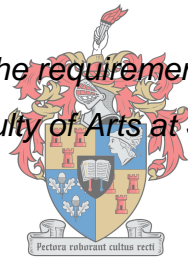


Self-assessment by computer-assisted interpreter training (CAIT) for practising
interpreters: Parliament as a case in study.

Elizabeth Deysel

*Thesis presented in fulfilment of the requirements for the degree of Master of Arts
Translation in the Faculty of Arts at Stellenbosch University*



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DECLARATION

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Elizabeth Deysel

Abstract

Computer-assisted interpreter training (CAIT), as a relatively new field in interpreting studies, explores the implementation of information and communication technologies (ICT) in the training of interpreters. Currently very little, if any research has been conducted on CAIT within the South African context. International research on CAIT and its application in the development of self-assessment skills has focused mainly on its implementation within institutions of higher learning as a tool in the training of student interpreters. There has been no dedicated study on the possible use in the training and self-assessment of the practising interpreter. These CAIT tools may also prove useful when utilised for self-assessment skills development within institutions that employ interpreters on a permanent basis.

This research explores the use of CAIT as a tool for the development of self-assessment skills in interpreting performance. The aim of this study is to investigate and evaluate the effectiveness of the CAIT software in the development of self-assessment skills of practising interpreters in the Parliament of the Republic of South Africa. The research design for this study comprises an evaluation study approach, based on an experimental intervention design. In order to collect data that would address the research questions, questionnaires, an experiment and interviews were used. The experimental group was exposed to the software, *Black Box*, in order to measure the impact thereof on the development of their self-assessment skills. The results indicate that the experimental group practising interpreters who were exposed to the software, displayed an improvement in self-assessment skills and indicated a better understanding of the criteria which is important in the assessment of interpreting performance as well as a better awareness of the strengths and weaknesses in their interpreting performance. The study concludes that CAIT proves to be a viable tool also for in-house training and development of self-assessment skills of professional interpreters.

Keywords: computer-assisted interpreter training (CAIT), self-assessment, assessment methods, Black Box

Opsomming

Rekenaargesteunde tolkopleiding oftewel *computer-assisted interpreter training* (CAIT), as 'n relatiewe nuwe veld in tolkstudies, verken die implementering van inligting- en kommunikasietegnologie (IKT) in die opleiding van tolke. Tans is daar baie min indien enige navorsing uitgevoer oor CAIT in die Suid-Afrikaanse konteks. Internasionale navorsing oor CAIT en die aanwending daarvan in die ontwikkeling van selfassesseringsvaardighede het hoofsaaklik gefokus op die implementering daarvan in instellings van hoër onderwys as 'n instrument in die opleiding van studenttolke. Daar is nog nie 'n toegewyde studie oor die moontlike gebruik in die opleiding en selfassessering van die praktiserende tolke nie. Hierdie CAIT-gereedskap kan ook nuttig wees wanneer dit aangewend word vir die ontwikkeling van selfassesseringsvaardighede binne instansies wat tolke op 'n permanente basis in diens neem.

Hierdie studie verken die aanwending van CAIT as 'n instrument in die ontwikkeling van selfassesseringsvaardighede in tolkprestasie. Die doel van hierdie studie is om ondersoek in te stel na die doeltreffendheid van CAIT-sagteware asook die beoordeling daarvan in die ontwikkeling van selfassesseringsvaardighede van praktiserende tolke in die Parlement van die Republiek van Suid-Afrika.

Die navorsingsontwerp vir die studie behels 'n evalueringsstudie-benadering wat gebaseer is op 'n eksperimentele-ingrypingsontwerp. 'n Vraelys, eksperiment en onderhoud is aangewend met die oog op die insameling van data wat die navorsingsvrae sal hanteer. Die eksperimentele groep is blootgestel aan die sagteware, *Black Box*, ten einde die impak daarvan te meet in die ontwikkeling van hul selfassesseringsvaardighede. Die resultate dui daarop dat die eksperimentele groep praktiserende tolke wat aan die sagteware blootgestel is, 'n toename toon in hul selfassesserings, 'n beter begrip het van die kriteria wat belangrik is in die beoordeling van tolkprestasie asook 'n beter bewustheid van die sterk- en swakpunte in die tolke se tolkprestasie.

Die gevolgtrekking van die studie dui daarop dat CAIT blyk 'n lewensvatbare instrument te wees vir interne opleiding en die ontwikkeling van selfassesseringsvaardighede van praktiserende tolke.

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List of Abbreviations

CAI	Computer-Assisted Interpreting
CAIT	Computer-Assisted Interpreter Training
CALL	Computer-Assisted Language Learning
CAP	Computer-Assisted Platform
EMCI	European Master's In Conference Interpreting
ICT	Information And Communication Technology
IP	Information-Processing
IRIS	Interpreters' Information System
IT	Interpretive Theory
NWU	North West University
SI	Simultaneous Interpreting
SL	Source Language
TL	Target Language
LSS	Language Services Section
IU	Interpreting Unit
KISD	Knowledge And Information Systems Division

Chapter 1 – Introduction

1.1 Introduction and problem statement

Technological developments within the 21st century have had a significant impact on the manner in which individuals go about their daily lives as well as their professional careers. The advent of the smartphone, tablets and other technological advances have changed the way we live, work and educate ourselves. It is almost impossible to elaborate to what extent technology has influenced society. Technology is expanding and developing at such a rapid pace that one cannot always keep up with the application and implementation thereof. This is also true for research on topics which involve the application and implementation of technology. In the past two decades, information and communication technologies have brought about change to the interpreting profession as well as significantly impacted on the way trainers go about training potential interpreters.

Computer-assisted interpreter training (CAIT) is a relatively new field in Interpreting Studies and explores the implementation of information and communication technologies (ICT) in the training of interpreters. CAIT includes CD-ROMS, speech repositories, speech- and recording databases and authoring tools such as the software program *Black Box*. The aforementioned software program allows interpreter trainers to create and develop their own set of interpreting exercises for use by individuals and interpreting students in their own time for their self-study sessions.

Research that has been conducted on the topic of CAIT (Sandrelli 2007, Pinazo 2008 & Lim 2013) indicates that implementing CAIT in the training of interpreters do not only enhance the teaching and learning of interpreting, but also enables the creation of a realistic practice environment in which student interpreters are able to develop their self-assessment skills. The development of self-assessment skills enables the student interpreter to identify strengths and weaknesses, apply appropriate coping strategies and monitor their progress and performance.

However, at the time of writing this thesis, one finds that no research has been conducted yet on CAIT within the South African context. The aforementioned research from Belgium, Italy, Korea, Spain and the United Kingdom on CAIT and its use in the development of self-assessment skills has focused mainly on its implementation within institutions of higher learning as a tool in the training of student interpreters. There has been no dedicated study on the possible use of CAIT in the in-house training and self-assessment of the professional interpreter.

CAIT tools may also prove useful when utilised for self-assessment and interpreting skills development in institutions that employ professional interpreters. The research aim of this study is on the effectiveness of the CAIT tool, *Black Box*, a software program, in in-house training within the Interpreting Unit at the Parliament of the Republic of South Africa. This research into the use of *Black Box* seeks to evaluate the effectiveness of the CAIT tool in the development of the self-assessment skills of the professional interpreter.

The following sections will provide a definition of key concepts and briefly discuss the background of the study as well as the research aim and research questions. This will be followed by a discussion of the research design chosen as the framework for the study. Lastly, an outline will be given of the seven chapters as set out in this research study.

1.2 Definition of key terms

In this research study, extensive use is made of certain key terms. For purposes of clarification, the terms are defined here as they are referred to in the context of this specific study.

- **Interpreting**

Pöchhacker (2010: 154) states that the most common, rough-and-ready generic definition of interpreting is “oral translation”. Otto Kade (1968: 35) defined interpreting 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 the source language.

- **Consecutive interpreting**

Consecutive interpreting occurs only after the source language speech has been uttered and can further be divided into long consecutive and short consecutive. Long consecutive is more than five minutes uninterrupted speech where the interpreter makes use of systematic note-taking. Short consecutive implies a bidirectional mode which usually takes place in a liaison interpreting session.

- **Simultaneous interpreting**

Simultaneous interpreting, as the description states, happens simultaneous to the source-language delivery. This mode of interpreting is most frequently used in conference interpreting with the aid of electronic equipment.

- **The Effort Model**

Gile's (1995) Effort Model assumes three basic efforts: 1) listening and analysis (L); 2) production (P) and 3) memory (M). In a refinement of the model, a coordination effort was added. Gile argues that because there is only a limited amount of mental energy available for the interpreter's processing effort, the sum of the three efforts must not exceed the interpreter's processing capacity.

- **Computer-assisted interpreting (CAI)**

Computer-assisted interpreting (CAI) is defined as information and communication technology which is utilised during the preparation phase or during actual rendering of interpreting services

- **Computer-assisted interpreter training (CAIT)**

Computer-assisted interpreter training or CAIT, refers to the application and utilisation of information and communication technology in the training of interpreters.

- **Self-assessment**

Self-assessment is not focused on the individual's ability to rate themselves relative to their peers, but places greater emphasis on the ability of an individual to accurately identify his or her own strengths and weaknesses in a performance (Regehr et al., 1996: 74). Self-assessment can further be explained as a self-improvement effort where an individual evaluates or assess their performance against a previous performance with the aim of identifying areas of his or her performance that have already improved and that which still require improvement.

- **Quality evaluation**

According to Moser-Mercer (1996: 47), quality evaluation is conducted by a researcher who would engage in evaluation to obtain answers regarding the quality of a service.

- **Quality measurement**

Quality measurement makes use of various types of scales typically used in laboratory experiments during which quality is measured.

- **Quality assessment**

Quality assessment is used when a particular pedagogical tool affects qualitative improvements in students or individuals performance, in assessing how much practice is still needed to progress to another level. The assessment is with regard to changes in quality over a period of time – usually in a classroom or in a semi-controlled setting. It is not deliberately indicated as such, however such changes can be observed upon comparing assessments done at different times.

- **Professional interpreter vs. student interpreter**

In the context of this research and from a language practice perspective, the term “professional interpreter” has been defined as an interpreter presumed to not simply be competent but having mastered his / her skill with prior experience and/or training in interpreting and adhering to high standards of conduct supported by a code of practice.

The term “student interpreter or trainee interpreter” is defined as an individual who has no prior experience nor training in interpreting and is pursuing studies and/or training in the discipline of interpreting.

1.3 Background

The interpreting curriculum has seen a significant evolution over the past two decades. The implementation of information and communication technologies (ICT) in interpreter training is a useful additional tool in the interpreting curriculum. ICTs provide a variety of tools that can enhance the teaching and learning of interpreting and how trainers go about the process of training potential interpreters. This contention is borne out by the number of scholars who have shown an interest in and published texts on the subject. In this regard, the contributions of Lim (2014), Pinazo (2008), Gorm-Hansen and Shlesinger (2007), Sandrelli and de Manuel Jerez (2007), Ko (2006), Y-H. Lee (2005) and Sandrelli (2007, 2002) are relevant.

The aforementioned studies led to insights that the implementation of CAIT in the training of interpreters may be desirable and an appropriate addition to traditional training methods as it holds a various number of advantages for both the trainee and the trainer. One of the main advantages highlighted in these studies is the shift towards and emphasis on learner autonomy.

All of the above studies were conducted within the context of implementation in the interpreting curriculum and the training of student interpreters at institutions of higher learning. These tools may also prove useful when utilised by freelance professional interpreters and within institutions that employ professional interpreters on a permanent basis. Thus, the question can be asked whether these CAIT tools are effective in the development of self-assessment skills in the professional interpreter. One way in which this question can be answered is by utilising CAIT within a professional interpreting environment such as the Interpreting Unit of the Parliament of South Africa and then evaluating the effectiveness of such training software as a self-assessment skills development tool for practising interpreters.

1.4 Aim and research questions of the study

Using the above background as the point of departure, the primary aim of the study was to investigate and evaluate the effectiveness of the computer-assisted interpreter training (CAIT) software, *Black Box*, in the development of self-assessment skills of professional interpreters in the Parliament of South Africa. The effectiveness of CAIT on self-assessment skills development were explored by collecting and measuring quantitative as well as qualitative data. The possible development of self-assessment skills was not focused solely on marks obtained in the self-assessments but also on the perceptions of the respondents on the assessment of interpreting performance.

The principle research question can thus be formulated as follows:

Is the computer-assisted interpreter training (CAIT) tool, *Black Box*, effective in the development of self-assessment skills in professional interpreters?

The primary research question was then divided into the following secondary research questions:

- Was there a difference in the correlation of self-assessment ratings from the experimental group and the ratings from the expert assessor post-experiment?
- Was there a difference in the self-assessment ratings of the control group when compared to the experimental group post-experiment?
- Do the self-assessment sessions give the interpreters a better awareness regarding their strengths and weaknesses in interpreting?

- Do the self-assessment sessions give the interpreters a better awareness regarding the criteria used in the evaluation of interpreting performance?

1.5 Research Design

A comprehensive literature study informed the point of departure of the study and served as background to the empirical study. The research proposed to investigate the effectiveness of a CAIT tool, *Black Box*, in the development of self-assessment skills in the professional interpreters in the Parliament of the Republic of South Africa. Therefore, the research method identified as most suitable for this research study was by way of the evaluation study approach, based on an experimental intervention.

The experimental method involved 1) selecting a group of respondents, 2) dividing them at random into an experimental group and a control group, 3) exposing the experimental group to a stimulus – in this case four self-assessment sessions on *Black Box*, and lastly 4) observing and measuring the effect of the stimulus on the respondents. This entailed pre- and post-testing of the respondents. The pre-testing tested the respondents to determine their self-assessment skills. The experimental group was then exposed to self-assessment sessions which served as the intervention. Finally, post-testing was conducted to determine if the intervention had any impact on the development of the self-assessment skills of the interpreters.

The data took on the format of both quantitative and qualitative where the core method was of a quantitative measure, while the supplementary method was of a qualitative nature and was used to extend the findings of the quantitative data. The data measured was that of the self-assessment marks completed on a weekly basis by the interpreters as well as an assessment done by expert language practitioners to evaluate progress in their development of self-assessment skills. An investigation by means of a questionnaire and interviews formed part of the qualitative follow-up to investigate the outcomes from the quantitative data.

Respondents involved in this study were interpreters who were, at the time, employed full time within the Interpreting Unit of the Language Services Section at the Parliament of the Republic of South Africa. The respondents completed four (4) self-assessment sessions of an hour per session, on a weekly basis where different interpreting exercises have to be conducted. The sessions were recorded and each of the respondents completed a self-assessment evaluation after each session. The self-assessment evaluation entailed listening to the recorded speech and using a grid to complete the self-assessment session. The evaluation also contained

open-ended questions regarding their interpreting performance and on the development of their self-assessment skills.

The respondents completed a questionnaire before they embarked on the self-assessment sessions to elicit their self-assessment activities at the time, awareness of strengths and weaknesses in their interpreting performance, their experience and qualifications as an interpreter and their perceptions regarding the development of self-assessment skills in the professional interpreter. At the end of the four sessions, the respondents were interviewed which aimed to extend the findings of the quantitative data and to do a follow-up of the outcomes of the intervention.

The material used in the self-assessment interpreting sessions will be video material readily available on the Parliament of the Republic of South Africa's YouTube Channel. These will include sittings of the National Assembly and the National Council of Provinces. The video material consists of four speeches from different debates and different political parties and the length varies from 6 to 10 minutes.

The necessary ethical clearance (see Annex A) and permissions (see Annex B) from the various entities were obtained for the empirical study and the necessary documentation is attached in the Addendum.

1.6 Chapter Outline

The study will be concluded within seven chapters, with the chapters set out in the following manner:

Chapter 2: This chapter will provide an overview of the literature which will consist of the following parts: Firstly, an overview of interpreting will be presented with a specific focus on simultaneous interpreting since this is the mode used most frequently by interpreters in the Parliament of South Africa. Secondly, the pedagogy and training of interpreters will be discussed but, rather than providing a comprehensive review of interpreting pedagogy throughout the world, the scope of this research will be limited to an overview of the interpreting pedagogy in Europe (specifically Italy and Belgium) where the CAIT tool, *Black Box* was developed and implemented based on the European Masters in Conference Interpreting. There will also be a discussion on the pedagogy of interpreter training in South Africa based on information obtained from universities which offer interpreter training. The last part of the chapter will focus on the field of computer-assisted interpreter training (CAIT), different developments within

the field and how it is utilized as a self-assessment tool in interpreter training. A comprehensive discussion will be made on the development and implementation of one CAIT tool, namely, *Black Box*, which will be used in this study.

Chapter 3: This chapter will introduce the context of the Interpreting Unit of the Languages Services Section at the Parliament of the Republic of South Africa, as it is the environment within which the study will be conducted.

Chapter 4: This chapter will give an outline of the functions of the CAIT software, Black Box.

Chapter 5: This chapter will provide the methodology of the empirical study. The chapter discusses the instruments used for data collection and the process for collecting data. There will also be a discussion on the respondents as unit of analysis for the study.

Chapter 6: In this chapter, the collected data will be presented, analysed and the results of the data analysis will be used to provide answers to the research questions investigated by this study.

Chapter 7: This final chapter will provide a summary of the findings of the study. The challenges and limitations of the study will also be discussed. The chapter is concluded with suggestions for future research.

Chapter 2 - Literature Review

This chapter will provide an overview of the relevant literature which serves as a point of departure for this study. The first part of the chapter will elaborate on the definition and contextualisation of interpreting as a field of study. Interpreting is further elaborated in terms of the different modes of interpreting as well as the theoretical frameworks and models traditionally pursued in simultaneous interpreting. Secondly, it is necessary to provide an overview of interpreting pedagogy and training in terms of the interpreting curriculum, exercises used in training and how assessment and evaluation takes place. The third section discusses self-assessment from an educational theory point of view and self-assessment will be contextualised within interpreter training. Thereafter, the focus will be on computer-assisted interpreter training (CAIT) and provide an overview of this new area within interpreter training. Lastly, the development and features of a state-of-the-art CAIT tool, *Black Box*, will be discussed as well as an elaboration on research studies conducted within the field and a discussion on CAIT within the South African context.

2. 1. Interpreting

2.1.1. A definition and contextualisation of interpreting as a field of study

Pöchhacker (2010: 154) states that the most common, rough-and-ready generic definition of interpreting is “oral translation”. Pöchhacker with reference to Kade (1968: 35) elaborates on a more advanced definitional approach focusing on the nature of the interpreting process:

Otto Kade defined interpreting 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 the source language (Kade 1968: 35). Kade’s definition relies on two criteria, specifying that the source message in interpreting cannot be repeated (replayed, reviewed) and that the interpretation (target text) is produced under time pressure, with little chance for correction and revision.

(Pöchhacker, 2010: 154)

In the majority of available literature, interpreting is subsumed under translation studies and defined as a translational activity. However, it should be agreed that although the disciplines have certain similarities - interpreting has a distinct profile of its own. This is accurately portrayed in the preamble in the article of Pöchhacker (2010: 158) where he explains that “Interpreting Studies is the academic discipline that has interpreting as its object of study. In name and nature, it is closely related with Translation Studies, and since interpreting is essentially regarded as a form of translational activity, Interpreting Studies can be viewed as a sub discipline in the wider field of Translation Studies. At the same time, the evolution of the

field and its interdisciplinary sources and ramifications give Interpreting Studies a distinct profile of its own, as reflected in its models and methodological approaches and its underlying professional orientation”.

Conceptually, interpreting will thus be regarded as a particular form of translational activity for the purpose of this study. Such a conceptualisation of interpreting takes into account the complexity of the process of interpreting and how it can be set apart by its unique features as mentioned by Gile (1995: 190) when he states that “processing capacity constraints account for a major difference between the skills required for interpretation and translation” and that “one of the most striking and challenging phenomena in interpreting is its fundamental difficulty for the interpreter”.

2.1.2 Modes of interpreting

In interpreting, two modes of interpreting can be distinguished, namely consecutive interpreting and simultaneous interpreting. Pöchhacker (2004: 18) states that “it was only in the 1920s, when transmission equipment was developed to enable interpreters to work simultaneously, that it became meaningful to distinguish between consecutive interpreting (after the source-language utterance) and simultaneous interpreting (as the source-language text is being presented)”.

Consecutive interpreting occurs only after the source language speech has been uttered and can further be divided into long consecutive and short consecutive. Long consecutive is more than five minutes uninterrupted speech where the interpreter makes use of systematic note-taking. Short consecutive implies a bidirectional mode which usually takes place in a liaison interpreting session. These speech utterances are shorter in length and there is no note-taking involved. Settings where this type of interpreting is used is in court interpreting and liaison interpreting. Consecutive interpreting is used in Parliament during oversight visits and when public hearings are held.

For the purpose of this study, the greater focus was on simultaneous interpreting, as this is the mode of interpreting which is used most frequently in the unit of analysis of the study, namely; the Parliament of the Republic of South Africa.

Simultaneous interpreting happens simultaneous to the source-language delivery. This mode of interpreting is most frequently used in conference interpreting with the aid of electronic equipment. Setton (2010: 69) has remarked that “simultaneous interpreting has always impressed observers with the mental and linguistic agility needed to produce an accurate and

fluent rendition of live speech, often at high speed, without interrupting the proceedings to clarify terms or ambiguities with the speaker or audience”.

2.1.3 Theoretical frameworks in simultaneous interpreting

Research on simultaneous interpreting has traditionally been pursued according to two main theoretical frameworks; namely the interpretive theory (IT) and the information-processing approach (IP). These two theoretical frameworks will be discussed in the following section.

2.1.3.1 Interpretive theory (IT)

Practitioners and trainers such as Seleskovitch & Lederer (1989) have conducted research based on a normative approach, which is known as the interpretive theory (IT) or ‘*théorie du sens*’ of the Paris school. The theory argues that ‘deverbalization’ takes place because interpreters do not transfer the words, but the ‘sense’ of the speech.

Interpretation is not a direct conversion of the linguistic meaning of the source language to the target language but a conversion from source language to sense, the intermediate link being nonverbal thought, which, once consciously grasped, can then be expressed in any language regardless of the words used in the original language (Seleskovitch, 1977: 28).

This supposes that there should be no reliance on words but rather on the intended message or the sense which is conveyed by the speech. This perspective supposes that there will not be major difficulties in interpreting performance and does not consider the effort involved when dividing and managing different tasks when performing simultaneous interpreting.

2.1.3.2 Information-processing (IP)

Cognitive psychologists have conducted research into simultaneous interpreting according to the information-processing (IP) approach which investigates the processing capacity of the human mind and the possibility of dividing attention among the different tasks involved in the interpreting process. This research is supported by researchers both from inside the profession (Moser 1978; Gile 1995) and outside (Gerver 1976; Lambert 1988).

The interpreting task is “a fairly complex form of human information processing involving the reception, storage, transformation, and transmission of verbal information” (Gerver, 1971: viii).

Pöchhacker (2010: 157) states that “the various theoretical perspectives ultimately testify to the complexity of the concept of interpreting”. This complexity can further be explained according to various models which originate from the theoretical perspectives. Pöchhacker (2004: 95) gives a detailed overview of the various models and explains that the processing

models have mostly been designed for the simultaneous mode which looks at multiple task performance, processing stages and mental structures involved in the process of simultaneous interpreting.

The model developed by Herbert (1952: 9) asserts that interpreting really consists of three distinct parts: a) understanding; b) conversion; c) delivery. Seleskovitch (1962: 16) suggests that the main operations rely on the interpreter's "understanding and expression of sense".

One of the best-known models to explain the interpreting process – which is frequently used in training – is the model originated by Daniel Gile (1995). Observing simultaneous interpreting from the theoretical framework of information-processing, Gile (1995: 161) perceives simultaneous interpreting as consisting of the following main efforts:

- a) listening and analysis component,
- b) speech production component,
- c) a short-term memory component and
- d) a coordination component.

This understanding of simultaneous interpreting has come to be known as the Effort Model and is central to the teaching of interpreting. In the next session the Effort Model will be discussed in full.

2.1.4 The Effort Model

In the late 1970s, Daniel Gile set out to investigate and reflect on the difficulties involved in simultaneous interpreting. The reflection resulted in the development of the Effort Model for simultaneous interpreting. In his reflection on the difficulties involved in simultaneous interpreting, Gile (1995: 159) notes that problems or difficulties occur not only in "fast, informationally dense, or highly technical speeches, but also in clear, slow speech segments in which no particular obstacles can be detected". He further explains that problems in performance such as errors and omissions are not only present in students interpreting, but is also present in the interpreting performance of what he calls seasoned professionals. Gile proved determined to understand the reasons behind these difficulties and makes his intrigue apparent when stating that "observations of errors made by professionals in speech segments containing no apparent difficulties are most intriguing, and trying to understand the reasons behind them seems very important. It seems particularly important to try to help students understand why interpreting is so difficult, lead them to accept this fact of life, and possibly provide them with some ideas or methods to alleviate the difficulties" (Gile, 1995: 160). Thus the conception is made that interpreting is an extremely difficult activity and interpreting performance will almost certainly experience some sort of challenge or difficulty. However, the

Effort Model can assist the interpreter in having a better understanding of the process of interpreting and coping methods which may be used to alleviate the difficulties.

Gile (1995: 161) explains that the idea behind the Effort Model is how some mental operations (non-automatic operations) require attention or processing capacity and others (automatic operations) do not. He explains that non-automatic operations take processing capacity from a limited supply. When the processing capacity available for a task is insufficient, performance of that task will deteriorate.

Thus the Effort Model originated in two ideas:

- Interpreting requires some sort of processing capacity which is only available in limited supply.
- Interpreting takes up almost all of this processing capacity and sometimes requires more than is available, at which times performance deteriorates.

Gile's (1995) Effort Model assumes three basic efforts: 1) listening and analysis (L); 2) production (P) and 3) memory (M). In a refinement of the model, a coordination effort was added. Gile argues that because there is only a limited amount of mental energy available for the interpreter's processing effort, the sum of the three efforts must not exceed the interpreter's processing capacity:

$$(L+P+M) < \text{Capacity}$$

According to Gile's Effort Model, interpreting can be modelled as follow:

Simultaneous interpreting (SI) = Listening (L) + Production (P) + Memory (M) + Coordination (C)

2.2 Interpreting pedagogy and training

When one considers interpreting as an activity which requires specialised skills, one could come to the conclusion that these skills need to be developed and that some sort of training is needed. This notion is also supported by Sandrelli (2015: 112) when indicating that "the underlying assumption, of course, is that interpreting *can* be taught and is not a natural gift". Niska (2005: 36) explains that after the Nuremberg trials in the aftermath of World War II, conference interpreting gained momentum and as such a growing need for interpreters gave rise to training institutions which would be able to deliver skilled professionals in this field.

Tadeka (2010: 40) refers to work done by Gile (1995), Pöchhacker (2004), and Sawyer (2004) and states that professional interpreter training has been one of the main topics in the field of interpreting studies and that it can be argued that an initial impetus for interpreting research derived from educators' need for a systematic understanding of interpreting phenomena and effective teaching methods.

In the section that follows, a detailed overview will be given on the theoretical frameworks and models on which interpreting pedagogy is based. Thereafter a brief explanation is given on the interpreting curriculum and exercises used in interpreter training. An overview is given on the assessment of interpreters and how self-assessment fits in to interpreter training. Lastly, a detailed discussion will be given on the development of CAIT.

2.2.1 Theoretical frameworks and models in pedagogy

Sandrelli (2007: 2) explains that the two leading schools of thought namely the interpretive theory (IT) and the information-processing (IP) approach, have also developed different pedagogical methods in the pedagogy of interpreting. Each theoretical framework, more especially the pedagogical method of each theory, will be discussed in the following section.

2.2.1.1 Interpretive theory

The interpretive theory of Seleskovitch and Lederer (1989) has its main focus on the deverbalization process of the speech. Ding (2014: 2466) explains that deverbalization is at the core of the interpretive theory, where the process of interpreting is not just a transfer from source language to target language but rather a reformulation on the basis of understanding. It is further explained that deverbalization means to not solely focus attention on the words or phrases in isolation but rather realize the sense of the speech and when students are able to master the skill of deverbalization they find it easier to express ideas correctly and find idiomatic expressions in their mother tongue.

Sandrelli (2007: 2) states that the interpretive theory denies any language-pair difficulties in interpreting and according to the interpretive theory, the main difficulty in interpreting is not finding target language equivalents, but rather resisting the interference caused by contact between two languages and the temptation to transcode whole phrases without really understanding what is being said. She continues by pointing out that the interpretive theory does not assist students with suggestions of how to solve the problem of TL reformulation and refers to Kalina:

The advice frequently given to student interpreters to forget about the words and concentrate on the meaning is well-meant and may, to some extent, do for consecutive, but it definitely does not suffice for simultaneous interpreting. For in simultaneous, it is, among other factors, the incoming words on which the interpreter bases his assumptions, monitors them, and decides on his production (Kalina, 1994: 253).

Sandrelli (2007: 2) mentions that in pedagogical terms, the teaching methods based on the interpretive theory are not language specific and the suggested exercises are among others, identifying key words in a text, summarizing a text in a booth, consecutive interpreting, interpreting narrative speeches.

2.2.1.2 Information processing approach

Sandrelli (2007: 3) states that the supporters of the information processing (IP) approach agree that specific training is needed to cope with simultaneous listening and speaking as well as managing time lag between SL and TL speeches. She further states with reference to Moser (1978) that the information processing model breaks down the interpreting process into a number of subcomponents and that simultaneous interpreting is seen as a complex activity requiring the concurrent use of several interdependent sub-skills. She concludes by saying that the pedagogical methods developed in this basis is aimed to develop these skills. Reference is then made to Lambert (1988), Van Dam (1989) and Kalina (1994) who suggest different versions of the cloze test which is aimed at the development of anticipation skills as well as exercises to develop students' linguistic flexibility and teaches repair techniques when working under pressure such as sight translation and paraphrasing. She concludes by saying that "there is widespread agreement among the supporters of the information processing approach on the usefulness of paraphrasing, clozing and sight translation while there is still some controversy over the usefulness of shadowing, which is still one of the main controversial points in interpreting pedagogy" (Sandrelli, 2007:3).

2.2.2 Interpreting curriculum and exercises

Gile (2005: 148) states that there is a wide variety of situations and methods in training of interpreters and that it is best to keep one's mind open to a wide range of possibilities. This establishes space for interpreter trainers to follow either theoretical approach or even a combination of the two theories when training potential interpreters. As such different interpreting exercises can be utilised within the curriculum and tailored to the needs of the trainee. The approach as suggested by Gile should be supported as this would enable interpreter trainers to train potential interpreters with an array of different exercises.

