in SA, the organisation has existed for 50 years and is the first organisation people turn to when looking for a reputed language practitioner.

For years, SATI has been working to improve the quality of members' work (SATI 2007a). For this purpose, it has followed a two-pronged approach with the focus on instilling in members an ethical awareness by means of its code of ethics (see 3.2.1) and by creating a voluntary accreditation system. SATI provides for the accreditation of SI and interpreting services in many South African languages. For example, interpreting represented by SATI includes the following languages in combination with English such as Afrikaans; South African Sign Language; Zulu; Ndebele; Northern Sotho; South Sotho; Xhosa; Spanish; Portuguese; German; and French (SATI 2007d).

The already stipulated aim of SATI (see 3.1) therefore strive to create an honourable position for the translation profession among the other professions" (SATI 2007e). Thus, protecting both the interests of the members of SATI as well as those of the public using translation services. In more detail, SATI's aims are as follows (SATI 2007c; SATI 2019), namely to:

- Promote the interests of the translation, interpreting, text editing and terminology professions;

- Promote research in the field of the language professions and to make these results available;

- Obtain publicity in the electronic and print media;

- Publish and control its own website and journal;

- Obtain cooperation from experts and interested persons form HEI's and other organisations and or associations and bodies in Southern Africa and elsewhere;

- Promote SATI's common interests and action;

- Collect and use funds to realise their objectives;

- Compile guides on language professions;

- Ensure members comply with professional codes for language professionals;

- Work towards improving the quality of training for language practitioners; and

- To implement a comprehensive system of accreditation with a view to ascertaining member's competence in the field of the language professions.

In order to achieve these aims, members should ideally comply with the above-mentioned aims as well as SATI's code of ethics, which is regarded as important (see 3.3.1).

3.2.1 Code of ethics for individual members

It is expected from all SATI members to comply with the following code of ethics, namely to:

- Continuously attempt to achieve the highest quality with regard to accuracy, terminological correctness, language and style;

- Constantly aim at self-improvement in order to improve the quality of their work;

- Share their professional knowledge with other members, but to maintain a relationship of trust with their clients/employers and to treat all information that comes to their attention in the course of their work as confidential;

- Decline any work, they find to be intended for unlawful or dishonest purposes or that is not in favour of public interest;

- Negotiate remuneration according to equitability and not to charge excessive rates;

- Uphold ethical and moral standards in the way they deal with clients/employers and in practice of their profession; and

- Participate in activities of the Institute and to conduct themselves in such a way that their conduct and the quality of their work will be to the credit of the institute and translation (including interpreting, see 3.1) as an occupation (SATI 2007a; SATI 2019).

One way of ensuring that members uphold the professional code and the ethics as described above, is by obtaining accreditation in order to ascertain their own competence. Although accreditation is voluntary, it is still the highest form of assurance of the simultaneous interpreter's own competence (SATI 2007b). Below follows an elucidation of the requirements for membership to SATI.

3.3   REQUIREMENTS FOR SATI MEMBERSHIP

SATI membership is intended for individuals and corporate members (SATI 2007c). SATI has certain criteria for different types of individual membership, which are mentioned below:

- Honorary member: a person who contributes exceptionally to the translation, interpreting, text editing and/or terminology professions and if recommended by the Council, honorary membership is awarded by the Institute at the Annual General Meeting.

- Individual member: A person who complies with the Institute's requirements for membership and has been accepted and registered as such by the Council.

- Accredited individual member: An individual member who has met the requirements for accreditation as stipulated by the Institute.

- Student member: An individual member who dedicates his/her field of studies to becoming a language professional (see 3.1) on full-time or part-time basis.

For each of these membership types there exist certain conditions (see 3.3.1).

3.3.1 Conditions of SATI membership

For the purpose of this study only the relevant membership types will be discussed. SATI offers individual membership in the following categories (SATI 2007c), under the conditions mentioned in each case:

Student membership

- Student membership is open to students who study language practice (SATI 2019:online).

Individual membership

- Individual membership is open to persons who work in their personal capacity (SATI 2019:online).

Both these memberships are relevant to this study, because first the SI student is in training and then the individual member acts as a qualified SI practitioner. Membership fees are applicable to all members, but no details will be provided, as this is not the focus of this study**.**

3.4   SATI'S INTERPRETER ACCREDITATION

The simultaneous interpreter profession is unregulated in SA, but SATI uses an accreditation system that tests members' competence (SATI 2019:online). Due to the fact that clients need assurance that the simultaneous interpreter they employ is competent, SATI has been using voluntary (but widely recognised) accreditation since the late 1990s. Only accredited members have voting rights within the Institute and only simultaneous interpreters who belong to SATI can become accredited. Simultaneous interpreters require certain qualifications and/or experience to qualify for examinations or practical tests. If membership of the Institute expires, accreditation also expires. Members undergo compulsory testing to obtain SATI accreditation and academic qualifications do not play a role in obtaining qualifications either.

Accreditation is offered at professional level only. This means that a high standard is required of candidates and that a high percentage do not pass the exams. Over the years it has been shown that it is rare for candidates without a reasonable amount of experience to pass the exams. (SATI 2019:online).

In the next section SATI's accreditation exams will be put forward.

3.4.1 Accreditation examinations

Accreditation for interpreting is generally conducted once a year in one or two cities in SA, if enough applications are received to make an examination at a venue economically viable (SATI 2019:online). In addition, SI candidates are examined in the language combination(s) of their choice. The accreditation exam "consists of a simulated interpreting assignment using voice recordings and whispered interpreting equipment. The exam is recorded and independently and anonymously assessed by two markers appointed by SATI" (SATI 2019:online).

Assessment criteria for SATI accreditation include the following for SP candidates namely (SATI 2007d):

- Accuracy and coherence of message: sense conveyed completely, names, dates, figures, etc. transferred accurately, must be able to deverbalise the message, i.e. not interpret literally;

- TL vocabulary and register: vocabulary, terminology, register appropriate to subject matter;

- TL grammar, idiom and purity: tenses, concord, syntax, use of prepositions of mother-tongue-speaker quality; and

- Interpreting technique: fluency of delivery, e.g. little or no hesitation or backtracking, ability to vary décalage (following distance) voice quality, e.g. voice and breath control, distance from microphone, booth behaviour, e.g. professional handling of documents and equipment, no irritating habits.

3.5 SATI's ROLE IN THE SSTANDARDISTION OF INTERPRETING TRAINING IN HIGHER EDUCATION

No sources (on EBSCO Host or Google Scholar) could be found regarding SATI's role in the standardisation of simultaneous interpreters' training. This was confirmed by Marion Boers (2017, personal communication, 6 February), board member of SATI, namely:

> *Does SATI play a role in the standardisation of interpreting training in higher education?" Her answer was as follows: "No, not in as far as I know. Is there standardisation at all? It is possible that SATI council members are involved in their capacity as lecturers etc., but SATI has not been approached formally to be involved.*

3.6 COMPARISON OF SI TRAINING REQUIREMENTS

In this section a comparison is drawn between literature on SI training, with special reference to Chabasse and Kader (2014:20), the training of interpreters at the UFS (as case study) and the requirements for training as set out by SATI. This organisation is involved in the training of interpreters through some of the UFS lecturers who are accredited members of the organisation. This statement is true for spoken language and South African Sign Language (SASL) trainers at the UFS. The training that these accredited lecturers provide is in line with the expectations of SATI, and allows students to obtain SATI accreditation in their turn – should they wish to.

The author chose to cite Chabasse and Kader (see 2.6.1) for SI training literature, because they base their aptitude model for SI on a model that emphasizes both linguistic (e.g. command of native and foreign language) and non-linguistic factors (e.g. self-confidence). These two groupings can account for the entire spectrum of aptitude in SI. Therefore, Chabasse and Kader's skills/aptitude criteria (see 2.6.1) for SI training, the UFS as case study and SATI's requirements for assessment (specifically for accreditation) are used here as points of reference and are relevant as a general summary and guidelines for interpreter training. In Table 3.1 the comparison between the above-mentioned is demonstrated.

Table 3.1: A comparison between Chabasse and Kader's (2014:23) aptitude requirements, outcomes for training of interpreters at UFS as case study, and accreditation measuring tools of SATI

Chabasse & Kader 2014 (skills/aptitude)	Training of interpreters at the UFS (UFS 2017:12) as case study (outcomes for training)	SAT training requirements (Accreditation measurement tool)
● Memory (Chabasse & Kader 2014:23).	● *Practice interpreting work on the level of word and phrase in general language* (referring to mastering lag-time within pragmatics and semantics) (UFS 2017:12)	Accuracy and coherency of message (sense conveyed fully, *names, dates, figures etc. transferred accurately, deverbalise the message (memory)* (SATI 2007:online)
● Command of native and foreign language (Chabasse & Kader 2014:23)	● Apply terminology management techniques to the interpreting process (UFS 2017:12) ● Managing terminology for interpreting	*TL vocabulary and register (vocabulary, terminology, register appropriate to subject matter) (Command of native and foreign language* (SATI 2007:online)
● Personal qualities such as analysis and synthesis (Chabasse & Kader 2014:23)	● Identify interpreting problems on word, phrase, sentence and grammatical levels ● Acquire strategies of interpreting (UFS 2017:12)	TL grammar, idiom and purity (tenses, concord, syntax, use of prepositions of mother-tongue speaker quality) (SATI 2007:online)
• Fluency (Chabasse & Kader 2014:23)	● Coping tactics and note taking ● Practice Interpreting as a communicative act (UFS 2017:12)	Interpreting technique (fluency of delivery, e.g. little or no hesitation or backtracking (thus *fluency)*, ability to vary décalage ('following distance'), voice quality, e.g. voice and breath control, distance from microphone, *booth behaviour, e.g. professional handling of documents and equipmen*t (the role of the interpreter no irritating habits)
Intercultural knowledge (Chabasse & Kader 2014:23).	● Acquire intercultural knowledge (UFS 2017:12)	

Ability to work in teams (Chabasse & Kader 2014:23).	● Function within a social setting of interpreting Interpreters (UFS 2017:12)	
Self-confidence (Chabasse & Kader 2014)	Practice fluency of delivery (which builds self-confidence) (UFS 2017:12)	

From Table 3.1 the following it can be concluded that some alignment between the Chabasse and Kader's aptitude requirements, UFS outcomes and SATI accreditation measuring tool can be seen. What should be taken into consideration is that Chabasse and Kader discuss the aptitude qualities of an interpreter, while the UFS outcomes are for training purposes, and SATI places focus on measuring tools. Therefore, while one can see alignment, it was not expected to have a clear-cut alignment between the aptitude of interpreters, training of students and the assessment of experienced interpreters. However, the purpose of this table is to highlight that the aptitude of an interpreter, the training of an interpreter, and the assessment of an interpreter should (and do) align somewhat.

Memory: Firstly, one can see that there is alignment between all three entities with regard to the memory skill. However, here the discrepancy between the purpose of the institutions becomes clear. While Chabasse and Kader (2014) refer to a good memory as an aptitude for an SI, interpreters are trained to adjust and apply their lag-time within the semantics and pragmatics of their working languages. SATI, by referring to the interpreter's ability to deverbalise a message in addition to correctly conveying information clearly refers to short term memory skills that are being assessed.

Command of native and foreign language: There is partial alignment between all the entities. The UFS stipulates that terminology is vital and so does SATI – focusing on vocabulary and terminology. The discrepancy comes in due to the varying purposes of the three requirements (aptitude, training and assessment). SATI has an additional element, namely the focus on appropriate register, which makes the alignment with Chabasse and Kader (2014) and the UFS differ in terms of this one aspect. *Personal*

qualities (such as analysis and synthesis): Chabasse and Kader (2014) name personal qualities such as analysis and synthesis. In the case of the UFS we see reference to listening and analysis; thus the outcome implies training of students to analyse the language and to identify problems. SATI emphasizes TL tenses, syntax, concord and correct prepositions. There is thus alignment between Chabasse and Kader (2014), but not between these two and SATI.

Fluency: Chabasse and Kader (2014) mention fluency as an aptitude in SI and this aligns with SATI, which also emphasizes fluency during examination. In other words, candidates should not hesitate or backtrack. SI students at the UFS practise fluency as a communicative act. Fluency as an important aspect of aptitude, an outcome at the UFS and also as an accreditation measuring tool for SATI correlate and align in this case.

Intercultural knowledge: Chabasse and Kader (2014) and the UFS put forward that intercultural knowledge is part of their set of aptitude. It is also an outcome at the UFS, but it is not an accreditation measuring tool for SATI, which means that there is no alignment between the UFS and SATI in this sense.

Ability to work in teams: In both the cases of Chabasse and Kader (2014) and the UFS teamwork is important, but not in SATI's accreditation measurement tools. The UFS mentions that interpreters have to function "within a social setting of interpreting" (UFS 2017:12), which implies teamwork, but there is no alignment with SATI's accreditation measurement tools here.

Self-confidence: Chabasse and Kader (2014) deem self-confidence as important in their range of aptitude and the UFS emphasizes fluency of delivery, which builds self-confidence, but SATI does not mention this aspect, implying that there is no alignment in this instance.

It can furthermore be stated that SATI is interested in the product of SI and not in its process. If one wants to examine the process of SI, students should be able to solve problems, as are found in the outcomes of HE training at the UFS (see 3.6). SATI thus

merely tests if a candidate can interpret and their requirements might be called assessment requirements instead of training requirements as they do not provide any training. In contrast to this, the UFS trains students, with 50% emphasis on theory and 50% emphasis on practical. The requirements of the UFS that do not correlate with the Chabasse and Kader (2014) and SATI are theoretical aspects of training. As has been mentioned, SATI is interested in the product, but the educational outcome that is taught at the UFS requires of students to solve problems instead of just complying to criteria of quality as set out by SATI. The UFS prepares students to enter the professional world, whereas SATI does not do this. There are certain common aspects between the above entities, but it is not a systematic discussion of the tables.

It can be concluded that there is partial alignment and certain similar aspects and building blocks between SATI and the UFS' objectives, but there is not complete alignment between SATI and HEI's syllabi.

3.7   CONCLUSION

In Chapter 3 training of simultaneous interpreters was explored and the three main research questions (1.4, 1.4.1 and 1.5.1) were answered – focusing on the South African Translators Institute (see Table 3.1) and the UFS' (see Appendix F) requirements for qualified simultaneous interpreters. The *South African Language Practitioner's Council Act*'s legislation has not yet been implemented, but in due course the council will oversee standards of language practitioners in SA. However, belonging to a body like SATI can assure that accredited members' interests are represented and that they comply with the highest standards of accreditation available in SA.

In the next chapter the research method comprising the research type, design and methodology applied in this study will be described.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

Chapters 2 and 3 focused on the perspectives in the literature about SI and SATI's requirements, respectively (see 1.9.1 and 1.9.2). Chapter 4 subsequently addresses the research type, design and methodology employed in the execution of this study.

The purpose of this chapter includes a discussion on the following. Firstly, it focuses on how the research problem, aim, questions and objectives mentioned in Chapter 1 (see 1.2, 1.4. and 1.5) were achieved (see 4.2.2). Secondly, it focuses on the contextual background of SATI within the HEI context (see 4.3) and HE research themes (see 4.4). The study furthermore focuses on the research paradigm, design and method (see 4.5), and data collection (see 4.6), as well as on data analysis and reporting (see 4.7). Then the chapter reports on trustworthiness, credibility and transferability (see 4.8). The last point of discussion is ethical issues (see 4.9).

4.2 RESEARCH PROBLEM, AIM, QUESTIONS AND OBJECTIVES

The research problem, aim, questions and objectives of this study were discussed in Chapter 1 (see 1.2, 1.4 & 1.5). The research problem and research questions are mentioned here again to indicate the relationship between the research questions and the methodologies employed to answer them.