There are very few publications on the overall structure of the interpreter training curriculum and there is no overall international prescribed curriculum. This is also outlined by Sandrelli (2015: 114) when indicating that “although there are still significant differences among curricula worldwide, there is a general consensus on how to train interpreters”. Sandrelli (2015: 116) further explains that each interpreter training institution has its own curriculum, with objectives and expectations regarding student progress. Niska (2005: 49) provides the following core curriculum followed in the European Master’s in Conference Interpreting:

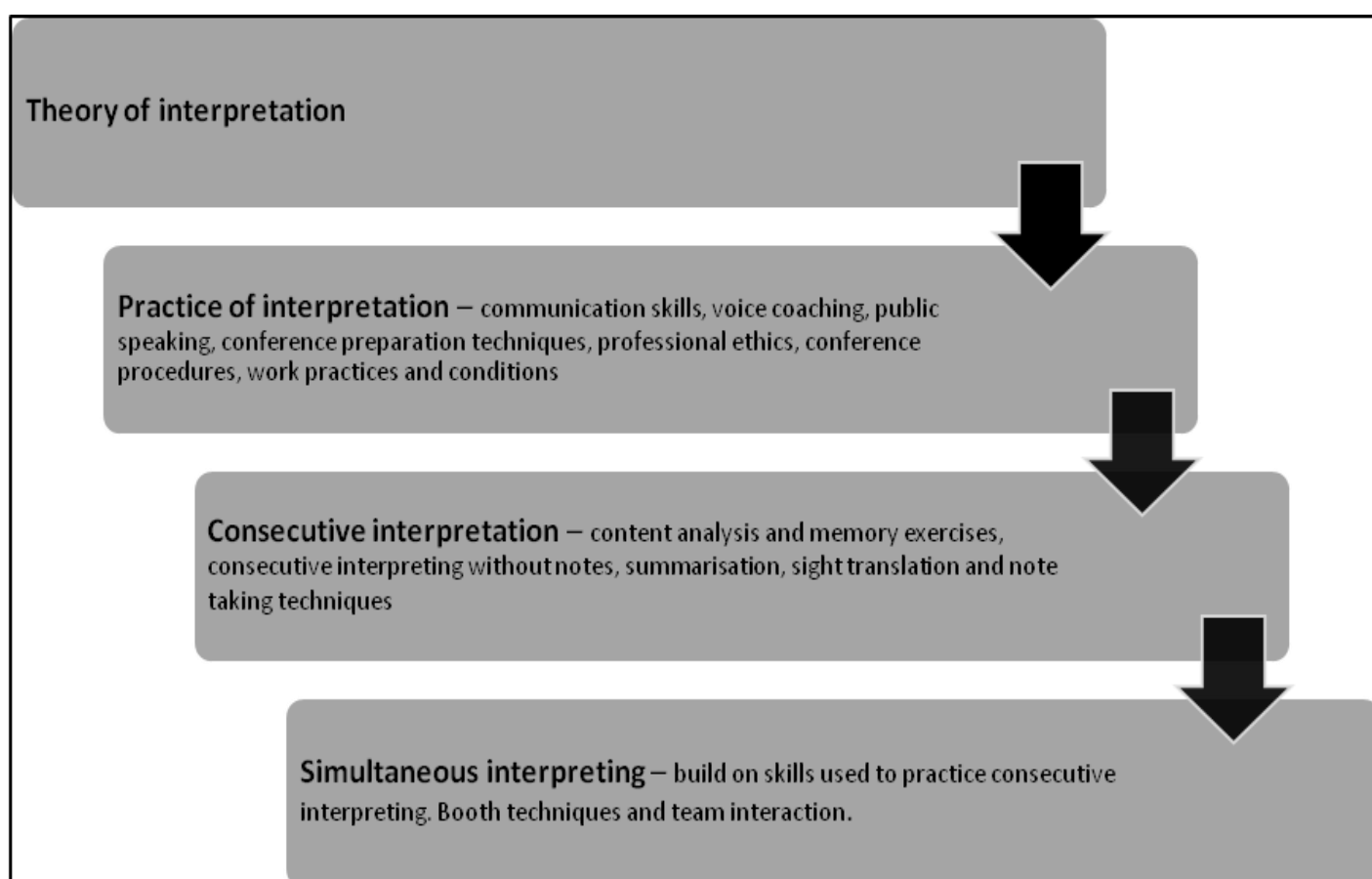


Figure 2.1 - Core Curriculum of EMCI (Niska 2005)

Gile (2005: 131) sets out the learning stages and progression involved in interpreter training:

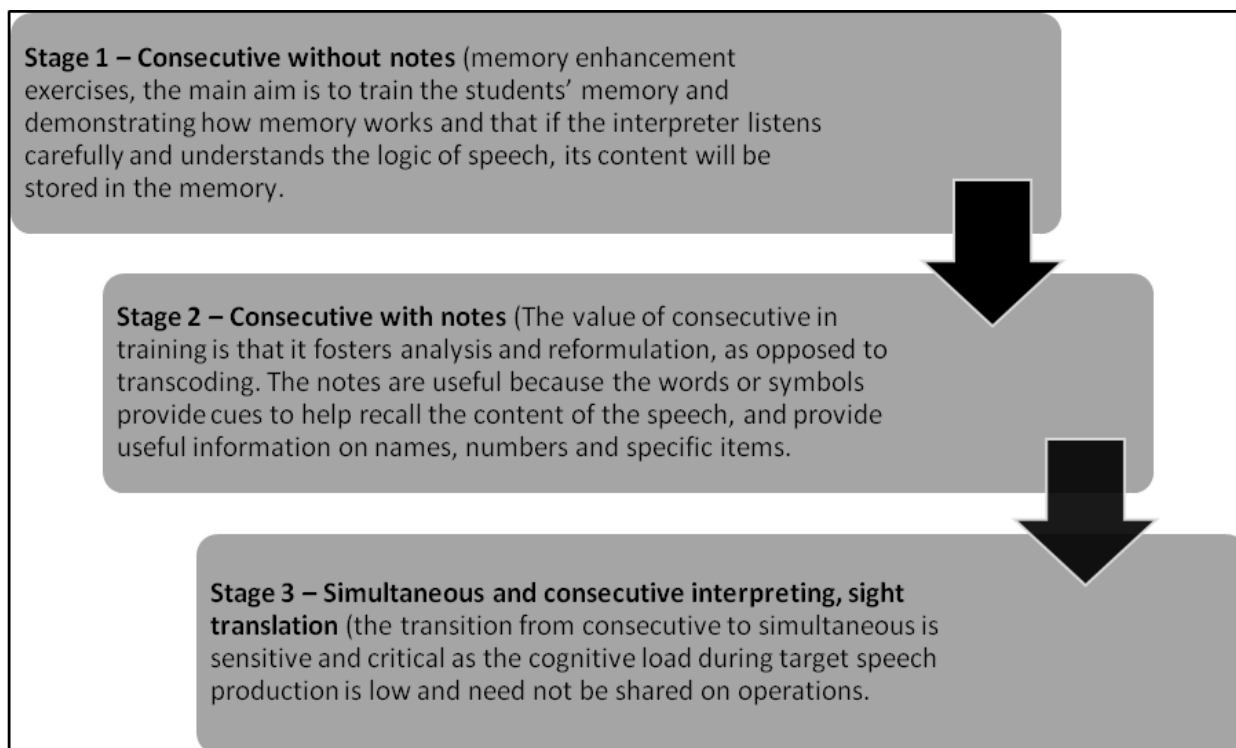


Figure 2.2 - Stages in Interpreter Training (Gile 2005)

With reference to the different theoretical approaches mentioned, the following exercises are suggested in the training of interpreters:

Interpretive Theory Seleskovitch & Lederer (1989)	Information-processing approach Gerver 1976; Moser 1978; Lambert 1988; Gile 1995
<ul style="list-style-type: none"> • identifying key words in a text • summarizing a text in a booth • consecutive interpreting 	<ul style="list-style-type: none"> • paraphrasing • cloze tests (aimed at developing anticipation skills) • sight translation • shadowing (preparatory exercise) • memory enhancement exercises • exercises to develop linguistic flexibility and to teach repair techniques to be used when working under pressure such as sight

	translation, paraphrasing.	abstracting,
--	-------------------------------	--------------

Table 2.1 – Interpretive Theory vs. Information-processing approach

Sandrelli (2007: 3) stresses in her summary of interpreting pedagogy that a common feature to all interpreter training courses are their intensive nature which involves a high number of contact hours complemented by an additional number of self-study hours.

Since interpreting is a very practical in nature, the more exposure potential interpreters get in the physical practice of interpreting – the faster they will progress and the more they will learn. Self-study hours should therefore be encouraged and supported by most institutions.

2.2.3 Quality in interpreting performance

2.2.3.1 Defining the concept of ‘quality’ in interpreting performance

In the examination of the assessment of interpreting performance there has been a general agreement among researchers that the assessment of interpreting performance is a complex activity. Machová (2014: 301) attributes this complication in assessment to a number of variables which are “hard to enumerate and even harder to measure”. Lee (2008: 165) indicates that unlike assessment which simply requires counting of correct answers, performance assessment involves subjective judgements about the quality of the performance being assessed. He explains that the quality of interpreting performance is not only determined by interpreting competence but also by external factors that are beyond the control of the interpreter. The “constraints imposed by external conditions” are described as constraints which “interpreters work under and may interfere with their providing outstanding quality” (Moser-Mercer, 1996: 44).

These conditions or external factors which impact on the quality of interpreting are the:

- physical environment
- complexity of the subject matter
- change in subject matter
- adverse nature of meetings
- discourse characteristics
- delivery speed and accent
- preparation of interpreter and whether interpreters had received necessary documentation

- load during working day
- team size
- length of turn,
- speakers speaking simultaneously
- interpreter's emotional response
- competence and
- availability of technician.

Moser-Mercer asserts that this list is by no means exhaustive and that the idea is to note that “when evaluating quality of interpreting services, no abstract approach will be appropriate, but quality will always have to be evaluated against the background of the working conditions that prevail in the particular situation under observation” (Moser-Mercer, 1996: 45).

When discussing external constraints or factors which impact on the quality of interpreting, it is also necessary to discuss the norms and standards which are recognized to ensure quality interpreting is maintained. In a document entitled: “*Working conditions for professional Interpreters*”, the South African Translators’ Institute (SATI) set out the norms and standards for simultaneous interpreting, indicating:

1. Booths

The booths need to be situated at the best vantage point in the conference room to ensure maximal visual and auditory perception of the speakers, delegates and projection screens. The booths need to be sufficiently lit and ventilated (refer to the ISO standards) and the interpreters provided with a suitable table/working space for two people, as well as comfortable chairs and drinking water.

2. Microphones

The speakers and delegates need to use microphones in order for the interpreters to hear them correctly in the booth.

3. Documents/preparation

Interpreters must receive all conference documents *at least 72 hours before the conference* in order to prepare their vocabulary correctly. Should organizers not be able to provide all the speeches and presentations in advance, the minimal requirements are: final programme/agenda, list of delegates, background documents, previous communiqués and/or reports. The more information the interpreter is given in advance, the better their performance will be.

4. Team composition

Owing to the high levels of concentration required in interpreting, interpreters must work in teams of two for conferences of one to three days, and it is usually recommended (UN and AIIC norms¹) that teams of three to four interpreters be used for conferences of four or more days. Shifts of a half hour on and at

least a half hour off help interpreters to maintain the same energy, concentration and quality levels throughout the day, thus providing a consistent level of service.

5. Overtime

An interpreter's working day should not exceed eight (8) hours. This includes six (6) half hour shifts, a full hour lunch break and two half-hour tea breaks during which the interpreters should not be required to work. Conference organizers are urged to arrange their programmes in accordance with this schedule, as overtime is strongly discouraged for interpreters, especially if they are required to perform optimally the next day. A new team of interpreters would therefore be required for overtime or evening sessions. Should an exceptional situation arise where interpreters agree to assist the client with overtime, they should be remunerated at a rate of 1,5 times their hourly rate and should not work more than an extra hour.

http://translators.org.za/sati/cms/downloads/dynamic/working_with_interpreters_english.pdf

The complexity associated with assessment of interpreting performance makes it necessary to also elaborate upon and explore the concept of 'quality' in interpreting performance before moving on to a discussion of the notion of assessment and evaluation in interpreting. Lesch (2010: 43) supports the view as explained by Pöchhacker (2002) when he acknowledges quality as an essential relative and multidimensional concept that should be approached with different evaluation methods from different perspectives and that the concept of quality in interpreting should be seen "not as a self-contained notion but as a complex, overarching theme in which all aspects of the interpreter's product and performance – textuality, source and target equivalence, communicative effect and role performance – play an integral part."

The concept of defining and determining 'quality' in interpreting performance is in itself very complex and problematic. This is borne out by Moser-Mercer's statement that "quality tends to be a relative notion" and that "it appears difficult to agree on an absolute definition of what should be considered quality in interpreting" (Moser-Mercer, 1996: 44). She proposes a notion called 'optimum quality' which she defines as follows:

"Optimum quality in professional interpreting implies that an interpreter provides a complete and accurate rendition of the original that does not distort the original message and tries to capture any and all extra-linguistic information that the speaker might have provided subject to the constraints imposed by certain external conditions" (Moser-Mercer, 1996: 44).

2.2.3.2 Distinguishing between quality evaluation; quality measurement and quality assessment

The research conducted by Moser-Mercer (1996) distinguishes among three distinct terms used when the quality of interpreting performance is investigated. Moser-Mercer argues that

some of the problems which have been discerned in studies on the quality of interpreting is as a consequence of the failure to distinguish among the different views and terms used when investigating quality. This has resulted in methods chosen that are not appropriate for the questions asked. She draws a distinction between 1) quality evaluation, 2) quality measurement and 3) quality assessment.

2.2.3.2.1 Quality evaluation

According to Moser-Mercer (1996: 47), quality evaluation is conducted by a researcher who would engage in evaluation to obtain answers regarding the quality of a service. She further states that quality evaluation would provide answers to questions such as: Was the user satisfied with the delivery? Did the interpreter use proper terminology? Did the interpreter grasp the essential thrust of the speech? Is the interpreter aware of the mistakes she made? As indicated, quality evaluation seeks to obtain answers regarding the quality of a service and the evaluation of “quality of interpreting in the field” (Moser-Mercer, 1996: 47). Therefore, quality evaluation will be utilized in the professional field where interpreters are working. An example of this would be the setting of the current study, namely that of the Language Services Section of Parliament of SA, where Language Practitioners are evaluated by their Senior Language Practitioners on the quality of the service they rendered.

2.2.3.2.2 Quality measurement

Quality measurement makes use of various types of scales typically used in laboratory experiments during which quality is measured. It seeks to provide answers to questions such as: “How many mistakes did the interpreter make?” and “To what extent did the density of the original text affect the quality of interpretation?”

2.2.3.2.3 Quality assessment

Quality assessment is used when a particular pedagogical tool affects qualitative improvements in a students’ or individuals’ performance, or how much practice is needed to progress to another level. The assessment is with regard to changes in quality over a period of time – usually in a classroom or in a semi-controlled setting. The changes referred to can be observed when comparing assessments done at different times over a period of time. For example, an assessment which was conducted at entry level can be compared with another assessment which was conducted after pedagogical tools had been utilised.

As indicated by Moser-Mercer, the distinction between these different concepts have not always been maintained during research conducted on quality in interpreting. Therefore, it is still often found that researchers fail to differentiate between the terms or use the incorrect

terms as established by Moser-Mercer's suggestions. The main distinction is that quality evaluation is used to investigate a service provided by a professional interpreter whereas quality assessment is utilized to investigate changes in quality over time in settings where interpreters are trained or educated. It is important to note that scales and grids are often used in either case to be able to measure quality in either the conduction of assessment or evaluation.

2.2.5 Research on the quality assessment of interpreting performance

The complexity associated with the quality assessment of interpreting performance and all considered variables (linguistic, cognitive and external) is also reflected in the difficulty of constructing quality assessment criteria and/or indicators in an assessment grid.

Several researchers (Schjoldager 1996, Riccardi 2002, Hartley et al. 2003, Lee 2008 and Milcu 2012) have examined the complexity of the quality assessment of interpreting performance and suggested criteria and grids which may be used in the assessment of interpreting performance. Each of the suggested grids and criteria will now be discussed in full detail before all the information is presented in table format to distinguish among the differences and similarities.

Schjoldager (1996) developed an assessment sheet within the following four main aims of interpreting - making the interpreting understandable for user, adequate language use, coherence and loyalty to the message presented by the speaker. The grid provides examples of errors and criteria in the form of questions which can be asked by the assessor. Machová (2014) indicates the contradiction in the study by Schjoldager (1996) when stated that the assessor should not concentrate on negative aspects – although all of the posed questions are formulated in a negative way.

Riccardi (2002) works with macro-areas such as delivery, language, content and interpreting and micro-criteria such as omissions, register, and reformulation.

Hartley et al. (2003) present an assessment tool in two versions ultimately focusing on content, language, delivery and adding a section for behavioural skills and supporting knowledge. In the research, a review is given on assessment criteria suggested by the European Masters in Conference Interpreting where a group of eight university-level institutions drew up a core curriculum for interpreter training at postgraduate level.

EMCI Final Exam Benchmark		Hartley et al further analysis	
Content	Accuracy / fidelity	Source text vs. target text	Observable in output
	Coherence / logical links	Target text as whole	
	Cultural comprehension / general knowledge	Inferable from output	
	Linguistic comprehension	Observable in output	
Form	Concision, clarity Grammar and usage Appropriate vocabulary Style, register	Linguistic attributes observable in output	
	Delivery	Fluency or presentation skills?	
Skills	Communication	Function of the output, judged by end users	
	Analysis, reasoning, problem-solving	Inferable from output, yet not observable	

Table 2.2 – Assessment Criteria EMCI and further analysis by Hartley et al. (2003)

Hartley et al. (2003: 6) came to the conclusion that although their review reveals consensus among organisations and institutions, there is a need for “greater clarity and precision of formulation”.

In the study from Lee (2008) three key concepts (accuracy, target language quality and delivery) are used as criteria for rating interpreting performance. The assessment grid is presented with rating scales ranging from 0-6 where each numeral is elaborated upon. However, the rating scales may be a cause for confusion when there is no clear definition among what comprises a ‘complete, good or adequate’ delivery. Machová (2014: 303) also points out that what is different in the grid from Lee is that it does not give the same weight to all aspects of quality but instead ascribes 40% to accuracy, 40% to target language quality and 20% to delivery.

Milcu (2012) suggests a new set of methods and techniques in assessment. The assessment scale is divided into four different methods which are further explained in techniques with different indicators for each. The methods are categorized as:

- a) error analysis in simultaneous interpreting (inappropriate interpreting, effect on TL),
- b) errors in simultaneous interpreting (negative effect on quality of SI, language errors),
- c) holistic method of assessment (student performance) and
- d) simultaneous interpreting competence (language variables).

The following table presents all the above information from the various researchers and provide examples of errors / micro criteria and deviations and how each of these are seen and represented in the various assessment tools created.

Macro Errors	Examples of errors / micro criteria / deviations	Different Researchers				
		Schjoldager (1996)	Riccardi (2002)	Hartley et al (2003)	Lee (2008)	Milcu (2012)
Content	Omissions Additions Unjustifiable changes to meaning Faithful rendering of message Mocking tone Laughing Indicating contempt Conveys speakers intention	Loyalty to the message presented by the speaker	Content	Content	Accuracy	Error analysis in simultaneous interpreting (inappropriate interpreting, effect on target language)
Language	Grammar Syntax Contradictions Terminology Unidiomatic language Register Interference from source language Accent and stress	Adequate language use	Language	Language	Target language quality	Errors in simultaneous interpreting (negative effect on quality of SI, language errors) Simultaneous interpreting competence (language variables)
Delivery	Inarticulate speech Pauses Hesitation False starts Fillers Excessive repairs Voice quality Low velocity Monotonous intonation	Making the interpretation understandable and bearable for user (Delivery)	Delivery	Delivery	Delivery	Error analysis in simultaneous interpreting (inappropriate interpreting, effect on target language)
Coherence	Unfinished sentences Incoherent message Message does not make sense	Coherence				
Holistic method of assessment (student performance)	Grammar Lexical problems General vs. technical language					Holistic method of assessment (student performance)

Behavioural Skills	Booth behaviour Microphone use			Behavioural skills		
Supporting Knowledge	World knowledge Current affairs Cultural comprehension			Supporting knowledge		

Table 2.3 – Comparison of macro errors as set out by different researchers

The different quality assessment criteria and indicators as summarised above indicate that there is a certain extent of agreement among researchers that some aspects or criteria such as content accuracy, language and delivery in an interpreting performance are deemed important. However, there is still no standardised or universal grid utilised when the quality assessment of interpreting performance is done. In the case of self-assessment, the activity is conducted with the aim of self-improvement. The individual who conducts the self-assessment is not measuring or evaluating the quality of interpreting performance but rather assessing their own strengths and weaknesses in the interpreting performance with the aim of realising progress.

The current study seeks to investigate the effect of computer-assisted interpreter training on the development of self-assessment skills in professional interpreters within Parliament of the Republic of South Africa. The development of self-assessment skills is closely linked to the assessment of quality in interpreting performance. A particular pedagogical tool, namely Black Box, will be used to train practising interpreters in self-assessment sessions. The research aims to investigate whether exposure to self-assessment sessions on Black Box will impact on the development of self-assessment skills of professional interpreters. The study will further investigate how the development of self-assessment skills impact on the interpreting performance. In the self-assessment sessions, the professional interpreter will have to measure the quality of interpreting performance by making use of a rating scale. This will allow the interpreter to gain a better awareness of his or her strengths and weaknesses in the interpreting performance. Bartłomiejczyk (2007: 252) indicates that self-evaluation by means of critically listening to one's own recorded interpreting has often been suggested as a useful method of quality control. The following section explores the literature on the nature of self-assessment in the educational and interpreting context.

2.3 Self-Assessment

2.3.1 Educational theory on self-assessment

The ability to accurately assess one's own strengths and weaknesses is critical in educational models focused on self-directed learning aimed at the creation of a foundation for lifelong

learning with development for a capacity to become a lifelong assessor of one's own learning (Boud 1990 & 2000; Gordon 1991; Regehr et al. 1996; Sadler, 1998 and Ward et al. 2002).

Regehr et al. (1996: 74) define self-assessment as the ability of each individual to identify his or her own relative strengths and weaknesses. The researchers also offered a reconceptualization of self-assessment that shifted from a focus on the individual's ability to rate themselves relative to their peers and moved on to explore the ability of the individual to identify their own strengths and weaknesses relative to each other. The researchers suggested that the ability to identify areas of performance that require the greatest degree of improvement would lend greater efficiency to self-directed learning efforts.

Regehr et al. (1996: 52) then conceptualised a new theoretical framework and a new measurement tool for understanding and exploring the nature of self-assessment which is known as the 'relative ranking model'. This conceptualisation was borne out of the contention that the common method of exploring the measurement of self-assessment ability had to shift focus.

"We might ask whether it matters that a person is able to provide a global self-assessment of his or her ability relative to the abilities of others. Instead it might be argued that, given limits on the time and resources available for self-improvement efforts it is more important that an individual can identify areas in which he or she is relatively effective and areas in which he or she is relatively ineffective. This alternative conceptualisation suggests that should not ask "How good am I?" but rather "What aspects of my performance need the most work?" (Regehr et al., 1996: 52).

Similarly, Ward et al. (2002: 76) offer an alternative framework for research in measurement of self-assessment quality that conceptualizes self-assessment as an intra-individual (as opposed to inter-individual) process. The research by Ward et al. (2002) elaborate on the methodological pitfalls that research on self-assessment have made, when indicating that

"the most common methodology used to evaluate self-assessment involves the correlational analyses. In this common design, a self-assessment score and a score based on some external measure (often an expert evaluation) is generated for each individual in a group. Across the group the self-ratings are correlated with the expert ratings to obtain a single numerical value for the group. This numerical value is interpreted as a measure of the group's self-assessment ability" (Ward et al., 2002:65).

This meant that many research claims have been made by measuring the self-assessment rating of the group as opposed to the individual.

In agreement with the definition set out by Regehr et al. (1996), self-assessment should have its main focus on the ability of the individual to identify his or her strengths and weaknesses in their performance. In the case of self-assessment skills in interpreting performance, the individual will be able to identify which areas of their interpreting need improvement and they will be able to apply the necessary coping mechanisms and interventions. Self-assessment should be viewed as an extremely personal matter as it seeks to self-improve performance.

2.3.2. Self-assessment in interpreter training

In the publication by Sawyer (2004: 106), he distinguishes between three types of assessments: formative, summative and ipsative. Sawyer, referring to Gipps (1994: vii) defines formative assessment as assessment which “takes place during the course of teaching and is used essentially to feed back into the teaching/learning process” and points out that, “in contrast, summative assessment takes place at the end of a term or a course and is used to provide information about how much students have learned and how well a course has worked”.

He defines the third category as

“ipsative assessment, in which the student evaluates their performance against previous performance and that this third type is particularly relevant for the reflective practitioner as it provides a vehicle and framework for problem-solving through self-assessment. Ideally, ipsative assessment continues throughout the professional career. A determining factor in the training context is the degree to which ipsative assessment is purposefully integrated into the curriculum, thus allowing the student to benefit from self-assessment opportunities to enhance their learning.”

Riccardi (2002) states that the training period is of key importance for introducing future interpreters to the habits of recognizing their strengths and weaknesses. As mentioned previously, interpreter training courses are intensive in nature and training is complemented by additional self-study hours. “If unsupervised practice sessions are to be useful, students need to be able to assess their own performance and identify their weaknesses. Indeed, the development of self-assessment skills is an essential component of interpreter training” (Sandrelli, 2007: 4).

There is agreement in the research by Pinazo (2008: 197) when contending that the training period is vital for introducing interpreters to self-assessment skills and that the integration of self-assessment skills will also have positive effects on learners' attitudes to self-criticism and performance.

Yvonne Fowler (2007: 254) emphasizes the importance of self-assessment skills in interpreting when she explains that after training most interpreters remain isolated throughout their professional lives and the process of monitoring of the interpreter is likely to be left to the interpreter themselves. If the interpreter is not self-aware, and has neither skill to be able to assess or evaluate their own performance nor take action to improve upon weaknesses, the Service User will suffer the consequences. She elaborates that self-assessment in interpreter training therefore fosters good professional habits in the interpreter. This is also mentioned by Lee when he states that "self-assessment is not only important during the training phase of interpretation, but it is critical to professional interpreters as well". He further explains that "freelance interpreters are often left to check their own interpretation quality and find measures for improvement" (Lee, 2005: 2). The research from Sandrelli (2007: 15) has also highlighted that "self-assessment skills and the ability to assess other interpreters' performances are essential for trainees, both to ensure progress and to maintain quality standards in their future careers as professional interpreters".

The research done by Riccardi (2002), Lee (2005), Sandrelli (2007), Fowler (2007) and Pinazo (2008) indicate that the development of self-assessment skills is essential in interpreter training. It is concluded that the development of self-assessment skills in an interpreter will allow for the ability of the individual to recognise his or her strengths and weaknesses and apply appropriate coping mechanisms to enhance the parts of their performance that need improvement. The development of these self-assessment skills will foster good professional habits which can be used to monitor their progress and ensure quality standards in the future career of the professional interpreter.

2.4 Information and Communication Technologies in Interpreting

Over the past two decades computer technology has impacted on the interpreting profession and interpreter training. This is indicated by Sandrelli (2015: 112) when stating that technology has impacted not only on how interpreters prepare for each assignment but also how interpreters perform their job. The impact of technology on interpreter education is also evident. In recent years there have been several publications (Sandrelli 2007, Pinazo 2008 and Lim 2013) on the topic of computer-assisted interpreter training and how this new field in

interpreting studies can assist in the teaching of interpreting and the development of self-assessment skills related to interpreting performance. In the following sections, these technological developments in interpreting will be discussed by defining computer-assisted interpreting (CAI) and computer-assisted interpreter training (CAIT).

2.4.1 Computer-assisted Interpreting (CAI)

Computer-assisted interpreting (CAI) is defined as information and communication technology which is utilised during the preparation phase or during actual rendering of interpreting services. These technological tools aim to support interpreters in their interpreting performance. The support offered is direct access to documentation and information which would guarantee greater accuracy and quality in interpreting. Some examples of these tools are; electronic dictionaries, databases and glossaries which can be accessed via computers, laptops, notebooks, tablets and even smartphones.

2.4.1.1 First generation and second generation CAI tools

Fantinuoli (2016: 44) indicates that CAI tools can be divided into two groups: 1) first generation and 2) second generation tools. The researcher defines first generation CAI tools as programs designed to manage multilingual glossaries but do not envisage any other specific supporting activity of the interpreting process, such as information retrieval and text management. The list of first generation software provided comprised of *Interplex*, *Terminus*, *Interpreters' Help*, *LookUp* and *DoITerm*. Only *Interplex* and *Interpreters' Help* are actively maintained and are commercially available.

Fantinuoli (2016: 44) defines second generation CAI tools as tools which address the goal of extending the limited scope of first generation CAI software building on initial academic research and investigations on terminology and knowledge management, proposing a more holistic approach to the interpreting task. They offer advanced functionalities that go beyond basic terminology management. The second generation tools as indicated are *Intragloss* and *InterpretBank*.

The various CAI tools may be utilised before or during the interpreting process. The following sections will elaborate on the use of CAI for the 1) preparation phase and 2) during interpreting process.

2.4.1.2 CAI tools for preparation phase

Preparation plays an important part in the interpreting profession as it is argued by researchers on the subject that preparation increases the quality of interpreting by ensuring that the

interpreters are well prepared to utilise accurate and appropriate terminology and understand the subject matter. The importance of preparation in interpreting is supported by the statement from Fantinuoli (2017: 25) when indicating that “the preparation phase, and in particular the role of specialised terminology and the strategies to define, extract, organise and manage it, has been considered crucial to better cope with the difficulties arising during interpreting and which may be the cause of problems”. Fantinuoli (2017: 25) further distinguishes two reasons why preparation is done when indicating that “the role of preparation is central for at least two reasons: it aims at bridging the linguistic and extra-linguistic gap between conference participants and interpreters and helps to reduce the cognitive load during the interpreting task as it anticipates parts of it in the preparatory phase”.

Fantinuoli (2017: 25) further argues that having more free cognitive capacities during an interpreting assignment, interpreters are able to manage the interpreting process more efficiently. Accordingly, preparing an assignment in advance supports interpreting quality, for example, by ensuring greater accuracy.