4.2.1 Research problem

The problem that prompted the research in this study was to determine whether HEI in SA's training of simultaneous interpreters is aligned with SATI's criteria/requirements for successful simultaneous interpreters, and how possible shortcomings of SI practices could be addressed (see 1.2). Consequently, in this study the alignment of SI with SATI's requirements was investigated from selected South African HEI and SI practitioners' perspectives (see 1.4.4).

4.2.2 Research questions

The primary research question in this study was the following: In which way is South African SI training aligned with SATI? The following secondary research questions were answered through the study:

- Which current HEI perspectives on SI training and SATI's requirements are reported in local, national and international literature? (see 2.4, 2.5, 2.6, 3.4.2, 3.6, 3.7).

- What do academics require in the training of SI? (see 1.4.2, 3.5).

- What does SATI require of a qualified simultaneous interpreter? (see 3.4.1)

4.3 CONTEXTUAL BACKGROUND OF SATI WITHIN THE HIGHER EDUCATION CONTEXT

SATI was originally founded to improve the professional status of the translation profession (see 3.2). According to Marion Boers (2017, personal communication, 6 February), SATI now has 66 accredited simultaneous interpreters, together with members from other language professions (see 3.2).

As regulatory body, SATI provides voluntary accreditation (see 3.4.1) which is important for the purposes of this study that investigates training in SI as well as alignment with SATI's practices.

4.4 THEMES OF HIGHER EDUCATION RESEARCH

In order to shed light on HEI's research demarcation, Tight (2012:49) divides the field into eight themes, namely teaching and learning; course design; the student experience; quality; system policy; institutional management; academic work; knowledge; and research. This HE study focused on the teaching and learning, as well as academic work themes (see also 1.3). Tight (2012:50) highlights the importance of this focus by stating, "Teaching and learning may be seen to be at the core of higher education."

4.5 RESEARCH PARADIGM, APPROACH, DESIGN AND METHOD

The exposition of the chapter consists of a description of each of the following three concepts, namely:

4.5.1 Research paradigm

Kivunja and Kuyini (2017:26) state that a research paradigm is a philosophical orientation towards research; it is the lens through which the researcher looks at the world and this guides the research process. A paradigm consists of abstract beliefs and principles which together form a philosophical orientation or paradigm.

The point of departure for this study is the interpretive research paradigm (see 1.3). Interpretivists aim to understand and not generalise the research of human phenomena. In this study reality had informed the experiences and perceptions of respondents on SI training and SATI requirements. Data for this interdisciplinary study [i.e. combining Interpreting Studies with Higher Education Studies see (1.3, Appendix C] were obtained by means of a qualitative questionnaire and a follow-up qualitative questionnaire (see Appendix D). Thus, in this study, "Reality is subjective, multiple and socially constructed by its participants." (Tubey *et al.* 2015:224)

4.5.2 Qualitative research approach

This case study research design applied mainly a qualitative approach (see 1.3, 1.6, 1.6.1 & 1.6.3) consisting primarily of a bounded case study (see also 1.3) informed by the qualitative data in the Questionnaire 1 (see Appendix C), while the follow-up qualitative Questionnaire 2 addressed the gap(s) in the data analysis (see also Appendix D).

The writing studio of the Colorado State University (2019:1) declares that the following are the features of qualitative research:

- Naturalistic Inquiry. Qualitative observational research is naturalistic because it studies a group in its natural setting;

- Inductive analysis,

- Holistic perspective,

- Personal contact and insight,

- Dynamic systems,

- Unique case orientation,

- Context sensitivity, and

- Empathic neutrality.

Eckerdal and Hagström (2017:1) add that in qualitative research, data are collected by means of instruments. In turn, instruments are prescribed by the method used. In this way data is collected about social reality from "individuals, groups, artefacts and texts in any medium". The cited authors proceed to state that the objective of the research question should be closely linked to the method that is employed in the research. The authors furthermore state that a research design provides a basis for the research activities, such as the data that are gathered and analysed by the researcher.

During this study, the researcher applied the qualitative research approach based on the rich, detailed descriptions and understanding of participants, which allowed for intensive investigation that would cover both a particular phenomenon (i.e. SI and SATI requirements in this study) and the context (i.e. HE) in which the phenomenon occurred.

4.5.3 Research design

The research design is a plan according to which the research is done and its conclusion must be "accurate or true" for it to be valid (Akhatar & Islamia 2016:17). Thus, academics or students draw up a strategy to do their research, consisting of the "outline of collection, measurement and analysis of data" (Akhatar & Islamia 2016:17). This study applied a case study research design (see 4.5.3.1).

4.5.3.1 Case study research design

According to Cresswell (2013:97), the case study method "explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed in depth data collection involving multiple sources of information and reports a case description and case themes".

Bounded case study: The qualitative research design in this study consisted of a bounded case study by a system such as time and context (Creswell 2013). Therefore data were collected within the same period and the context of the study is that all respondents were practising SI. Thus, "reality" in this study pertained to the experiences and perceptions of SA's HEI academics and SATI experts in terms of the alignment of SI training with SATI requirements (see 1.3). This in-depth exploration of a research problem, within a 'bounded system" took place by using various sources of data to provide rich, detailed descriptions (McMillan & Schumacher 2014; McMillan & Schumacher 2006:26-27).

Bennet and Willis (2014:2) postulate that the reason for this popularity lies in the variety of advantages of case study methods in the complex and sometimes unstructured and infrequent factors found at the core of the subfield. One of the most prominent proponents of the case study method, Robert (in Willis 2014:3), defines it as "an empirical enquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not evident". The author furthermore proposes that the above definition entails that case studies are different from superficial and generalising methods and that they provide for a level of detail and understanding. Drew (2020:1) postulates that thick description aims to describe a situation and provide details so that: "readers understand the significant and complex cultural meanings underpinning any observable scenario". According to Gerring (in Willis 2014:4), a case study should do a thorough study of a single unit, "a spatially bounded phenomenon". If only a single case is reported, it is a form of particularisation and this type of research is often associated with positivist and qualitative approaches. Yin (in Willis 2014:4) reports that

case studies are employed in all forms of social science research and can as such be "descriptive and/or explanatory in nature". Therefore, the study of the human experience (i.e. SI in this study) is subjective, because the scientist becomes part of that reality and does not separate or distance him- or herself from the research problem (see 1.3).

4.5.4 Research method

The research method section includes discussion on the population (see 4.5.4.1), the sample (see 4.5.4.2), the design of the questionnaire (4.6), data gathering (see 4.6), and analysis of data (see 4.7).

4.5.4.1 Study population

The study population consisted of HEI specialists in the field of SI with adequate experience in interpreting training and practice as well as members of SATI's board of experts. Only adults participated in the study, which comprised all ages, genders, and ethnicities (see 1.6.2).

4.5.4.2 Sampling

The population of this study consisted of information-rich language practitioners from a selection of SA's HEIs who are involved in interpreter training (see 1.6.2) and SATI's board of experts. The inclusion criteria were participants' knowledge and experience in the teaching of SI, provided that they have at least six months' experience in the field.

Because all the mentioned participants are experts, no distinction was made in terms of age, gender or ethnicity – there is thus a maximum variation in terms of gender and race (see 1.6.2).

- *Sample size*

The issue of sample size in qualitative research has been contentious for many years (Cresswell 2013:80). The author states that regarding sample size there are several

debates in the literature, but most scholars argue that saturation is the most important factor in determining sample size.

In addition, Creswell (2013:1) states, "An extremely large number of articles, books chapters and books recommend guidance and suggest anywhere from 5 to 50 participants as adequate." The article discusses the interview methods, but refers to all forms of qualitative research. Another important fact regarding sample size is that many authors advise that justification of a sample size in a study is not needed and most often not presented (Barnett, Vasileiou, Thorp & Young 2015; Marshal, Cordon, Podar & Fontenot 2013). Regarding this study it should be mentioned that SI as a field of study is lectured at few universities in SA and therefore the selection of respondents was problematic and limited.

4.6   DATA COLLECTION

Data gathering took place during 2017 till 2019. Both qualitative questionnaires (see Appendices C & D) were sent by e-mail to the respondents in the sample. Several attempts were made to improve the sample size. For example, SATI circulated the questionnaire on their website, follow-up requests were distributed and telephone calls were made to the respondents.

Stangor (2014:110) posits that a questionnaire is compiled in a fixed format and that respondents complete it in their own time. Often the process is unsupervised. Compared to personal interviews, there are some advantages to the questionnaire:

- Usually more cost-effective because it can be completed electronically or by large groups at the same time;

- Increased honesty about personal matters (such as sexual relations or their salaries);

- Less personally exposing and completely anonymous, compared to an interview (Stangor 2014:110); and

- Less influenced by the personality/characteristics of the interviewer (for example racial matters where respondents might answer according to what they think the interviewer might want to hear).

On the other hand, questionnaires can cause hindrances or challenges to researchers, such as:

- Low response rate (the percentage of people who actually complete the questionnaire and return it to the researcher);

- Incorrect conclusions – people who return the questionnaire might have different responses to those who do not or might have completed it (Stangor 2014:110).

There are ways of solving or improving the outcome of the above-mentioned issues, such as the following:

- Making the questionnaire short and/or interesting,

- Ensuring complete confidentiality,

- Emphasizing the importance of the individual to the research, and

- Follow-up mailing to remind respondents to complete questionnaires, hoping that they will do so (Stangor 2014:111).

Therefore, for the purpose of this research, self-constructed, qualitative research questionnaires were used. It was aimed at HEI academics from selected universities and SATI's board of experts. The purpose was to determine the perceptions and experiences of the South African HEI's and SATI's academics regarding the alignment of SI training with SATI's requirements (see 1.5.2). The self-constructed, adapted questionnaire was then distributed to three UFS SI staff members and six SI members of SATI. Questionnaire 1 (see Appendix C) comprised a biographical section, and two further sections namely training of SI and the SATI requirements. The follow-up Questionnaire 2 (see Appendix D) filled the identified gaps. The questionnaire survey

was done to a point of saturation (i.e. when a researcher receives the same responses repeatedly and does not learn anything new from the data).

4.7   DATA ANALYSIS AND REPORTING

In the data analysis phase of this qualitative HE study the following seven steps were followed:

i.   In the process of familiarisation, the researcher read through all the responses obtained from the questionnaire.

ii.   The second step involved compilation where the researcher collated all the responses from the questionnaire.

iii.   The third step was condensation. Here, the researcher synthesised and summarised all the responses from participants to formulate the central theme and possibly sub-themes (see Table 5.2)

iv.   A preliminary grouping or classification process was involved in the fourth step. The researcher identified similar responses or grouped them.

v.   The themes and categories were applied in the fifth step (see Table 5.3).

vi.   A comparison of categories through description of similarities and differences was the final step (McMillan & Schumacher 2014; Creswell 2013).

Inductive thematic content analysis (Babbie 2010) was thus applied to analyse qualitative data from the qualitative questionnaires and then reported (see 1.6.3). This was done to make sense of the data and to draw conclusions (McMillan & Schumacher 2014; Creswell & Clarke 2011). Inductive content analysis was used because there were limited previous studies dealing with the phenomenon reported in this study. Conclusions and inferences were based on both the qualitative questionnaires' responses (see Appendices C & D). This qualitative, inductive data analysis (see 1.6.3) followed a funnel approach where progressively more specific findings were formulated.

4.8 ENSURING QUALITY INTHIS RESEARCH INQUIRY

In qualitative research, validity also refers to trustworthiness, which include different aspects such as the credibility, confirmability, transferability, dependability and authenticity of a study (Maree 2016). This are essential in order to ensure valid and reliable research.

This concept refers to the style in which data are collected, sorted and classified, with special reference to verbal or textual data. Additionally, Meyrick (in Leung 2015:4) argues that compliance with the two most important criteria of "transparency" and "systematicity" for good qualitative research should be achieved. According to the author:

> Every phase of the research logistics from theory formation, design of study, sampling, data acquisition and analysis to results and conclusions has to be validated if it is transparent or systematic enough.

This study systematically validated and aligned all data as a way of ensuring that both the research process and the results conform to high rigor and robustness.

4.8.1 Credibility (truth value)

Credibility in qualitative research indicates the "significance of the results and their credibility for participants or readers" (Maree 2016:140). Cohan and Crabtree (2006:2) argue that there are certain techniques for guaranteeing credibility, such as prolonged engagement; persistent observation; triangulation; peer debriefing; negative case analysis; referential adequacy; and member-checking. In this study the follow-up Questionnaire 2 (see Appendix D) was applied to fill gaps in the data and verify data analysis. This resulted "ultimately in a rich picture of the attitudes, needs or behaviour of those under scrutiny" (Shenton 2004:66).

4.8.2 Transferability (applicability)

Transferability in qualitative research indicates "the extent to which the results can be exported and generalised to other contexts" (Maree 2016:140), thus "findings have applicability in other contexts" (Cohan & Crabtree 2006:2). In this HE case study, although applicable in other contexts, the generalisation is limited due to case study design.

4.8.3 Confirmability (neutrality)

Confirmability implies the extent to which results could be confirmed or to what extent researchers agree upon the results (Social Research Methods 2017:online). Therefore confirmable results occur when they are obtained from the participants ("reflexes the truth") instead of relying on the subjectivity of the researcher (Maree 2016). In this study the data analysis steps (see 4.7) were documented to verify the procedures that had been followed. Then potential bias or misrepresentations could be evaluated (Social Research Methods 2017:online).

4.8.4 Consistency (dependability)

According to Maree (2016:140), consistency implies "stability and consistency of the research process and methods" (i.e. control in a study). In this study the quality of the documentation and methods was monitored.

4.9 ETHICAL ISSUES

The researcher obtained ethical clearance (see ethical clearance number: UFS-HSD 2016/1136 – see Appendix A & B). The following ethical principles were considered during the conducting of the study to ensure that procedures are in accordance with the UFS's guidelines:

- Anonymity of all informants will be ensured: No reference will be made to the participants by name and pseudonyms will be used during data collection and in the final research report.

- Informed written consent forms will be signed by all participants.

- Voluntary participation: Participants will be provided with an opportunity to withdraw from participation in the study if they wish to do so at any time.

- No harm will be caused to participants, whether physical or psychological, as a result of their participation.

- Confidentiality will be ensured, and data and documents will be secured by access codes and passwords.

Before any data were collected, institutional approval was sought to conduct the research study from the programme coordinator of the relevant faculties (see Appendix E).

4.10   CONCLUSION

Chapter 4 examined the research problem and research questions as put forward in Chapter 1 and provided answers on how these were accounted for. Since research on SATI forms a part of this dissertation, Chapter 4 put forward the contextual background of SATI within the HE context, the institution's historical background and the profile of a qualified SI. It furthermore elucidated the qualitative approach (see 1.3, 4.5.2), case study design (see 1.3, 4.5.3.1) and methodology (see1.6, 4.5.4) applied in the study. Furthermore, the qualitative research instruments (see 1.3, 4.5.2) and data collection methods (see 1.6.1) that were chosen for the research were discussed.

The qualitative, self-constructed questionnaires were originally distributed among 26 national public HEIs and to all SATI members in SA (by means of postings and reminders on the SATI website) to identify possible SI training participants. Based on the feedback of national HEIs and SATI, the self-constructed, adapted questionnaire was then distributed to three UFS SI staff members and six SI members of SATI. Due to the limited availability of SI trainers and qualified SI practitioners in SA, only nine SI trainers/practitioners participated in this study. Lastly, factors of quality research, such as trustworthiness, credibility and transferability were examined (see 4.8) and factors that had to be accounted for, such as ethical issues (see 4.9) were put forward.