The argument presented by the researchers indicate the importance of preparation of the interpreter as it is indicated that without the necessary preparation by the interpreter – the quality of the interpreting performance will decrease and this will impact on the service delivered to the client who has to engage with the interpreting rendered. When an interpreter is well prepared they will not have to struggle to understand the technical content within a speech and will also be able to utilise the correct terminology without having to try and search for the appropriate terminology. All of this will not put a strain on the balance of the various processing capacity efforts the interpreter is dealing with.

2.4.1.3 CAI tools utilised during the interpreting process

Tripepi Winteringham (2010: 90) indicates that the latest goal pursued by CAI is to have access to the maximum amount of information in the booth by electronic means. This would mean that interpreters would have direct access to documentation and information in the booth. Fantinuoli (2016: 48) supports the use of CAI during the interpreting process when it is argued that “it is virtually impossible to memorize all the terms used at a conference. Furthermore, the spontaneity of most speeches makes it difficult to predict beforehand which terms will be used”. Fantinuoli (2016: 48) suggests the use of terminology tools during simultaneous interpreting in order to cope with the aforementioned challenges. In order to not interfere or create a disturbance during interpreting, Fantinuoli (2016: 48) suggests the following three criteria be met to be “booth-friendly” and allow the use of a terminology tool:

- “by means of anticipating part of the cognitive load from the interpretation to the preparation, for example interpreters release resources that can be used for other tasks while in the booth”
- “the looking up activity should be selective and focused”
- “the tool should be designed to minimize the cognitive load added to the interpreting process.”

Fantinuoli (2016: 48) concluded by indicating that terminology tools used during the process of simultaneous interpreting need to take into account the time constraints and the complex cognitive processes governing simultaneous interpreting.

Given this recommendation and the positive results in the findings from the empirical study, CAI tools prove to hold an advantage for professional interpreters.

2.4.1.4 Advantages of CAI tools

Fantinuoli (2016: 50) discusses two empirical studies which investigate the use of CAI tools and how it impacts on the improvement of interpreting performance. An empirical study conducted by Gacek (2015) analyses whether the use of CAI tools improved interpreter performance in terms of terminology quality. The findings from the study concludes that the use of a terminology search tool is more efficient than traditional methods in improving the terminology rendition in terms of completeness. Similar conclusions are drawn by Biagini (2016) who compares the interpreting performance of a terminology-dense text of two groups of testers, the first using *InterpretBank* and the second a traditional glossary on paper. The results of the experiment show that all the testers had a better interpreting performance when using the software. The author suggests that the improved terminology performance could be due to the fact that CAI tools reduce the cognitive load needed to look up terms when compared to traditional methods.

The advantages for the interpreters would be that they are able to refer to documents which eases interpreting more especially when names, numbers, dates and figures are mentioned. This is also advantageous when speakers read their speeches which increases the speed of delivery. The further advantages of CAI in the interpreting booth would be the access to dictionaries and glossaries. It would be faster for the interpreter to look up a word and there would not be the unnecessary noise of the shuffling of papers.

Tripepi Winteringham (2010: 89) further argues that although technology-driven changes are a reality in Interpreting, a limited number of studies have explored the application and use of computer-assisted interpreting (CAI). The question is also why many interpreters still indicate a reluctance to the use of ICTs in the profession when these technological tools are able to improve interpreters performance and professionalism.

The possible challenges which may attribute to the reluctance of some interpreters to use technological tools could be the fear of the unknown or the interpreter not having the necessary training nor skills to utilise CAI tools. It is critical that training be provided to be able to empower interpreters to use these tools. Institutions which train student interpreters also need to add CAI training to their curriculum in order for interpreters to be trained to reflect actual working conditions and market demands. Other possible challenges which may attribute to the reluctance in the use of CAI may be the added cognitive load during interpreting. Tripepi Winteringham (2010: 91) explains how the activity of searching for a term may result in distraction and loss of concentration for the interpreter which may have a direct impact on the delivery of the target interpreting. However, in the event of repeated occurrence of the terminology it would be greatly beneficial to make use of CAI tools which would be faster than the traditional pen and paper method. The passive interpreter may assume responsibility for the activity of searching for a term to prevent distraction and loss of concentration for the active interpreter. However, the passive interpreter may not always realize exactly which term the active interpreter is struggling with and would require the active interpreter to write it down or mute sound and ask the passive interpreter.

Tripepi Winteringham (2010: 91) indicates that despite some wariness, part of the profession is aware of the importance of understanding new technologies and their impact on the profession with a view to increasingly be able to match today's working requirements of technology-drive, fast-paced services. This notion is crucial in the technological era we find ourselves in. If an interpreter does not keep up and investigate the potential support offered with latest technological trends and advances, he or she might be replaced in future with colleagues who are in fact able to utilise CAI tools. This idea is supported by the statement from Berber (2010: 83) when stating that the use of ICT ensures competitiveness in this age of fast information and the conference interpreter who cannot use ICT is at a disadvantage.

2.4.2 Computer-assisted interpreter training (CAIT)

Berber (2010: 229) investigated the use of Information and Communication Technologies in interpreter training and elaborates on the use of these tools as means¹ or pedagogical tools. She also integrates the Effort Model and which of the efforts can be backed up by ICT. Berber (2010: 237) concludes that ICTs in general support the efforts presented in the Effort Model and that information technology in the form of interpreter training tools are specifically aimed at effort 2 (production) of Gile's Effort Model, where the student can "listen to him/herself repeatedly for self-evaluation and improvement of production skills". In her research, Berber (2010: 243) indicated that the types of ICT which are being used for self-training are mainly traditional: booths, language labs, digital recordings, video and audio recordings, internet, PCs, e-learning platforms. Specific brands of equipment are *X-class*, *Melissi Blackbox*, *Sanako*, *Dialang language tests*, *DEYA lab*, *Trados*, *Audacity*, *BNC online* and *Brähler*.

In the study from Berber (2010) she provides a diachronic view of ICTs in interpreter training which can be presented in the following chronological figure:

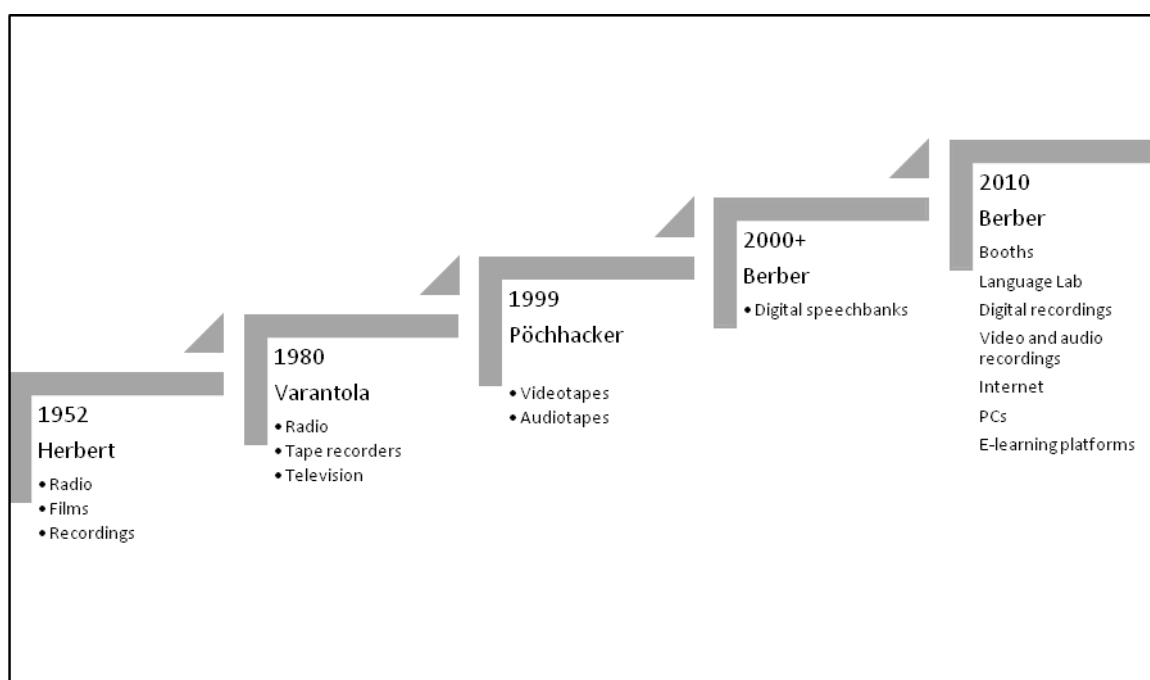


Figure 2.3 - Chronological view of ICTs in interpreter training (Berber, 2010: 239)

It was only in the mid-1990s that some interpreter trainers began exploring with the idea of applying aspects of computer-assisted language learning (CALL) to their own field, thus beginning to give shape to the idea of computer-assisted interpreter training (CAIT).

¹ The term "means" indicate that the ICT tools are used to practice and develop skills - as opposed to being used for support during or in preparation of actual interpreting.

Sandrelli (2002: 1) states that over the past years there has been a gradual evolution of CAIT as “it is applied in interpreter training courses in order to enhance classroom-based training and to support students in their self-study activities.” She contends that computer technology has a lot to offer interpreter trainers and trainees by complementing traditional training methods. Sandrelli (2007: 5) further explains that “the structure of most interpreter training courses relies heavy on autonomous learning, which makes interpreter training a prime candidate for the development of dedicated computer software”.

Sandrelli and De Manuel Jerez (2007: 275) give the following reasons why interpreter trainers felt that CAIT may be beneficial to the training of interpreters:

- a) CAIT represents a shift from a teacher-centred (transmissionist) approach towards a learner-centred (constructivist) approach which enables the learner to take control of their own learning experience and be more actively involved
- b) CAIT eliminates the risk that students may select unsuitable resources for self-directed practice sessions
- c) By situating learning in real-world contexts, CAIT allows the effectiveness of such learning to be maximized.

Since the 1990s several independent projects were undertaken that shaped the gradual development of what has come to be known as CAIT. This development has resulted in the division of CAIT into what is known as *integrative CAIT* and *intelligent CAIT*. The difference between the two will now be defined further. The first experiments involving the implementation of ICT in interpreter training focused on the creation of digital speech repositories in the form of databases such as the *Interpreters' Information System (IRIS)* and *Marius*. These projects collected digital training material and streamlined these resources for use by students in self-study sessions. These projects have been labelled as *integrative CAIT* – “in that it exploits the integration of audio, video and textual resources to provide students with suitable material for classroom use of self-study” (Sandrelli and de Manuel Jerez, 2007: 277).

A second approach to CAIT involved the development of authoring programs such as *Interpretations* and *Black Box* which enables interpreter trainers to create various types of exercises. This has been labelled as *intelligent CAIT*.

2.4.2.1 Integrative CAIT – repository based approaches to interpreter training

The *IRIS* (*Interpreters Research Information System*) database was created by Angela Carabelli in the mid-1990s at the University of Trieste in Italy. It contained oral and written texts and provided students with tools for recording their interpretation (Carabelli, 1997).

The *Marius* database was created at the University of Granada in Spain in 2001. It contained speeches and video recordings from real-life communicative situations. At the time of writing their article in 2007, Sandrelli and de Manuel Jerez (2007: 278) stated that *Marius* consisted of more than 2 000 items recorded from TV channels, and speeches delivered at conferences and from the European and World Social Forum Events.

In the same article, the authors discuss the EU Speech Repository, an initiative launched by The New Technologies Unit of the Directorate General for Interpretation which is intended to provide video-recorded digital speeches in the 23 official language of the European Union.

The University of Salamanca in Spain has produced CD-based repositories entitled *Materiales para interpretación consecutiva y simultánea (alemán, francés e inglés)* [Materials for consecutive and simultaneous interpreting: German, French and English] and a team from the University of Granada has published three DVDs of interlingual liaison interpreting events and encounters played out by actors, interpreters and teachers.

2.4.2.2 Intelligent CAIT – authoring programs for interpreter training

Sandrelli and de Manuel Jerez (2007: 286) state that the first pioneering attempt to produce a dedicated software program for the teaching of interpreting was *Interpr-IT*, developed in 1995 by the Department of Italian at the University of Hull in the United Kingdom and the TELL Consortium. The TELL was a major consortium of UK universities for the dissemination of information on the use of computers in language teaching and for the development of CALL software. The package provided students with Italian practice materials and had a collection of eight pre-recorded dialogues. It provided a working environment for students which included a recording feature and a text editor. Students are guided through the program before the final screen provides various tasks aimed at self-assessment. The success of the *Interpr-IT* package in British Universities inspired another project which included the possibility to update learning materials. This program, *Interpretations*, was thus developed as an authoring tool.

Interpretations was the practical output of a doctoral research project carried out at the University of Hull (UK) between 1999 and 2000. The idea was to investigate how to exploit the potential offered by computer technology to complement teaching methods used in interpreter training. Initial studies revealed that the development of an authoring tool in which training material could be created for any language combination on the basis of the resources available to teachers would be much more useful.

“Before *Interpretations* could be developed, however, the interpreter training literature was also studied in order to identify the most commonly used exercises and activities in interpreter training which should be supported by the CAIT tool. Exercise selection was made difficult by the controversies in simultaneous interpreting pedagogy and in the end the design reflected more closely the information processing approach in that tasks were selected in order to isolate and develop those sub-skills deemed necessary in simultaneous interpreting – however the program does not impose any specific pedagogical method in that as an authoring tool, it enables teachers to combine audio to create exercises tailored to their students’ needs” (Sandrelli 2007: 6).

Sandrelli & de Manuel Jerez (2007: 290) discuss a case study undertaken in 2006 at the Advanced School for Interpreters and Translators of the University of Bologna at Forli where the aim was to verify whether (i) special classes in which students used the software with a teacher available as a facilitator could be beneficial to the development of self-assessment skills; (ii) the use of a CAIT tool could facilitate the practical organization of such classes, with advantages such as time saving, self-pacing, individual focus, and easier and faster information exchange. The study compared the three types of assessment and it was found that after a few self-study sessions there were fewer differences between the self-assessment, peer-assessment and teacher assessment grids of the same performance. The authors state that this seems to confirm that assessment skills can be developed by means of targeted practice.

2.4.2.3 CAIT authoring tool: *Black Box*

In her research, Sandrelli (2007) discusses the development of the interpreter training prototype, *Interpretations*, and how that prototype was improved to become the CAIT authoring tool known as *Black Box*. In 2002, Melissi Multimedia Ltd (U.K.) collaborated with the University of Hull (UK) on the design of a digital language laboratory. As part of this development, a dedicated interpreter training module, called *Black Box*, was included. After interest was shown by interpreter training institutions, Melissi Multimedia Ltd decided to develop *Black Box* as a stand-alone program, and it was released in March 2005.

The software consists of an authoring function which allows the interpreter trainer to create different modules or courses which could consist of simultaneous, consecutive and liaison interpreting exercises as well as exercises for sight translation. *Black Box* is an authoring program – this means that the interpreter trainer has control over the content of the module, the exercises and resources contained within the program.

The different exercise types available are: a) shadowing and closing; b) paraphrasing; c) sight translation; d) simultaneous interpreting; d) simultaneous interpreting with text and e) consecutive interpreting. Sandrelli (2007:10) also indicated that the *Wizard* makes it possible to add many more resources, including instructions to students, a written translation of the speech, written exercises (comprehension questions, text analysis exercises) and a teacher's interpreted version of the speech. Teachers can also manipulate the sound stream by adding an echo effect or sound distortion in order to simulate realistic working conditions. The source text transcripts can be annotated by adding a hot footnote. Students read the note made by the teacher simply by moving the mouse over the word. In the sight translation exercises the text is presented to students in a scrolling cylinder which advances at the pace established by the teacher.

In 2006, a case study was done at the University of Bologna at Forli in which a pilot course was run which implemented *Black Box* in the training. "The aim was to verify whether the software could be beneficial to the development of students' self-assessment skills and if the use of a CAIT tool could facilitate advantages such as time-saving and self-pacing" (Sandrelli and de Manuel Jerez, 2007:290). The results of the study revealed that the targeted classes did in fact contribute to the development self-assessment skills.

2.4.3 Studies conducted on CAIT and self-assessment

2.4.3.1 Self-assessment as an autonomous learning tool in an interpreting classroom

A study by Lee (2005) explores the usefulness of self-assessment in the interpreting classroom in a two-year graduate school of translation and interpreting. During this period, students analysed and assessed their interpreting performances by completing a self-assessment report. A survey was conducted to investigate which aspects of self-assessment students found either positive or negative. The study revealed that self-assessment is positive in the sense that it allows students to identify weaknesses and strengths, enables targeted practice and allows them to monitor their own progress. The study also revealed that students regarded self-assessment as negative because they experienced it as time-consuming and

emotionally draining. “In the context of interpreter training, learner autonomy has to do with developing the ability to check and monitor their quality of interpreting performance, identify characteristics of their performance, develop improvement strategies, as well as design their own roadmap for skill and knowledge acquisition” (Lee, 2005:2) The argument from the students that self-assessment is time-consuming may ring true, however interpreting courses are intensive in nature and the development of self-assessment skills a must.

2.4.3.2 Technology and self-study in the interpreting classroom

A study conducted by Gorm Hansen and Shlesinger (2007:96) explored the use of a new set of pedagogical tools implemented in the interpreter training curriculum which found to serve the foremost goal which is improved performance in interpreting. The researchers included technology-assisted self-study sessions in the curriculum for teaching interpreting. The study found that these pedagogical tools facilitate self-paced and self-monitored practice which resulted in improvements in the final exam success rates.

The technology-assisted self-study sessions were not dedicated computer programs or CAIT such as Black Box but rather took the format of digital teaching materials such as video-recorded monologues and bilingual dialogues. These were produced in standard audio-visual formats which could be accessed directly from the Copenhagen Business School Server or as CD-ROMS/DVD copies. These materials could be accessed on-site in the multimedia lab or off-site with any PC.

The researchers made use of action research to conduct their study. The research was conducted by the classroom teachers who collected the data. The data used in the study were the final test marks in the Master of Arts degree exam for interpreting as this was the only objective measure of student progress. There was no formal interim evaluation conducted. The data obtained spanned the years 1998 to 2005. The data indicated that, in the final interpreting exams, “a remarkable improvement” (2007:112) was shown in 2004 and 2005 – the years in which the digital teaching materials were introduced. The study does not attribute the findings to pure coincidence and ruled out the following variables: change in the student body; change in the teaching staff; change in external examiners. The requirements for the exam had been tightened. The study thus indicates that the evidence presented is a strong indication that improved performance is attributable to greater student motivation and effort following the introduction of the video-based study material.

2.4.3.3 Examining students' perceptions of computer-assisted interpreter training

The study by Lim (2013) examines the perceptions of student interpreters about the use and effectiveness of a computer-assisted platform (CAP) in the practical aspect of interpreter training. The experiment was conducted during normal class hours. Students were exposed to the computer-assisted platform. After the platform was demonstrated students had to carry out interpreting tasks on a weekly basis. At the final stage of the training, students had to answer three questions regarding their reflection on their experience as users of the CAP and audio-cassettes, the advantages and disadvantages of the equipment and whether they found CAP helpful in their training. The perceptions elicited from the students indicated that the advantages of the CAP included efficiency, convenience, autonomy and interactivity. The study concluded that the CAP increased student motivation and encouraged them to concentrate better during interpreting practice. The study proves the advantages of these platforms and their potential in interpreter training contexts.

2.4.3.4 Interpreting Quality as perceived by Trainee Interpreters

Two studies from Bartlomiejczyk (2004 & 2007) examine self-evaluation by focusing on quality assessment of interpreting performance conducted by trainee simultaneous interpreters. The researcher indicates that one of the questions which have not been addressed "is how interpreters themselves react to their own output and which quality components they perceive as being important during self-evaluation" (Bartlomiejczyk, 2007: 247). The researcher draws a distinction between quality assessment in the context of scientific research as opposed to the improvement of one's own interpreting skills by listening critically to one's output.

The main aim of the study of 2004 was to identify strategies of simultaneous interpreting used by student interpreters. The unit of analysis was 36 advanced trainee interpreters who were requested to interpret a text and asked to listen to their output together with the source text and to try and remember the thought process that led to particular decisions. The researcher found that the spontaneous self-evaluation was largely negative in that the subjects proved to be very critical of their output. The study from 2007 utilised 18 students at a similar stage of interpreter training and who were asked to interpret a speech and the subjects were then asked to assess their interpreting by focusing on both negative and positive aspects and to reconstruct the thought process that had led to failures or successful interpreting. The research found that the results in the study from 2007 were significantly different from those for spontaneous self-evaluation. The negative segments were still dominating over positive however the negative accounted for 56% instead of over 84% in the study from 2004. The researcher further explored in particular aspects or quality components that were commented

on in the self-evaluation. The researcher found that unlike the study from Hartley et al. (2003), very little was said concerning presentation. The findings of the study indicate that thought should be given to which quality components are able to improve as a direct result of self-evaluation. The researcher mentions that 'presentation' seems to be one aspect which can be improved relatively easily once the individual becomes aware of the relevant problems. It is further elaborated that "unfortunately neither faithfulness to the original message nor completeness can be rectified simply by the interpreter realising that he or she has problems with these aspects. If, however, errors of this type result from imperfect allocation of processing capacity or strategic processing, improvement is possible through focused training once the problems have been pinpointed" (Bartłomiejczyk, 2007: 263). The researcher concluded that the manner in which the spontaneous design of the self-evaluation session had been set up may not have been the most useful. In the process of self-evaluation, the use of assessment sheets (mention of Schjoldager 1996 and Hartley et al. 2003) may achieve greater success in pinpointing specific problems with interpreting performance.

The above-mentioned studies all focused on the application of CAIT in the setting of higher institutions of learning where student interpreters were trained. The studies investigated the perceptions of students around which aspects of self-assessment they found positive and negative, the effectiveness of self-assessment and the facilitation of self-paced and self-monitored practice in interpreter training. It was found that the use of CAIT will enable students to identify weaknesses and strengths and allow them to monitor their own progress. The facilitation of self-paced and self-monitored practice resulted in improvements in the final exam success rates.

For the most part, the limitations of these studies concern them having been conducted only in institutions of higher learning. In other words, the studies present no data or research on the utilisation of CAIT or CAP for professional practising interpreters. The study by Gorm Hansen and Schlesinger (2007) used only the data of the final exam marks and concluded that the improvement was not pure coincidence but could be attributed to the introduction of self-assessment and self-study sessions. The study did not use interim assessment marks as a baseline to which the final marks could be compared. In the current study, the limitation may be remedied as the experimental method will be used to ascertain interim assessment marks as well as assessments obtained over a period of time which can then be compared.

2.4.4 Computer-assisted interpreter training in South Africa

When investigating ICTs in interpreter training within the South African context one finds that there is only one publication which makes mention of the topic. Blaauw (2008: 43) mentions

the importance of the implementation of ICTs in interpreter training programs when he refers to the adaptation of the current interpreter training model at North West University (NWU) to incorporate specific identified needs. “The first of these needs is that of further expanding the fields to which interpreters are exposed. For this purpose, use will be made of Melissi *Black Box* (“*Black Box*”), a computer-assisted training system”. By the time of publication in 2008, Blaauw explained that the system had thus far not been implemented. At the time of writing this thesis, no research had been published on the utilisation of CAIT within the South African context.

2.5 The “professional interpreter”

The term “professional interpreter” has been defined from a language practice perspective as an interpreter presumed to not simply be competent but having mastered their skill with prior experience and/or training in interpreting and adhering to high standards of conduct supported by a code of practice.

Since this research study has its main focus on the utilisation of CAIT stretching beyond institutions of higher learning, into interpreting practice, the term “professional interpreter” was often referred to. It was thus deemed necessary to provide a definition on the concept “professional interpreter”. In relation to time, in an article by Sandrelli (2015: 115), reference is made to Moser-Mercer (in Motta 2006) who estimates that 3000-5000 hours of deliberate practice are required in order to achieve professional levels of expertise in interpreting. The footnote of the mentioned article mentions that AIIC (International Association of Conference Interpreters), admits new members with a minimum of 150 days of work experience.

In her article on *Language practitioners and Standards*, Feinauer (2005: 162) states that the characteristics of a profession are “mastery of a particular skill through education and training, acceptance of duties to a broader society than merely one’s clients/employers, objectivity and high standards of conduct and performance”. She goes further and defines the profile of a professional as an individual “trained to recognise standards of competence, adheres to a recognised code of practice and enjoys the support and regulation of a professional structure” all the while stating that professionalism is a relative term.

In summary, the term “professional interpreter” is therefore defined as an interpreter presumed to not simply be competent but having mastered their skill with prior experience and/or training in interpreting and adhering to high standards of conduct supported by a code of practice. The term “student interpreter or trainee interpreter” is defined as an individual who has no prior

experience nor training in interpreting and is pursuing studies and/or training in the discipline of interpreting.

2.6 Conclusion

This study contributes to the research summarised in this chapter in the following ways. Firstly, it addresses the issue raised that no research has been conducted on CAIT within the South African context. Secondly, it investigates the possible use of CAIT software in the training and self-assessment development of the professional interpreter. The next chapter will provide the research context within which this study will be conducted, namely the Interpreting Unit within the National Parliament of the Republic of South Africa.

Chapter 3

Contextual Framework for Research Part I – National Parliament of the Republic of South Africa

In the previous chapter it was indicated that research had been conducted on the application of CAIT in the development of self-assessment skills in interpreter training and how this holds potential for enhanced interpreting performance, not only in the training period for student interpreters but also in professional interpreting. It was also indicated that research on the application of CAIT in the professional sphere had not yet been examined. At the time of conducting this research, no prior studies had been conducted on the application of CAIT in South Africa.

The Interpreting Unit within the Language Services Section (LSS) of the Parliament of South Africa was chosen as the unit of analysis within which the research would be conducted.

In this chapter the background, establishment and mission of the Parliament of the Republic of South Africa will be discussed. This will be followed by an outline of the organisational structure of Parliament and an overview of the Language Services Section (LSS). There will be a brief description on the functions of the LSS and how the section was established. Lastly there will be a descriptive overview on the interpreting in Parliament.

3.1 Background

The Republic of South Africa held its first democratic general elections on 27 April 1994. That election result signalled the end of the legal provisions underpinning apartheid (the latter being the official government policy of racial segregation — which was officially renounced in the 1990's.) A new government was elected and an interim Constitution was introduced. “Parliament was reconstituted to consist of a Senate and a National Assembly. The Senate consisted of 90 senators, ten nominated by each of the nine provinces of South Africa” (<http://www.sahistory.org.za/article/parliament-republic-south-africa>). In 1997, the revised, final Constitution of South Africa 1996 came into effect. The Senate was replaced by a 90-member National Council of Provinces (NCOP). The three arms of state are the Parliament, Executive and the Judiciary.

National elections are held every five years, the outcome of which determines the formation of a new Parliament. This research study was conducted in the third year of South Africa's 5th Democratic Parliament (2014 – 2019). The Parliament of the Republic of South Africa consists

of the National Assembly (NA) and the National Council of Provinces (NCOP). The National Assembly chooses the head of state and is used as the forum in which issues of national importance are debated and legislation is passed which speaks to those issues and gives expression to the ideals of the Constitution.

The National Assembly consists of 400 Members of Parliament (MPs) who are elected by voters on a proportional representation party list system. Each political party is allocated a number of seats proportionate to the percentage of votes it received in the national general elections.

The NCOP is constitutionally mandated to ensure that provincial interests are taken into account in the national sphere of government. This is done through participation in the national legislative process and by providing a national forum for consideration of issues affecting provinces.

According to Parliament's 2016/2017 and 2018/2019 Annual Performance Plans, the mandate of Parliament is based on the provisions of Chapter 4 of the Constitution (Chapter 4 of the Republic of South Africa, 1996). Parliament's role and outcomes are to represent the people and ensure government by the people under the Constitution. The mandate and functions of Parliament are based on the following pieces of legislation:

- Constitution of the Republic of South Africa, 1996;
- Powers, Privileges and Immunities of Parliament and Provincial Legislatures Act, No 4 of 2004;
- Money Bills Amendment Procedure and Related Matters Act, No 9 of 2009;
- Financial Management of Parliament and Provincial Legislatures Act, No 10 of 2009, as amended by Act 34 of 2014;
- National Council of Provinces (Permanent Delegates Vacancies) Act, No 17 of 1997;
- Determination of Delegates (National Council of Provinces) Act, No 69 of 1998;
- Mandating Procedures of Provinces Act, No 52 of 2008; and
- Remuneration of Public Office Bearers Act, No 20 of 1998.

3.2 Mission of Parliament

The Parliament of the Republic of South Africa is a representative body which holds legislative powers within the state. The Parliament of the Republic of South Africa seeks to “represent and act as the voice of the people in fulfilling its constitutional mandate of passing laws and the role of oversight which seeks to hold the executive accountable” (Parliament of South Africa Annual Report, 2013/2014:9). The core functions are described as passing legislation, overseeing executive action, facilitating public participation and involvement in legislative processes, promotion of cooperative governance and engaging on international relations. In

the Annual Report of 2015/2016 the mission of Parliament is set out as providing a service to the people of South Africa by ensuring:

- A vibrant people's assembly that intervenes and transforms society and addresses the development challenges of our people;
- Effective oversight over the Executive by strengthening its scrutiny of actions against the needs of South Africans;
- An opportunity for South Africans to participate in the decision-making processes that affect their lives;
- A healthy relationship between the three arms of the State, that promotes efficient co-operative governance between the spheres of government, and ensures appropriate links with our region and the world; and
- An innovative, transformative, effective and efficient parliamentary service and administration that enables Members of Parliament to fulfil their constitutional responsibilities. (Parliament South Africa Annual Report, 2015/2016: 11)

3.3 Organisational Structure of Parliament

The Parliament of the Republic of South Africa is divided into two operational branches:

- 1) Core Business Branch, and
- 2) Support Services Branch.

The two branches are further divided into 11 divisions in the following manner:

- | | |
|--|---|
| <p>1) Core Business Branch:</p> <ul style="list-style-type: none"> • National Assembly Division • National Council of Provinces Division • Core Business Support Division • Knowledge and Information Services Division • International Relations and Protocol Division | <p>2) Support Services Branch:</p> <ul style="list-style-type: none"> • Parliament Communication Services Division • Members Support Services Division • Information and Communication Technology Division • Institutional Support Services Division • Financial Management Office |
|--|---|

3.3.1 Language Services Section

The Language Services Section (LSS) forms part of the Knowledge and Information Division (KISD) of the Parliament of the Republic of South Africa. The purpose of the KISD is to provide procedural and administrative services for Parliament to enable it to carry out its core functions. There are three units within the Language Services Section; Interpreting Unit, Translation Unit and Reporting Unit.