CHAPTER 5
RESEARCH RESULTS AND DISCUSSION

5.1 INTRODUCTION

In Chapter 4 the research design and methodology of the current study were discussed. The aim of this study (see1.5) was to determine in which way South African SI training is aligned with SATI's requirements (see 3.3 & 3.6). Based on this, the research focus of the study (see 1.2) as well as the main research question and six subsidiary research questions (see 1.4) were formulated.

In this chapter, the following relevant subsidiary questions were addressed, namely:

- How do HE academics experience and perceive the alignment of SI training in higher education with SATI's requirements? (see 1.4.4, 1.4.5, 5.2, 5.3)

- How do SATI experts experience and perceive the alignment of SI training in higher education with SATI's requirements? (see 1.4.4, 1.4.5, 5.2, 5.3)

The responses to these questions were established by using two sets of data for the analysis, namely:

- A qualitative Questionnaire 1 (see Appendix C), and

- A follow-up qualitative Questionnaire 2 was distributed to address the shortcomings identified in Appendix C (see Appendix D) with the SI trainers and SATI-registered simultaneous interpreters. It was decided to follow up with a qualitative questionnaire instead of interviews or focus groups. The reason for this approach is due to limited availability of simultaneous interpreters who are involved in SI training and the geographical location of these participants. Therefore, this chapter presents analyses and interpretation of the data obtained from both these questionnaires (see 5.2 & 5.3).

5.2 ANALYSIS AND INTERPRETATION OF QUALITATIVE DATA OBTAINED FROM THE QUESTIONNAIRE (SEE APPENDIX C)

The qualitative Questionnaire 1 (enhanced with a quantitative section see demographic information in Section 1 of Appendix C) of the self-constructed questionnaire was originally distributed among 26 national public HEIs and to all SATI members in SA (by means of postings and reminders on the SATI website). Based on the feedback of the above-mentioned, only 26 SI practitioners were identified, but only 9 indicated that they were willing to participate. These questionnaires were then distributed to three UFS SI staff members and six SI members of SATI (see 1.6.2) to complete the questionnaire from the end of 2017 until the beginning of 2018 (Response rate=47.3%). This small sample size was due to the limited availability of SI trainers and qualified SI practitioners in South African HE (confirmed by a personal communication with Boers, Executive Director of SATI on 22 January 2018). According to literature (Creswell 2013; Barnett *et al.* 2015; Harrison, Birks, Franklin, & Mills 2017.), this is an adequate sample size for qualitative research, because it represents a single bounded case study of SI trainers/practitioners where the researcher would strive to achieve saturation (see 1.3, 1.6.2). In addition, the biographical responses (see Section A of Appendix C) of this questionnaire that had been obtained were analysed and divided into categories and will now be discussed (see 5.2.1).

5.2.1 Profile of SATI and HEIs participants of this study (N=9)

The biographical responses (see Section A of Appendix C) that had been obtained were analysed and divided into categories and are demonstrated in Table 5.1 (see 5.2.1).

Table 5.1: Profile of the HEIs and SATI participants of the study (N=9)

Categories	Description	Frequency	Percentage
Gender (A1)	Male	2	22%
	Female	7	78%
Total		9	100%
Age (A2)	20-30	1	11%
	30-40 years	4	45%
	50-60 ears	3	33%
	Other year categories	1	11%
Total		9	100%
Home Language (A3)	Afrikaans	4	40%
	English	3	30%
	isiXhosa/isiZulu	0	0
	Sesotho/Setswana	0	0
	Venda/Tsonga	1	10%
	Other	2	20%
Total		9	100%

According to Table 5.1, the profile of this study's South African SI practitioners consisted of seven females (78%) and two males (22%). With regard to the age distribution, it appeared that South African SI practitioners were clustered between the 30–40 years (44%) and 50–60 years (33%) age categories, while only one participant was younger and one was older than these categories. The South African SI practitioners in this study were mostly Afrikaans speaking (40%), while the second-most frequent language group was English speaking (30%). One (1) participant (10%) was Venda speaking and the home language of two other respondents (20%) was not specified.

The results of the combined, adapted questionnaire (see sections 2 and 3 in Appendix C) will now be discussed according to the four main categories, namely SI training outcomes SI (see 5.2.2 with special reference to Question 2.1 in Section 2 of Appendix C); learning opportunities for SI training (see 5.2.3 with special reference Question 2.4-2.18 in Section 2 of Appendix C); assessment of SI training (see 5.2.4 with special reference Question 2.2-2.3 in Section 2 of Appendix C); and SATI's requirements for SI (see 5.2.5 with special reference to Section 3 of the Appendix C). The reporting of

the results will be according to the four identified categories (indicating the relevant structured questions in brackets). Furthermore, the reporting specified the relevant, identified themes in each question as well as integrating comments and implications thereof.

5.2.2 SI training outcomes (see Question 2.1 in Section 2 of Appendix C)

According to the SI participants, certain core outcomes for the training of simultaneous interpreters are essential. In response to the question, *What do you regard as the core outcomes in the training of simultaneous interpreters?* (see Question 2.1, Section 2 of Appendix C) the nine SI participants revealed the following eight themes (summarised in Table 5.2).

Table 5.2: SI training outcomes (N=9)

1. Language proficiency (P1, P5, P7, P8, P9)
•   Vocabulary (P5, P7)
•   Accuracy (P2, P8, P9)
•   Simultaneity (P2, P4, P6, P7, P8)
2. Faithfulness (P3, P7, P9)
3. Copying strategies (P4, P5, P8, P9)
4. Ethics (P5, P9)
5. Voice quality (P6)
6. Cultural knowledge (P1, P7, P9)
7. Memory (P9)
8. Professional conduct (P8)

In Table 5.2, the following eight SI learning outcomes have been identified:

5.2.1.1 Language proficiency

The nature of this important outcome was not specified in the questionnaire (see Appendix C), but more detail will be provided in the follow-up qualitative questionnaire (see Appendix D). Language proficiency, as a core learning outcome for SI training (Table 3.1), where cognitive and linguistic skills are integrated (see 2.5.2) in SI

practice, provided a brief background of the importance of language proficiency, which included the following three different subdivisions, namely:

1.1   **Vocabulary:** A "good vocabulary range" (P7) is important as an outcome in the training of simultaneous interpreters and the presence of lexical knowledge (see 2.5.2). In addition, good knowledge of vocabulary and terminology is illustrated as an admission requirement for SATI (see Table 3.1). Vocabulary is therefore one of the interpreter's most important tools to success, and can be cultivated through self-development.

1.2   **Accuracy:** Three of the participants (P2; P8; P9) confirmed that accuracy is an important learning outcome for SI training, which implies transferring the correct message, including names, dates and figures (see Table 3.1). The application of accuracy includes "without adding or withholding" information during SI (P4). This is in accordance with the view that interpretation should be "complete and accurate" and is also one of SATI's requirements (see Table 3.1).

1.3   **Simultaneity:** Participants (P2; P4; P6; P7; P8) stated that simultaneity was a principal outcome in SI training, which includes lag time/decalage and following distance (P2; P4; P6; P8). This aspect was also highlighted in the stipulated definition (see 2.2.1). A simultaneous interpreter has to be able to multitask (i.e. listen and interpret simultaneously – therefore balancing between the two – P6) and "adapt quickly to the rate of speech" (P8). Therefore Participant 6 proposed that simultaneous interpreters should be able "to interpret speech of 15 min effectively", and "be able to split their attention" between "listening, speaking and voice projection".

5.2.2.2 Faithfulness

Faithfulness was identified as crucial (P3; P7; P9), stating that "the intended message must be rendered as faithfully as the original message" (P3). Participants also experienced that "no information should be added or withheld" (P7) when relaying the words of a speaker, and that the interpreter must "render the tone, phatic functions and energy level of the speaker" and "mimic verbal and non-verbal aspects of the

message" (P9). It can be concluded that part of a simultaneous interpreter's success is linked to his/her ability to sound like the speaker and to communicate the speaker's non-verbal signs through intonation, voice, volume and other queues (see 2.6.1).

5.2.2.3 Coping strategies

Coping strategies is an important outcome of SI training (P4; P5; P8; P9) which includes assistance from the booth partner (P6) (see2.5.4); note taking (P9) (see Table3.1); self-confidence(2,6,1); assistance from co-interpreter (see 2.5.4) and stress management (P 6; P9) (.2.6.1)_

Since SI can be very stressful (P5; P8), coping strategies can prepare and "empower prospective" (P4) simultaneous interpreters for events that cannot be anticipated (see also 2.4). Lastly, adapting to different speeds and accents of speakers (P9) is also an important copying requirement, based on language proficiency (especially referring to accuracy).

5.2.2.4 Ethics

Participant 5 identified ethics as an important learning outcome of SI training – "Obedience and understanding of code of ethics", while Participant 9 confirmed that respect of protocol and ethics is a vital aspect. The role of ethics in SI training should be integrated in the curricula in SI training (see 2.5.4.2) or in practice (see also SATI's Code of Ethics in 3.2.1). The reason for this is because it could prepare simultaneous interpreters when facing difficult situations affecting their personal views and beliefs (see 2.5.4.1 & 2.5.4.2).

5.2.2.5 Voice quality

Voice quality remains an important learning outcome (see 2.2.1), which includes voice projection as indicated by Participant 6. Furthermore, Table 3.2 states that voice quality includes "voice and breath control and distance from the microphone". In addition, due to the fact that the audience spend hours listening to an interpreter, a

monotonous voice with little variation in intonation is very annoying. This could influence SI negatively.

5.2.2.6 Cultural knowledge (includes idiomatic expressions)

Two participants (P1; P9) identified cultural knowledge as a core-learning outcome of SI training, which "enable communication to flow between the parties across languages and culture", while another participant (P7) recommends common sense about idiomatic expressions, which is important to ensure that metaphors, analogies and idioms are understandable to the target audience. Therefore it appeared that cultural (see 2.5.2 & 2.6.1) and language knowledge is equally important in SI knowledge. However, interpreters have to be able to handle tone, inflection and voice quality, which have to be conveyed meaningfully to the target audience" (see 2.4). For this reason, it is essential in SI training.

5.2.2.7 Memory

One participant (P9) identified short-term memory as an important learning outcome of SI training: Literature confirms the importance of memory in SI training (see Table 3.1) – stating "train short-term memory (particularly regarding numbers, names, list of things) (P9), also learn different interpreting techniques and note taking and glossaries" are important. Therefore good short (and long-term) memory (see 2.4)is tested through aptitude testing before training of simultaneous interpreters is started.

5.2.2.8 Professional conduct

Professional behaviour is crucial for SI practitioners (see 2.5.4.1). Participant 8 substantiated this "[to interpret] in such a professional manner that participants forget they are making use of an interpreter" and "professional behaviour". In addition, interpreting technique includes booth behaviour (e.g. professional handling of documents and equipment) (see Table 3.1). Another way that professional conduct could be trained is via "budding professional interpreters/translators", which is currently applied at the UFS (see Appendix F).

5.2.3 Learning opportunities for SI training (see Questions 2.4-2.18 in Section 2 of Appendix C)

This section responds to questions (see Questions 2.4-2.18 of Section 2, Appendix C) regarding learning opportunities in SI training (with special reference to skills integration and methods/strategies of SI training). In response to the 14 related questions (see Question 2.4-2.18, Section 2 of Appendix C) the nine SI participants revealed the following four learning opportunity categories (summarised in Table 5.3).

Table 5.3: Learning opportunities for SI training (N=9)

Learning opportunities for SI skills integration
1. Memory (games, exercises, storytelling) (P2; P3; P9)
2. Comprehension exercises (P2)
3. General knowledge exercises (SL + TL; [vocabulary, terminology, deverbalisation) (P3; P4; P5; P6; P8; P9; P11; P12).
4. Practical in booth [fluency, faithfulness, flexibility, public speaking, teamwork, professional behaviour, accuracy, shadowing, listen to conferences], (P5; P6; P8)
5. Exercises adjusting lag time (P3; P5).

5.2.3.1 Memory (games, exercises, storytelling)

The participants suggested the following ways to integrate memory skills in SI training (see Questions 2.4, 2.11 in Section 2 of Appendix C, and Question 3 of Section 2 in Appendix D). *Memory games* (P2; P3; P9) could be applied to integrate memory skills into SI training. Furthermore, *memory exercises* consisting of lists "made of names, places and figures" (P9) and listening to speeches that students must repeat (P4) are valuable for memory retention (see also 2.4). These components of SI training are accentuated (see 3.4.1), which also emphasise accuracy, TL vocabulary and register, TL grammar, idiom and purity, and interpreting technique. However, Participant 9 indicated that "Although we play '*memory games'* during training, memory is something (in my opinion) that an interpreter should practise and improve on privately/during their own time" as part of own self-development/improvement (see also 2.6.1; Table 3.1; 3.4.1). Furthermore, Participants 2 and 9 suggested the use of storytelling to integrate memory skills into SI training: This method of SI training is not per se discussed in the literature.

5.2.3.2 Comprehension exercises

In addition, these participants also suggested comprehension exercises to integrate memory skills into SI training (see Question 2.4 in Section 2 of Appendix C). Participant 2 uses comprehension exercises to integrate memory skills into SI training. For example, "reading a text and asking questions about the content thereof". Therefore comprehension and memory play key roles in the retaining and production of the information that is needed in SI (see 2.6.1, Table 3.1; 3.4.1).

5.3.2.3 General knowledge exercises

The participants suggested the following ways to integrate general knowledge exercises in SI training (see Questions 2.5, 2.8, 2.14, 2.15 in Section 2 of Appendix C).

- Firstly, integrating TL terminology/vocabulary into your SI training Participants suggested "establish[ing] an expression's etymological foundations" (P1); "vocabulary tests" (P3); "identif[ying] problematic words and researches those words" (P4); "use "vocabulary/terminology lists (see 2.5.2) and compile glossaries" (P4; P6; P8; P9; P11; P12); and "speeches, handbooks and mock classes" (P5). Good knowledge of vocabulary (see 2.5.2) and lexicon is confirmed. AIIC recommends pre-admission aptitude testing (see 2.6.1) for courses in interpreting where candidates are evaluated according to, amongst others, verbal fluency (vocabulary). Vocabulary is one of the simultaneous interpreter's most important tools to be successful. Vocabulary knowledge is enhanced through practising and training (see 2.52).

- Secondly, accommodating deverbalisation (i.e. not interpreting word-for-word as discussed in literature (see Table 3.1) of the message in one's SI training (see Question 2.8 in Section 2 of Appendix C). Participants indicated diverse ideas on how to accommodate deverbalisation in SI training, such as the following:

- "Striving to use culturally-meaningful expressions that are symbolic equivalents, sharing assumptions upon which they are founded." (P1) Although (P1) perceives the above as important, it is not contained in the literature.

- "Give the interpreter information dense (detailed) text to interpret as well as a very fast speaker." (P2; P6) (P2, P6)'s response is not found in the literature although they experience it as important.

- A detailed text cannot be interpreted verbatim (see Table 3.1), nor can a fast speaker – students are forced to break down the information and reconstruct it according to what they understand in the TL.

- "Works on a good lag time" (P3; P5) (see 3.4.1) as well as "Understanding the meaning and not interpret word for word and lag time." (P5; P9)

- "It also helps when interpreters take the same classes on a weekly basis (for example during EI)." (P4) Although this is important according to (P4), it is not stated in the literature.

- Repeating the same assignments will help the interpreter to memorise the context and the relevant terminology (see 3.4.1)

- Understanding the gist of the message will eliminate unnecessary detail and using straight-forward language will save time, as will simplifying the message.