The Interpreting Unit renders interpreting services in all 11 official languages of South Africa as well as South African Sign Language (SASL) to the chambers of Parliament, i.e. the National Assembly (NA) and the National Council of Provinces (NCOP). Interpreting services

are also rendered during the People's Assembly, Youth Parliament, Woman's Parliament and Taking Parliament to the People as well as Committees within Parliament when they have meetings at Parliament or sit away from Cape Town as part of their oversight role by conducting site visits or public hearings.

The Translation Unit currently (i) translates Parliament's daily papers (Order Papers, Minutes of Proceedings and Announcements, Tablings and Committee Reports (ATC's) into Afrikaans; (ii) translates into English those sections of the Hansard report that are not in English; and (iii) provides a translation service in all official languages to other business units in the organisation of miscellaneous documents and texts as required by them.

The Reporting Unit is responsible for the production of the Hansard, which is the official ostensibly verbatim transcription report – with repetitions and redundancies omitted and obvious mistakes corrected – of the proceedings (i.e. all the events that transpire during the course of a parliamentary sitting) in the Houses of Parliament.

3.3.2 The Language Policy for Parliament and establishment of LSS

During a sitting of National Parliament, when a visitor seated in the Gallery or a member of National Parliament who is present in the Chamber, picks up their earpiece, they are able to access the proceedings in any one of the official languages. The individual just exercises their choice by selecting their language channel. To arrive at this point, a number of actions had to occur. This section will discuss the background to the establishment of the Interpreting Unit of the National Parliament of South Africa.

A language policy – *Language Policy for Parliament (October 2003)* – was adopted during the 3rd Parliament (2004 to 2009). The policy advocates and legislates the use of all official languages in National Parliament.

According to information obtained from the National Parliament of South Africa Annual Report 2005/2006, the Interpreting Unit was established in 2005 in an attempt to give access to the proceedings of the Houses for all South Africans – in other words, to interpret the proceedings occurring in the two Houses of National Parliament into all 11 official languages in real time. The Division sought and obtained additional resources to set up a fully-fledged interpreting service. These additional resources were additional interpreting booths which were built for both Houses and new interpreting equipment for audio and visual feed such as consoles, earpieces, headphones, computer monitors, were purchased. As part of the establishment of the Interpreting Unit, an additional 44 language practitioners were recruited. For the first time

in the history of National Parliament, four language practitioners specialising in South African Sign Language were employed to enable both Members of National Parliament and members of the public who are Deaf, to follow the debates, thereby improving the participation of the public in parliamentary proceedings.

3.3.3 The Interpreting Unit of the National Parliament of South Africa

At the time of conducting this research, the Interpreting Unit rendered interpreting services in South African Sign Language as well as South Africa's 11 official languages, namely Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda and Xitsonga. According to Human Resources of the National Parliament of South Africa (Moorad, 2017), 38 language practitioners were employed within the Interpreting Unit at the time of conducting this study.

3.3.3.1 The interpreters' workplace within the National Parliament of South Africa

The simultaneous interpreters' workplace is referred to as the interpreting booth. There is one booth per language group / team, offering seats for two interpreters who will work and interpret in pairs. In line with the norms and standards set for interpreters and as mentioned in Chapter two (Paragraph 2.2.3.1), the interpreters take turns of 30 minutes to interpret the message. The interpreter who is not interpreting is referred to as the passive interpreter. The passive interpreters offer support to their fellow interpreters by ensuring that they are using the correct outgoing channel, writing down figures and dates and looking up terminology. The passive interpreters are also able to acknowledge whether their fellow interpreters are rendering the message accurately and making use of the correct terminology. The sound-proofed booths offer a view of the proceedings of the Houses, either via direct complete view of the proceedings as well as the members on the floor or via a computer screen which displays the streamed broadcast of the session. The booths in National Parliament are located in different locations. The booths which provide a direct view over the National Assembly are those for Afrikaans, Tshivenda and Xitsonga. The other official language booths are located on the 4th Floor of the same building.

Simultaneous interpreting makes use of specialized equipment. The speaker on the floor speaks into a microphone which is known as the floor feed. The floor feed is broadcast to the interpreter, who listens through a headphone. The interpreter listens to the floor feed and simultaneously speaks into a microphone which is broadcast to the audience who wears an earpiece which allows users to tune in to the channel of their native language.



Figure 3.1 – Bosch Interpreter Console

At any point in time during the proceedings, all 11 official languages are available. This phenomenon occurs with the assistance of relay interpreting. The interpreters in the National Parliament of South Africa render interpreting services into their native language – also referred to as their Language A – as well as into English – referred to as their Language B. When the language on the Floor is English, the interpreters render interpreting service into their Language A via Channel A of the console. On the floor via the earpiece, these channels range from 1 – 11). When the speaker on the floor speaks any language other than English, the interpreters for that specific language interpret the message into English (Language B) via Channel B of the console. This interpreted message into English is then made available to the floor on the English Channel, as well as all the other language interpreters via relay interpreting. The other interpreters are thereby allowed to continue interpreting into their native languages (Language A).

A typical example of this is when a Member of National Parliament delivers his or her speech in isiZulu. The member speaks isiZulu which is then the floor language. The isiZulu interpreter will render the message into English via Channel B on the console and the Afrikaans interpreter is able to render the relayed message from the isiZulu interpreter into Afrikaans via the Afrikaans channel. Relay interpreting is a truly fantastic method and allows all interpreters to continuously render the speech into their native languages. However, relay interpreting does come with its inherent challenges. Obviously, the lag time from the floor language into the rendered native language does increase. The interpreters' also have to rely on the accuracy of the interpreting rendered by their colleagues. Also if there are technical challenges

with the interpreting equipment and there is no access to relay interpreting – there will also not be interpreting into other languages.

3.3.3.2 External factors which may impact on the quality of interpreting

In Chapter Two (2.2.3.1) of this study, the literature review lists some external conditions - beyond the control of interpreters – under which interpreters work and which may have an impact on the quality of their interpreting performance. In an article setting out a descriptive overview of the parliamentary interpreting services, Lesch (2010: 52), indicates that, apart from an interpreter's individual capacity and language skills, other variables should be taken into consideration when assessing the quality of interpreting. The challenges noted by the author include: 1) challenges with code-switching; 2) challenges with relay-interpreting; 3) the limited availability of speeches and 4) interpreting environments or booths which do not conform to industry accepted norms and standards.

These external conditions mentioned by Lesch (2010), as well as some of the external factors in the list provided in 2.2.3.1 remain relevant for the Interpreting Unit of National Parliament six years after the publication of Lesch's article. The external factors which place interpreter professionalism at risk and which impact on the quality of interpreting performance in the Interpreting Unit of National Parliament are:

- **Physical environment**

Interpreting booths do not always adhere to industry accepted norms and standards. Some booths have poor ventilation and lighting and often admit high levels of noise. An additional aggravating factor is that the permanent interpreting booths in National Parliament are not all attached to or located in the same venue as where the sittings take place. In such instances, the interpreters access proceedings visually via live streaming on computer monitors and access the audio of the proceedings via headphones plugged into the interpreting console.

- **Preparation of interpreters and whether interpreters received necessary documentation**

As indicated by Lesch (2010: 53), as a general rule, the hard or soft copy of the speech delivered is not made available to the interpreters. On the occasion where a speech is made available prior to its delivery (such as for the annual State of the Nation Address (SONA) and Budget Speeches) this occurs just as the speech is about to be delivered or even a few minutes into the delivery of the speech.

- **Team size, length of turn, load during day**

Curran (2012), did an assessment study on the high turnover rate of employees in the Language Services at the National Parliament of South Africa. The findings of the study indicated that the Language Services Section at the National Parliament of South Africa experienced an avoidable turnover rate of 37,98% for the period 2007 to 2010 (Curran, 2012: 46). This high turnover rate of employees in the Language Services Section means that there are often periods in which vacancies in the Interpreting Unit negatively impact on the team size, on the expected length of interpreting turns as well as on the workload of the day.

As mentioned previously (3.3.3), each official language team / group in the Interpreting Unit consist of four language practitioners (interpreters) and one senior language practitioner. These language teams / groups have to provide interpreting services to both the National Assembly and the National Council of Provinces as well as any Committee meetings or oversight activities as well as public hearings.

As mentioned previously (2.2.3.1), the working conditions for interpreters indicate that interpreters work in pairs and take turns every 30 minutes so as to preserve quality of interpreting. When there is more than one vacant position within a language team / group, at a time when both Houses are sitting, it means that there are not enough interpreters to adhere to these working conditions. This results in an interpreter having to interpret without relief for the entire duration of the sitting – which can last anything from three to five hours. Under such conditions, the length of interpreting turns as well as the workload for the interpreter increase well above what is recommended as best practice working conditions for interpreting. Interpreting – as an activity which demands mental and linguistic agility – is intensive and requires extremely high levels of sustained concentration. When interpreters work in a team, a higher level of accuracy can be maintained. By the same token, expecting one interpreter to handle the interpreting load singlehandedly is not only unreasonable, but could also result in interpreting errors when that interpreter becomes fatigued.

- **Code-switching**

As Lesch (2010: 53) mentioned, switching between codes or languages does not normally provide a challenge for interpreters. However, code-switching becomes a challenge when it is done to such an extent that the product becomes an “amalgamated language”. It becomes a challenge when the interpreters are in doubt as to the particular source language – whether it is, for example, isiZulu or isiXhosa -

two Nguni languages that enjoy a great deal of linguistic similarity. Code-switching is also problematic for an interpreter when it occurs in the middle of a thought or concept conveyed by the speaker. When a speaker code-switches, it presents an interpreting challenge as the interpreter has to switch between their A and B languages, with the lag time often resulting in concepts or thoughts expressed by the speaker being missed by the interpreter.

- **Delivery speed and indistinct speech**

As indicated by Lesch (2010: 48) the National Parliament of South Africa applies strict time allocations to speakers. He further states that the delivery speed of speakers become a challenge when a speaker tries to fit a 10-minute speech into a 5-minute time slot by resorting to rapid and indistinct speech. Lesch (2010: 56) also indicates that speeches are often written by someone other than the member delivering the speech – for example, a party researcher – or the speech could be a report written by a departmental employee. Speakers' lack of familiarity with their speech presents an interpreting challenge, more especially when the speech is presented in a language which is not the mother tongue of the speaker and there are challenges with regard to grammar or pronunciation.

- **Members speaking simultaneously**

The Presiding Officers presiding over the proceedings in National Parliament recognise members before they are allowed to speak. It has recently become the norm for points of order to be raised without recognition. These utterances are frequently not correctly amplified and/or drowned out by subsequent multiple points of order with the attendant heckling and interjections. This presents a challenge for the interpreters as they are unable to hear what is being said and therefore cannot accurately render interpreting of the primary speech and of whatever else is occurring in the proceedings.

- **Adverse nature of meetings / proceedings**

Debates in the Houses of National Parliament of South Africa are innately adversarial in nature – as most political debates worldwide probably are. The proceedings in the National Assembly and the National Council of Provinces provide a forum for Members of National Parliament to make contributions via debate which is strictly controlled by set rules that determine when members are allowed to speak. The speech turns are strictly regulated, and the debate floor is sought after for both political and professional gain” (Shaw, 2000: 401). Often members make use of creative language in their

debates / speeches such as sarcasm, innuendos, metaphors and idioms and phrases with another implied meaning. These phrases often prove to be an interpreting challenge as the inherent meaning is subjective while the implicit meaning of the phrases might get lost in translation.

An article in the Sunday Independent (2014) by Firoz Cachalia entitled “*A point of order, Speaker*”, state: “MPs may make statements in Parliament that may be considered outrageous, provocative or factually incorrect, but which are nevertheless protected under section 58 of the Constitution”. The section referred to in the article pertains to Freedom of Speech. Parliamentary debates are also guided by the Rules of the Proceedings of National Parliament and there are specific rules regarding ‘un-parliamentary language use’. Without going into a debate about what is regarded as un-parliamentary language use or not, the fact to note is that phrases uttered to convey a specific meaning or provoke a specific reaction provide a challenge in interpreting.

3.3.3.3 Evaluation and assessment in the Interpreting Unit

The Language Practitioners in the Interpreting Unit of the National Parliament of South Africa, are evaluated four times per quarter by their Senior Language Practitioners. The evaluations seek to provide a mark out of 5 for the interpreting performance. The following assessment grid as developed by Mr. A Carelse (2017) a Control Language Practitioner, is an example of a grid which may be utilised for evaluation:

1. LANGUAGE SKILLS: 1.1 Vocabulary 1.2 Sentence Construction 1.3 Idiom 1.4 Grammar <i>The language practitioner must always use the most appropriate vocabulary and be loyal to the register of the speaker.</i>	1	2	3	4	5
Comments: (Indicate why a box was selected as well as proposed interventions where required)					
2. CONTENT: 2.1 Completed Sentences and Message 2.2 Accuracy <i>The language practitioner must convey the message in a complete, correct and intelligible manner in the target language.</i>	1	2	3	4	5
Comments: (Indicate why a box was selected as well as proposed interventions where required)					
3. TECHNIQUE / PRESENTATION 3.1 Intelligibility of message 3.2 Coping skills 3.3 Audibility 3.4 Confidence 3.5 Consistency of delivery <i>The language practitioner must maintain sufficient speed to convey the full message of the speaker, employing mechanisms to cope with various complexities, remaining clear and concise.</i>	1	2	3	4	5
Comments: (Indicate why a box was selected as well as proposed interventions where required)					

While interpreting evaluation and assessment as conducted by their seniors have its specific place and worth in the Interpreting Unit there is definitely room for the implementation and utilisation of peer-assessment and self-assessment. The utilisation of self-assessment in the Interpreting Unit of the National Parliament would prove to be beneficial to interpreters as they would be in a position to take their own professional development into their own hands. When self-assessment is conducted, the individual would be able to recognize his or her strengths and weaknesses in an interpreting performance and apply the necessary interventions to improve his / her performance and also the quality of interpreting which is rendered.

The implementation of computer-assisted interpreter training (CAIT) as a form of in-house training in the Interpreting Unit, would be advantageous to all language practitioners as well as the institution. The institution would be keeping pace with state of the art application of information and communication technologies in interpreting ensuring professional development of interpreters. As indicated previously, the use of Information and Communication Technology, ensures competitiveness in this age of fast information and the conference interpreter who cannot use ICT would be at a disadvantage.

3.4 Conclusion

In this chapter the background, establishment and mission of the Parliament of the Republic of South Africa have been discussed. This was followed with an outline of the organisational structure of National Parliament and an overview of the Language Services Section (LSS). There was also brief description on the functions of the LSS and how the section was established. Lastly, a descriptive overview on interpreting in National Parliament was given as it pertains to the quality of interpreting performance and external factors which may impact on the quality of interpreting.

Chapter 4

Contextual Framework for Research Part II – Black Box

In Chapter two it was indicated that research had been conducted on the application of CAIT in the development of self-assessment skills in interpreter training and how this holds potential for enhanced interpreting performance. The chapter also provided a detailed overview on the development of CAIT and the authoring software, Black Box. It was also indicated that research on the application of CAIT in the professional sphere had not yet been explored. At the time of conducting the research – no prior studies had been conducted on the application of CAIT in South Africa. This chapter will outline the main features and functions of Black Box, which was used as an in experimental intervention in the potential development of self-assessment skills in professional interpreters at National Parliament.

4.1 Development of Black Box

The Black Box user manual (2004/5: 4) indicates that simultaneous interpreting is a highly-demanding skill which needs to be developed with targeted practice. Black Box was designed to assist interpreters by allowing them a platform where they are able to practise the skill of interpreting and store their results for review by themselves or others.

In her research, Sandrelli (2007) discusses the development of the interpreter training prototype, *Interpretations*, and how that prototype was improved to become the CAIT authoring tool known as Black Box. In 2002, Melissi Multimedia Ltd (U.K.) collaborated with the University of Hull (UK) on the design of a digital language laboratory. As part of this development, a dedicated interpreter training module, called Black Box, was included. After interest was shown by interpreter training institutions, Melissi Multimedia Ltd. decided to develop Black Box as a stand-alone program, which was released in March 2005.

Black Box is an authoring tool which means that instructors / teachers have the freedom to create exercises suited to the needs of the students. The author has complete control over the source language exercise which will be used because any audio recording or video recording may be used. Thus – it is not language specific and any language may be utilized. The software consists of an authoring function which allows the author to create different modules or courses which could consist of any exercises of their choice such as; simultaneous or consecutive interpreting exercises as well as exercises for sight translation.

The different exercises available are: a) consecutive interpreting; b) shadowing / clozing / paraphrasing; c) sight translation with a timed text which scrolls; d) simultaneous interpreting with notes; e) simultaneous interpreting with source and target transcriptions; f) simultaneous interpreting with an example of target interpreting recorded by the teacher.

Sandrelli (2007: 10) also indicated that the *Exercise Wizard* makes it possible to add many more resources, including instructions to students, a written translation of the speech, written exercises (comprehension questions, text analysis exercises) and a teacher's interpreted version of the speech. Teachers can also manipulate the sound stream by adding an echo effect or sound distortion in order to simulate realistic working conditions. The source text transcripts can be annotated by adding a hot footnote. Students read the note made by the teacher simply by moving the mouse over the word. In the sight translation exercises the text is presented to students in a scrolling cylinder which advances at the pace established by the teacher.

4.2 Features of Black Box Version 3.8

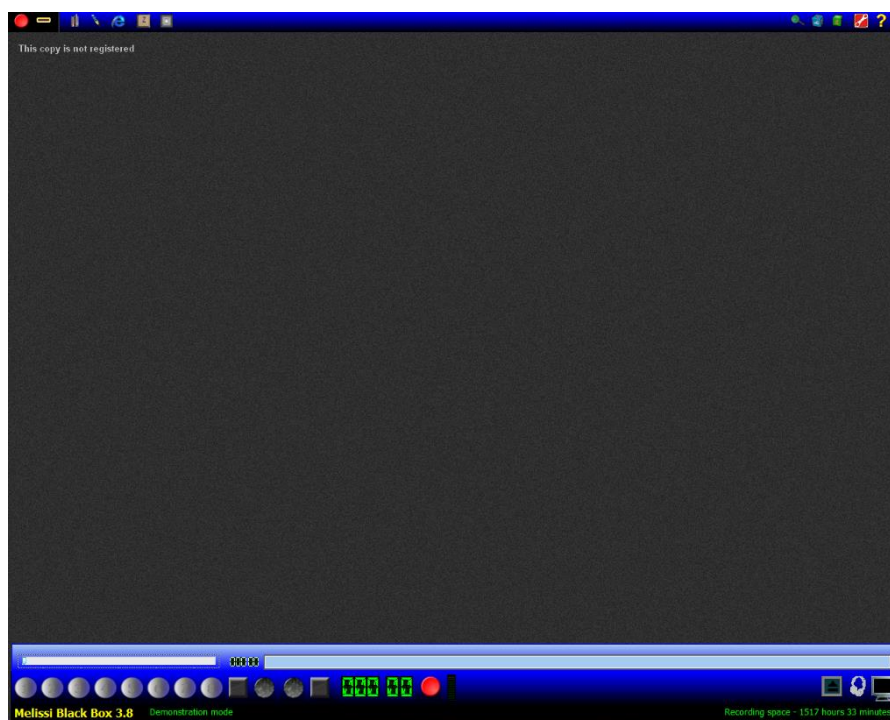


Figure 4.1 - Black Box Interface

4.2.1 The top toolbar

4.2.1.1. Closing the programme

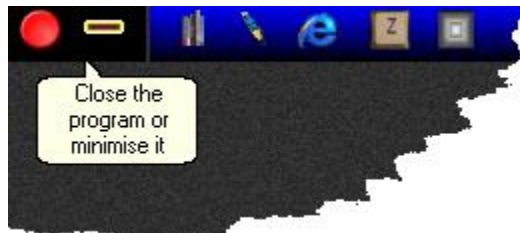
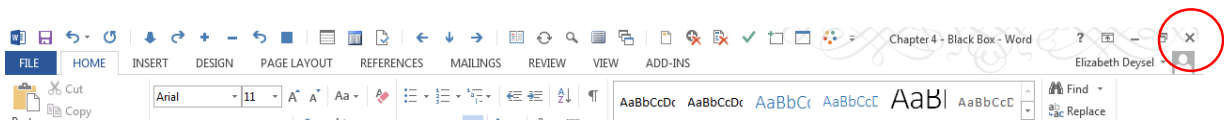


Figure 4.2 Closing



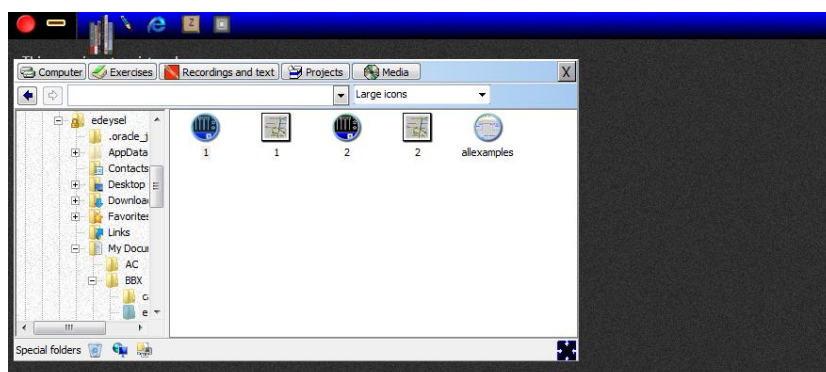
The red button icon at the top left hand corner is the button used to close the program. The yellow icon to the right is to minimise the program. Black Box is designed to run on Microsoft. However, the program reflected the Mac design where the close button is indicated on the left hand side in a red circle and not as a 'x' on the right hand side in for example Microsoft Word. The button to initiate the recording and to close the program look similar which may cause some confusion.

4.2.1.2 File box and word processor



Figure 4.3 File box and word processor

When opening the icon of the file box it opens a window which serves as the platform which opens a file. Files may be sourced from 1) the computer, 2) created exercises 3) loaded recordings and text 4) projects or 5) media.



4.2.1.3 Word processor

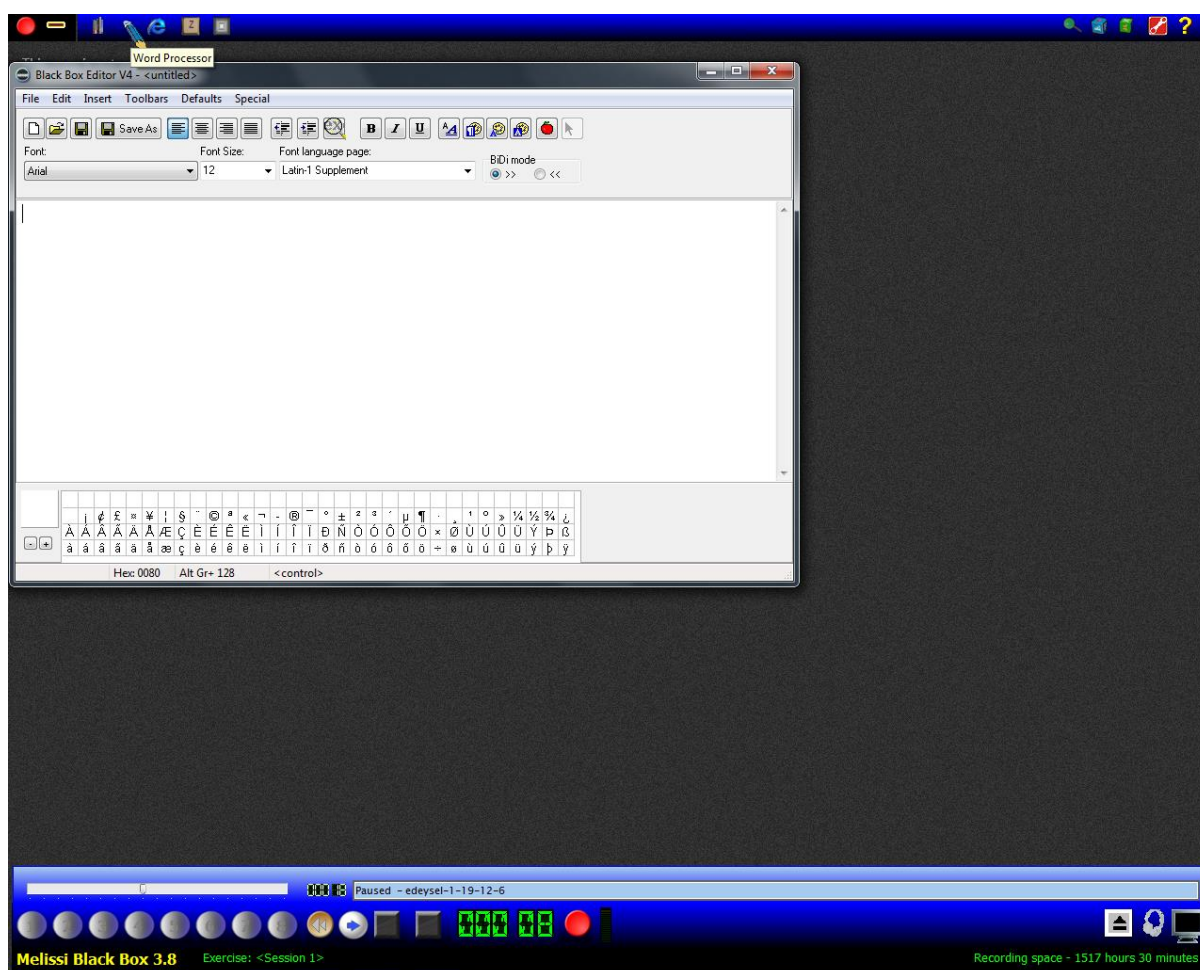


Figure 4.4 – Word Processor

The pencil icon opens the word processor within the software and may be used to take notes. The Black Box Manual (2004/5: 26) explains that although the programme was designed for interpreting rather than translation and in theory does not need an integrated word processor, it is there for the following three reasons: a) for a student to take notes; b) to create special files used for smart text and c) to create scrolling bitmap images for the timed text sight translation exercises. Smart text is when text is used to create a link to a footnote. This feature is further explained in the exercise wizard section. The word processor is fully Unicode capable and can handle any font or character sets. The word processor can use two file formats:

- a) RTF – the cross-platform standard file format which is used by most word processors, including Word®.
- b) RVF – an extension to RTF which can be read and written by all Melissi programs. This is the format which must be used when creating smart text.

4.2.1.4 Internet browser and keyboard

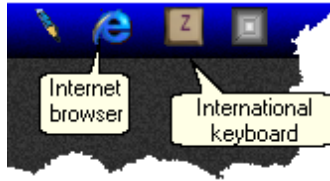


Figure 4.5 Internet browser and keyboard buttons

The internet browser icon opens up the internet browser within the software and may be used for browsing. However, although websites such as YouTube may be opened via the browser – the media played on YouTube cannot be used as an interpreting exercise because the software does not record the media played from the browser. The z icon opens the international keyboard. The on-screen keyboard function can merely be used as a guide to the real keyboard or characters can be entered by clicking the keys on the screen.

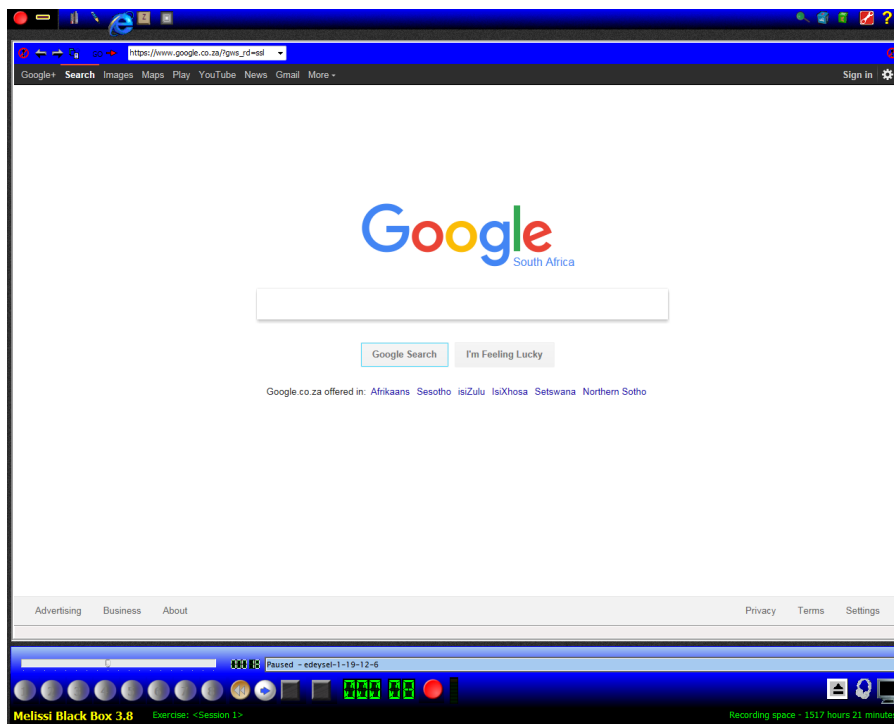


Figure 4.6 Internet browser



Figure 4.7 Keyboard

4.2.1.5 The Module Viewer



Figure 4.8 Internet browser

The module viewer icon is used after modules have been created to view different modules which may be used as exercises.

4.2.1.6 Extras and Microphone setup

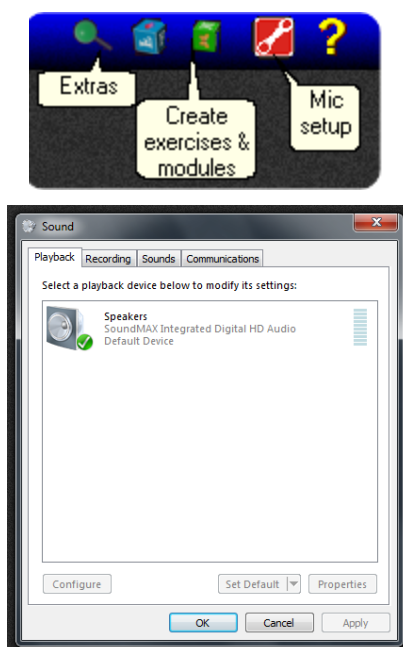


Figure 4.9 Extras

The icon for the extras allows you to switch the mouse from right to left and the mic setup icon allows you to select which microphone and headphones or speakers will be used for the exercises.