- "Through a lot of practice. When they fall into word for word interpreting see table 3.1), you stop them and ask, 'What did the sentence mean?' and when they figure it out, tell them, ok, then how would you interpret that? Ok, now – do it simultaneously. Keep doing this for a while until they catch on." (P9)

- Deverbalisation (see will imply that students use expressions with which the TL audience can identify, and that will prevent verbatim interpreting (P1) and (P2; P6) lecturers will force students to use simple language to convey a lot of detail, adapting the sentence structure for fast speakers.

(P3; P5) Encouraging good lag time that will help the interpreter to remain at a good distance from the speaker and to understand the meaning before interpreting word-for-word – unravelling the meaning first, will make it easier to convey the message in the TL. Participant 4 encourages the repetition of assignments, which will hone the skill of Deverbalisation (see 2.2.1).

- Finally, students have to analyse and understand the meaning of a sentence before they can interpret it. (P9) (analysis and synthesis) (see 2.6.1)

- Thirdly, joining ethical aspects into SI training (see question 2.14 in Section 2 of Appendix C). Participants proposed the integration of the Code of Ethics in module content (P2; P8) (see 3.2.1, "hypothetical scenarios where s/he has to choose the best option" (P2); workshops on applicable groups; "Deaf culture for SASL interpreting" (P4); "replace obscene language with more decent language" (P6) – where personal values and beliefs are contradicting, (see 2.4)); and institution-specific language (P7).

- Fourthly, teach simultaneous interpreter students command of their native and foreign languages (tenses, concord, syntax and correct prepositions) (see Table 3.1, Question 2.15 in Section 2 of Appendix C). Participants confirmed the importance of the above-mentioned as a "prerequisite skill" (P2; P4; P6)' "interpreters to read and listen" to the media (P4); "teaching of grammar/linguistics" (P5; P8); and the prerequisite of command two languages (see Table 3.1) (P6). Practise speaking, reading (aloud) and repetition of problematic words (P7); and "basic language lessons in both languages" (P8). The importance of a command of the SL (native language) and TL (foreign language) is supported in 2.5.2 and 2.6.1, while a preference for aptitude testing can be seen in 2.6.1. This in fact implies that simultaneous interpreters should be lifelong scholars and be very aware of the world around them by reading or watching the news and documentaries.

5.3.2.4 Practical interpreting exercises in booth

The participants suggested the following ways to integrate correct booth behaviour in SI training (see Questions 2.6, 2.7, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18 in Section 2 of Appendix C, Table 3.1). Participant 9 suggested, "Practical interpreting exercises in booth", which is an essential part of SI training, although it is not identified as such, nor discussed in the literature. These practical interpreting exercises include fluency (see Table 3.1), faithfulness (see 2.4), flexibility in terms of following distance (see 3.4.1) target audience age level, education and socio-economic conditions (register)(see 3.4.1),public speaking (see 2.6.1), team work (see 2.6.1), accuracy (see 1.1, 1.2).

Participants had numerous experiences and perceptions of practices to improve *fluency* (see Question 2.6 of in Section 2 of Appendix C, 2.6.1) in SI practice, namely:

- Participants 1 and 3 make use of "commonplace interaction of students with communities of practice". Although perceived as important, this is not stated in the literature.

- Participant 2 makes students "read texts out loud and interpret recorded speeches".(P2 experienced this point to be important but it is not found in the literature chapters).

- Participant 5 reported that s/he teaches coping mechanisms such as "finding synonyms and paraphrasing"; (There are other coping skills that are mentioned in the literature, but the above mentioned is not found)

- Participant 6 implements "a lot of practical interpreting, assists with concentration and knowledge of terminology" (see 3.4.1, Table 3.1);

- Participant 7 allows students to interpret "various speeches and also do peer evaluation"; (These methods are not mentioned in the literature, although (P7) experiences that they are important).

- Participant 8 uses internships and exposes students to real-life interpreting situations; and

- Participant 9 lets students "prepare for classes or conferences" (see 2.3.1) and teaches coping skills such as self-confidence and lets students use only one earplug to monitor themselves for training.

Literature confirmed the importance of a good knowledge of vocabulary (2.5.2) and lexicon (see 2.5.2) to improve fluency. In addition, fluency is also one of the requirements for admission to SATI (see 3.2-3.4, Table 3.1). Alternatively, Participant 6 recommended that teaching students how to prepare for assignments and how to concentrate (see 2.6.1) are also used in the improvement of fluency in SI training.

Participants had numerous experiences and perceptions of practices to improve *faithfulness and accuracy* (see Questions 2.7 & 2.11 of in Section 2 of Appendix C,) in SI practice, namely:

- "Adapts the register to the audience" (P1) (see Table 3.1);

- Students do exercises, role play and records interpreters for assessment (P2; P4); This is important to (P2, P4), but is not captured in the literature.

- "Listen, process and produce (see 2.7.1). Let students stay with the speed of the original speaker, understand the message and remain faithful to the tone and enunciation of the speaker." Listening to recordings of themselves will prevent dropping info (P3; P4; P7) The responses of these participants are important but are not found in the literature.

- "Understanding core message of source text, analytical skills (see Table 3.1), vocabulary" (P5) (see 2.5.2); and

- "Appropriate speeches to be interpreted and then incorporate students' input" (P6).

Correct register (P1) (see 3.4.1) and listening (P3) (see 2.7.1) are key in teaching faithfulness in SI (see 1.1, 6.2.21.9.1, 3.4). Furthermore, accuracy (Table 3.1) is required in order to transfer the correct message (see 1.1,). Participants responded in different ways to the accuracy question. For example, participants suggested note

taking (P4) (see Table 3.1), assistance from co-interpreter (see 2.6.1) (P6), having a good memory/general knowledge (see (P5), memory exercises (P9), "Speeches with names, dates, figures (see Table 3.1), etc." (P6), preparation (P3) (see 2.3.1) and "Listening skills (see 2.7.1), perception skills" (P8) (see Table 3.1, 2.6.1) . Therefore, successful SI requires good memory (see Table 3.1), good listening skills (see 2.7.1) and good knowledge of terminology/vocabulary/lexicon are vital (see 2.5.2 and Table 3.1).

The participants confirmed the importance of integrating *flexibility* in SI training. Firstly, *the ability to vary following distance* is important (P4) in one's SI training (see also Table 3.1). This is confirmed by participants with diverse responses such as providing variation in tone (P2); (see Table 3.1) avoiding direct translation (P3) (see 2.2.1); accommodating the differences between language structures (P9) (see Table 3.1) and as part of the SI coping strategies (P5) (see 2.6.1, Table 3.1) . Secondly, *flexibility towards target audience's age, level of education and socio-economic conditions and obtain accurate register* (see Questions 2.12 & 2.13 in Section 2 of Appendix C, 3.4.1). Participants responded in different ways to the above-mentioned question, namely:

- Participants put the message in the correct context (i.e. academic, social or formal – P1) (register) (see 3.4.1), acknowledge intercultural knowledge (P6, P8) (see 2.5.2) and obtain correct register (P1; P6; P7; P8) because each TL culture has its own rules.

- Furthermore some participants (P7; P8) integrate register into SI training by using appropriate speeches and preparation. Students copy the speaker's register to receive clues about correct application (see 2.4). Participant 4 lets students do self-evaluation (see 2.2.1, 5.3.2.4).

- While participants indicated "cultural knowledge and sensitivity towards deaf/HIV culture" (P2; P5; P7) as important. Literature confirmed these aspects where students do self-study and learn cultural knowledge (see 2.5.2, Table 3.1).

The participants confirmed the importance of integrating *professional behaviour* in SI training (see Questions 2.10 in Section 2 of Appendix C,2.5.4). Firstly, with regard to *correct breathing* (see Table 3.1), Participant 1 stated that "correct breathing allows the interpreter to focus on other core skills, and strengthens the voice". Secondly, Participants 5 and 8 highlighted the importance of *voice quality,* because "high-pitched … monotonous or nasal voice will be highly unpleasant for the audience and speaking at only one volume or whispering will put the audience to sleep". The importance of voice quality and correct breathing is underscored, while voice quality is stressed in Table 3.1 where it is mentioned as an assessment criteria for SATI. This demonstrates that professional behaviour is an important factor in SI training.

The participants suggested the following ways to integrate *public speaking* (see 2.6.1) *and teamwork in correct booth behaviour* in SI training (see Questions 2.16, 2.17, 2.18 in Section 2 of Appendix C). Professional booth behaviour (e.g. professional handling of equipment and avoiding irritating habits) [see Table 3.1] into one's SI training is crucial (see Question 2.18 in Section 2 of Appendix C). The reasons therefore include to teach students to tolerate and respect fellow workers" (P1) (see 2.5.4), (good collegiality, see 2.5.2) and correct handling of equipment (P2) (see Table 3.1) in order to be more "in control of their interpreting skills" (P7). Here self-development is vital (e.g. "students have to listen to their own recordings" [P4]). Additionally "theory, feedback from booth partner and lectures after practical sessions" (P6) and to draft a list of "bad habits" and to expand … how it impacts the audience and their colleagues" (P9) are paramount (Although they are important, these factors are not mentioned in the literature) Incorporating public speaking skills into SI training(see Question 2.16 in Section 2 of Appendix C) is essential to become comfortable being in the spotlight (P2; P3; P4; P5; P8; P9); building "confidence and courage" (P3; P5; P8; P9; confirmed by literature in 2.6.1); regulate "good, breathing [in order for] performance [to be] believable" (P4) (see Table 3.1); obtaining good stress coping skills (see also 2.6.1) as well as language skills" (P8) and to position their voice (P9, confirmed by literature in Table 3.1). Public speaking skills play a major role in SI training and the simultaneous interpreter would not be well equipped without these skills. In addition,

teamwork's importance (see 2.6.1) in SI training(see Question 2.17 in Section 2 of Appendix C) are due to the emphasis on "collective strengths" (P1; P2; P5; P6; P7; P9); "work in pairs" (P2); "to hear what the other did not hear" (P3; P4, P6); monitoring (P7); note taking (see also 2.5.1), "[confirm] details are accurate, take turns" (P4, P5, confirmed by literature in 2.3; as well as "remain confident, think fast and convey accurate information" (P8) which "reduces stress and puts interpreters at ease" (P9).

Lastly, exercises adjusting lag time are also important to practise in the booth. Participant (P3) responded, "By adjusting good lag time to allow you not to lose information." This was also highlighted in the literature review (see Table 3.1). For example, an interpreter with a good lag time skills will not fall behind the speaker and lose information, keep the pace that the audience can follow and will not finish before the speaker, in which case the interpreter is bound to make mistakes (e.g. since the speaker's last words are not known to the interpreter and guessing is not allowed).

5.2.4 SI training methods and strategies (see Questions 2.4-2.18 in Section 2 of Appendix C)

In Table 5.4 six training methods/strategies are summarised.

Table 5.4: SI training methods/strategies (N=9)

SI training methods/strategies for SI skills integration
1. Teaching/facilitating/coaching students coping skills (P1)
2. Stress management (P1)
3. Studies (P2)
4. Integrate theory and practice (P3)
5. Textbook (learning material) (P2)
6. Practical examples from media (P4)

5.2.4.1 Teaching students coping skills

The participants suggested the following ways to integrate memory skills in SI training (*How do you integrate memory skills in your SI training?* – see Question 2.4 in Section 2 of Appendix C). *Memory games* (P2; P3; P9) could be applied to integrate memory skills into SI training. Participant (P9) indicated that "by teaching how to prepare for a

conference" forms part of coping skills (as illustrated in 2.8.1, 2.8.2, Appendix C, 3.7). In addition, this also links the integration with memory skills when preparing for SI.

5.2.5 Assessment of SI training (see Questions 2.2-2.3 in Section 2 of Appendix C)

This section responds to questions (see Questions 2.2-2.3 of Section 2 of Appendix C) regarding assessment of SI training (with special reference to assessment criteria). In response to the two related questions (see Question 2.2-2.3, Section 2 of Appendix C) the nine SI participants revealed the following eleven SI training assessment criteria (summarised in Table 5.5).

Table 5.5: SI training assessment criteria (N=9)

SI training assessment criteria for SI skills integration
1. Language proficiency include vocabulary; terminology; knowledge of the structure of a language; fluency and deverbalisation (P5)
2. Accuracy (P2)
3. Simultaneity/lag time (P3)
4. Time management (P4)
5. Faithfulness (P5; P6)
6. Deverbalisation (P5)
7. Voice projection (P4)
8. Self-confidence (P5)
9. Applying interpreting technique (P7)
10. Professionalism (P8)
11. Pronunciation (P9)

Table 5.5 underlines the following 14 assessment criteria as important in the training of simultaneous interpreters (see Question 2.2 of Appendix C).

1. *Language proficiency* in the SL and TL is a prerequisite for professional SI, (see1.1, 2.5.2 and Table 3.1), which was confirmed by participants (P1; P2; P5; P7; P9). Language proficiency includes vocabulary, terminology, knowledge of the structure of a language, fluency and deverbalisation (seeTable 3.1). Language proficiency was identified as main criteria in the rubrics or assessment for the training of SI by participants (P1; P2; P5; P7; P9), as well as an appreciation of language's

basic structure" (P1), language use." (P2; P7), deverbalisation (P5), and regular flow of speech (P9) (see Table 3.1) as well as pronunciation (see Appendix F). The nature of this important outcome was not specified in the questionnaire (See Appendix B), but more detail will be provided in the follow-up qualitative questionnaire (see Appendix C). Participant 4 experienced that "terminology" was a core outcome in the assessment criteria of SI training while Participant 6 noted "vocabulary range" as important (see Table 3.1). The importance of a good knowledge of vocabulary ("mnemonic capacity") is confirmed (see 2.5.2 and 3.4.2). In addition, Participant 2 indicated that fluency is one of the main aspects in the rubrics or assessment criteria in SI training and responded as follows: "Accuracy, fluency and language use", while Participant 4 added that "Accuracy, fluency, terminology, time management, clearness of message, tone in voice and the five parameters of SASL interpreting" are important in SI training. Table 3.1 (Chabasse & Kader 2014:23; SATI's requirements for interpreters) and 2.10 also provide evidence of the importance of fluency. Participant 3 indicated that the following was important, "Good lag time SIMULTANEITY, not to lose information." An interpreter with good lag time will not fall behind the speaker and lose information.

2. ***Accuracy*** was indicated by most of the participants (P2; P4; P9) as one of the main aspects in the rubrics or assessment criteria that is important "not to lose information" when training SI. Furthermore Participant 4 mentioned, "Accuracy (see table 3.1), fluency(see 2.6.1), terminology(see Table3.1), time management"(see Table 3.1) and Participant 9 stated, "Accuracy of numbers and names" as important factors. This is in accordance with Moser-Mercer's (1996:44) view that the goal of SI is to provide "a complete and accurate rendition of the original" and one of SATI's requirements (see Table 3.1).

3. ***Simultaneity/lag time*** was confirmed by Participant 3 who indicated that "good lag time is one of the core assessment criteria of SI training". The reason for this, if the interpreter's lag time is incorrect, s/he will not be able to maintain the desired distance from the speaker (see table 3.1).

4. *Time management* is regarded as one of the main aspects in the assessment rubric when training of SI (P4). SI is complex and delivered under pressure demands, it co-links with accuracy (see 1.1), fluency (see Table 3.1). SI students have to achieve proficiency (see 2.6.1), performing the correct action under pressure and early submission of assignments. SI students need to take responsibility for their studies, work effectively under pressure and meet their deadlines (see 3.2.1).

5. *Faithfulness:* Participant 5 perceived that, "deverbalisation (see 2.2.1), faithfulness (see 2.6.1), voice projection (see Table3,1) and self-confidence"(2.6.1) are vital aspects in assessment rubrics when training simultaneous interpreters. In a similar view another participant (P6) concluded that: "Insight, vocabulary range, relaying the correct message and clarity in speech" are aspects that reflect faithfulness in SI training. Faithfulness in SI (to maintain the correct distance behind the speaker) (lag time), reflect the speaker's tone of voice and non-verbal clues, deliver a clear message and have good vocabulary to reflect these aspects.

6. *Deverbalisation* is another aspect highlighted by Participant 4, which means that interpreters do not interpret word-for-word, but instead make meaning of a sentence and reproduce it in their own words (see 2.2.1). However, avoidance of verbatim/word-for-word rendering of the text was emphasized (see Table 3.1).

7. *Voice projection* was experienced by Participant 4 as an important assessment criteria of SI training, stating that, "accuracy, fluency, terminology, time management, clearness of message, tone in voice and the five parameters of SASL interpreting" are important. Literature on the quality of voice includes voice projection and voice and breath control (see 2.2.1).

8. *Self-confidence* (coping strategy)

Participant 4 perceived that "self-confidence" was one of the main assessment criteria in SI training. This competency is crucial in interpreting which are listed in Chabasse's aptitude model for SI (see 2.6.1).

9. ***Applying interpreting technique*** was one confirmed as a vital assessment criteria for SI training (P7). This was confirmed in Table 3.1, which highlighted certain aspects of interpreting technique, amongst others fluency, following distance, voice quality and breath control.

10. **Professionalism** is important as commented by Participant 8, which include "accuracy, language use, interpreting technique and professionalism." Professionalism was identified as an important learning outcome of SI training where "clients forget that they are making use of an interpreter. In other words: excellent language abilities, professional behaviour, good use of interpreting technique, the ability to cope under pressure". The fact that interpreters must be professional in the booth was put forward in2.5.4 and 2.5.4.2.

11. ***Pronunciation was perceived by*** Participant 9 as an essential assessment criteria of SI training and this observation is reiterated in Appendix F

In response to the question, To w*hat extent does your final assessment determine the quality of the SI?* (see Question 2.3 of Appendix C), the nine SI interpreter participants stated the following,

- "Interpreting is a skill and final assessment is not a true reflection … the interpreter should be assessed in situ about six months after training; a more accurate assessment will be possible." (P2). This participant (P2) experienced this statement as important, but it is not captured in the literature.

- "Assessment on its own is not enough" … putting interpreter in real-life situation can give better results." (P3) Although perceived as important by (P3), this aspect is not mentioned in the literature.

- "We try to evaluate every aspect of quality, use multiple examiners and judge the message in its entirety." (P4)

- "To determine quality in itself is problematic … the individual items in the rubric indeed enhance quality."

- Participant (P9) stated that "it depends on the group of students. If they are beginners, the pass rate is lower … their length of training and experience as well as level of training is kept in mind." The statements of (P4, P9) were deemed important to the participants, but they are not captured in the literature.

The SI participants shared diverse opinions whether the final assessment determined the quality of SI. Some SI trainers feel that assessment should not be done directly after training and that it is artificial to assess the interpreter in familiar surroundings, and that the length of training and experience level should be considered during assessment. It thus seems that there is not a clear-cut answer to this question.

5.2.6 SATI requirements for SI training (see Section 3 of Appendix C)

This section responds to questions (see Questions 3.1-3.3 of Section 3 of Appendix C) regarding assessment of SI training (with special reference to SATI requirements). In response to these above-mentioned questions the nine SI participants revealed the following sixteen SATI requirements (summarised in Table 5.6).

Table 5.6: Sixteen SATI requirements for SI training

SI training assessment criteria for SI skills integration
1. Basic command of languages (P1)
2. At least a certificate and four years of experience (P4)
3. Deverbalisation and faithfulness (P7)
4. Good vocabulary (P9)
5. Professionalism, very good command of languages you work in (P12)
6. SATI publishes code of ethics (P1; P6)
7. SATI sets certain standards for successful SI (P3)
8. Note-taking (P1; P2)
9. Recovering lost information (P4)
10.Preparation (P3)
11.Reading through prepared lists of relevant vocabulary (P4) assists the interpreter to memorise vocabulary that is relevant to the interpreting assignment to make interpreting easier and more smoothly
12.Note-taking by booth partner (P3; P4)
13.Mental preparation (P3; P4)
14.Interest in languages (P1)
15.Faithfulness (P7)
16.Alert and insight (P9)

The question on SI training and assessment criteria yielded varying responses. Basic command of languages (P1, P12) (see 2.6.1, 3.6 & Table 3.1) is a self-evident assessment criteria for skills integration since SI cannot be done without this. Another participant, (P2) observed that certification (see 1.1) and experience is important. Certification leads to self-confidence (see 2.6.1, 3.6 & table 3.1) If s/he/ is confident, the interpreter knows that they have been properly assessed and endorsed for their abilities. Faithfulness (P7) is discussed in the literature, in 2.6.1, which states that interpreters should be able to adapt to "diverse subject matters, speakers and situations" while Deverbalisation (not interpreting word for word) (P7) (see Table 3.1) is indispensable in order to reformulate what is heard and to convert it into the TL. No interpreter can work without a very good vocabulary range (P9) (see 1.1, 2.5.2, 3.4.1 & Table 3.1) – making it a requirement for SI training. an interpreter needs to be very professional (P12) towards clients and colleagues as the environment they work in

requires a certain behaviour. For the mentioned reasons SATI's code of ethics (P1, P6) (see 3.2.1) was established to ensure that interpreters adhere to certain behaviour, e. g. keep assignments and information about clients confidential and they set certain criteria as guideline for SI (P3). In addition, note-taking (P1, P2) (see Table 3.1) is a coping mechanism that relieves stress, making it important for training and skills integration. An interpreter who is mentally prepared (P3, P4) (see 2.3.1, 2.5.4.1) will experience less anxiety/stress and deliver a better performance. This point is not mentioned in the literature, but to recover lost information (P4) is a skill that is taught by SI trainers as it sometimes happens in SI that information is lost, requiring the interpreter (also with assistance from the booth mate) to 'catch up' and present this information before it is lost to the listener. Furthermore it is not always possible, but if the interpreter has texts, she/he can prepare (P3, P4) (see 2.3.1, 2.5.4.1) and alleviate stress in terms of their performance beforehand. Finally the booth partner takes notes (P3, P4) (see 2.5.1, 2.5.2& Table 3.1) to assist the active interpreter, especially with names, dates and figures and he/she is invaluable in this regard. An interest in languages will ensure that the interpreter is skilled as they seek to integrate the syntax, vocabulary and new developments in SL and TL. In the last instance, alert and insight (P9) is not discussed in the literature, although it is an important aspect to this participant.

5.2.6.1 In your opinion, what are the main requirements for SI practice? (see Question 3.1 of Appendix C)

There were a variety of responses namely the following:

- "Basic language command and interest in languages were key for SI practice." (P1) (see 2.6.1, Table 3.1).

- "At least a certificate and 4⁺ years' experience" were requirements for SI practice. (P4). Although emphasized by (P4), this is not stated in the literature chapters.

- "Deverbalisation/not interpreting word for word (see 2.2.1) and faithfulness" (P7) were chore aspects for SI practice." Faithfulness was however not discussed in the literature.

- "Good vocabulary, alert and insight" formed part of the key drivers for SI practice." (P9) (see 2.5.2), but alert and insight are not mentioned in the literature.

- "Professionalism (see 2.5.4), very good command of all languages you work in" (see 2.6.1, Table 3.1) were vital to SI practice." (P12).

Excellent language command is necessary for interpreting (P1; P12) (see 2.6.1). As well as certification (P4; see also 2.6), deverbalisation and faithfulness (P7; see also 2.6,Table 3.1), good vocabulary was underscored (P9; see also 2.5.2) and professionalism is relevant (P12; see Table 2.5.4, 3.1).

5.2.6.2 In your opinion, how does SATI ensure ethical and professional interpreting practice? (see Question 3.2 of Appendix C)

The responses to this question varied and are discussed below:

- Participants 1; 6 experienced that SATI "publishes a code of ethics" (see 3.2.1),

- while Participant 3 perceived that SATI "sets certain standards", (see 3.1) and

- Participant 4; 5 confirmed that SATI "provides accreditation" (see 3.4).

These responses (P1; P3; P6) confirmed that SATI's code of ethics provides guidelines for professional and ethical conduct in language practice (including SI) (see 3.2 & 3.2.1). SATI's accreditation is voluntary, but its seal of approval through accreditation (see 3.4) is the highest that is available in SA (P4; P5). It can be concluded that SATI ensures ethical and professional interpreting practice by means of the above-mentioned methods.

5.2.6.3 How do you ensure accurate recollection of information (names, dates, figures, etc.) in your SI practice? (see Question 3.3 of Appendix C)

The responses of the above-mentioned questionnaire were diverse and are stated below:

- "Note taking" (P1; P2) (see Table 3.1).

- "Recovering lost information" (P4). This point is not addressed in the literature although it is emphasized by (P4).

- "'Preparation" (P3) (see 2.3.1)

- "Reading through prepared lists of relevant vocabulary" (P4)

Note taking (by the interpreter) (see is an important coping skill in SI (P1; P2). During a session, the co-interpreter also takes notes to assist the teammate. Preparation can make a big difference in the quality of SI and also prepares the interpreter mentally (P3; P4); (see also 2.5.2, Table 3.1).

5.2.6.4 What role does target language terminology/vocabulary play in successful SI practice? (see Question 3.4 of Appendix C)

According to participants there are various answers to the above question, i.e. -

- "Terminology/vocabulary is the most important aspect of successful SI practice." (P1) (see 2.5.2, 3.4.1 & Table 3.1)

- [Vocabulary/terminology] "[e]nsures accuracy and trust in the interpreter, especially in EI." (P4) (see 2.5.2, 3.4.1)

- "A module in Lexicography is part of the course … students should also hand in a terminology list of the various subject fields." (P5) Lexicography and terminology lists as such is not mentioned in the literature, although deemed important by (P5)

- Vocabulary/terminology is "essential, of paramount importance …" (P6) (see 2.5.2, 3.4.1, Table 3.1)

- "Vocabulary/terminology "[p]lays a big role, it is part of preparation and very important for good quality interpreting." (P7) (see 2.5.2, 3.4.1 & Table 3.1).

- "Proficient knowledge of the target language (see 3.6) and specific knowledge of terminology, vocabulary (see 2.5.2, 3.4.1.& Table 3.1). The conference professional jargon will result in the interpreter being confident." (P8) The latter comment is not contained in the literature chapters, although is perceived as important by (P8)

All SI participants agreed on the importance of good vocabulary for SI practice (P1, P4, P5, P6, P7, P8). This competency is crucial for delivering a quality SI service and **a vocabulary range was confirmed (see2.5.2, 3.4.1 & Table 3.1).**

5.2.6.5 What is your opinion of fluency as a determining factor of success in your SI practice? (see Question 3.5 of Appendix B)

Participants' varying responses included the following:

- "Fluency is important because incoherence defeats purpose of interpreting." (P1) (see

- [Fluency] "Is important, affects user and can lead to loss of credibility." (P2)

- "Being able to give the message as it is to the client and having your audience understand the message." (P3)

- "Fluency is very important. Facts, terminology should not only be correct, but should also be presented in correct order." (P4)

- "Fluency is very important as the target listeners will lose confidence in the interpreter if he/she has a hesitant voice. Fluency … also adds to the quality of the final product." (P5)

- "Fluency determines the understanding of the message: if the interpreter stutters and stumbles over words, the understanding of the message is obviously going to be impaired." (P6)

- "Fluency is important in the sense that the communication should flow and it should be easy to look at/listen to the interpreter's product." (P7)

- "When every word matters and time is of the essence fluency is a determining factor of success" (P8)

The importance of fluency, and was confirmed by literature (see 3.4.1, Table 3.1).

5.2.6.6 How do you continuously improve deverbalisation (not interpreting word for word) of messages as a SI practitioner? (see Question 3.6 of Appendix B)

Participants' responses were as follows:

- "Through cultural knowledge, symbolic equivalents and sharing their assumptions." (P1)

- "By interpreting news bulletins and speeches in non-interpreting situations." (P2)

- "The manner (for instance the speed) in which the text is presented is fabricated to force the student to deverbalise and not give a word-for-word interpretation." (P3)

- "Makes sure I keep up with information and I understand concepts and topics well even in everyday life. Also applying it in normal conversations." (P4)

- "This is done by practice." (P5)

In order for a message to make sense, it has to be deverbalised as interpreting cannot be done word for word. The interpreter has to reformulate the message in his/her own words which was also highlighted in literature (see Table 3.1).

5.2.6.7 How do you improve, throughout your career, your voice quality and correct breathing as a SI practitioner? (see Question 3.7 of Appendix C)

Participants responded in a variety of ways, i.e.

- Students "practise relaxation". (P1)

- "It allows the interpreter to focus on other chore skills if breathing is not an area of concern." (P2)

- "Practise! Listening to yourself and practising." (P4)

- Through "regular interpreting". (P5)

- "Liaise also with colleagues from the drama department to assist." (P6)

- "Practise! I try never to be over-confident with myself but constantly be critical and try to think of better ways of saying things." (P7)

- "When I work with another interpreter and I see their voice quality, interpreting technique and I admire it, I learn from what they do to improve my own." (P8)

- "By recording myself and by improving through exercise and practice." (P9)

Correct breathing will make the interpreter sound calm and in control (see Table 3.1) and assist with voice quality and certain challenges in SI (see 2.4). It becomes clear from the discussion and from literature that good breathing has a positive effect on SI and also on voice quality since these functions are interwoven.

5.2.6.8 In your opinion, what is the correlation between an interpreter's years of experience as an interpreter and his/her possibility of obtaining accreditation form SATI? (see Question 3.8 of Appendix C)

Participants' varying responses are set out below:

- This correlation was "High". (P1)

- "The longer a person is a professional, practicing interpreter, the easier it will be to obtain SATI accreditation." (P2)

- "Experience is the best teacher; however, one interpreter can obtain all the knowledge needed in one year and another would need 5 years. I would thus say, without research, not definite correlation exists." (P4)

- "Practice makes perfect! Once accreditation has been acquired one actually has a 'licence' to deliver and obviously the more you interpret, the more competent you should become." (P5)

- "You do need a few years' experience before you will pass an accreditation. Studies alone are not enough." (P6)

- "None. Some interpreters with no training will continue with the same mistakes for years and will not improve. They will just remain 'language helpers'. Others were never trained but improved with time and are excellent." (P7)

SI participants indicated diverse opinions on the correlation between years of experiences and obtaining accreditation. SATI provides accreditation for language practitioners who pass their examinations (see 3.4). However, SATI's accreditation is voluntary (see 3.4). In addition, language practice in SA is not regulated (thus anybody can be a language practitioner; see 3.3). However, SATI is the most important body in SA for providing accreditation and thus sets the benchmark for quality in SI. According to the author's experience, obtaining accreditation). ensures the interpreter that s/he is competent. (see 3.5)

5.2.6.9 How do you account for register variation in SI practice? (see Question 3.9 of Appendix C)

There were diverse answers, i.e. -

- "By interpreting everything as it is and ensure the same spirit that the message was rendered is the same spirit as interpreted." (P3)

- "Interpreter must understand situation and also what is required for the situation. Practice in various settings." (P5)

- "A boring monotonous speech is going to cause the listeners to lose interest – one must try to reflect similar intonation of the speaker." (P6)

- "Staying aware of the differences in situations and between speakers." (P7)

- "I tend to remain loyal to the speaker's style of speech including register unless during the briefing I was asked to adapt it to a specific group of people due to various considerations." (P8)

The interpreter must understand the situation, which is the same as understanding the register (knowing and understanding the audience) (see Table 3.1.Register should be varied and the interpreter should not be monotonous – voice quality must be good (see Table 3.1) as well as the interpreter should be adaptable to different speakers (see Table 3.1.