4.2.1.7 Creating modules



The blue (create exercises) and green (create modules) box icons are used by the instructor / teacher in the authoring function of Black Box to create modules and exercises.

Figure 4.10 Creating modules and exercises buttons

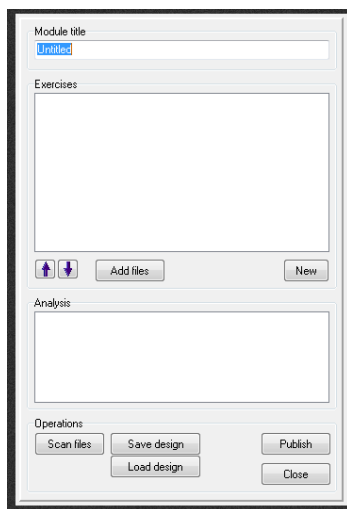


Figure 4.11 Module Maker

The module maker allows the author to compile a module containing a collection of different exercises which will be packaged into one file. When a module is opened it will display a list of all exercises it contains. The user then double-clicks on a particular exercise to open it.

4.2.1.8 Creating exercises

The exercise maker or exercise wizard assists the author in the creation and editing of exercises for Black Box. Creating an exercise in the exercise wizard will now be explained tab-by-tab:

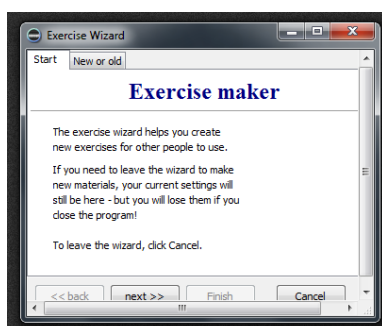


Figure 4.12 Exercise Maker

The first tab in the exercise wizard is the start window.

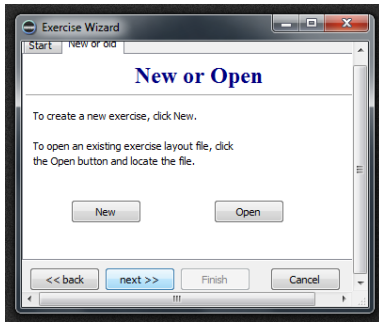


Figure 4.13 New or Open

The second tab in the exercise wizard allows you to choose between creating a new exercise or opening an existing exercise file. When selecting a new exercise, the third tab opens.

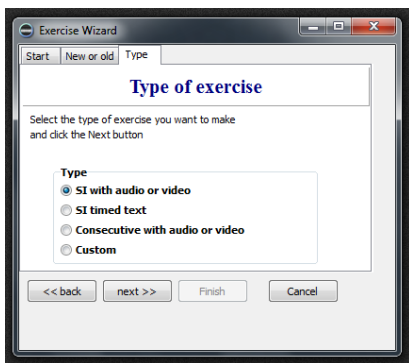


Figure 4.14 Type of exercise

The third tab in the exercise wizard allows the author the choice of the type of exercise they would like to create. The choices are:

- SI with audio or video
- SI timed text
- Consecutive with audio or video
- Custom

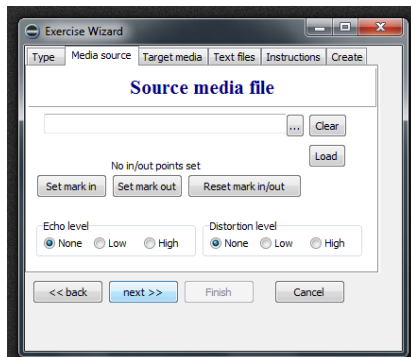


Figure 4.15 Source Media File

After the type of exercise has been selected, the fourth tab is opened which is where the source media file can be uploaded. This file may be a video clip or just an audio clip. There is a function which allows the author to set a mark in or mark out, if the entire media file will not be used. This means that the entire media file is uploaded but the starting point of the media file may for example be set at 00:34 seconds. The same may be done with the mark out setting to end the media clip. “Moreover, teachers can select specific fragments from a source clip by applying the dedicated entry points” (Sandrelli, 2007: 10). There is also a function where the author is able to add an echo to the media file or distort the media file. The echo and distortion may be added to reflect real life interpreting situations.

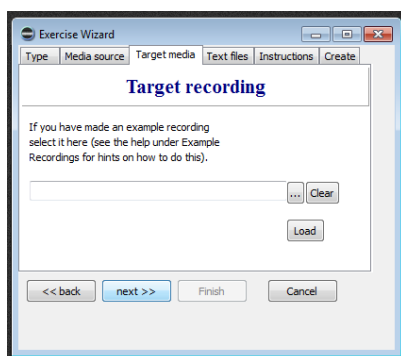


Figure 4.16 Target recording

The fifth tab allows the author to upload a target recording which is an example recording of the speech where it had already been interpreted by the lecturer or someone else. This function will serve well when a student interpreter is just starting out and in need of examples of how a speech should be interpreted. However, this function may also be problematic in the sense that no interpreting can be deemed as the perfect rendition and different interpreters will apply different interpreting styles and coping mechanisms when interpreting a speech. Therefore it needs to be made clear that the target recording is just one example of how the speech may be interpreted.

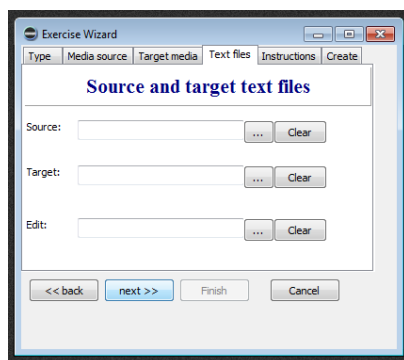
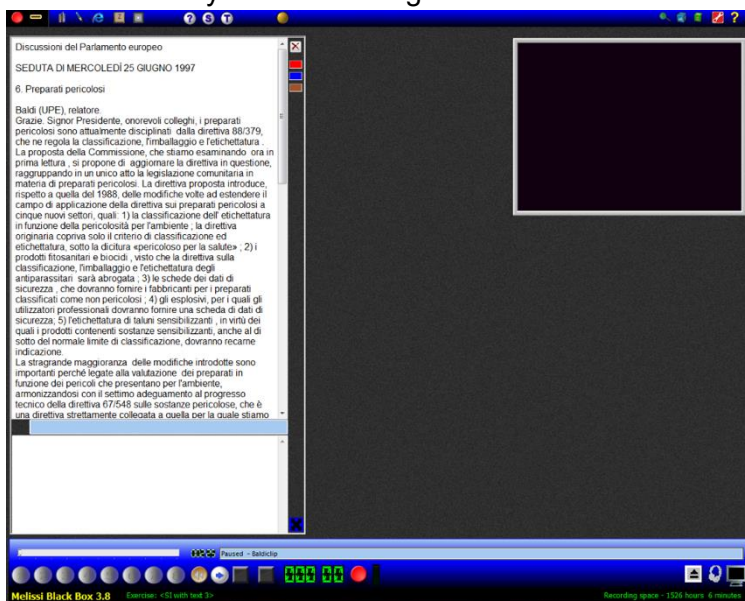


Figure 4.17 Source and target files

The sixth tab allows the author to upload source and target text files of the audio speech. The text may contain “smart text”. Smart text is a text display that contains a link to a footnote. The text shows up in different colours in the text once the particular colour box (red, blue or brown) is selected. The link to the footnote is activated when the mouse button scrolls over the word. The footnote linked to that specific word will then be displayed in the text window. The different categories and colours linked to the notes are defined by the author and may change from exercise to exercise. The Black Box Manual (2004/5: 11) states that the notes may be divided into categories such as “vocabulary, cultural or special terms”. Some of the footnotes may also contain links to internet sites and these may be launched by double-clicking on the footnote.



The screenshot left is a source text example from Black Box where smart text has been used, however in the screenshot – the smart text was not highlighted.

Figure 4.18 Smart text 1

The next image is the same example as above with red smart text box highlighted to display the smart text in red. In this case the mouse button scrolled over the word “*classificazione*” which was indicated in red and in the footnote the English translation (“*classification, packaging and labelling*”) of the word is provided.

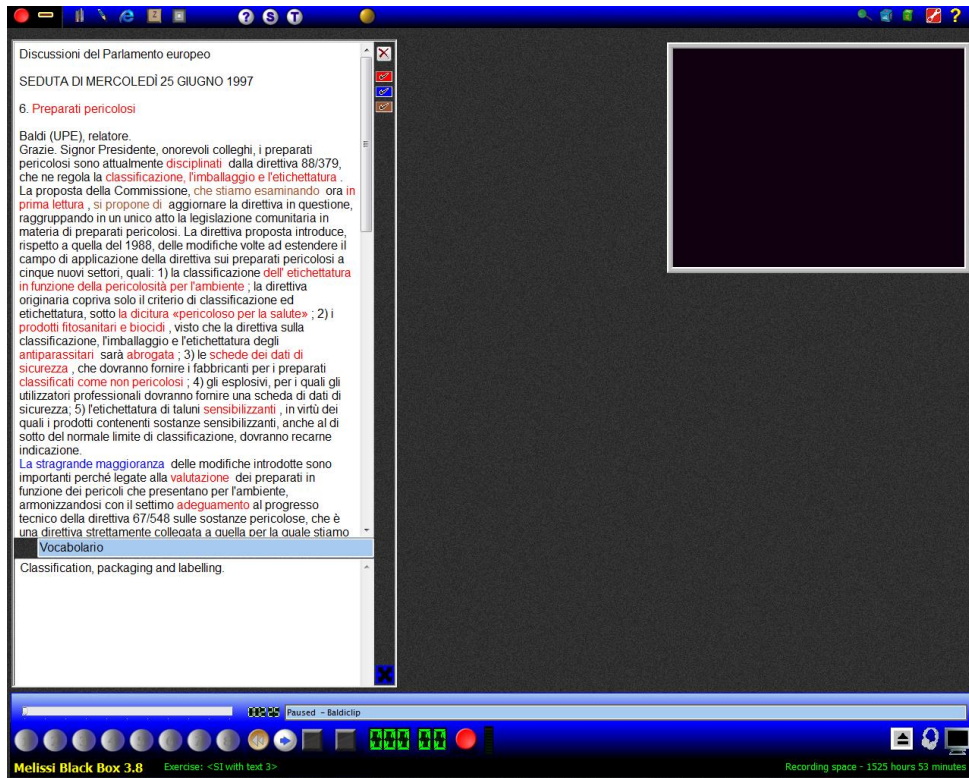
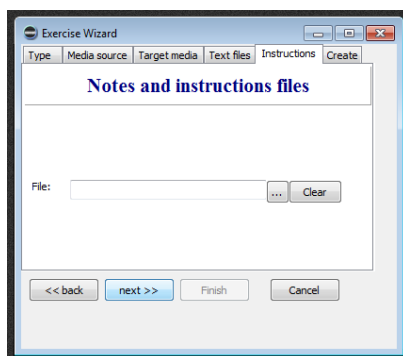


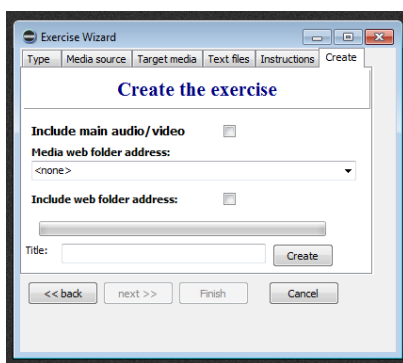
Figure 4.19 Smart text 2



The seventh tab allows the author to upload any other notes or instructions which should accompany the exercise.

Figure 4.20 Instruction files

Figure 4.21 Create exercise



The last tab in the exercise wizard is for the creation of the exercise.

4.2.2 The bottom toolbar

4.2.2.1 Creating bookmarks and jumping to sections in the track



Figure 4.22 Creating bookmarks

Sandrelli (2007: 14) explains that the bookmarking feature enables students to insert eight bookmarks in any given audio or video file while it is playing, for example when an unknown word or expression is heard. The bookmark function in Black Box allows the user to set bookmarks as the track plays and the program is recording. This function will be particularly useful when a student encounters a challenge in an interpreting session and would not like to pause the recording but rather set a bookmark which they can go back to after the entire recording has completed by clicking on the relevant bookmark.

4.2.2.2 Playing and recording a track

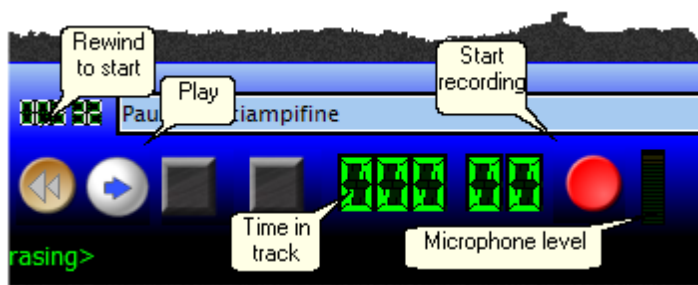


Figure 4.23 Playing and recording a track

After an exercise has been selected from the file box it opens and display instruction notes if there are any. The recording will not start to play until the recording function (red button) is

selected. Before initializing the recording, the play and record bar will display as in the buttons which follow:



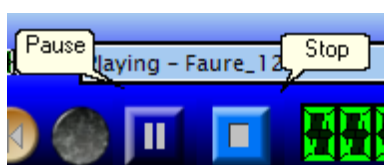
The yellow icon on the far left is the rewind button which allows the user to rewind the track.

Figure 4.24 Rewind



The icon with the blue arrow is the play button. When this button is selected the recording from the exercise will play but no recording will be made. The recording function will be explained later.

Figure 4.25 Play



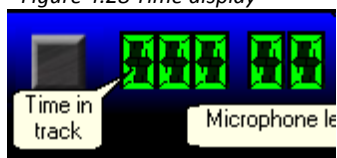
The two buttons to the right of the play button will be displayed as dark grey blocks which indicates that they are inactive until the play button is used. As soon as the play or record button is pressed, the two icons will display as a pause and stop button.



You can pause during a recording if you have a main track playing, but not if you are using a timed sight interpreting.

Figure 4.26 & 27 Play and pause display

Figure 4.28 Time display



The green in the picture is the time display and will display the time in the track. When the exercise is in record mode - this display changes to red. This feature is particularly useful when students have to conduct an assessment and reference had been made to a specific time in the track. The user can then move to the exact time they are looking for.



The big red button is the recording button. When this button is pressed the media will start to play and the system will start recording the interpretation. After the recording button is pressed the icon changes and displays as follows:

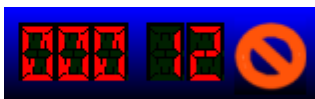


Figure 4.29 Record

4.2.2.3 Eject, audio controls and video size



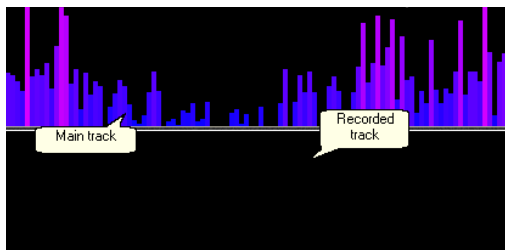
The eject button closes any modules and exercises open in Black Box.

Figure 4.30 Eject, audio, video size



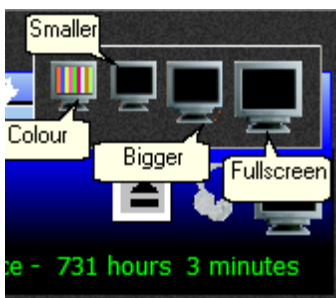
The audio controls allow the user to adjust the microphone levels, the source and target volume and the volume of the main track. The two grey flower controls switch volume boost on or off for the main track and recorded track. The eye icon in the audio control panel opens the wave viewer.

Figure 4.31 Audio



The wave viewer presents a visualisation of the sound of both the main track and recorded track. When a track is playing you will see jumping bars which show you the frequency of the sound - The pink bars show the highest energy in the voice at various pitches. The lowest pitches are to the left and the highest to the right.

Figure 4.32 Wave viewer



The video controls allow the user to adjust the size of the video playback. The controls are only available when you have a video loaded. You can open the video control panel by clicking the picture of a television at the bottom right of the screen.

Figure 4.33 Video control

4.2.2.4 Sight translation

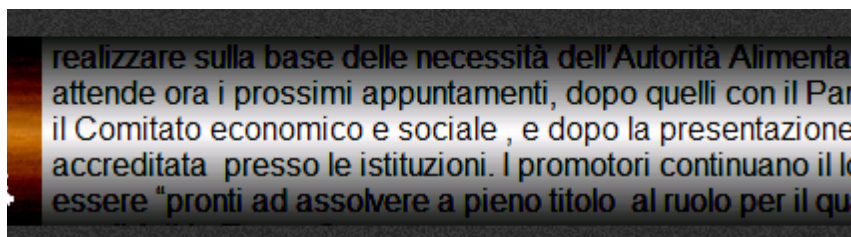


Figure 4.34 Sight translation scroll

Timed sight interpreting exercises are exercises in which the teacher has set the pace at which the text is scrolling. The interpreter interprets the text as it is highlighted. The scrolling text only appears when you start to record.

4.3 Conclusion

This chapter has provided an overview on the development of the CAIT software Black Box. The chapter has also provided an outline of the main features and functions of the software. What one gleans from this is that it is fairly straightforward to operate the programme, however the interpreters for the experiments should be trained how to operate it. In the following chapter the research methodology for this study will be discussed.

Chapter 5 – Methodology

When conducting research of any kind, it is important to identify research methods which are most suitable to the specific research. This chapter will discuss the framework identified for this research study. Firstly, (5.1) a brief overview will be provided regarding previous methodologies utilized in interpreting studies research. Secondly, there will be a comprehensive explanation on the (5.2) research design and methodology used in this research study. Thereafter, this chapter will discuss the (5.3) unit of analysis used in the study. Finally, the chapter will discuss (5.4) the research instruments used for collection of data and the process of collecting the data.

As stated in Chapter one, the primary aim of the research study is to investigate and evaluate the effectiveness of the computer-assisted interpreter training (CAIT) software, *Black Box*, in the development of self-assessment skills of professional interpreters employed by and stationed at the National Parliament of South Africa.

The research was aimed at finding an answer to the following primary research question:

Is the computer-assisted interpreter training (CAIT) tool, *Black Box*, effective in the development of self-assessment skills in professional interpreters?

This primary research question was then divided into the following secondary research aims:

- Was there a difference in the correlation of self-assessment ratings from the experimental group and the ratings from the expert assessor post-experiment?
- Was there a difference in the self-assessment ratings of the control group when compared to the experimental group post-experiment?
- Do the self-assessment sessions give the interpreters a better awareness regarding their strengths and weaknesses in interpreting?
- Do the self-assessment sessions give the interpreters a better awareness regarding the criteria used in the evaluation of interpreting performance?

5.1 The research methodology and design

As discussed in Chapter two, computer-assisted interpreter training (CAIT) is a current innovation in interpreter teaching methods. It harnesses specific innovations in ICT and applies these for the purposes of interpreter training. To the knowledge of the researcher, CAIT had not been previously tested in the professional sphere at the time of conducting this research. In accordance with the objective of the study, the interpreters in National Parliament should be exposed to and trained on the *Black Box* software in order to measure the impact the exposure and regular use of the software has on the development of their self-assessment skills. The exposure to the software can thus be viewed as an intervention aimed at bringing about an intended change in the development of self-assessment skills. Therefore, the most suitable research design for this study was the evaluation study approach, based on an experimental intervention design.

5.1.1 Evaluation Research

Evaluation Research is defined by Babbie (2010: 370) as not itself a method, but rather one application of social research methods. Babbie further explains that Evaluation Research should be viewed as a research purpose rather than a specific method. The purpose is to evaluate the impact of social interventions such as new teaching methods or technological innovations. "Evaluation research is appropriate whenever some social intervention occurs or is planned. A social intervention is an action taken within a social context for the purpose of producing some intended result. Evaluation research is undertaken to assess the worth or success of something which should be a measurable outcome. Many research methods – such as surveys and experiments – can be used in evaluation research. The main research questions in evaluation research are: 1) Has it made a difference? 2) How big is the difference in knowledge? 3) What is the effectiveness of the intervention – did it achieve its intended outcome? 4) What are the results and impact caused by the intervention? 5) What are the intervention's chances of sustainability – will its impact continue?"

5.1.2 Experimental research design method

Babbie (2010: 231) states that experiments involve (1) taking action and (2) observing the consequences of that action. Researchers typically select a group of subjects, do something to them, and observe the effect of what was done. Babbie (2010: 232) also states that the most conventional type of experiment involves three major pairs of components:

- 1) independent and dependent variables
- 2) pre-testing and post-testing
- 3) experimental and control groups.

5.1.2.1 Independent and dependent variables

“Essentially, an experiment examines the effect of an independent variable on a dependent variable. Typically, the independent variable takes the form of an experimental stimulus, which is either present or absent” (Babbie, 2010: 232). In this study, the dependent variable is the self-assessment skills of professional interpreters, while the independent variable took the form of the experimental stimulus, which, in this case, was the use of the *Black Box* CAIT software, which interpreters were able to use in self-training sessions where they were able to conduct self-assessment on their interpreting performance.

5.1.2.2 Pre-testing and Post-testing

Babbie (2010: 232) states that, in the simplest experimental design, all respondents are first measured in terms of a dependent variable – this is known as pre-testing. The subjects from the experimental group are then exposed to a stimulus representing an independent variable – this is the test / experiment / intervention. After conducting the experiment, all respondents are re-measured in terms of the dependent variable – this is known as post-testing. Any differences between the first and last measurements of the dependent variable are then attributed to the independent variable. As indicated in the previous section, the dependent variable for this study was self-assessment skills of professional interpreters, while the independent variable was the software, *Black Box*.

5.1.2.3 Experimental- and Control Groups

The experimental group is a group of subjects/respondents to whom an experimental stimulus is administered. The control group is a group of subjects to whom no experimental stimulus is administered and who should resemble the experimental group in all other respects. (Babbie, 2010: 233)

The comparison of the control group and the experimental group at the end of the experiment is done in terms of the experimental stimulus (the independent variable) and points to its possible effect on self-assessment skills (the dependent variable). Using a control group allows the researcher to detect any effects of the experiment itself. If improvement of self-assessment skills only occurs in the experimental group, then the apparent improvement must be a consequence of exposure to the experiment and stimulus to intervention because that is the only difference between the groups.

5.2 Unit of Analysis

The unit of analysis consist of the specific sample from the population chosen for a particular study. These people may be referred to using the scientific terms participant, respondent or subject. Subject is the term used for people who form part of an experimental study or receiving a treatment. Respondent is the term used for people who provide quantitative data by responding to questions posed by the researcher in the form of a questionnaire. A participant is a person who plays a more active role in the research by providing qualitative data in the form of an interview or focus-group discussion. In accordance with the data collection methods of this study, all three methods above are utilized and all the terms are appropriate. However, for the purpose of this research study, the term respondent will be used to refer to the people who form part of the unit of analysis.

5.2.1 Identifying respondents

Recall from Chapter one, that the study is aimed at investigating the utilization of computer-assisted interpreter training in the possible development of self-assessment skills in the professional interpreter. Consequently, a sample representative of the population deemed as ‘professional interpreters’ had to be selected. Recall from 2.5 that the term ‘professional interpreter’ was defined as an interpreter presumed to not simply be competent but having mastered their skill with prior experience and/or training in interpreting and adhering to high standards of conduct supported by a code of practice.

Interpreters who, at the time of the study, were employed full time within the Interpreting Unit of the Language Services Section at the National Parliament of the Republic of South Africa were chosen as the sample population for this study. The reason for this choice is the fact that the interpreters employed in National Parliament are no longer students in interpreting, but fall in to the category of professional (“practising”) interpreters as defined above. A complete overview and context of the Interpreting Unit within the National Parliament of the Republic of South Africa is set out in Chapter three.

One of the components of experimental research design is the grouping of the respondents into a 1) control group and 2) experimental group. Babbie (2010: 235) explains that: “... the cardinal rule of subject selection in experimentation concerns the comparability of experimental and control groups. Ideally, the control group represents what the experimental group would be like if it has *not* been exposed to the experimental stimulus. The logic of experiments requires therefore that experimental and control groups be as similar as possible” (Babbie, 2010: 235).

According to Babbie (2010: 236), the division of groups can be done by either randomization or matching. In the process of randomization, the researcher may randomly assign subjects to either the control or experimental group. This is accomplished by numbering all subjects serially and selecting numbers by means of a random table number. Alternatively, the researcher may assign odd-numbered respondents to experimental and even-numbered respondents to control group. Another method for the division of groups, is matching. This involves the use of a quota matrix² which ensures that the relevant characteristics that apply (race, age, gender) allow that the respondents are divided into groups; with half going to the experimental and half to the control group. The matching method was applied in this research study and the relevant criteria used in the quota matrix were interpreter experience, education and prior training.

5.3 Data collection instruments

In order to collect data that would address the research questions, the following data collection instruments were utilized: questionnaires, an experiment and individual interviews. The questionnaires were distributed to interpreters who were employed within the Interpreting Unit at the time. The respondents who completed the questionnaires formed part of the experiment and interviews were conducted with the experimental group respondents.

The empirical study sought to obtain quantitative and qualitative data. This meant that the core method was of a quantitative measure, while the supplementary method was of a qualitative nature and was used to extend the findings of the quantitative data. The quantitative data was collected from the experiment which required self-assessment grids to be completed by the interpreters in both the control and experimental groups. An investigation by means of a questionnaire and interviews form part of the qualitative follow-up to investigate the outcomes from the quantitative data. In the following section, each method for collecting data will be discussed.

5.3.1 Questionnaires

The aim of the questionnaires was four-fold. In the first instance, Section A (Questions 1 – 9) of the questionnaire was set out to collect general biographical information (working languages, prior experience and education in interpreting). The information obtained in this section was used in the matching method for experiments to divide the respondents equally into the control and experimental group.

² The quota matrix is created by setting up a table with the relevant characteristics and finding pairs of matching subjects and assigning one to the experimental group and one to the control group.

Secondly, Section B (Question 10) of the questionnaire was aimed at collecting data regarding the self-assessment activities of the respondents. The purpose of collecting this data was to ascertain if any self-assessment activities were in place prior to the experimental intervention.

Thirdly, Section C (Question 11 – 12) of the questionnaire was aimed at collecting data about the interpreting performance of respondents, more especially the perceived knowledge of respondents in respect of their interpreting strengths and weaknesses. The questions were all asked to ascertain the perceptions of respondents regarding their strengths and weaknesses before the experiment was implemented. These identified strengths and weaknesses were later cross-checked in the interviews to evaluate if there were changes or developments in the awareness of strengths and weaknesses of respondents. The assumption in this instance was that respondents had a certain perception regarding their strengths and weaknesses before the experiment was implemented, and that they realized that these perceptions were correct / incorrect after the experiment had been conducted.

Lastly, Section D (Question 13 – 19) of the questionnaire was aimed at collecting data regarding the perceived knowledge of respondents on the evaluation process, more especially the criteria used to evaluate interpreting performance. Questions 13 to 19 were all deliberately phrased so as to ascertain the pre-experiment perceptions of the interpreters regarding their knowledge of the criteria essential to the evaluation of interpreting performance. That information was later cross-checked in the interviews to determine whether those perceptions of criteria had changed. Question 20 was an open-ended question inviting any comments or suggestions from the respondents.

In broad terms, the questionnaire was designed to collect data on the perceived knowledge of the respondents in respect of their self-assessment activities and their awareness of their strengths and/or weaknesses in interpreting performance. The questionnaire also collected data on the respondents' perceived knowledge of the criteria applicable when evaluating interpreting performance.

The majority of the questions (11) were set as open-ended questions to which the respondents had an opportunity to provide a response in their own words. Open-ended questions normally provide rich qualitative data which may reveal the behaviours or opinions of the respondents. The other questions in the questionnaire consisted of nine close-ended questions requiring respondents to either tick "yes" or "no", select from the options given, or rate an experience or opinion on a five-point Likert scale. The Likert-scale type questions gave the respondents the

choice of five options — “never”, “seldom”, “frequently”, “always” and “not applicable”. Three questions that used the Likert scale included: (Question 10) “How often do you:” (Question 11) “How often do you struggle with the following challenges in interpreting?” (Question 12) “Indicate your ability with regard to the following in simultaneous interpreting:”

The questions asked will now be discussed so as to show how each question links with the specific research aim.

Section A: Interpreting Experience	
1	In what language(s) do you provide interpreting?

Question 1 dealt with the working languages of the interpreter and the researcher asked the question to seek information regarding the language in which interpreting is rendered.

2	How many years' experience do you have as an interpreter?			
	21 + years	10 — 20 years	5 — 9 Years	Less than 5 years
4	Did you have experience in interpreting before you started working at Parliament?		YES	NO
5	If yes, please specify where you have rendered interpreting services (for example: court, clinic, any other):			

Questions 2, 4 and 5 dealt with the interpreters' practical experience. The researcher wanted to determine how many years' experience the interpreter had, whether the interpreter had any experience in interpreting before they started interpreting at National Parliament and lastly in what type of work context (court, medical, conference, liaison), the interpreter had experience.

3	How long have you been employed as an interpreter in Parliament?			
	21 + years	10 — 20 years	5 — 9 Years	Less than 5 years

Question 3 dealt with the interpreters' employment at National Parliament. The researcher wanted to determine how many years the interpreter had been interpreting in the parliamentary work environment. This data would indicate how experienced the interpreter is at conference interpreting, particularly in respect of parliamentary speeches and terminology.

6	Do you hold a qualification in interpreting/ translation or language practice?		YES	NO	
7	If yes, what qualification do you hold?				
	Diploma	Bachelors	Honours	Masters	PhD
	Other (specify):				

Questions 6 and 7 dealt with the interpreters' formal training and qualifications in interpreting.

8	Have you received any informal interpreter training?	YES	NO
9	If yes, please specify what type of training you received (example; short courses, in-house training, any other):		

Questions 8 and 9 dealt with any other informal training that the interpreter might have received. It would indicate whether an interpreter possesses sufficient theoretical background for the type of interpreting service they are contracted to render.

Section B: Self-assessment activities						
10	How often do you:					
		Never	Seldom	Frequently	Always	N/A
10.1	record your interpreting sessions?					
10.2	listen to recordings of your interpreting sessions?					
10.3	take note of terminology which is challenging in an interpreting session?					
10.4	take note of challenges presented in an interpreting session?					
10.5	conduct self-assessment on an interpreting performance?					

Question 10 dealt with the interpreters' self-assessment activities and the questions were all designed to ascertain whether any self-assessment activities were in place prior to the experiment and to ascertain the level of self-assessment skills of the interpreter prior to the experiment.

Section C: Interpreting strengths and weaknesses						
11	How often do you struggle with the following challenges in interpreting?					
		Never	Seldom	Frequently	Always	N/A
11.1	interpreting proper names					
11.2	interpreting numbers and figures					
11.3	interpreting dates					
11.4	understanding the speakers' accent					
11.5	following the speakers' speed					

Question 11 dealt with respondents' perception of their strengths and weaknesses in interpreting performance, particularly with regard to challenges they may encounter in simultaneous interpreting which could possibly influence the accuracy of the target message. The questions were all asked to ascertain the perceptions of the interpreters regarding their strengths and weaknesses before the experiment was implemented. These identified strengths and weaknesses were later cross-checked in the interviews to evaluate whether respondents had undergone changes in self-assessment skills pertaining to awareness of their strengths and weaknesses. For example: Before the experiment was implemented, the respondent had a certain perception regarding their strengths and weaknesses and, after the experiment, they realized that these perceptions were correct / incorrect.

12	Indicate your ability with regard to the following in simultaneous interpreting:	Never	Seldom	Frequently	Always	N/A
12.1	I struggle to provide an accurate message					
12.2	I pause within the middle of a sentence					
12.3	I struggle with target language register					
12.4	I struggle with target language terminology					
12.5	I hesitate					
12.6	I have a monotonous intonation					
12.7	I use filler words such as <i>hum</i> and <i>ah</i> within a sentence					
12.8	My speech is unclear					
12.9	I struggle with target language grammar					
12.10	My target language use is unidiomatic					
12.11	I omit information					
12.12	I add information					
12.13	I do not finish sentences					
12.14	My message delivery is incoherent					
12.15	I struggle with microphone use					
12.16	I need to improve my simultaneous interpreting technique					
12.17	I struggle to concentrate while interpreting					
12.18	I speak too fast					
12.19	I breathe loudly					
12.20	I get emotionally involved					
12.21	My delivery is smooth and flows with ease					
12.22	I convey the message accurately					
12.23	I do not make irritating noises					
12.24	My voice sounds pleasant					
12.25	I use the appropriate terminology					

12.26	I do not stop in the middle of a sentence					
-------	---	--	--	--	--	--

Question 12 dealt with the interpreters' perception of their strengths and weaknesses in interpreting performance, particularly with regard to their ability at simultaneous interpreting which could possibly influence the various macro errors such as accuracy, target language quality and the delivery of the target message.

Section D: Evaluation of Interpreting Performance	
13	List the criteria which you find important in the evaluation of an interpreting performance:
14	Define each of the following macro errors when used to evaluate interpreting performance:
14	Accuracy
15	Delivery
16	Target Language Quality
17	Provide examples of errors according to the following macro errors (for example; accuracy = omissions):
17	Accuracy
18	Delivery
19	Target Language Quality
20	Do you have any other comments?

Question 13 dealt with the interpreters' perception of criteria they found important in the evaluation of interpreting performance. The researcher posed this as an open-ended question in order to collect data about what exactly the interpreter may think is important when conducting evaluation in interpreting performance.

Question 14, 15, 16, 17, 18 and 19 dealt with the interpreters' perception of the definition of the macro errors (accuracy, delivery and target language quality) used when an interpreting performance is evaluated.

Question 20 was the last question in the questionnaire and was posed as an open-ended question for any further comments to allow for comment on issues which may not have been addressed by the questionnaire.

The questionnaire was designed and launched on the website <https://freeonlinesurveys.com/#/>. Using the service offered by the website requires the

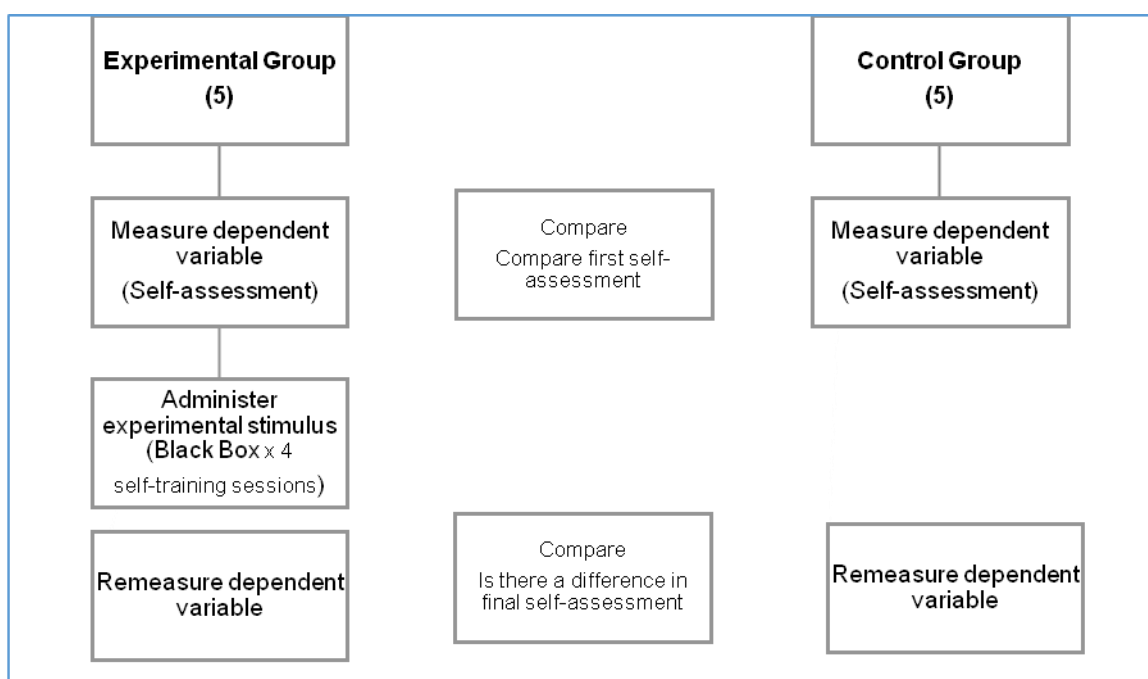
payment of a monthly subscription fee, after which a user is allowed to create questionnaires, launch them to respondents and gather and store all the data collected.

5.3.2 Experiment

As indicated earlier in this chapter (paragraph 5.1.2), experiments involve (1) selecting a group of subjects, (2) taking action by administering an experimental stimulus and (3) observing the consequences or effect of that action. It examines the effect of an independent variable (in this case, the software *Black Box*) on a dependent variable (self-assessment skills). The independent variable typically takes the form of an experimental stimulus (in this study, *Black Box*) which is either present or absent. The experiment comprised three major pairs of components:

- 1) Independent (*Black Box*) and dependent variables (self-assessment skills)
- 2) Pre-testing and post-testing
- 3) Experimental (participate in four self-training sessions on *Black Box*) and control groups.

Figure 5.1 - Experimental method 2



The experimental stimulus, *Black Box*, was administered to the experimental group. The respondents from the experimental group were required to complete four (4) self-assessment sessions of 30 minutes each. The self-training sessions consisted of one simultaneous interpreting exercise on the software *Black Box*, where a parliamentary speech of between 6 and 8 minutes had to be interpreted. The target (interpreting of respondent) and source

(original text) speeches of the self-assessment sessions were recorded on *Black Box* which compresses the target and source speech into one single audio file. After completing the interpreting exercise, respondents were required to listen to the recording and use a provided grid for self-assessment. The self-assessment grids were collected after each respondent had completed it. The total mark out of 15 for each session was recorded to track progress and compare the marks from each session.

The video material used in the self-assessment interpreting sessions were recorded National Parliamentary Sittings of the National Assembly, readily available on the National Parliament of the Republic of South Africa's YouTube channel. The video material consisted of four speeches from different debates and different political parties and the length varied from 6 to 8 minutes. The dominant language spoken in the recordings was English, but session 2 contained some Setswana and isiNdebele. The following table is a representation of the four different sessions.

	Session 1	Session 2	Session 3	Session 4
Language(s)	English	English	English	English isiZulu
Topic	Debate on the State of the Nation 2016	Question Session	Debate on the state of the Nation 2016	Debate on the Marikana Commission of Inquiry
Duration	6:35min	7:45min	7:47min	6:35min
Date	18 February 2016		17 February 2016	

Table 5.1 Self-assessment sessions

5.3.2.1 Self-assessment grids

The grids used to analyse the interpreting performance made reference to macro (accuracy, delivery, target language quality) and micro errors (omissions, additions, accuracy, vocabulary, sentence construction, idiomatic language, grammar, inarticulate speech, pauses and hesitations, audibility or fillers). Each grid had a scale on which the respondent had to award a mark out of 5 per macro error category which would total a mark out of 15. The three macro errors were divided into three sections and below each macro error, questions were asked on micro errors which were applicable to the specific recording.

1. Accuracy / Content of the Message (5 marks)

Omissions / Additions / Accuracy

2. Target Language (5 marks)

Vocabulary / Sentence construction / Idiomatic language use / Grammar

3. Delivery / Coherence / Techniques and Presentation (5 marks)

Inarticulate speech / Pauses and hesitations / Audibility / Fillers

5.3.2.1.1 Self-assessment 1

The first self-assessment session on *Black Box* was a recording from a National Assembly sitting held on 18 February 2016 which also happens to be that year's Debate on the State of the Nation Address. There was only one speaker in the recording. This recording was chosen because the speaker speaks relatively fast, a fact which may provide a challenge for the interpreters because they need to keep up to the fast pace of the speaker and, in trying not to omit any of the information, they need to adjust their lag-time accordingly and summarize the message. An additional level of complexity is introduced by the speaker making use of several idiomatic expressions, a fact which provides a challenge as part of target language quality.

5.3.2.1.2 Self-assessment 2

The second self-assessment session used a recording from a National Assembly Question session. This recording was chosen because the main speaker is a relatively slow speaker which may present a challenge in terms of the interpreter anticipating what is going to be said and including additions. The recording also presented speakers interrupting the main speaker at the podium. These interruptions present a challenge in that the interpreter is not able to focus on and hear everything said by the speaker at the podium and as such certain information may be omitted. The interruptions present their own challenges in that the interpreters have to switch between the different speakers and interpret what they are saying.

5.3.2.1.3 Self-assessment 3

The third self-assessment session used a recording from the National Assembly's Debate on the State of the Nation Address. This recording was chosen because the main speaker made reference to several numbers, percentages and monetary amounts, actualities which present an accuracy challenge for interpreters.

5.3.2.1.4 Self-assessment 4

The final self-assessment session used a recording from the National Assembly's Debate on the Marikana Commission of Inquiry. This recording was chosen because the main speaker has a heavy accent, a fact which could present an interpreting challenge because the interpreters are not always able to hear the speaker clearly. In the recording, the speaker at the podium is interrupted and this provides an interpreting challenge in that the interpreter has

to switch between the various speakers who are addressing the Speaker of the National Assembly.

The self-assessment grids (Annexure G) also contained open-ended questions requiring of the respondent to express how they experienced the self-assessment moment. The following is an example of the self-assessment grid:

SELF-ASSESSMENT SHEET									
Session 1									
Debate on the State of the Nation Address									
Duration: 6:35min									
Read through all the questions in this self-assessment sheet before you start with the playback of the recording. You are allowed to pause, rewind and make notes while listening to the recording.									
PARTICIPANT CODE:									
1. ACCURACY / CONTENT OF MESSAGE:					1	2	3	4	5
Omissions, Additions, Accuracy <i>The interpreter must convey the message in a complete, correct and intelligible manner in the target language.</i>									
1.1	Was important information omitted in this interpreting session?				YES		NO		
2. TARGET LANGUAGE					1	2	3	4	5
Vocabulary, Sentence Construction, Idiomatic language use, Grammar <i>The interpreter must always use the most appropriate vocabulary and be loyal to the register of the speaker.</i>									
2.1	The following idiomatic language was used in the speech - write down how each statement was interpreted - comment on whether the phrase was interpreted into idiomatic target language								
[00:20mins] " anxious coin tossing "									
[1:40mins] "He spoke a lot today about iron and steel. Well, let me tell you something: When it comes to the ANC, they iron over the problems and steal all the money. "									
3. DELIVERY / COHERENCE / TECHNIQUES and PRESENTATION					1	2	3	4	5
Inarticulate speech, Pauses and hesitations, Audibility, Fillers <i>The interpreter must maintain sufficient speed to convey the full message of the speaker, employing mechanisms to cope with various complexities, remaining clear and concise.</i>									
3.1	Is the interpreting audible / clear?				YES		NO		
3.2	Are there any fillers (uhm, ah)?				YES		NO		
3.3	Are there any unfinished sentences?				YES		NO		
3.4	Are there any strange noises (coughing, sighing, heavy breathing)?				YES		NO		
3.5	Is the intonation natural or monotonous?				NATURAL		MONOTONOUS		
3.6	Is the lag-time managed well?				YES		NO		
TOTAL MARK :							15		

Tabel 5.2 Self-assessment grid

5.3.3 Interviews

At the end of the four self-training sessions, the respondents from the experimental group were interviewed. The questions in the interview were aimed at extending the findings from the quantitative data and doing a follow-up of the outcomes of the intervention. The questions from the interview are attached in Annexure E and transcriptions of the interviews are attached in Annexure F.

5.4 Collecting the data

Before any data could be collected, the researcher had to obtain the necessary permissions from the various entities. Firstly, the Department of Afrikaans and Dutch at Stellenbosch University approved the research proposal. Thereafter, institutional permission was obtained from the Secretary to National Parliament as the units of analysis for the study were employees of National Parliament employed in its Interpreting Unit. National Parliament provided a research contract (see Annexure B) which was entered into by the researcher, National Parliament and Stellenbosch University. The research also had to be approved by Stellenbosch University's Research Ethics Committee: Human Research (Humanities). This approval was received and data collection commenced shortly thereafter (see Annexure A).

5.4.1 Sample size for data collection

According to Human Resources of National Parliament of South Africa (Moorad, 2017), 38 language practitioners were employed within the Interpreting Unit at the time of conducting this study. Of these 38 practitioners, three were Sign Language interpreters. These interpreters could not participate in the study as the software, *Black Box*, does not make provision for video recording. This left 35 language practitioners available for participation in the study.

The institutional permission the researcher received from Parliament to conduct the research within the Interpreting Unit stipulated that data may only be collect outside of work hours. The researcher agreed to this stipulation, which meant the lunch hour (45 minutes per day) was used for data collection. The experimental part of the study — which involved the self-training sessions on *Black Box* — would take up to 30 minutes per person per session. With the time allocation for the experiment in mind, the researcher calculated that only five respondents per week could form part of the experiment. A limitation resulting from this agreement is that the respondents who chose to participate in the study volunteered to 'give up' one lunch time per week for the remainder of the experiment. The researcher realized that the lunchtime agreement may discourage some respondents from participating in the study and that that reluctance may result in the entire population in the unit of analysis not participating in the

data collection. Bearing this limitation in mind, the correct sample size given the population of 35 had to be determined.

When surveying only a sample of the population, researchers have to consider margins of error and confidence levels of the data that is collected. According to the Raosoft website (<http://www.raosoft.com/samplesize.html>) which calculates sample sizes, the margin of error is “the amount of error which can be tolerated” while the confidence level is the “amount of uncertainty that can be tolerated”. The margin of error for this study was set at 25% while the confidence level in the study was set at 90%. Given the population of 35 possible respondents, the sample size was calculated at nine. The following figure is taken from the Raosoft website through which the calculation was done:

Alternate scenarios	
With a sample size of	8 10 12
Your margin of error would be	25.91% 22.30% 19.53%
With a confidence level of	90 95 99
Your sample size would need to be	9 11 16

Figure 5.2 Screenshot Raosoft website

Alternate scenarios displayed in the calculation used a sample size of eight, ten or twelve coupled with varying margins of error. For this study, it was decided that anything above 26% as a margin of error would be too high. A margin of error of 25.91% would mean that eight respondents would form part of the study. The researcher had to bear the possibility of discouragement of some respondents in mind, and thus decided to send the questionnaire to double the amount, resulting in 16 interpreters receiving the link to the questionnaire.

5.4.2 Questionnaires

Following correspondence from Stellenbosch University's Research Ethics Committee: Human Research (Humanities), which provided official confirmation of ethical clearance

obtained for the study, a link of the questionnaire was emailed to 16 interpreters within the Interpreting Unit of National Parliament of South Africa.

The 16 language practitioners were selected at random from an official staff list which was divided according to language groups while the email with the link to the questionnaire was sent. After one week, 10 of the 16 respondents had completed the questionnaire.

5.4.3 Experiment

After the questionnaire was distributed and completed by respondents, the ten respondents were divided equally into the experimental group (five respondents) and the control group (five respondents). The characteristics which were applicable to the equal division of the respondents were their educational background and their years of experience as an interpreter (Question 2, Question 3 and Question 6 of the questionnaire).

The pre-testing of the experimental group in this experiment resulted in the mark obtained by the respondents in that group in their first self-assessment session on *Black Box*. The post-testing of the experimental group resulted in the mark obtained by the respondents in that group in their final self-assessment session. The pre- and post-testing of the control group involved in this experiment had to be adjusted. The pre- and post-testing for the control group also had to be done using the same instrument, *Black Box*, which was the experimental stimulus in this study. Thus, unlike a traditional experiment in which the control group is never exposed to the stimulus, the control group in this experiment received exposure to the stimulus as they had to complete one session of self-assessment of interpreting performance on *Black Box* in order for their interpreting assessment score to be recorded. This was done by allowing the control group to listen to both the target and source texts and to conduct self-assessment. However, the mark obtained in the one session completed on *Black Box* by the control group was used as data for pre- and post-testing. Thus, the comparison between the two groups includes the fact that the experimental group received exposure and training on *Black Box* over four sessions, whereas the control group only had the one session on *Black Box*.

5.4.4 Interview

The data was collected from the five respondents who formed part of the experimental group of the study. The main aim of having the interviews was to conduct a follow-up and evaluate the perceptions of the respondents regarding their strengths and weaknesses as well as the criteria they used when evaluating interpreting performance post-experiment. The interviews were conducted after the respondents from the experimental group completed their final self-assessment session. The interviews were conducted with each of the five respondents from

the experimental group after their final self-training session. The interviews were structured and 18 questions were asked.

5.5 Conclusion

This chapter has discussed the framework identified for this research study. A brief overview was provided regarding previous methodologies utilized in interpreting studies research. The chapter also provided a comprehensive explanation on the research design and methodology, the unit of analysis and the research instruments used for the collection of the data. In the next chapter, an analysis and explanation of the data collected from the questionnaires, experiment and interviews will be provided.

Chapter 6 – Results from Data Analysis

This section will discuss and analyse the data collected using the data collection instruments discussed in the previous chapter, namely, an experiment, questionnaires and interviews. As stated in section 5.4 of the previous chapter, this empirical study sought to obtain quantitative and qualitative data. This means that the core method was quantitative in nature, while the supplementary method was qualitative nature and was used to extend the findings of the quantitative data. The chapter will follow the following structure: Firstly, the biographical data collected from the questionnaires (6.1.1) will be presented to indicate how the data was used in the matching method to divide the respondents into the control and experimental groups. Secondly, the quantitative data obtained from the experimental intervention (6.1.2) will be presented. Thirdly, the data (6.2) from the questionnaires (the pre-experiment) will be analysed according to the respondents' perceptions regarding their self-assessment activities, their perception of their strengths and weaknesses and their perception of the criteria used to evaluate interpreting performance. Lastly, the data from the interviews (6.3) will be discussed and analysed.

6.1 Experiment

6.1.1 Division of experimental and control group

The data collected from the biographical information in the questionnaires was used in the quota matrix matching method from experimental studies to divide the respondents equally into the control group and experimental groups. This data will first be analysed to indicate how the respondents were divided.

6.1.1.1 Working languages

	English	Afrikaans	German	isiNdebele	isiZulu	Sepedi	Sesotho	SiSwati	Tshivenda	Responses
All Data	8 (80%)	2 (20%)	1 (10%)	1 (10%)	2 (20%)	1 (10%)	1 (10%)	2 (20%)	1 (10%)	10

Table 6.1 - Working languages of interpreters

Question 1 of the questionnaire dealt with the working languages of the interpreters and the researcher asked the question to seek information regarding the language in which the respondent rendered an interpreting service. The majority (80%) of the respondents indicated

that they provide interpreting in English³. The data for the Language A⁴ distribution was indicated as (20%) Afrikaans, (20%) isiZulu, (20%) SiSwati, (10%) isiNdebele, (10%) Sepedi, (10%) Sesotho and (10%) Tshivenda.

6.1.1.2 Experience in interpreting

Questions 2, 4 and 5 dealt with the interpreters' practical experience in interpreting. The researcher wanted to determine how many years' experience the interpreter had, whether the interpreter had any experience in interpreting before they started interpreting at National Parliament and, lastly, in what type of interpreting environment (court, medical, conference, liaison), the interpreter had experience.

Did you have experience in interpreting before you started working at Parliament?

	Yes	No	Standard Deviation	Responses
All Data	7 (70%)	3 (30%)	2	10

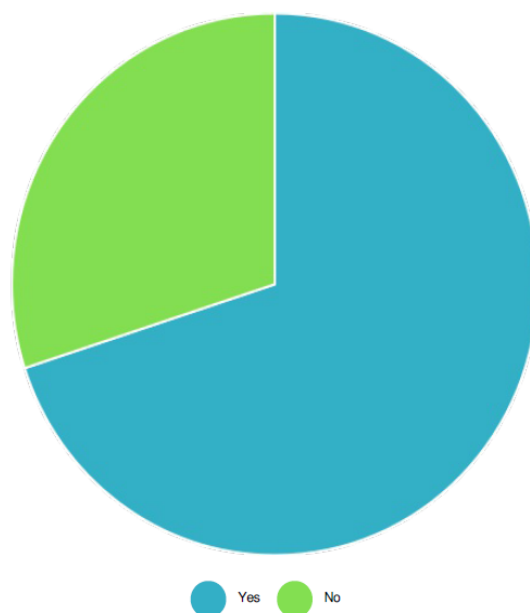


Figure 6.1 – Prior experience in interpreting

The majority (70%) of the respondents indicated they had between 5–9 years' experience as an interpreter, followed by (30%) indicating they have between 10–20 years' experience as an interpreter. Two respondents (20%) indicated that they had less than 5 years' experience

³ Although only 80% of the respondents indicated they deliver interpreting services in English, it forms part of the employment contract of the interpreters in Parliament that they must all be able to interpret into English as their B language.

⁴ Language A is representative of the respondents' mother tongue or first language.

while only one respondent (10%) indicated that they had more than 21 years' experience in interpreting.

In answer to Question 4, the majority (70%) of respondents indicated that they had prior experience in interpreting before they started interpreting at National Parliament. Question 5 was an open-ended question that sought to determine the environment in which the respondent had provided interpreting services. All 7 respondents who had indicated prior experience responded to the question and the text responses were categorised as follow:

Conference Interpreting		Legal Interpreting		Educational Interpreting		Liaison Interpreting		Freelance Company	
Conferences	2	Court	2	University	1	Church	2	2	
Truth and Reconciliation Commission	1					South African Nursing Council	1		
Provincial Legislature	1								
General meetings / workshops	1								

Table 6.2 – Settings of prior interpreting experience

Three respondent interpreters indicated that they had conference interpreting experience. This included interpreting for the Truth and Reconciliation Commission, a provincial legislature, conferences, general meetings and workshops. Two interpreters indicated that they had court interpreting experience. One interpreter indicated they had experience in educational interpreting at university. One interpreter indicated owning a company which provided interpreting services, while another interpreter indicated that they had been working as a freelance interpreter for 4 years. In the previous two instances mentioned where interpreting services were rendered for a company and in a freelance setting, the specific settings in which interpreting services were rendered were not provided.

Question 3 dealt with respondent interpreters' employment at National Parliament. The researcher wanted to determine how many years the interpreter had been interpreting in the environment of National Parliament of South Africa. This data would also indicate how experienced the interpreter is in conference interpreting, particularly parliamentary speeches and terminology.

How long have you been employed as an interpreter in Parliament?

	21+ years	10-20 years	5-9 years	Less than 5 years	Standard Deviation	Responses
All Data	0 (0%)	2 (20%)	5 (50%)	3 (30%)	1.8	10

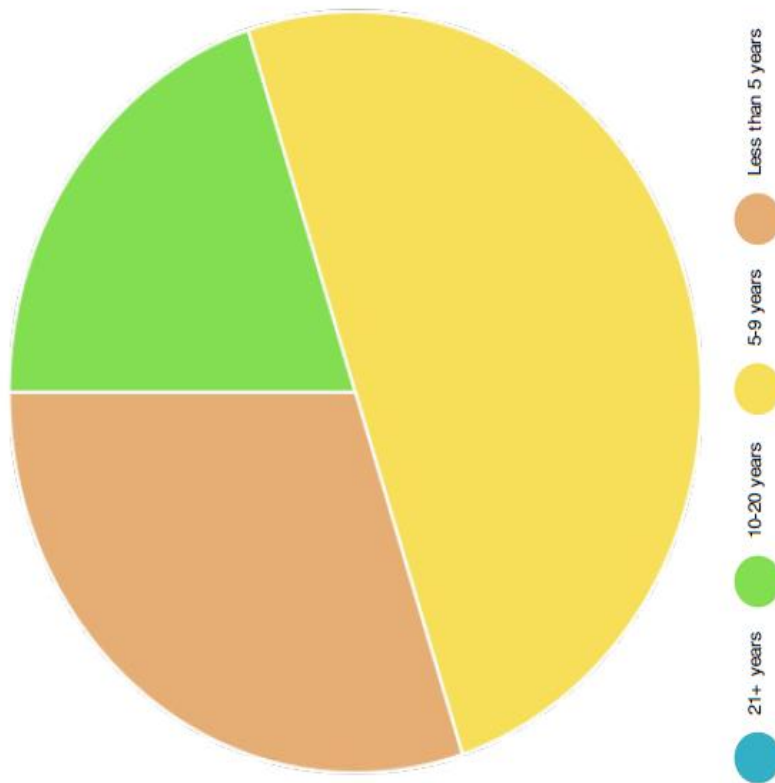


Figure 6.2 – Years of employment at Parliament

The answers to Question 3 indicate that 50% of the respondents had been working as an interpreter in National Parliament for 5–9 years. 20% had been working for 10–20 years and 3 had been working for less than 5 years.

6.1.1.3 Education in interpreting

The majority (80%) of the respondents indicated that they held a tertiary qualification in interpreting, translation or language practice. Of these, four indicated that they held a Diploma, two indicated a Bachelor's degree and three indicated that they held an Honours degree.

Additionally, the majority (60%) of the respondents indicated that they received informal training. The informal training was listed as in-house training and short courses.

6.1.1.4 Matching Method for division of control and experimental groups

To improve statistical validity, the control group and experimental group had to be comparable. The respondents were all coded by using letters of the alphabet (A–J) and the data obtained from sections 6.1.1.2 and 6.1.1.3 were then tabulated according to these codes, after which the matching method was used to divide the respondents equally into the experimental and control groups.

	Question 2 Experience	Question 4 Prior Experience	Question 5 Setting	Question 6 Qualification	Question 7 Type of Qualification	Question 8 Informal training	Question 9 Type of training
A	21+	Yes	TRC	No		No	
B	1–5	No		Yes	Honours.	Yes	In-house
C	10–20	No		Yes	Postgraduate Diploma	Yes	In-house
D	5–9	Yes	Church	No		No	
E	5–9	Yes	Freelance	Yes	Postgraduate Diploma	Yes	In-house
F	10–20	Yes	Freelance	Yes	Bachelors	Yes	Practical
G	5–9	Yes	Church	Yes	Honours.	No	
H	1–5	No		Yes	Diploma	Yes	Short Course
I	10–20	Yes	Court / Conferences	Yes	Postgraduate Diploma	Yes	In-house
J	5–9	Yes	University / Legislature	Yes	Honours.	Yes	In-house

Table 6.3 – Matching method division of respondents

Experimental Group	Control Group
B	A
C	E
D	F
G	H
I	J

Table 6.4 – Experimental group and Control Group

6.1.2 Hypothesis testing

Hypothesis testing was used to analyse the quantitative data obtained from the experiment. A hypothesis test is set up to determine the validity of a statistical claim. In hypothesis testing two opposing hypotheses are measured. The two hypotheses are known as the null hypothesis and the alternative hypothesis. The alternative hypothesis is based on the aim of the research, in other words, that the observed differences are the result of real effects, while the null hypothesis would state that there is no significant difference between the populations specified by the study. In hypothesis testing, the null hypothesis is assumed to be true. In this instance, the null hypothesis would be that there is no difference between the means from the absolute errors pre- and post-experiment from the experimental group. The alpha of 0.05 is used as a guideline to determine to what extent the hypothesis may be accepted or rejected. In most analyses, an alpha of 0.05 is used as the cut-off for significance. If the p-value is less than 0.05 ($p < 0.05$), the null hypothesis is rejected and the alternative hypothesis accepted. If the p-value is larger than 0.05 ($p > 0.05$) the null hypothesis fails to be rejected.