5.2.6.10 How do you ensure that your intercultural knowledge is aligned with your SI practice? (see Question 3.10 of Appendix C)

There were miscellaneous responses to this question:

- "Through language proficiency (understanding the basic structure of language)" and intercultural knowledge (symbolic expressions' historic development and cultural influences)." (P1)

- "By using terminology that is relevant to the TL culture." (P3)

- "Being fluent in more than one language should already have created a basis for intercultural knowledge. Examples are given, discussed, questions raised." (P4)

- "You interpret what is said but if the speaker oversteps his boundaries, you must remain diplomatic." (P5)

- "Through preparation and working in the TL community I serve. In SASL interpreting you have to be very involved in the Deaf community for this to be possible." (P6)

- "Language proficiency (P1) is a requirement for SI (see 1.1, 2.6 In addition the role of intercultural knowledge Table 3.1 and 3.2) a good vocabulary range (see 1.1, Table 3.1) in SI is crucial ".

You need to respond to this and confirm with literature here

5.2.6.11 How do you as a SI practitioner ensure accurate command of native and foreign languages (tenses, concord, syntax and correct prepositions)(see Question 3.11 of Appendix C)?

The different perceptions of participants are contained in the following section.

- "Trainees in SI should gain basic proficiency in establishing the common strengths between languages, appreciation of a language's basic structure." (P1) (see 2.6, Table 3.1)

- "By speaking both languages as often as possible and actively seeking out opportunities to speak in my second language where there is no safety net." (P2). Although this point is stressed by (P2) it is not addressed in the literature.

- "Through practice the interpreter will be able to perfect this." (P3) It is self-evident that practice is a core part of SI although this is not formulated in the literature.

- "By constantly reading and learning." (P4) It is part of the duties of the interpreter to read and learn in their own time, but this is not stipulated in the literature.

- "Excellent knowledge of both source and target language." (P5) (see 2.6, Table 3.1)

- "Reading, reading (focusing on the language use), watching different videos of different signers etc." (P9) (see 2.6 and Table 3.1 for language use). Reading and watching videos is stressed by (P9) but does not appear in the literature.

- Entry tests (P6) also determine language command (language proficiency) (see 2.6.1) that could assist SI trainers.

5.2.6.12 Why do you regard public speaking skills as important for your SI practice? (see Question 3.12 of Appendix C)

Participants provided a variety of responses, i.e. -

- "Reduces bodily tension (see 2.6.1) and increases the value of interpretation." (P1).

- "If equipment fails you may be called upon to do conference interpreting where there is no booth or microphone to hide behind. It is thus important to be comfortable speaking in public." (P2) (see 2.6.1)

- "Because the interpreter is indirectly presenting just like the speaker. So skills are needed to ensure professionalism and good voice register and even good conduct." (P3) (see 2.5.4, Table 3.1)

- "To accurately convey the source speech." (P5) (see Table 3.1)

- "Interpreter feels more confident when I know how to conduct myself." (P6) (see 2.6.1)

- "The interpreter is in my opinion in itself a public speaker and should be a pleasure to listen to his/her voice." (P7) (see Table 3.1)

Good public speaking skills and confidence are linked to coping skills that are taught to reduce tension (see 2.4) which is crucial for SI. In addition, accuracy (see 1.1, 1.2 & Table 3.1) and public speaking (see 2.6.1) are key aspects of SI.

5.2.6.13 How do you ensure that you deliver a coherent message as a SI practitioner? (see Question 3.13 of Appendix C)

Participants reacted in various ways to the Question 3.13, i. e -

- "Appreciation of language's basic structure." (P1) (see 2.6, Table 3.1)

- "By means of accuracy, remaining calm and using coping strategies." (P2) (see Table 3.1, 2.6.1). Coping strategies per se are not mentioned in the literature although stressed by (P2). Elements of thesecoping strategies such as stress management have been discussed.

- "Through listening and practicing memory skills." (P3) (see 2.7.1, Table 3.1).

- "Understanding the message (see 2.5.2), keeping up with the speaker (table 3.1) and using the same vocabulary constantly (see 2.5.2) if the speaker does this and linking words." (P4)

Language proficiency was mentioned – knowledge of the SL and TL (see 2.6.1), accuracy and coping skills (P2) (see 1.1, 1.2 & Table 3.1) and memory (see 2.6.1, 2.6.2, Table 3.1) is vital in SI practice.

Reference was also made to simultaneity ("keeping up with the speaker"), also called following distance or decalage (see Table 3.1)

5.2.6.14 Why is it important for simultaneous interpreters to work in teams? (see Question 3.14 of Appendix C)

The respondents answered as follows:

- "The active member of the team has to help with terminology, vocabulary." (P1) (see 2.5.2)

- "The co-interpreter should "monitor" the interpreter, help each other with note taking (see Table 3.1), taking turns." (P2) (see 2.5.4).

- "It is a team effort. Cooperation (see 2.3) enhances the end product, whether helping to jot down names of figures (see Tabled 3.1), consulting the dictionary, etc." (P4) (

- "Interaction, discussion of tricky words, concepts, problematic situations." (P5) (Teamwork, see 2.5.4)

- "Lengthy periods of interpreting will cause intellectual fatigue and impair concentration. Therefore interpreters work in teams and take turns to rest." (P7) (see 2.5.4)

Vocabulary/terminology and note taking (P2; P4) is an important coping skill in SI. Accuracy per se is mentioned in the literature (see 1.1, 1.2, Table 3.1), while turn

taking avoids mental fatigue and the teammate plays a very important role in this regard (see 2.3).

5.2.6.15 How do you accommodate varying décalage (following distance) in your SI training? (see Question 3.15 of Appendix C)

Participants responded in various ways to Question 3.15, i.e. –

- "Allowing the communicating party to complete current message, breathing and making mental notes." (P1) (For breathing, see Table 3.1; the other responses are however not addressed in the literature).

- "Use the speed of the speaker to determine my following distance." (P2) (see Table 3.1)

- "Use appropriate speeches and verify your tempo." (P4) (see table 3.1). Although stressed by (P4), there is no mention of appropriate speeches in the literature.

- "Lag time can vary; one should start interpreting as soon as "understanding unit" is available." (P7) (see Table 3.1)

Breathing (P1) is a way of relieving stress (see Table 3.1) and this can be seen as a coping mechanism. The interpreter has to remember what was said while listening to the current message (see 2.7.1), speakers with differing speeds are accommodated by interpreters (see 2.6.1).

5.2.6.16 How do you, as a SI practitioner, ensure throughout your career that you apply correct booth behaviour (professional handling of equipment and avoiding irritating habits)? (see Question 3.16 of Appendix C)

Participants provided different answers, including:

- "Tolerance and respect for fellow workers." (P1) (see 2.5.4)

- "By keeping abreast of any new developments in technology and by being aware of myself during interpreting sessions." (P2) Although (P2) perceived these aspects as important, they are not mentioned in the literature.

- "By having an open relationship with your booth partner, discussing beforehand what is desired and undesired." (P3) These aspects are not mentioned in the literature, although they were deemed important by (P3)

- "Through regular practice and feedback from co-interpreter." (P4) (These aspects are not mentioned in the literature, although (P4) perceived them as important.

- "I see myself as a professional interpreter (see 2.5.4) and behave accordingly in the booth." (P5)

- "Always being willing to learn from others to mentor, keeping in practice." (P6) (These aspects were stressed by (P6), but are not found in the literature

- "Avoid jugs of water with ice cubes in the booth, don't click your pen continuously, don't stir your tea with a spoon, don't do anything that makes too much noise for your audience as the microphone is open. Do not use strong perfume, the booth is a small space. If you are sick, have a flu or tummy bug, ask for a colleague to replace you, etc." (P7) (see 2.5.4)

The role of the interpreter is discussed (see 2.2.2.1) and encompasses what is said by (P1; P3; P4 and P5). In 2.5. professional behaviour is discussed (see Appendix F) and the importance of practicing is highlighted. Simultaneous interpreters must always assist each other, and avoid making noise like stirring tea with a spoon, clicking pens or drinking water containing ice cube (see P7) The booth microphone is very sensitive and any noise will be heard by the listener. Booth partners must provide assistance to each other through note-taking (see Table 3.1).

5.3 ANALYSIS AND INTERPRETATION OF THE FOLLOW-UP QUESTIONNAIRE 2 (SEE SECTION 2 OF APPENDIX D)

The reporting of the follow-up Questionnaire 2 (see Section 2 in Appendix D) will be according to the numerical order of the questionnaire. The following aspects are important for the training of qualified SI.

5.3.1 Language proficiency (see Section 2 Question 1 in Appendix D)

In the original questionnaire, language proficiency was identified as an important learning outcome, but more detail was needed (see 5.2.2.1[1]). In order to address this, the follow-up question, *Why is language proficiency important for you as a lecturer in SI training?* (see Question 1, Section 2, Appendix D) was substantiated by participants as follows:

- "SL proficiency is a requirement and a tool for SI." (P1)(see 2.6.1).

- "Language proficiency is key in communicating the message. Proficiency includes understanding and producing." (P2)(see 2.6.1, 2.7.1).

- "It guarantees that the interpreter will understand the SL and TL, avoiding challenges in comprehension." (P3) (see 2.6.1).

- "Language proficiency is not identified as a required outcome but it is a requirement to enrol for the programme. It is impossible to interpret if you do not know two languages; that is the most basic requirement. Language proficiency for the interpreter involves more than the basic language acquisition skills, but one should be in command of both languages." (P4) (see 2.6.1).

These comments confirm that language proficiency is core for communication, understanding and production of SI (see 1.1, 2.6.1, Table 3.1). In addition, language proficiency can "increase comprehension" (P3), and is regarded as a basic for SI (P4), which links with vocabulary and accuracy requirements (see 5.2.2.1).

5.3.2 Teaching methods (see Section 2 Question 2 in Appendix D)

In order to address this, the follow-up question, *What teaching methods do you apply to meet the required outcomes for academically training a simultaneous interpreter?* (see Question 2, Section 2, Appendix D) was substantiated by participants as follows:

- "I coach 'newcomers' in the booth if they have potential and I always stress on the importance of pursuing academic studies in interpreting." (P1) Although perceived as important by (P1), this point is not captured in the literature.

- Theory (see 2.6.3-2.8), implies the use of examples, practicals and encouraging repetition and exercise. (P2)

- Practical interpreting(see 5.3.2.4) (P3)

- Impromptu speeches (see Table 3.1), exercises in attention splitting, shadowing, voice projection (see 2.2.1), interpreting various speeches simultaneously and feedback is given from fellow students. (P4)

The statements confirmed the essential integration of theory and practice (see 6.2.2).

5.3.3 Fluency (see Section 2 Question 4 in Appendix D)

In order to address this, the follow-up question, *What practices do you implement to improve fluency in SI practice?* (Provide reasons here) (see Question 4, Section 2, Appendix D) was substantiated by participants as follows:

- "Recording myself when interpreting, watching documentaries with subtitles in the same language, watching or listening to news, singing songs and reading words at the same time, creating glossaries (see and listening to different accents." (P1)

- "Shadowing" (see 2.2.1) (P2)

- Impromptu speeches, students learn to anticipate. (P4)

The above-mentioned remarks, except shadowing, confirmed fluency exercises to improve SI, but are not stipulated in the literature.

5.3.4 Practical interpreting methods (see Section 2 Question 5 in Appendix D)

In order to address this, the follow-up question, *What practical interpreting methods do you apply to meet the required outcomes for training a simultaneous interpreter?* (see Question 5 in Section 2 of Appendix D) the participants are of the opinion that evaluation of practical training (P2) and volunteer interpreting (P3) are valuable. In addition, whisper interpreting, SI from booths, exercises in attention splitting, shadowing (see 2.2.1), providing texts before interpreting, brainstorming the text; identify possible problematic terminology etc. (P4) could be assisting SI students There is no reference to volunteer interpreting (P3) in other respondent's answers nor in the literature study.

5.3.5 Specific learning materials (see Section 2 Question 6 in Appendix D)

In order to address this, the follow-up question, *Do you recommend any specific learning materials for your course?* (see Question 6 Section 2, Appendix D), the participants commented that basic interpreting theory (P2) and weather reports, lectures, speeches from internet, recordings of speeches, students deliver speeches, discussion between students, mock meetings (P4) are useful, but these aspects were not discussed in the literature.

5.3.6 Learning activities (see Section 2 Question 7 in Appendix D)

In order to address this, the follow-up question, *What other specific activities do you use in class to train specific SI skills?* (see Question 7, Section 2, Appendix D) participants revealed that more SI hours in a booth, real interpreting situations, volunteers to a debate and providing interpreters with documents e-mailed at least three days in advance, glossary, subject in books on internet (P2), as well as shadowing (P2), reading (P3) and sight interpreting, video clips, internships, inviting interpreters to share experience, visiting parliament for first-hand experience of

interpreting (P4) would assist improve their proficiency. Literature confirmed the importance of practical interpreting in a booth (see Table 3.1). The literature does not refer to the use of real interpreting situations, volunteers to debate, providing documents in advance, glossaries nor subject in books or on internet. Shadowing (see 2.2.1) (P2) and reading (see 5.2.3.2) (P3), was discussed in the literature chapters.

5.3.7 Assessment practices (see Section 2 Question 8 of Appendix D)

In order to address this, the follow-up question, *What other assessment practices do you incorporate to ensure quality SI?* (see Question 8, Section 2, Appendix D) participants concluded that recording and evaluating self (P1), quality control, peer review, client review (P2), audio materials (P3) and peer assessment by colleagues (and experienced interpreters) listening and giving feedback (P4) are essential. These assessment practices are not mentioned in the literature chapters, although they are stressed by the participants.

5.3.8 Moderation practices (see Section 2 Question 9 in Appendix D)

In order to address this, the follow-up question, *How do you apply moderation practices for SI training?* (see Question 9, Section 2, Appendix D), was answered in the following manner: Participants stated that they obtain more than one opinion for evaluations, assessments and quality control (P2), and that internal moderation takes place where colleagues sit in and listen and give feedback (P4). Although stressed by participants, these moderation practices are not mentioned in the literature.

5.3.9 Faithfulness (see Section 2 Question 10 in Appendix D)

In order to address this, the follow-up question, *How do you teach SI students to be faithful to the speaker, i.e. incorporate the same tone and emotions as the speaker*? (see Question 10, Section 2, Appendix D) participants recommended the following:

- "Ask Drama teacher, listen to the audience with only one side of the headset on my left ear." (P1). Although stressed by (P1) these two methods are not mentioned in the literature.

- "Holistic interpretation/getting the message in its entirety across." (P2)

- "By listening attentively." (P3)

- "Choose the internet speeches carefully concerning emotion and tone displayed which students must try to echo." (P4)

There is no reference to 'assistance from Drama department' in the literature. Similar to (P1), one of the respondents answered, "Obtain assistance from colleagues of the Drama department" (see Appendix B, question 2.9) and another respondent (see 5.2.5.7) recommended that trainers should "liaise with colleagues from the drama department". In 5.2.2.6 the respondent also stated that he/she uses just one side of the earphone in order to monitor interpreting The literature does mention "listen attentively" (see 1.9.1), but the other suggestions by participants are not mentioned in the literature chapters.

5.3.10 Additional comments (see Section 2 Question 11 in Appendix D and Question 3 Section 3 in Appendix D)

In order to address this aspect, the follow-up question, *Do you have any additional comments?* (see Question 11 in Section 2 of Appendix D), the participants proposed that attendance of conferences as observers and listening to qualified, accredited and professionals (P1). These training methods were not discussed in the literature.