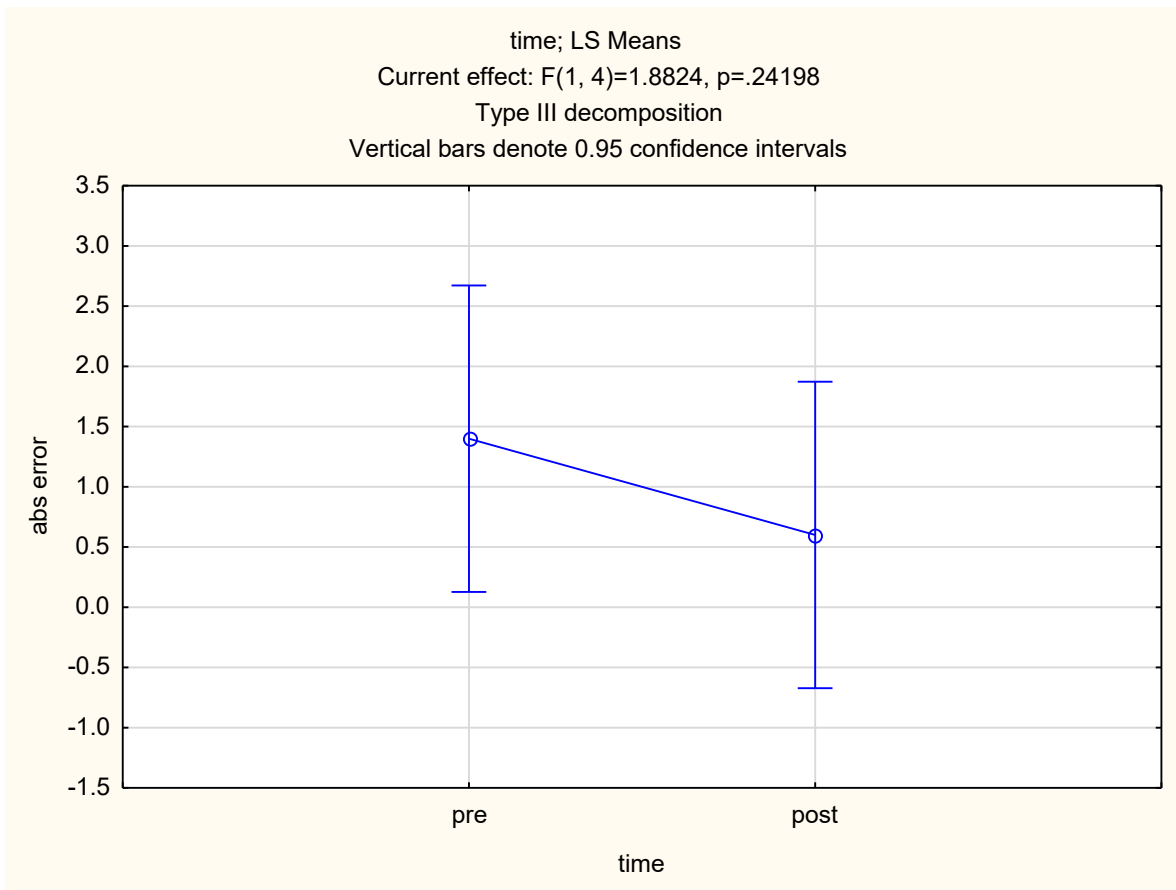


Figure 6.3 – Means of absolute error pre- and post-experiment

Effect	Descriptive Statistics (Spreadsheet7 in			
	Level of Factor	N	abs error Mean	abs error Std.Dev.
Total		10	1.00	1.05
time	pre	5	1.40	1.14
time	post	5	0.60	0.89

Table 6.5 – Descriptive statistics of absolute error means

Experimental Group					
Pre-experiment			Post-experiment		
Self-rating (out of 15)	Expert Rating (out of 15)	Difference	Self-rating (out of 15)	Expert Rating (out of 15)	Difference
11	11	0	12	12	0
9	12	3	11	11	0
12	11	-1	12	12	0
13	12	-1	13	12	-1
13	11	-2	13	11	-2

Table 6.6 – Experimental group ratings pre- and post-experiment

The p-value was calculated at 0.24198. This means that the p-value was larger than 0.05 and a significant difference cannot be concluded. The descriptive statistics (Table 6.1) do, however, indicate that, over time (four self-assessment sessions on Black Box), the experimental group's absolute error mean ratings decreased. A pre-experiment absolute error mean of 1.40 was recorded, and a post-experiment absolute error mean of 0.60 was recorded, indicating that there is a small but distinct difference of 0.80. The comparison of pre- and post-experiment self and expert ratings from the control group (Table 6.2) indicate that, pre-experiment, only one respondent was able to accurately rate herself/himself in accordance with the rating by the expert. Post-experiment data indicate that three respondents were able to accurately rate themselves in accordance with the rating by the expert.

6.1.3 Further observations derived from quantitative data

At this point, it is important to state that the study did not seek to evaluate the performance of the interpreters. The study is aimed at evaluating self-assessment skills of the interpreters. The data obtained from the self-assessment ratings, as well as the ratings from an expert indicated that the ratings were relatively high. This indicates that the interpreters perform at a high level. This ought to be expected since the interpreters are no longer student interpreters, but employed professional interpreters. The means (both the self-ratings and the ratings by the experts) between the final sessions from the experimental group and the control group did indicate a difference, with the experimental group scoring higher ratings. This indicates that their performance did differ from that of the control group. However, there are several variables which may have contributed to this difference in ratings.

Comparison Control Group vs. Experimental Group					
Experimental Group Final Ratings			Control Group First and Final ratings		
Self-rating	Expert Rating	Difference	Self-rating	Expert Rating	Difference
12	12	0	12	12	0
11	11	0	12	9	-3
12	12	0	7	8	1
13	12	-1	13	12	-1
13	11	-2	10	9	-1
Average of group 12.2	Average of group 11.6		Average of group 10.8	Average of group 10	

Table 6.7 – Comparison of ratings for experimental and control group

6.2 Questionnaires

As stated in section 5.4.1 of the study, the questionnaire was divided into different sections, all of which aimed to collect data on 1) the biographical details of the respondents' pertaining to their experience and education in interpreting; 2) the perceived knowledge of the respondents as pertaining to their self-assessment activities and their awareness of their strengths and weaknesses in interpreting performance and 3) lastly, the respondents' perceived knowledge about the evaluation process and the applicable criteria considered when evaluating an interpreting performance.

6.2.1 Self-assessment activities

Section B (Question 10) of the questionnaire was structured in the form of a table. The respondents were presented with five Likert-scale questions pertaining to the self-assessment activities of the respondent pre-experiment and provided them with a four-point scale of frequency: Never; Seldom; Frequently or Always. An option for Not Applicable was also added. The self-assessment activities listed under this section was focused on 1) recording and listening to interpreting performance; 2) taking note of terminology used and challenges experienced in interpreting, and 3) a general question pertaining to conducting self-assessment of interpreting performance.

The data collected from this section will now be discussed according to these different activities:

How often do you:

	Never	Seldom	Frequently	Always	N/A	Standard Deviation	Responses	Weighted Average
10.1 Record your interpreting sessions	2 (20%)	5 (50%)	2 (20%)	1 (10%)	0 (0%)	1.67	10	2.2 / 4
10.2 Listen to recordings of your interpreting sessions	3 (30%)	3 (30%)	2 (20%)	2 (20%)	0 (0%)	1.1	10	2.3 / 4
10.3 Take note of terminology which is challenging in an interpreting session	0 (0%)	1 (10%)	2 (20%)	6 (60%)	1 (10%)	2.1	10	3.56 / 4
10.4 Take note of challenges presented in an interpreting session	0 (0%)	1 (10%)	1 (10%)	7 (70%)	1 (10%)	2.53	10	3.67 / 4
10.5 Conduct self-assessment on an interpreting performance	0 (0%)	4 (40%)	1 (10%)	5 (50%)	0 (0%)	2.1	10	3.1 / 4
								2.96 / 4

Table 6.8 – Self-assessment activities

6.2.1.1 Recording and listening to interpreting performance

Only 10% of respondents indicated they always record their interpreting sessions while 20% of respondents indicated that they frequently record their interpreting sessions. Half of the respondents (50%), indicated they seldom record their interpreting sessions while 20% of the respondents indicated they never record their interpreting sessions.

Only 20% of respondents indicated that they always listen to recordings of their interpreting performance while 20% of respondents indicated they frequently listen to recordings of their interpreting performance. It was indicated by 30% of respondents that they seldom listen to recordings of their interpreting sessions while the same percentage of respondents indicated that they never listen to recordings of their interpreting performance. Interestingly, 20% of respondents indicated they always listen to recordings of their interpreting sessions while only one respondent (10%) indicated that they always record their sessions.

6.2.1.2 Taking note of terminology or challenges in interpreting

The majority of the respondents (60%) indicated that they take note of terminology which provided a challenge or take note of other challenges presented in an interpreting session (70%). One respondent indicated that these two questions were not applicable.

6.2.1.3 Conduct self-assessment

Half of the respondents (50%) indicated that they always conduct self-assessment on an interpreting performance, while 10% indicated that they frequently conduct self-assessment on an interpreting performance. Forty per cent indicated that they seldom conduct self-assessment on an interpreting performance.

6.2.1.4 Summary of self-assessment activities

It may be concluded that only about 30% of the respondents regularly record their interpreting sessions, while only about 40% of respondents regularly listen to recordings of their interpreting performance. This indicates that the majority of respondents do not regularly record or listen to their interpreting performance. However, the majority of respondents (60%) indicated that they take note of terminology that proves challenging, while 70% of respondents take note of challenges presented in an interpreting session. The last question in this section specifically asked how frequently self-assessment is conducted and, from the data collected, it may be deduced that only half (50%) of respondents always conduct self-assessment on their interpreting performance. A possible limitation identified from the data collected was in

not asking how self-assessment is currently being conducted by the respondent. The analysis from the data from this section indicates that the self-assessment activity used most often by the respondents, is taking note of challenging terminology and other challenges presented as it occurs within an interpreting session. However, in agreement with and as indicated by Bartlomiejczyk (2007: 253) “it is clear that a simultaneous interpreter cannot be expected to assess his or her output comprehensively during the interpreting process itself (although some monitoring obviously takes place, as demonstrated by self-corrections)”.

6.2.3 Strengths and weaknesses in interpreting performance

6.2.3.1 Challenges in interpreting

Section C (Question 11) of the questionnaire focused on respondent interpreters’ awareness of their strengths and weaknesses in interpreting. The questions were structured in the form of a table. The respondents were presented with five Likert-scale questions representing examples of various challenges which may occur in an interpreting session. The options provided was a four-point scale of frequency: Never; Seldom; Frequently or Always. An option for Not Applicable was also added.

There was little variation among the respondents in the data collected from this section of the questionnaire. Questions 11.1, 11.2 and 11.3 focused on micro errors of accuracy in interpreting performance. The majority of respondents (80%) indicated that they seldom struggle interpreting proper names. Seventy per cent of respondents indicated that they seldom struggle interpreting numbers and figures. Sixty per cent of respondents indicated that they seldom struggle interpreting dates while 30% of respondents indicated that they never struggle when having to interpret dates. The overwhelming majority of respondents (80%) indicated that they seldom struggle to understand the accents of speakers. Seventy per cent of respondents indicated that they seldom struggle following the speed of the speaker. The analysis of the data from this section indicates that the perception of the majority of the respondents (60% - 80%) is that they seldom struggle with challenges in interpreting, more especially micro errors of accuracy and delivery as mentioned in the examples in the question on interpreting performance.

How often do you struggle with the following challenges in interpreting?

	Never	Seldom	Frequently	Always	N/A	Standard Deviation	Responses	Weighted Average
11.1 Interpreting proper names	1 (10%)	8 (80%)	1 (10%)	0 (0%)	0 (0%)	3.03	10	2 / 5
11.2 Interpreting numbers and figures	1 (10%)	7 (70%)	2 (20%)	0 (0%)	0 (0%)	2.61	10	2.1 / 5
11.3 Interpreting dates	3 (30%)	6 (60%)	1 (10%)	0 (0%)	0 (0%)	2.28	10	1.8 / 5
11.4 Understanding the speakers' accent	1 (10%)	8 (80%)	1 (10%)	0 (0%)	0 (0%)	3.03	10	2 / 5
11.5 Following the speakers' speed	1 (10%)	7 (70%)	2 (20%)	0 (0%)	0 (0%)	2.61	10	2.1 / 5
								2 / 5

Table 6.9 Challenges in interpreting

6.2.3.2 Interpreters' abilities in interpreting

Section D (Question 12) of the questionnaire focused on the perceptions of the respondent interpreters pertaining to their abilities in simultaneous interpreting. The questions were structured in the form of a Likert-scale table. The respondents were presented with negative and positive statements pertaining to errors in interpreting performance. The options provided was a four-point scale of frequency: Never; Seldom; Frequently or Always. An option for Not Applicable was also added. The statements can be divided according to the three macro errors, namely 1) accuracy, 2) target language, and 3) delivery.

Accuracy

Question 12.1: I struggle to provide an accurate message

Question 12.22: I convey the message accurately

Although both questions concern the accuracy of the message delivered, question 12.1 was stated in the negative and question 12.22 in the positive. The data from question 12.1 indicates that it is the perception of 40% of the respondents that they never struggle to provide an accurate message, while 60% indicate that they seldom struggle to provide an accurate message. The data from question 12.22, indicates that it is the perception of 80% of the respondents that they always convey the message accurately while 20% of respondents indicate that they frequently convey the message accurately.

Question 12.11: I omit information

The data from question 12.11, indicate that half of the respondents (50%) never omit information, while 40% indicate that they seldom omit information. Only 10% state that they frequently omit information.

Question 12.12: I add information

The data from question 12.12, indicate that most respondents (70%) declare never adding information while 30% indicate that they seldom add information.

Target Language

Question 12.3: I struggle with target language register

The data from question 12.3 indicate that 40% of the respondents never struggle with target language register, while 60% of respondents indicate that they seldom struggle with target language register.

Question 12.4: I struggle with target language terminology

Question 12.25: I use the appropriate terminology

All respondents (100%) indicated that they seldom struggle with target language terminology. When the question was posed in the positive (question 12.25), 70% of respondents indicated that they always use the appropriate terminology, while 30% of respondents indicated they frequently use the appropriate terminology.

Question 12.9: I struggle with target language grammar

The data from question 12.9 indicate that 60% of respondents never struggle with target language grammar, while 40% indicate that they seldom struggle with target language grammar.

Question 12.10: My target language use is unidiomatic

All respondents (100%) indicated that their target language use is seldom unidiomatic.

Delivery

Pauses and hesitation

Question 12.2: I pause within the middle of a sentence

Question 12.5: I hesitate

The data obtained from these two questions corresponded with one another with respondents replying in the exact same manner to each question. Thirty per cent of respondents indicated that they never pause in the middle of a sentence or hesitate, while 60% indicated that they seldom pause in the middle of a sentence or hesitate. One respondent indicated that they frequently pause within the middle of a sentence or hesitate.

Monotonous intonation

Question 12.6: I have a monotonous intonation

Thirty per cent of respondents indicated that they never have a monotonous intonation, while 40% indicated that their intonation is seldom monotonous. Twenty per cent of respondents indicated that their intonation was frequently monotonous and one respondent indicated that their intonation is always monotonous. In the self-assessment sessions, monotonous intonation was an aspect required to be evaluated. The wave viewer function in Black Box allows users to review the intonation of their delivery. In all the self-assessments, respondents indicate that their intonation is not monotonous. This inconsistency may indicate that the initial question in the questionnaire regarding monotonous intonation was not understood by all.

Fillers, loud breathing, irritating noises

Question 12.7: I use filler words such as 'uhm' and 'ah' within a sentence

Forty per cent of respondents indicated they never use filler words while 50% indicated they seldom use filler words. One respondent (10%) indicated that they frequently use filler words within a sentence.

Question 12.19: I breathe loudly

Eighty per cent of respondents indicated that they never breathe loudly, while 20% of respondents indicated that they seldom breathe loudly.

Question 12.23: I do not make irritating noises

The analysis of the data revealed that the manner in which this question was posed lead to some confusion. The statement is posed in the negative. Half of the respondents (50%) indicated that they always do not make irritating noises, 10% indicated that they frequently do not make irritating noises. While 20% indicated that they seldom do not make irritating noises, 20% of respondents indicated that they never do not make irritating noises – which means that they always make irritating noises.

Unclear speech

Question 12.8: My speech is unclear

Seventy per cent of respondents indicated that their speech is never unclear, while 20% indicated that their speech is seldom unclear. One respondent indicated that their speech is frequently unclear.

Question 12.18: I speak too fast

Forty per cent of respondents indicated that they never speak too fast, while 60% indicated that they seldom speak too fast.

Unfinished sentences

Question 12.13: I do not finish sentences

Question 12.26: I do not stop in the middle of a sentence

Thirty per cent of respondents indicated that they never do not finish sentences, while 70% indicated that they seldom do not finish sentences. When asked whether they do not stop in the middle of a sentence, 20% of the respondents indicated never, 40% indicated seldom, 10% indicated frequently and 20% indicated always.

Incoherent delivery

Question 12.14: My message delivery is incoherent

The data indicates that respondents are split equally in their responses to this question, with 50% indicating that their message delivery is never incoherent and 50% indicating that their message delivery is seldom incoherent.

Microphone use

Question 12.15: I struggle with microphone use

The majority of respondents (90%) indicated that they never struggle with microphone use and one respondent indicated that they seldom struggle with microphone use.

Smooth delivery

Question 12.21: My delivery is smooth and flows with ease

Thirty per cent of respondents indicated that their delivery frequently is smooth and flows with ease, while the majority of respondents (70%) indicated that their delivery is always smooth and flowing with ease.

Pleasant voice

Question 12.24: My voice sounds pleasant

Thirty per cent of respondents indicated that their voice frequently sounds pleasant while the majority of respondents (70%) indicated that their voice always sounds pleasant.

Other

Question 12.16: I need to improve my simultaneous interpreting technique

Twenty per cent of respondents indicated that they never had to improve their simultaneous interpreting technique, while half of the respondents (50%) indicated that they seldom needed to improve their simultaneous interpreting technique. Twenty per cent of respondents indicated that they frequently had to improve their technique and one respondent indicated that they always had to improve their technique.

Question 12.17: I struggle to concentrate while interpreting

Sixty per cent of respondents indicated that they never struggle to concentrate while interpreting, while 40% indicated that they seldom struggled to concentrate while interpreting.

Question 12.20: I get emotionally involved

Forty per cent of respondents indicated that they never get emotionally involved while they are busy interpreting a speech, while half of the respondents (50%) indicated that they seldom get emotionally involved. One respondent indicated that they always get emotionally involved.

6.2.4 Criteria used for the evaluation of interpreting performance

Question 13 of the questionnaire is an open-ended question inquiring from the respondents to list the criteria they find important in the evaluation of an interpreting performance. The data collected from this question was arranged in tabular format according to the macro errors; 1) accuracy, 2) target language and 3) delivery. Under each of the macro errors examples of errors were listed. A heading for 'other' was been added. The data will first be analysed according to the macro errors accuracy, target language and delivery, after which a general analysis will be given.

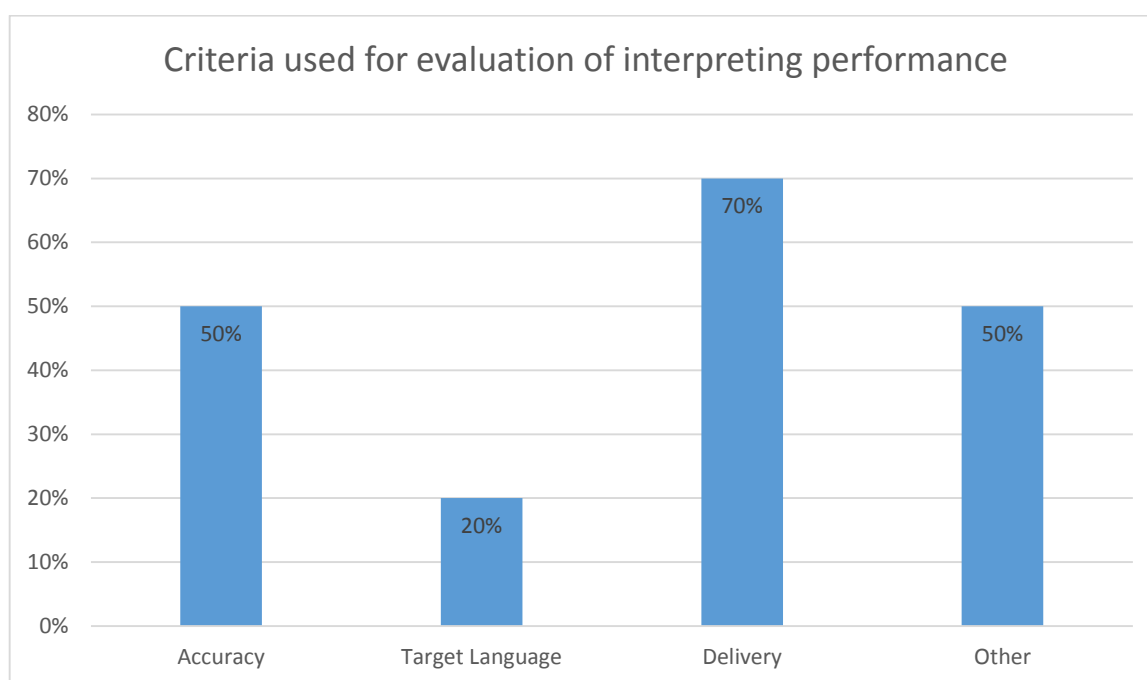


Figure 6.4 . Distribution of perceptions of respondents on criteria

6.2.4.1 Accuracy, Target Language and Delivery

The data collected and analysed for the macro error of accuracy indicate that it is the perception of half of the respondents (50%) that accuracy is important in the evaluation of interpreting performance. The terms “accuracy”, “content accuracy” and “message accuracy” were used. None of the respondents listed “omissions” or “additions” as criteria. There were also no examples given of what constitutes “accuracy”.

The data analysed for target language indicate that it is the perception of 20% of respondents that target language is important in the evaluation of interpreting performance. Only two respondents (20%) listed criteria pertaining to the category of target language by indicating that ‘terminology accuracy’ and ‘vocabulary’ are important criteria in the evaluation of

interpreting performance. One respondent (10%) indicated that ‘sentence construction’ is important when evaluating interpreting performance.

In the analysis of the data under the macro error of delivery, seven respondents (70%) listed criteria which pertains to delivery. Eleven different micro errors were listed as criteria important in the evaluation of interpreting performance. The analysis of data gathered from this question reveals a strong focus on the macro error of delivery when seen in relation to the variety of micro errors listed. Two respondents (20%) listed the micro error pertaining to tone of voice by stating: ‘tone of voice follows the speaker’ and ‘voice tone’. Two respondents (20%) listed criteria pertaining to the micro error of audibility by listing: ‘audibility’.

Eleven other micro errors pertaining to the category of delivery were listed; Absence of fillers – 10%; Avoiding long pauses – 10%; Breathing – 10%; Consistency – 10%; Coherence – 10%; Correct intonation – 10%; Delivery smooth and clear – 10%; Pleasant to hear presentation – 10%; Time lag 10%. Only one respondent (10%) listed criteria across all three different macro errors (accuracy, target language, delivery).

Criteria used for the evaluation of interpreting performance											
Macro Errors	A	B	C	D	E	F	G	H	I	J	Total
Accuracy (Content accuracy) (Message conveyed)	X	X					X		X	X	50%
Additions											0
Omissions											0
Target Language											
Vocabulary Terminology			X							X	20%
Sentence construction			X								10%
Idiomatic language use											0
Grammar											0
Delivery											
Audibility		X					X				20%
Tone	X									X	20%
Absence of fillers	X										10%
Avoiding long pauses								X			10%
Breathing	X										10%
Correct intonation								X			10%
Coherence			X								10%
Consistency									X		10%

Delivery smooth and clear	X										10%
Pleasant to hear presentation								X			10%
Time lag									X		10%
Other											
Availability		X									10%
Coherence			X								10%
Evaluation should be based on delivery, not tangible documents						X					10%
Listen to the recorded interpreting session and compare it with the recorded English script.					X						
The evaluator should be in the booth with the interpreter during evaluation in order to avoid subjectivity.				x							

Table 6.10 – Criteria used in evaluation

6.2.4.2 Definitions of accuracy, target language quality and delivery

Questions 14, 15 and 16 of the questionnaire are open-ended questions inquiring from the respondents to define the various macro errors, namely 1) accuracy, 2) target language, and 3) delivery.

6.2.4.2.1 Define Accuracy

Question 14 of the questionnaire asked respondents to: “*Define accuracy as a macro error when used to evaluate interpreting performance*”. The data collected was coded and subdivided into five different categories. The categories are: 1) content, 2) truthful, 3) omission, 4) emotional involvement and 5) other.

Define accuracy											
Examples	A	B	C	D	E	F	G	H	I	J	Total
Theme Message Meaning Content		x			x	x			x	x	50%
Truthful							x	x	x		30%
Omissions	x										10%
Emotional involvement			x								10%
Difficult to define accuracy				x							10%

Table 6.11 – Definitions of Accuracy

1) Content (Theme / Message / Meaning)

- “The theme of the paragraph must be used to convey message”
- “Able to clearly deliver exact message”
- “Accuracy is being able to deliver meaning to the person listening to you”
- “Lack of accuracy is a macro error when it renders the message incomprehensible”
- “Content and terminology equivalence should determine accuracy”

2) Truthful

- “Truthful information”
- “Lack of accuracy when message is misleading”
- “Accuracy is delivering message in truthful and audible manner”

3) Omission

- “Accuracy refers to the omission of any pertinent point relating to topic at hand”

4) Emotional involvement

- “Emotional involvement during a debate like laughing at a speaker who is ridiculed by another. In that case accuracy of the said interpreter will be greatly compromised.”

5) Other

- “Difficult to define accuracy since it is dependent on speaker”

Data analysis revealed that half of the respondents (50%) defined accuracy by using terms related to the first category. In this category, the definition of accuracy in interpreting performance relates to conveying the content / meaning / message or theme of the original speech. Three of the respondents (30%) defined accuracy by using terms such as “truthful”. One respondent (10%) defined accuracy by stating that it is when information is omitted. One respondent (10%) indicated that the accuracy of the interpreter is compromised when they are emotionally involved in an interpreting session. One respondent (10%) indicated that accuracy is difficult to define and that it is dependent on the accuracy of the speaker on the floor.

6.2.4.2.2 Define Delivery

Define Delivery											
Examples	A	B	C	D	E	F	G	H	I	J	Total
Following pace of speaker					x						10%
Delivery error when leaving recipient unwilling to engage content of message									x		10%
Tone of voice	x										10%
Control of volume	x										10%
Breathing	x										10%
Accuracy		x	x				x	x			40%
Language skills						x					10%
Clear and relevant information										x	10%
Dependent on delivery of speaker				x							10%

Table 6.12 – Definitions of Delivery

Question 15 of the questionnaire asked respondents to: “*Define delivery as a macro error when used to evaluate interpreting performance*”. The data collected was coded and subdivided into four categories. The categories are: 1) pace of speaker; 2) engaging the recipient; 3) tone, volume, breathing; and 4) other.

1) Pace of speaker

- “Delivery depends solely on the ability of the interpreter to be on the same pace with the speaker”

2) Engaging the recipient

- “Delivery is a major error when it leaves the recipient unable or unwilling to engage with the content of the message”

3) Tone of Voice / volume / breathing

- “Delivery refers to tone of voice, the control of volume, stuttering, shortness of breath”

4) Other:

Accuracy

- “interpreting exact message”
- “error if interpreter delivers incorrect information”
- “accuracy in providing interpreting services”

- “it is the provision of accurate interpreting service”
- “the ability to provide clear and relevant information”

Language skills

- “delivery is being able to produce the required skills to ensure meaning”

Dependent on speaker

- “dependent on the quality of delivery of the speaker on the floor”

An analysis of the data reveals that the respondents all gave different definitions of delivery in interpreting performance. The only category that shows some agreement is in 40% of respondents referring to “accuracy” – the latter being a macro error which does not clearly define delivery. What is interesting to note is that the respondents struggle to give a definition of delivery in interpreting performance yet, from the of data collected for question 13, the majority of the respondents made reference to delivery in interpreting performance.

6.2.4.2.3 Define Target Language Quality

Define Target Language Quality											
Examples	A	B	C	D	E	F	G	H	I	J	Total
Correct grammatical and idiomatic use of the target language	x									x	
Proper employment of terminology Produce the relevant language			X			X					
Errors							X				
Poor language use				X							
Incomprehensible or misleading									x		
Speaking in the target language , spontaneous								X			
Audible and exact message delivery		X									

Table 6.13 – Definitions of Target Language Quality

Question 16 of the questionnaire asked respondents to: “Define target language quality as a macro error when used to evaluate interpreting performance”. The data collected was coded and subdivided into five categories. The categories are: 1) correct grammatical and idiomatic use of target language; 2) terminology; 3) errors; 4) poor language use; and 5) other.

1) Correct grammatical and idiomatic use

- “target language refers to the correct grammatical and idiomatic use of the target language”
- “fluent use of the target language, its idioms, metaphors”

2) Terminology

- “proper employment of terminology”
- “being able to produce the relevant language necessary”

3) Errors / Incomprehensible

- “using the target language without errors”
- “target language quality is a macro error when it renders the intended message incomprehensible or misleading”

4) Poor language use

- “if the quality of target language is poor, the end product will also not be good”

5) Other

Speaking

“it is speaking in the target language, spontaneously as well as in structured texts”

Audibility

“Audible and exact message delivery”

6.2.4.3 Examples of accuracy, target language quality and delivery

Questions 17, 18 and 19 of the questionnaire are open-ended questions inquiring from the respondents to provide examples of the various macro errors: 1) accuracy; 2) target language; and 3) delivery.

6.2.4.3.1 Examples of Accuracy

Question 17 of the questionnaire asked respondents to: “Provide examples of errors with regard to accuracy. The data collected was coded and subdivided into four categories: 1) accuracy; 2) omissions; 3) additions; and 4) other.

Examples of errors in accuracy											
Examples	A	B	C	D	E	F	G	H	I	J	Total
Accuracy	X Incorrect number, abbreviation Appropriate terminology	X Distorted message							x	x	40%
Additions							x				10%
Omissions	x		x		x	x					40%
Other				X incomplete sentences				X Grammar and syntax			20%

Table 6.14 – Examples of Accuracy

1) Accuracy

- “mistaken identity (horse = donkey)”
- “incorrect number”
- “incorrect abbreviations”
- “distorted message”

2) Omissions

- “Word omitted changing the meaning”
- “Omitting negative”
- “Omitting a name”
- “Filler words contributing to omissions”

3) Additions

- “additions = as in, like, meaning”

4) Other

- “incomplete sentences”
- “grammar and syntax”
- “increased gap in lag time”
- “inability to use appropriate verb”
- “lack of terminology”
- “grammar”
- “word for word interpreting”

6.2.4.3.2 Examples of Delivery

Question 18 of the questionnaire asked respondents to: “Provide examples of errors with regard to delivery”. The data collected was coded and subdivided into six categories: 1) inarticulate speech; 2) pauses; 3) audibility; 4) fillers; 5) breathing; and 6) other.