5.4 ANALYSIS AND INTERPRETATION OF THE FOLLOW-UP QUESTIONNAIRE 2 (SEE SECTION 3 OF APPENDIX D)

In response for the main question, *What are SATI'S requirements of a qualified SI?* the following sections will be systematically addressed.

5.4.1 What strengths/pros/benefits does SATI have for a simultaneous interpreter practitioner? (see Question 1 in Section 3 of Appendix D)

The participants disclosed that "SATI's registration and exposure to potential clients" (P1), "ensures abilities of language practitioners for clients" (P2). Thus SATI regulation of the profession of language practitioners (see 3.1, 3.2), which includes registration and advertising is important.

5.4.2 What weaknesses/cons does SATI have for simultaneous interpreter practitioners? (see Question 2 Section 3, Appendix D)

Participants had diverse responses. One participant (P1) felt the regulatory role of SATI is valuable (see 3.2), while another participant (P2) stated that the non-usage of SATI website leads to lack of information.

5.5   CONCLUSION

In Chapter 5 the profile of HE and SATI participants was put forward (see 5.1) and in 5.2.2, SI training outcomes were discussed and explored in Table 5.2. In 5.2.3 (see also Table 5.3) learning opportunities for SI training were expounded and in 5.2.4 SI training methods and strategies were explored. Information about assessment of SI training was provided (see 5.2.5), followed by SATI requirements for SI training (see 5.2.6). In 5.3 the analysis and interpretation of follow-up Questionnaire 2 was put forward (see Appendix D).

CHAPTER 6

FINAL CONCLUSIONS, IMPLICATIONS, LIMITATIONS AND GUIDELINES FOR SI TRAINING

6.1   INTRODUCTION

The results of this qualitative HE case study indicated the experiences and perceptions of SA HE academics and SATI experts regarding the alignment of SI training with SATI requirements (see Appendices C, D). This study is important in the light of globalisation and resulting multilingualism – causing a greater demand for quality SI. SI is now also used in certain HE institutions which expect quality since wrong information can impact on students' performance.

According to this study, SI refers to SI as part of the term 'translator', which is a generic term referring to language practitioners such as translators, interpreters, text editors, proof-readers, terminologists and lexicographers (SATI 2007e). Alignment of HE SI training with SATI is necessary, because SATI is the foremost regulatory body – also providing accreditation in SA and provides a seal of approval on the competence of a simultaneous interpreter.

In order to address the objectives (see 1.5) and to demonstrate the answers of the already stipulated research questions (see 1.4) of the study, this study was conducted from 2017until 2019. The main assumption, which provided the starting point for this study, was to determine whether the training of simultaneous interpreters provided at South African HE was aligned with SATI's requirements, and how possible shortcomings of SI practices could be addressed (see 1.5). This HE qualitative case study was conducted from a social constructivist/interpretivist worldview (see 1.3), where experiences of the participants played an active role in constructing reality (McMillan & Schumacher 2014:14).

Therefore, this chapter provides a synoptic view of the main conclusions arising from the literature (Chapters 2, 3) and data analysis of the study (see 6.2). The chapter also

proposes some guidelines for SI training (see 6.3). The value (see 6.4), limitations (see 6.5) and future research of the study are also discussed (see 6.4).

6.2   A SUMMARY OF FINDINGS OF THE STUDY

In order to address the objectives (see 1.5) and to demonstrate the answers of the already stipulated research questions (see 1.4) of the study, a literature review was first conducted to explore the training of qualified simultaneous interpreters within the HE context (see Chapter 2) and the alignment of simultaneous interpreters' training with SATI's requirements for qualified interpreters (see Chapter 3). Based on this, the empirical study focused on the alignment of SI training at HEIs in SA with SATI's requirements. The findings of both are discussed in the sections below.

6.2.1 Findings from the literature

The literature review (see Chapter 2) was undertaken to create a theoretical background for the investigation into the training of qualified simultaneous interpreters within the HE context. In the literature review SI was explored in terms of different definitions and information of where the occupation is practised (see 2.3.1). Furthermore, the difference between interpreting and translation, and the differences between consecutive and SI were discussed (see 2.2.2). Therefore SI is a complex term and for this study the researcher aligned herself with the definition of Pöchhacker of 2004 (see 2.2.2).

In addition, the practical procedures of SI (see 2.3) and the unfolding practice in HEIs (see 2.3.1), related challenges (see 2.4) simultaneous interpreters deal with and the language context within which SI belongs (compared to other language professions) were put forward. A further aspect that was examined was the mental and psychological competencies required by simultaneous interpreters and the linguistic and cognitive skills needed for the profession (see 2.5.2). The researcher proceeded to put forward the themes of etiquette and ethics in SI (see 2.5.4.1; 2.5.4.2), and an interpreting model (that of Gile) (see 2.7) was explored. In Chapter 2 research was

conducted on training outcomes, such as language proficiency, coping strategies, ethics, voice quality, cultural knowledge, memory and professional conduct.

The following point states SATI's requirements for accreditation of simultaneous interpreters. SATI emphasizes many factors for the simultaneous interpreter to pass the accreditation examination, and some of these align with training practices at the UFS (see Table 3.1 and Appendix F). In addition, the following four assessment criteria for SATI accreditation were stressed and confirmed by this study (SATI 2007d):

- *Accuracy and coherence of message*

- *TL vocabulary and register:*

- *TL grammar, idiom and purity:*

- *Interpreting technique:*

In brief, due to the complex nature of SI, confronted by high stress demands.SI requires specific training in terms of a certain set of skills. Successful SI has certain requirements, such as properly working equipment, audible sound, proper visibility, notes to prepare beforehand and sensitivity on the part of the speaker, e.g., not turning ones' back on the interpreters while talking and using a microphone. In addition, users of SI services should also be educated about conducive circumstances for the simultaneous interpreter and the service they render. The following point states SATI's requirements for accreditation of simultaneous interpreters. SATI emphasizes many factors for the simultaneous interpreter to pass the accreditation examination, and some of these align with training practice at the UFS (see Table 3.1, Appendix F).

Accreditation for interpreting is generally conducted once a year in one or two places in SA if enough applications are received to make an examination at a venue economically viable (SATI 2019: online). In addition, [SI] candidates are examined in the language combination(s) of their choice. The accreditation exam consists of a simulated interpreting assignment using voice recordings and whispered interpreting equipment. The exam is recorded and independently and anonymously assessed by two markers appointed by SATI (SATI 2019: online).

Assessment criteria for SATI accreditation include the following for SI candidates, namely (SATI 2007d):

- *Accuracy and coherence of message*: sense conveyed completely, names, dates, figures, etc. transferred accurately, must be able to deverbalise message, i.e. not interpret literally;

- *TL vocabulary and register*: vocabulary, terminology, register appropriate to subject matter;

- *TL grammar, idiom and purity*: tenses, concord, syntax, use of prepositions of mother-tongue-speaker quality; and

- *Interpreting technique:* fluency of delivery, e.g. little or no hesitation or backtracking, ability to vary décalage (following distance) voice quality, e.g. voice and breath control, distance from microphone, booth behaviour, e.g. professional handling of documents and equipment, no irritating habits.

The researcher has experienced that the SATI SI examinations are of a high standard and that not many interpreters pass it the first time. On a practical level, SI requires specific training in terms of a certain set of skills. In terms of technology, successful SI has certain requirements, such as properly working equipment, audible sound, proper visibility, notes to prepare beforehand and sensitivity on the part of the speaker, for example, not turning his/her back on the interpreters while talking and using a microphone. It is thus clear that successful SI depends on several factors.

6.2.2 Findings from the empirical study (Chapter 5)

This section sets out the conclusions drawn from findings of empirical research in this study. It aims to address the already stipulated second research objective (see 1.5.2), namely to determine SI experiences and perceptions of the alignment of SI training based on SATI's requirements. In preparation for responding to the above-mentioned research objective, a literature review (see Chapters 2 and 3) was conducted to address the first objective (see 1.5.1) regarding an overview of training of

simultaneous interpreters in HE context (Chapter 2) and the current requirements of SATI (Chapter 3). This literature review then underpinned the development of the data collection instruments. The profile of SATI and HEI's participants of this study (N=9) was summarised in Table 5.1. The main findings for the second objective (see 1.5.2) of this study are summarised as follows:

6.2.2.1.SI Outcomes of SATI requirements (see 6.2.2)

One of the outcomes of SI training is teaching methods and coaching which allow for learning opportunities such as memory exercises – including storytelling, comprehension exercises and lag-time exercises (see Table 5.6) The SATI training outcome for coping with stress is taught through note-taking, preparation and mental preparation (see Table 5.6). Academic studies form part of learning opportunities for SI skills integration and are integrated with theory and practice in the form of knowledge exercises (SL + TL) and emphasising vocabulary and terminology. Practical work in the booth is also part of the integration of theory and practice while shadowing and listening at conferences complement the integration of theory and practice. Faithfulness, flexibility, public speaking, intercultural knowledge, professional behaviour and coping skills are training outcomes that are instilled through learning material such as textbooks and practical examples from the media. Lastly, practical examples from the media such as video and audio recordings are also used in class to hone the above skills.

6.2.3.SI training and learning opportunities

Teaching methods and coaching address language proficiency, faithfulness while deverbalisation is also taught as a coping skill (see Table 5.6). Professional and booth behaviour as SATI requirements of SI practice are taught through theory and then practice and so are ethics, memory and listening skills. Some participants experience that competent simultaneous interpreters require qualifications and 4 years' experience. Learning material and textbooks are used to teach memory and listening skills, cultural knowledge and SL and TL knowledge. The other skills, fluency, voice

quality, correct breathing and register variation are taught through practical examples from the media.

6.2.4. Assessment criteria and methods

Assessment criteria and methods consist of peer evaluation, recording (self-assessment, feedback, interpreting technique and pronunciation).

In a summary of the empirical findings the following became clear: SI training outcomes, assessment criteria and SATI requirements are regarded as the basis of SI practice. These findings emerged from data collected from 2017–2019 from a qualitative, partially quantitative questionnaire and a follow-up questionnaire. Factors like language proficiency, faithfulness and professional conduct were named as most important for training by participants, and that learning methods (e.g. coaching and practical examples from the media) are the methods these trainers employ to instil these qualities in students. Learning opportunities for skills integration are, for example, memory and lag-time exercises, which are also important according to trainers. They need to integrate SI skills regarding assessment criteria methods such as peer evaluation and recording oneself. These are important tools in assessment. Lastly, SATI's requirements for SI training overlap in certain senses with the above-mentioned outcomes, e.g. in aspects such as faithfulness and memory. The last objective, namely guidelines for SI training, is discussed next.

6.3   Guidelines for SI training

Based on the findings of this study, the following guidelines are proposed:

- According to Pöchhacker's definition (see 1.9.1) the information that is interpreted into the TL is available to the simultaneous interpreter only once in the SL. For this reason the onus is on SI trainers to prepare students to cope under these circumstances and deliver meaningful output. Outcomes in SI training are achieved through teaching methods, coaching, academic studies, integration of theory and practice, learning material, textbooks and practical

examples from the media. Trainers use these techniques and should be skilled in SI themselves in order to execute proper training. To ensure that simultaneous interpreters deliver a quality product, trainers need to assess students. For assessment trainers rely on peer evaluation, having students record and evaluate their own work, feedback, interpreting technique and listening to a student's pronunciation.

- SI training language proficiency was deemed very important, including its subdivisions, vocabulary, accuracy and simultaneity. This aspect is first and foremost of in importance since SI cannot be done without a proper knowledge of both the SL and the TL. Respondents also experienced that faithfulness (it is vital to come across in the same way as the speaker), coping strategies (like note-taking and assistance from the booth partner, which also relieves stress), ethics (for example, not divulging any information about the speaker) and voice quality (users of SI sometimes listen to the interpreter for a long time and an unpleasant voice makes this very difficult) were important aspects to include in SI training.

- The SI trainers perceived that cultural knowledge (to know TL expressions and idioms, for example), memory (in order to remember names, places and figures) and lastly, professional conduct (the interpreter needs to be courteous towards clients and respect colleagues) were also vital to teach students.

- The eight suggested learning outcomes (see Table 5.3),4 learning opportunities (see Table 5.2), the six SI training methods/strategies (see Table 5.4) and the 16 assessment criteria for SI skills integration (see Table 5.6), are valuable as a foundation for novice SI trainers.

6.4 Value of the research

This research's value was its contribution to SI as a profession and to SATI as a language professions body. Therefore, this dissertation could enhance the understanding of the complexity of SI training and practice. In future, identified learning

outcomes, learning opportunities and assessment criteria, as well as alignment with SATI requirements could assist SI trainers in general.

6.5   Limitation of the study

This study was challenged by a limited number of SI practitioners available to participate in this study (see 4.5.4.2). For this reason, the data of this study cannot be generalised.

6.6   REFLECTIVE COMMENTS

This study was undertaken to shed light on SI which plays an increasing role in globalisation where different people who speak different languages need to communicate on all levels of society – in warzones, hospitals, educational institutions, business meetings, trade, politics and other contexts. The second component of the study, namely SATI, was analysed to see what it represents, its requirements, it hopes to achieve and offer clients of language practitioners and the language practitioners themselves. The researcher's supposition was that the information from this empirical study would be in the interest of members of the public who make use of language practitioners as well as SI trainers and those practicing SI. In addition, only a partial alignment between SI training and the SATI requirements could be established. It is required that more research is conducted on SI practitioners in the future. As well as more extensive research is crucial in terms of transculturality and transculturality awareness training.

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APPENDIX A: FIRST ETHICAL CLEARANCE LETTER

Faculty of Education

19-Oct-2016

Dear Mrs Debbie Wilsnach

Ethics Clearance: The alignment of simultaneous interpreter's training with the South African Translator's Institute's requirements: a quality assurance perspective.

Principal Investigator: Mrs Debbie Wilsnach

Department: Unit for Language Facilitation and Empowerment (Bloemfontein Campus)

APPLICATION APPROVED

With reference to you application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2016/1136**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Dr. Juliet Ramohai

APPENDIX B: SECOND ETHICAL CLEARANCE LETTER

GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

29-Jan-2020

Dear Mrs Wilsnach, Debbie D

Amendment Approved

Research Project Title:
The alignment of simultaneous interpreter's training with the South African Translator's Institute's requirements.

Ethical Clearance number:
UFS-HSD2016/1136

We are pleased to inform you that your amendment application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for notifying the ethics committee of the changes/amendments that have been made to your study; we wish you the best of luck and success with your research.

Yours sincerely

Prof Derek Litthauer
Chairperson: General/Human Research Ethics Committee

Digitally signed
by Derek
Litthauer
Date: 2020.01.29
13:42:08 +02'00'

QUESTIONNAIRE

THE ALIGNMENT OF SIMULTANEOUS INTERPRETING AT HIGHER

EDUCATION INSTITUTIONS IN SOUTH AFRICA: A QUALITY ASSURANCE

PERSPECTIVE

Dear Participant   ☐ ☐ ☐ ☐

You are requested to complete this questionnaire because of your simultaneous interpreting expertise. I would like to determine your experiences and perceptions of the training of simultaneous interpreters and SATI's requirements. Please note that your responses will be treated confidentially and that your name will not be associated with the findings in any way.

Thank you in advance for your insights and contribution.

Debbie Wilsnach

I …………………………………. give my voluntary consent to participate in this research.

Date …………………………… Signature ………………………..

SECTION 1: DEMOGRAPHIC INFORMATION		
1.1 Gender	Male	1
	Female	2
1.2 Age	20-30	1
	30-40	2
	40-50	3
	50-60	4
Specify here …………..	Other	5
1.3 Ethnicity	White	1
	Black	2
	Coloured	3
	Asian	4
Specify here …………..	Other	5

1.4 Home language	Afrikaans	1
	English	2
	isiXhosa	3
	Sesotho	4
	Setswana	5
	isiZulu	6
	Tshivenda	7
	Tsonga	8
	Shangaan	9
Specify here …………..	Other	10

Instructions: Please provide answers to the following two sections (sections 2-3)

SECTION 2: TRAINING OF A QUALIFIED SIMULTANEOUS INTERPRETER				
2.1	What do you regard as the core outcomes in the training of simultaneous interpreters?			
2.2	What are the main aspects in your rubrics or assessment criteria that you regard as important in the training of simultaneous interpreters?			
2.3	To what extent does your final assessment determine the quality of the simultaneous interpreting?			

	Learning, problem-solving and research skills				
2.4	How do you integrate memory skills into your simultaneous interpreting training?				

2.5	How is target language terminology/vocabulary incorporated into your simultaneous interpreting training?				
2.6	What practices do you implement to improve fluency in simultaneous interpreting training?				
2.7	How do you teach simultaneous interpreting students to deliver a message that is as close as possible to the original?				
2.8	How do you accommodate deverbalisation (not interpreting word for word) of the message in your simultaneous interpreting training?				

2.9	Do you regard the ability to vary following distance as important in your simultaneous interpreting training?				
2.10	Do you regard voice quality and correct breathing as important in your simultaneous interpreting training?				

	Self-responsibility and development skills			
2.11	What strategies do you integrate into your simultaneous interpreting training for accurate recollection of information (e.g. names, dates, figures, etc.)?			
2.13	How do you sensitise simultaneous interpreting students to be flexible towards their target audience's age, level of education and socio-economic conditions (intercultural knowledge)?			
	Cultural, aesthetic, ethical and citizenship understanding/skills			
2.12	How do you integrate register into simultaneous interpreting training?			
2.14	How do you incorporate ethical aspects into simultaneous interpreting training?			
	Communication skills			

2.15	How do you teach simultaneous interpreter students command of their native and foreign languages (tenses, concord, syntax and correct prepositions)?					
2.16	Why do you need to incorporate public speaking skills into simultaneous interpreting training?					
Cooperative skills						
2.17	Why is teamwork important in simultaneous interpreting training?					
Technological and environmental literacy skills						
2.18	How do you integrate correct booth behaviour (professional handling of equipment and avoiding irritating habits) into simultaneous interpreting training?					

SECTION 3: SOUTH AFRICAN TRANSLATORS' INSTITUTE'S REQUIREMENTS FOR SIMULTANEOUS INTERPRETERS						
3.1	In your opinion, what are the main requirements for simultaneous interpreting practice?					
3.2	In your opinion, how does SATI ensure ethical and professional interpreting practice?					
Self-development and macro-vision						
3.3	How do you ensure the accurate recollection of information (e.g. names, dates, figures, etc.) in your simultaneous interpreting practice?					
3.4	What role does target language terminology/vocabulary play in successful simultaneous interpreting practice?					
3.5	What is your opinion of fluency as a determining factor of success in your simultaneous interpreting practice?					
3.6	How do you continuously improve deverbalisation (not interpreting word for word) of messages as a simultaneous interpreting practitioner?					

			☐	☐	☐
3.7	How do you improve, throughout your career, your voice quality and correct breathing as a simultaneous interpreting practitioner?				
			☐	☐	☐
3.8	In your opinion, what is the correlation between an interpreter's years of experience as an interpreter and his/her possible obtaining of accreditation from SATI?				
			☐	☐	☐
	Cultural, aesthetic, self-responsibility and citizenship understanding/skills				
3.9	How do you account for register variation in simultaneous interpreting practice?				
			☐	☐	☐
3.10	How do you ensure that your intercultural knowledge is aligned with your simultaneous interpreting practice?				
			☐	☐	☐
	Communication skills				
3.11	How do you as a simultaneous interpreting practitioner ensure accurate command of native and foreign languages (tenses, concord, syntax and correct prepositions)?				

3.12	Why do you regard public speaking skills as important for your simultaneous interpreting practice?					
3.13	How do you ensure that you deliver a coherent message as a simultaneous interpreting practitioner?					
Cooperative skills						
3.14	Why is it important for simultaneous interpreters to work in teams?					
Problem-solving skills						
3.15	How do you accommodate varying décalage (following distance) in your simultaneous interpreting training?					
Technological and environmental literacy skills						
3.16	How do you, as a simultaneous interpreting practitioner, ensure throughout your career that you apply correct booth behaviour (professional handling of equipment and avoiding irritating habits)?					

Thank you for your participation.

APPENDIX D: FOLLOW-UP QUESTIONNAIRE 2

<table>
<tr><td colspan="3" align="center">

FOLLOW-UP QUESTIONNAIRE

THE ALIGNMENT OF SIMULTANEOUS INTERPRETING AT HIGHER EDUCATION INSTITUTIONS IN SOUTH AFRICA: A QUALITY ASSURANCE PERSPECTIVE
</td></tr>
<tr><td colspan="3">

Dear Participant   ☐ ☐ ☐ ☐

You are requested to complete this follow-up questionnaire because of your simultaneous interpreting expertise, insight and contribution you could add as expert in SI training. In this follow-up questionnaire, I would like to clarify or expand on your experiences and perceptions of the training of simultaneous interpreters and SATI's requirements of qualified simultaneous interpreters. Your participation is key to my research. Please note that your responses will be treated confidentially and that your name will not be associated with the findings in any way by using pseudonyms.

Thank you in advance for your insights and contribution.

Debbie Wilsnach

I …………………………………. give my voluntary consent to participate in this research.

Date …………………………… Signature ………………………..
</td></tr>
<tr><td colspan="3" align="center">

SECTION 1: DEMOGRAPHIC INFORMATION
</td></tr>
<tr><td>1.1 Gender</td><td>Male</td><td>1</td></tr>
<tr><td></td><td>Female</td><td>2</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td>1.2 Age</td><td>20-30</td><td>1</td></tr>
<tr><td></td><td>30-40</td><td>2</td></tr>
<tr><td></td><td>40-50</td><td>3</td></tr>
<tr><td></td><td>50-60</td><td>4</td></tr>
</table>

Specify here …………..		Other	5
1.3 Ethnicity		White	1
		Black	2
		Coloured	3
		Asian	4
Specify here …………..		Other	5
1.4 Home language		Afrikaans	1
		English	2
		isiXhosa	3
		Sesotho	4
		Setswana	5
		isiZulu	6
		Tshivenda	7
		Tsonga	8
		Shangaan	9
Specify here …………..		Other	10

Instructions: Please provide answers to the following questions
SECTION 2: TRAINING OF A QUALIFIED SIMULTANEOUS INTERPRETER

1. In the original questionnaire, language proficiency was identified as an important learning outcome. Why is language proficiency important for you as a lecturer in simultaneous interpreting training?

……………………………………………………………………………………………..

……………………………………………………………………………………….....

2. What teaching methods do you apply to meet the required outcomes for academically training a simultaneous interpreter?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

3. Have you ever applied storytelling to meet the required outcomes for training a simultaneous interpreter? (Provide reasons here)

    …………………………………………………………………………………………

    …………………………………………………………………………………………

4. What practices do you implement to improve fluency in simultaneous interpreting practice? (Provide reasons here)

    …………………………………………………………………………………………

    …………………………………………………………………………………………

5. What practical interpreting methods do you apply to meet the required outcomes for training a simultaneous interpreter?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

6. Do you recommend any specific learning materials for your course?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

7. What other specific activities do you use in class to train specific SI skills?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

8. What other assessment practices do you incorporate to ensure quality simultaneous interpreting?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

9. How do you apply moderation practices for SI training?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

10. How do you teach SI students to be faithful to the speaker, i.e. incorporate the same tone and emotions as the speaker?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

11. Do you have any additional comments?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

SECTION 3: SATI'S REQUIREMENTS OF A QUALIFIED SIMULTANEOUS INTERPRETER

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1. What strengths/pros/benefits does SATI have for a simultaneous interpreter practitioner?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

2. What weaknesses/cons does SATI have for simultaneous interpreter practitioners?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

3. Do you have any additional comments?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

Thank you for your participation.

APPENDIX E: LETTER OF CONSENT FOR PARTICIPATION FROM THE UFS

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA

UFS·UV
EDUCATION
OPVOEDKUNDE

CONFIRMATION OF INFORMED CONSENT FOR UFS
SIMMULTANEOUS INTERPRETERS' TRAINING
PARTICIPATION IN A RESEARCH STUDY

Mrs D. Wilsnag (1992299220) - master degree in Higher Education
Studies. The title of this dissertation is the following:
*The alignment of simultaneous interpreters' training with the South
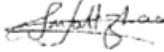African Translator's Institutes requirements: a quality assurance
perspective.*

I _SClombaard_ agree that the UFS interpreter training staff
members can participate in the above-mentioned research.

Signature: _____

Mrs D. Wilsnach (1992299220)
Postgraduate student

Dr S.M. Holtzhausen
Supervisor

APPENDIX F: CURRICULUM OF SI TRAINING AT UFS

2.7.3.1 Curriculum

The curriculum of the BA (Language Practice) programme at the UFS consists of the following:

Compulsory modules for each year of study:

Modules in language practice (32 + 32 + 64 = 128 credits);

Modules in linguistics (16 + 16 +16 = 48 credits); and

Modules in two languages (32 + 32 + 32 + 32 = 96 credits).

Limited-option modules for each year of study, are compiled as follows:

At least 104 credits in a recommended field spread over three years and

At least 20 credits in basic general skills modules spread over two years.

2.7.3.2. Outcomes

The Bachelors of Arts in Language Practice has the following outcomes, namely:

"Candidates are afforded the opportunity to get ready for a career as language practitioners, this include translators, interpreters, terminologists or language managers. The language-practice qualification offers formal job opportunities and the opportunity for entrepreneurs to start their own businesses or be freelance language practitioners" (UFS 2016a:49).

The outcomes of the Postgraduate Programmes for Language Practicestate that the student's expertise in language practice is consolidated and they develop the ability to do research in the field in which they specialise (UFS 2016b:76). Similar to career possibilities for students who complete the undergraduate course, those who complete the postgraduate course can become translators, interpreters, and language planners and managers.

2.7.3.3. Admission requirements

Admission requirements for BA (Language Practice) are as follows:

An endorsed Senior Certificate and an M score of 30 points (awarding of points to four relevant matric subjects passed according to a certain scale) (UFS 2016A:49) (prior to 2008); or

Successfully passing the new National Senior certificate with admission to a Bachelor's degree, and a minimum APS point; and

Language of instruction is Afrikaans or English, with a minimum achievement level of 4 (50%) (UFS 2016A:49).

The minimum duration of study for the BA (Language Practice course) is three years, and for the Postgraduate Programme a minimum of one year is required. A more specific layout of the course is offered below.

2.8   The curriculum of the HLAP1524 module (first year)

Studies in Translation and Interpreting Theory and Practice form part of the BA (Language Practice) programme (see 2.6.3) that is taught over a period of three years and has the following outcomes:

2.8.1   The outcomes of the HLAP1524 module in Interpreting and Translation studies

Describe and compare interpreting and translation as fields of study (UFS 2017:11);

Explain aspects of translation and interpreting as a communicative act;

Solve interpreting and translation problems within a functional communicative approach; and

Produce basic texts through translation and interpreting.

2.8.2   The content of the HLAP 524 module in Interpreting and Translation Studies

The HLAP1524 course consists of the following activities

Contact sessions with lecturers;

Discussions;

Debates;

Media presentations and demonstrations;

Presentations/demonstrations by students;

Written and practical assignments;

Self-study;

Group work; and

Practical work (UFS 2017:11).

2.8.3. The theoretical component of the module

The theoretical component of the HLAP1524 module consists of the following four units:

Unit 1: Historical developments of translation and interpreting as fields of study.

Unit 2: Introduction to Skopos theory

Unit 3: Culture, ethics and language practice

Unit 4: Terminology management in interpreting and translation

2.8.4   The practical component of the module

The practical component of the HLAP1524 module is linked to Units 1–4 (see 2.7.3) and is presented according to the following divisions:

A practical exploration of translation and interpreting;

Intralingual (proper use of grammar occurring when large piece of second language has been acquired), interlingual (the effect of two language forms when two languages overlap or cross, involving accurate pronunciation and proper way of describing something) (alinayang.blogspot.co.za) intersemiotic translation and interpreting;

An overview of various themes in translation and interpreting; and

Practical assignments of both interpreting and translation related to various themes (UFS 2017:12)

2.8.5   The second-year module in Translation and Interpreting Practice: HLAP2624

Students who are successful in HLAP1524 can proceed to complete the second year of the course and can expect to achieve the following outcomes in Section 1 (Interpreting)

Identify interpreting problems on word, phrase, sentence and grammatical level;

Identify and apply interpreting strategies to handle these challenges on word, phrase, sentence and grammatical level;

Critically reflect on their own practice and communicate their reflection;

Practise interpreting work on the level of word and phrase in general language;

Explain the concept of the process of interpreting (UFS 2017:12) and

Acquire generic skills to assist in student's training as interpreters

If students complete the section on interpreting/translation practice, they will be able to perform the following tasks:

Do basic translation work in genres of language for general purposes, e.g. newspaper reports, magazine articles, web sites, e-mail;

Demonstrate basic consecutive interpreting work in simulated community settings;

Critically reflect on their practice and communicate their reflection;

Prepare for interpreter assignments;

Conduct terminology management;

Explain their concept of the strategies of translation/interpreting;

Conduct themselves as budding professional interpreters/translators; and

Function within a social setting of translators/interpreters.

2.8.6. Work procedure

Practical activities in this module consist of the following

Contact sessions with lecturers;

Discussions;

Debates;

Media presentations and demonstrations;

Demonstrations and presentations by students;

Written and practical assignments;

Self-study;

Group work; and

Practical work.

2.8.6.1. Credits

HLAP2624 consists of 16 credits (8 for interpreting and 8 for translation). This implies that the average student will work approximately 160 hours (80 for interpreting and 80 for translation) to achieve success in this module.

2.8.6.2. Assessment of the HLAP2624 module

Assessment of the module is divided into 50% for theory and 50% for practical.

2.8. THE THIRD YEAR OF THE HLAP MODULE

Students who successfully complete HLAP2624 can complete the third year of their undergraduate course by studying TPP364. The outcomes of the modules are as follows:

2.8.1. Outcomes of third-year modules

Understand and explain the basic aspects of interpreting;

Identify the purpose of interpreting in various social settings;

Discuss and compare the differences between various modes of interpreting;

Apply terminology management techniques to the interpreting process;

Distinguish between relevant interpreting models;

Construct meanings regarding the role of the interpreter in various social settings;

Formulate opinions regarding the social and political purpose of interpreting;

Describe and apply the various coping tactics of interpreting;

Apply theoretical aspects in a simulated consecutive interpreting setting;

Interpret consecutively in an array of settings, including conference and community interpreting and

Manage terminology of interpreting (UFS 2017:7)

2.8.2. Activities for the third-year modules of interpreting practice

The interpreting profession Practical: memory and concentration;

Models of interpreting;

Coping tactics;

Conference interpreting;

Coping tactics and note taking;

Terminology management;

Professional community interpreting;

Long and short consecutive interpreting;

The role of the interpreter; and

Consecutive interpreting for conferences

Simultaneous interpreting as an undergraduate course is currently presented at the UFS. A rubric indicates which criteria are considered during the assessment of simultaneous interpreters (see Appendix C).