Errors in delivery											
Examples	A	B	C	D	E	F	G	H	I	J	Total
Inarticulate speech	X								x		20%
Pauses and hesitations	X			x							20%
Audibility	X	x									20%
Fillers	X				x						20%
Breathing	X		X								20%
Other	X “Tone”		X Booth behavi our				X Utterin g words syllabl e by syllabl e	X panic and distrac tions			40%

Table 6.15 – Examples of Delivery

1) Inarticulate speech

- “indistinct or slurred speech”
- “speaking louder”
- “poor / unclear pronunciation”

2) Pauses

- “too lengthy pauses”
- “pausing for length of time”

3) Audibility

- “background noises like shuffling of paper”
- “inaudible”

4) Fillers

- “Mannerisms, like 'eh! Um!’”
- “use of filler sounds, like 'uhm' and 'erm’”

5) Breathing

- “lack of control over breathing”
- “heavy breathing”

6) Tone

- “not matching the delivery tone of the speaker”

7) Other

- “uttering words syllable by syllable”
- “panic and distractions”
- “poor console management”
- “incomplete and half-truths”

6.2.4.3.3 Examples of Target Language Quality

Question 19 of the questionnaire asked respondents to: “Provide examples of errors with regard to target language quality”. The data collected was coded and subdivided into five categories: 1) vocabulary; 2) grammar; 3) idiomatic language use; 4) sentence construction; and 5) other.

Errors in Target Language Quality											
Examples	A	B	C	D	E	F	G	H	I	J	Total
Vocabulary	X		x		X			x	x		50%
Grammar	X		X								20%
Idiomatic language use	X	x	X								30%
Sentence construction	X		X	x							30%
Other							X “Distractions”				

Table 6.16 – Examples of Target Language Quality

1) Vocabulary

- “not using the appropriate adjective or adverb”
- “incorrect preposition”
- “ambiguity”
- “vocabulary”
- “use of incorrect language”

2) Grammar

- “incorrect tense”

3) Deviations from conventional English language usage

- “I and my friend”

4) Idiomatic language use

- “incorrect idiomatic language”
- “irrelevant idioms”
- “ignorance of local dialect”

5) Sentence construction

- “incorrect position of verb”
- “word order”
- “poor sentence construction”

6) Other

- “distractions”

6.3 Interviews

The interviews were conducted with the five respondents from the experimental group after their exposure to four self-training and self-assessment sessions on Black Box. The interviews were structured and consisted of 18 questions. The interviews were transcribed⁵ and content analysis was applied to interpret the data collected.

6.3.1 Self-assessment activities**6.3.1.1 Recording and listening to interpreting performance**

In answer to Q1 from the interview, all of the respondents indicated that it was not the first time they were recording their interpreting performance. One respondent specifically indicated that it was the first time they recorded their interpreting performance with the Black Box software. In Q2, only one respondent indicated that it was the first time he was listening to his interpreting performance. Four of the respondents indicated that it was not the first time they were listening to their interpreting performance; however, one respondent indicated that it was the first time they were able to listen to the speaker on the floor and their interpreting performance at the same time.

⁵ The transcribed interviews are available (see Addendum F).

6.3.1.2 Conducting self-assessment

In answer to Q8, three respondents indicated that it was not difficult to conduct self-assessment. Two of the respondents indicated that it was difficult to assess themselves. One respondent elaborated by saying “it is always difficult to judge yourself”. In answer to Q9, when asked whether the self-assessment sessions had developed the respondents’ self-assessment skills, there was a general consensus among respondents that their self-assessment skills had improved. All of the responses given by respondents were more than just a “yes” answer. They confirmed by stating; “Yes, *the previous times I could only hear myself as no source text was available*”; “Yes it does!”; “Yes it has”; “Yes very much!” and “Yes it can.”

In answer to Q10, respondents were asked whether it was their perception if assessment is easier when your performance is assessed by another person instead of yourself. Four respondents indicated that it is their perception that assessment is not ‘easier’ to conduct when another person assess you. One respondent indicated “*theoretically, yes*”. The respondent elaborated on their answer by indicating that the assessor needs to be trained and experienced in conducting assessments in order to conduct them objectively. In answer to Q11, four of the respondents indicated that they were of the opinion that should the very same performance be assessed by someone else – they would still receive the same mark. In answer to Q12 when asked if the self-assessment sessions on Black Box was useful in the conduction of self-assessment, all five respondents indicated “yes”. In answer to Q13, when asked if the self-assessment grids were useful in conducting self-assessment, all five respondents indicated that it was useful. One respondent elaborated and indicated that it was very difficult when they had to assign a rating to themselves, but that the questions posed under each section pertaining to specific examples were useful. The respondents made specific reference to questions asked under each section.

In answer to Q15, all respondents indicated that the self-training sessions had improved their interpreting performance. One respondent indicated that regular exposure over a longer period of time to the software will definitely improve interpreting performance. When respondents were asked at Q16 what they found most useful in the self-assessment sessions, all five respondents indicated that they found the exercise of listening to both source and target speeches simultaneously most useful. One respondent indicated that by listening to the recording they are in a position to “*get to know about their own performance by being in the shoes of the listener*”. One respondent indicated that by simultaneously listening to their interpreting as well as the speaker on the floor, they are able to better keep track of their

accuracy by comparing the two speeches and notice when they missed information. Another respondent indicated that the exercise allowed them to track their intonation. In answer to Q17 all respondents indicated that the self-assessment session gave them more confidence to conduct self-assessment. One respondent indicated that “*it is something I will do more often now*”.

6.3.2 Perception of interpreting performance

In answer to Q3, four of the respondents were satisfied with their interpreting performance and one respondent indicated that they were “not quite” satisfied. In answer to Q4, all of the respondents indicated that their performance was better than they had expected. In answer to Q5, two of the respondents indicated that their initial judgements of their abilities in interpreting had been correct. One respondent indicated that their ability was better than they had expected. Other respondents indicated that their judgements were correct but that they “*can do better of course*”. One respondent indicated that “*some things were better than I thought they would be*”. In answer to Q14 all respondents indicated that the self-assessment session gave them a better awareness of their strengths and weaknesses.

6.3.3 Criteria used in the evaluation of interpreting performance

In answer to Q6, two of the respondents indicated that, before the self-assessment sessions, they were not aware of the criteria used in the evaluation of interpreting. Three respondents indicated that they were aware of the criteria used in the evaluation of interpreting. In answer to Q7 when asked if the respondents’ understanding of the criteria had improved with the exposure to the self-assessment sessions, there was a general consensus among all five respondents that their understanding had improved. One respondent indicated that their understanding of the criteria had improved, especially after completing the electronic questionnaire. The questions posed in the questionnaire might have triggered the respondents’ thoughts and lead them to reflect on the criteria used when evaluating interpreting performance.

6.4 Conclusion

The conclusion derived from an analysis of the quantitative data obtained in the experiment is that it is not statistically significant. Thus the Null hypothesis could not be rejected. However, in the descriptive statistics, a distinct decrease in the mean of the absolute error did occur over the period of time during which experimental group respondents were exposed to CAIT. The data also indicated that post-experiment more interpreters from the experimental group were able to rate themselves accurately with the same mark as awarded by the expert.

The qualitative data obtained from the questionnaires, pertaining to pre-experiment self-assessment activities, indicate that only 30% of respondents regularly recorded their interpreting performance for the purpose of self-assessment and that half of the respondents indicate that they regularly conduct self-assessment, although there was no indication of how this self-assessment is done. The results from the data pertaining to the perception of the respondents regarding their strengths and weaknesses in interpreting indicate that the majority of the respondents (60% - 80%) only seldom struggle with challenges in interpreting. The data obtained regarding the criteria used to evaluate interpreting performance indicate that only one respondent was able to list criteria across all macro errors (accuracy, delivery and target language quality). Half of the respondents (50%) indicated that accuracy is an important criterion in the evaluation of interpreting performance. Under the macro error of delivery, the largest variety of examples was given by the respondents. When asked to define each macro error, the results from the data obtained indicate that the respondents' perception of accuracy was well developed, while there was no general consensus in the definition for delivery and target language quality.

The conclusion from the qualitative data analysis indicate that all of the experimental group respondents who received exposure to the CAIT software are of the perception that the computer-assisted interpreter training (CAIT) tool, *Black Box*, is effective in the development of self-assessment skills.

This chapter has provided the analysis of the data obtained using the data collection instruments. Firstly, the quantitative data obtained from the experimental intervention was analysed and discussed. The discussion of the qualitative data obtained from the questionnaires and the interviews followed. In the final chapter, the results from the data will be concluded as it pertains to each of the secondary research aims as set out in the first chapter (Paragraph 1.3).

Chapter 7 – Conclusion

7.1 Overview

Chapter one introduced the research study by indicating the problem statement and research aims of the study. The primary research aims as set out in this study, was to investigate and evaluate the effectiveness of the computer-assisted interpreter training (CAIT) software, Black Box, in the development of self-assessment skills of professional interpreters in the National Parliament of the Republic of South Africa. The primary research aim was then further subdivided into the following four research questions:

- Was there a difference in the correlation of self-assessment ratings from the experimental group and the ratings from the expert assessor post-experiment?
- Was there a difference in the self-assessment ratings of the control group when compared to the experimental group post-experiment?
- Do the self-assessment sessions give the interpreters a better awareness of their strengths and weaknesses in interpreting?
- Do the self-assessment sessions give the interpreters a better awareness of the criteria used in the evaluation of interpreting performance?

Chapter one further indicated the research design chosen for the study as an evaluation studies approach with an experimental intervention. Lastly, chapter one gave a brief outline of the seven chapters in which the study would be concluded.

Chapter two of the study provided a comprehensive literature review serving as the point of departure and background for the empirical study. Firstly, a definition and conceptualisation of interpreting as a field of study was provided, followed by an explanation on the two modes of interpreting. The section also explained the two main theoretical frameworks in simultaneous interpreting, namely the 1) interpretive theory (IT) and 2) information processing approach (IP). This explanation was followed by an explanation on the Effort Model. Secondly, the chapter gave an overview of interpreting pedagogy and training by discussing the theoretical models and frameworks used in interpreting pedagogy, followed with an outline of the interpreting curriculum and interpreting exercises. The section also gave an overview on the concept of quality in interpreting performance with a distinction between quality evaluation, quality measurement and quality assessment. This explanation was followed by a discussion on research conducted on the quality assessment of interpreting performance with a summary of various assessment criteria from various researchers. Thirdly, the chapter discussed self-

assessment within the context of education and more specifically within interpreter training. Fourthly, the chapter gave an outline on the development of information and communication technologies and how it is applied to interpreter training. The section discussed how computer assisted interpreter training has impacted on interpreting pedagogy and gave an overview of how CAIT developed over the past two decades. The section followed with a discussion on a specific CAIT tool, Black Box. Lastly, the chapter discussed various prior studies which have been conducted on the utilisation of CAIT as well as on self-assessment in interpreter training and concluded by indicating that up until the writing of this thesis, no prior research had been conducted on CAIT within South Africa.

Chapter three gave an overview on the unit of analysis chosen for the study, namely the Interpreting Unit of the National Parliament of the Republic of South Africa. Firstly, the chapter discussed the background to the National Parliament of South Africa with a discussion on the mission and mandate of National Parliament. The section also gave the organisational structure of National Parliament to contextualise the Interpreting Unit within the Language Services at National Parliament. Secondly, the chapter discussed the establishment of the Interpreting Unit and the Language Services at National Parliament. Thirdly, the working environment and working conditions of the Interpreting Unit was discussed. Lastly, the assessment and possibility for self-assessment in the Interpreting Unit was discussed.

In Chapter four, the development of the software, Black Box, was discussed as well as an outline of the main features of the software.

Chapter five of the study discussed the methodological framework for the empirical study in comprehensive detail. Firstly, the evaluation research and experimental research design methods were discussed. Secondly, the chapter has given an overview of the unit of analysis chosen as respondents for the study. Thirdly, the data collection instruments used in the study, namely, questionnaires, experiment and interview were discussed in detail. Lastly, the process for collecting the data was discussed.

In Chapter six, the results from the collected data from the experiment, questionnaires and interviews were analysed and discussed. The chapter first presented the analysis of the quantitative data obtained in the experiment. Secondly, the chapter discussed the findings from the analysis of the data obtained in the questionnaires. Lastly, the chapter presented the findings from the qualitative data obtained from the individual interviews.

In this final chapter, a summary of the findings of the study, as well as the challenges and limitations of the study will be presented.

7.2 Summary of data analysis

The empirical study sought to obtain quantitative and qualitative data. This meant that the core method was of a quantitative measure, while the supplementary method was of a qualitative nature and was used to extend the findings of the quantitative data. The primary research aim of the study set out to evaluate whether the computer-assisted interpreter training (CAIT) tool, *Black Box*, was effective in the development of self-assessment skills in professional interpreters. The primary research aim was sub-divided into four research questions and can be summarised as follow:

- **Was there a difference in the correlation of self-assessment ratings from the experimental group and the ratings from the expert assessor post-experiment?**

Hypothesis testing was used to analyse the quantitative data obtained from the experiment. The hypothesis test was set up to determine the validity of the statistical claim that there was no difference between the absolute error means pre- and post-experiment. The p-value from the experimental data was calculated at 0.24198 (see Figure 6.3) which meant that based on the p-value, a significant difference could not be concluded. However, although the results were not statistically significant, the descriptive statistics did indicate that over time the experimental group's absolute error mean ratings did decrease (see Table 6.5). The decreasing absolute error indicates that after exposure to the experiment there were more self-ratings which corresponded with the rating from the experts. The comparison of pre-experimental and post-experimental data (see Table 6.6) pertaining to the self-ratings and expert-ratings from the experimental group indicated that, pre-experiment, only one respondent could accurately rate themselves in accordance with the rating by the expert. Post-experiment data indicated that three respondents could accurately rate themselves in accordance with the rating by the expert.

- **Was there a difference in the self-assessment ratings of the control group when compared to the experimental group post-experiment?**

The means between the final sessions from the experimental group and the control group (see Table 6.7) did indicate a difference, with the experimental group scoring higher ratings overall. The experimental group's average final self-assessment ratings were calculated as a mark of 12.2 out of 15 and the average final self-assessment rating from the control group was

calculated as a mark of 10.8 out of 15. This indicated that the performance did differ between that of the experimental and control group. However, since the control group only had one set of ratings, the data from the control group could not be used in the statistical analysis. The possibility exists that there are other variables which may have contributed to the difference in ratings.

- **Do the self-assessment sessions give the interpreters a better awareness of their strengths and weaknesses in interpreting?**

The analysis of the qualitative data from the questionnaire as analysed and discussed in Chapter 6 indicated that it was the perception of the majority of respondents that their strengths in interpreting far outweigh their weaknesses. The qualitative data from Question 11 of the questions (see 6.2.1.4) indicated that it was the perception of the majority of the respondents (60% - 80%) that they seldom struggled with challenges in interpreting. The qualitative data from Question 12 of the questionnaire indicated that there was a positive perception among the majority of respondents when asked a negative Likert-scale question; for example, when the question was posed in the negative, the majority of answers were found among the choices of “*never*” and “*seldom*”. When posed with a positive question, the majority of the answers were “*frequently*” and “*always*”. It was seldom that a respondent indicated a challenge or weakness in their interpreting performance.

The marks obtained, both the self-assessment rating as well as the ratings from the experts, in the self-assessment grids from the experimental group respondents were high (Table 6.7). However, the specific questions posed under each macro error section of the self-assessment grids showed that the respondents did encounter challenges in their interpreting performance, especially when it pertained to the interpreting of idiomatic expressions and accurate interpreting of numbers and dates.

In the qualitative data from the interviews it was the perception of all respondents that the self-training sessions gave them a better awareness of their strengths and weaknesses (see 6.3.2). In answer to Q3, four of the respondents were satisfied with their interpreting performance and one respondent indicated that they were “*not quite*” satisfied. In answer to Q4, all the respondents indicated that their performance was better than they had expected. In answer to Q5, two of the respondents indicated that their initial judgements of their abilities in interpreting had been correct. One respondent indicated that their ability was better than they had expected. Other respondents indicated that their judgements were correct but that they “*can do better of course*”. One respondent indicated that “*some things were better than I*

thought they would be". In answer to Q14 all respondents indicated that the self-assessment session gave them a better awareness of their strengths and weaknesses.

- **Do the self-assessment sessions give the interpreters a better awareness of the criteria used in the evaluation of interpreting performance?**

The analysis of the qualitative data from the questionnaire as analysed and discussed in Chapter 6 (see 6.2.4) indicated that the perception of the respondents regarding the criteria used in the evaluation of interpreting performance was quite vague and incomplete. From the data provided, it was deduced that the respondents were not completely aware of the criteria used when evaluating an interpreting performance. Only half of the respondents (50%) indicated that accuracy is important in the evaluation of interpreting performance, while only 20% of respondents indicated that target language is important in the evaluation of interpreting performance. The majority of examples listed by the respondents were found under the macro error of delivery. However, each respondent listed only one item under this macro error.

In the qualitative data from the interviews it was the perception of all respondents that the exposure to the self-assessment sessions had improved their understanding of the criteria used in the evaluation of an interpreting performance (see 6.3.3). In answer to Q6, two of the respondents indicated that, before the self-assessment sessions, they were not aware of the criteria used in the evaluation of interpreting. Three respondents indicated that they were aware of the criteria used in the evaluation of interpreting. In answer to Q7 when asked if the respondents' understanding of the criteria had improved with the exposure to the self-assessment sessions, there was consensus among all five respondents that their understanding had improved. One respondent indicated that their understanding of the criteria improved, especially after completing the electronic questionnaire. The questions posed in the questionnaire might have triggered the respondents' thoughts and lead them to reflect on the criteria used when evaluating interpreting performance. The self-assessment grids which were used in the self-assessment session also clearly indicated the various macro errors and criteria used for the evaluation of an interpreting session.

7.2 Limitations of the study

With any research study, there will be inherent challenges and limitations. The following section discusses the limitations within this research.

7.2.1 Unit of analysis

With the unit of analysis being set out as a very specific group i.e. professional interpreters employed within National Parliament, this choice presented limitations in the study. The sample size was very small to begin with as there were only 38 language practitioners employed at the time the study was conducted. Three of the language practitioners were Sign Language interpreters and the software did not allow for video recording. Thus, only 35 language practitioners could form part of the unit of analysis.

The institutional permission granted to the researcher indicated that the research may be conducted within the Interpreting Unit, however it was clearly stipulated that data may only be collected outside of work hours. A limitation resulting from this agreement is that the respondents who chose to participate in the study volunteered to 'give up' one lunch time per week for the remainder of the experiment. The researcher made the assumption that the lunchtime agreement may discourage some respondents from participating in the study and that reluctance may result in the entire population in the unit of analysis not participating in the data collection. Bearing this limitation in mind, the sample size was calculated and the researcher realized that at least eight respondents needed to form part of the sample size. The response rate of the interpreters was not exceedingly low; however, a larger sample size would have been preferred. After sending the questionnaire and invitation to participate in the study out twice to 16 interpreters, only ten of the interpreters replied. The respondents who participated had to be divided further into the experimental and control group resulting in each group only having five respondents. While the data obtained from the experiment proved to be valuable, the fact that the sample size was so small may have contributed to the data not being statistically significant. Therefore, the study had to rely to a larger extent on the qualitative results obtained.

The last limitation brought about by the choice of unit of analysis is the possibility of the researcher effect. The researcher was employed within the Interpreting Unit of National Parliament at the time of conducting the study and had to make a definite effort in distancing herself from both the respondents and the data. However, the researcher made a special effort in always being objective when it came to the analysis and interpretation of the data. The questionnaires were distributed and completed online via a survey website which assisted in the anonymity of the data and the analysis thereof. The interviews were also transcribed and made available with the research. The researcher utilised the services of a third-party for the statistical testing and analysis. In an effort to counter the researcher effect, the researcher used mixed method research which makes use of qualitative and quantitative data.

7.2.2 Experimental research – control group

The experimental part of the study used both an experimental group and a control group. The groups were divided to be as similar as possible. However, the control group had to be exposed to the experimental software the one time for them to self-assess themselves. There was no other method available to record their interpreting and play it back for the purpose of self-assessment. They were only exposed the one time as it was the perception of the researcher that one time might be enough to have an impact on their self-assessment skills. The control group thus only had one self-assessment rating and this meant that there were no marks which could be compared pre-experiment and post-experiment as was done with the absolute errors from the experimental group. Therefore, correlation analysis and other statistical testing could not be done and it cannot be proved that no other variables had an impact on the experimental results. However, the qualitative data obtained in the research indicate that the exposure to the software *Black Box* had a definite impact on the self-assessment skills of the respondents more especially the perceptions pertaining to criteria of interpreting performance and strengths and weaknesses in interpreting.

7.3 Recommendations and future research

Once again, this empirical study did not set out to evaluate improvement in terms of performance marks but had its focus on the development of self-assessment skills. The respondents who participated in the study were all interpreters who performed very well. Their marks were above average which meant that from the very beginning their marks were extremely high and remained high as the experiment progressed. However, this was to be expected from professional interpreters who have prior experience and education in interpreting. A recommendation emerging from this observation would be to utilise and evaluate the impact of computer-assisted interpreting training (CAIT) tools on self-assessment skills with interpreters at different levels of interpreting, for example; beginner and advanced. Also utilising interpreters who have had different training experiences in interpreting and who interprets in different settings; for example; student interpreters, court interpreters, educational interpreters, conference interpreters.

7.4 Conclusion

This study has shown that the computer-assisted interpreter training (CAIT) tool, *Black Box*, may be effective in the development of self-assessment skills in professional interpreters. The research reported in this study makes a valuable contribution to interpreting studies and the discipline of computer-assisted interpreter training as an intervention, particularly in the utilization of and introduction of CAIT in the professional sphere as a way of expanding this

type of training intervention in the professional context. I hope that this study will encourage further research into the efficacy of computer-assisted interpreter training, which also assists professional interpreters in the development of self-assessment skills in the self-assessment of interpreting performance.

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Addendum A – Ethical Clearance Stellenbosch University



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Approval Notice New Application

23-Jan-2017
Deysel, Elizabeth E

Proposal #: SU-HSD-003927

Title: Self-assessment by computer-assisted interpreter training (CAIT) for practicing interpreters: Parliament as a case in study.

Dear Miss Elizabeth Deysel,

Your **New Application** received on 21-Dec-2016, was reviewed
Please note the following information about your approved research proposal:

Proposal Approval Period: 23-Jan-2017 -22-Jan-2020

Please take note of the general Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

Please remember to use your **proposal number** (SU-HSD-003927) on any documents or correspondence with the REC concerning your research proposal.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

Also note that a progress report should be submitted to the Committee before the approval period has expired if a continuation is required. The Committee will then consider the continuation of the project for a further year (if necessary).

This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki and the Guidelines for Ethical Research: Principles Structures and Processes 2004 (Department of Health). Annually a number of projects may be selected randomly for an external audit.

National Health Research Ethics Committee (NHREC) registration number REC-050411-032.

We wish you the best as you conduct your research.

If you have any questions or need further help, please contact the REC office at 218089183.

Included Documents:

REC: Humanities New Application

Sincerely,

Clarissa Graham
REC Coordinator
Research Ethics Committee: Human Research (Humanities)

Addendum B – Research Agreement and permission from National Parliament of South Africa



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OF THE REPUBLIC OF SOUTH AFRICA

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MEMORANDUM
[For Approval]

TO: Mr G Mgidlana
Secretary to Parliament

FROM: Dr L K Gabriel
Division Manager: Knowledge and Information Services

DATE: 4 July 2016



SUBJECT: PERMISSION TO CONDUCT RESEARCH IN PARLIAMENT (LANGUAGE SERVICES) – Ms ELIZABETH DEYSEL

Dear Mr Mgidlana,

1. PURPOSE

The Secretary to Parliament is requested to grant Ms Elizabeth Deysel permission to conduct research in Parliament as part of her studies towards a Masters degree in Translation (Interpreting) at the Stellenbosch University.

2. OBJECTIVES

Ms Deysel is a Language Practitioner in the Interpreting Unit. This request is made in line with the following objectives of Reviewed Policy on Learning and Development in which Parliament must:

- (a) Ensure that employees receive appropriate learning and development to support them in their current roles and cater for their professional development.
- (b) Enable employees to improve their knowledge for their own benefit and for the benefit of Parliament by obtaining necessary educational qualifications.

3. DELIBERATIONS

(i) Background information and history

The attached request to conduct research in Parliament was received from Ms Deysel. She is registered for a Masters Degree in Translation (Interpreting) at Stellenbosch University. Her approved topic for the dissertation is titled:

“Self-assessment by computer-assisted interpreter training (CAIT) for practicing interpreters: Parliament as a case in study”.

Documents are attached.



(ii) Significance/Benefits

There is a need for the development of self-assessment skills in practising interpreters as this allows them to monitor their own professional development and improve quality of their interpretation product. Her research is expected to provide an evaluation study on how computer-assisted interpreter training aids in the development of self-assessment skills in the practising interpreter.

4. IMPLICATIONS

(i) Policy and/or governance implications

This application is governed by the Reviewed Policy on Learning and Development. Ms Deysel and Prof. Tony Leysens, the Dean of the Faculty of Arts and Social Sciences at Stellenbosch University have signed the required research agreement provided by Parliament's Training and Development Unit.

(ii) Financial implications

- There are no financial or resource implications for Parliament.
- Research to be conducted subject to the exigencies of the office.

(iii) Human Resources/personnel implications

The study forms part of the personal development plan of Ms. Deysel to enable improved quality of interpreting. Furthermore, the said study will provide free training to interpreters employed by Parliament who consent to take part in the study.

5. IMPLEMENTATION PLAN

The research undertaken will be completed within the timeframe of the attached research agreement.

6. RISK IMPLICATIONS AND MITIGATION

Ms Deysel has signed the attached research agreement and has agreed to its conditions. There are therefore no risk implications.

7. BENCHMARKING

N/A



8. RECOMMENDATIONS

It is recommended that the Secretary to Parliament grant Ms Deysel permission to conduct research in Parliament as part of her studies towards a Masters Degree in Translation (Interpreting) at Stellenbosch University.

9. DECLARATION

I declare that the information presented above is accurate and that there is no conflict of interest or potential conflict of interest. Furthermore, Ms Deysel has given assurance that she will not utilise Parliament's resources in conducting her research and that it will not interfere with her work performance.

Yours sincerely,

Dr L K Gabriel
Manager: KISD

Date: 04/07/2016

Recommended Not Recommended

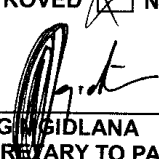
Mr L H Makole
Human Resources Executive

Date: 18/07/2016

Recommended Not Recommended

Adv M E Phindela
Acting Deputy Secretary: Core Business

Date: 20/7/16

<p>APPROVED <input checked="" type="checkbox"/> NOT APPROVED <input type="checkbox"/></p>  <p>MR G SIDLANA SECRETARY TO PARLIAMENT</p> <p>DATE: <u>25/07/2016</u></p>



PARLIAMENT
OF THE REPUBLIC OF SOUTH AFRICA

RESEARCH AGREEMENT

In respect of the research study to be undertaken by Ms. Elizabeth Deyssel

ENTERED INTO BY AND BETWEEN

SECRETARY TO PARLIAMENT

(Hereinafter referred to as the "STP")

AND

MS ELIZABETH DEYSEL

(An adult female with identity number 8703250030088 residing at 2316-Villa Italia,
Century City

(Hereinafter referred to as the "Researcher")

AND

STELLENBOSCH UNIVERSITY

(A university incorporated in terms of the Higher Education Act, 1997, and the statute of the Stellenbosch University, promulgated under Government Notice No. 605 of 31 August 2011, herein represented by **Prof Tony Leysens**, in his capacity as Dean: Faculty of Arts & Social Sciences of Stellenbosch University, and he being duly authorised thereto)

(Hereinafter referred to as "SU")




G.M.
Handwritten signatures and initials, including 'G.M.' and a large signature.

1. INTRODUCTION

- 1.1. The Researcher is employed at Parliament in the Language Services Section. The Researcher is also currently pursuing a Master's degree in Interpreting at Stellenbosch University.
- 1.2. The Researcher, as part of her studies, will investigate the use of self-assessment in interpreters by surveying interpreters employed in Parliament ("**Research Project**"). The research will be supervised by Professor Harold Lesch: Faculty of Arts and Social Sciences, Stellenbosch University, in his capacity as a research supervisor as appointed by SU.
- 1.3. The Researcher has requested permission to conduct empirical research at Parliament and the STP has agreed to the request subject to the terms and conditions contained in this agreement.
- 1.4. The Parties wish to record in writing the terms and conditions upon which the STP will permit the Researcher to conduct the research.





2. PERMISSION TO CONDUCT EMPIRICAL RESEARCH

- 2.1. The STP hereby grants the Researcher permission to conduct empirical research as follows:-
 - 2.1.1. One-on-one interviews with selected employees; and
 - 2.1.2. Distribution of a written questionnaire to selected employees.
- 2.2. The permission to conduct research is granted for a period of 12 months from the date of signature of this Agreement.
- 2.3. The STP may terminate this Agreement if he believes that the terms of this Agreement are not being met.


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3. CONDITIONS

- 3.1. The Researcher must submit to participating employees ("Participants") a copy of all interview questions prior to the commencement of interviews as well as a summary of the research topic and purpose thereof.
- 3.2. The Researcher must provide the Secretary, on request, a list of all Participants.
- 3.3. The Researcher must further provide all Participants with a copy of this Agreement and inform them of their right to refrain from participating in the research study.
- 3.4. Participants must further be made aware of the fact that they may be held responsible in the event that their answers give rise to:-
 - 3.4.1. a breach of confidentiality between Parliament and any 3rd party;
 - 3.4.2. the release of any information in contravention of any internal policy or law in terms of which Parliament may not disseminate such information; or
 - 3.4.3. a breach of confidentiality between the employee of Parliament and Parliament in contravention of that employees employment contract.
- 3.5. The Researcher may only conduct interviews with employees subject to their written consent and provided that their personal information is kept confidential.
- 3.6. A Participant may withdraw their participation at any time and may request, at any stage before submission of the research paper, that their inputs not be utilised.
- 3.7. The Researcher must ensure that the identity of participants is protected and that the context in which information is presented does not allow a 3rd party to deduce the identity of the participant.
- 3.8. The Researcher may not present any views of Participants as being the views of Parliament.





G.M.  Page 3 of 6
  

- 3.9. The Researcher must conduct research in such a manner so as not to interfere with the ability of Participants to complete their work and should ideally be conducted after hours or during lunch breaks.
- 3.10. SU must ensure that the Researcher obtains all necessary consents from participants and does not publish any of their personal details without their expressed consent.

4. PUBLICATION

- 4.1. Should SU wish to publish the results of the Research Project carried out pursuant to this Agreement, SU shall provide the STP with a copy of the proposed manuscript intended for publication. The STP shall be provided a period of 45 (forty five) days within which to review the proposed publication and to notify SU in writing should it believe that such publication contains confidential information disclosed by the Participants. SU, in such an event, shall provide the STP with an alternative version of the manuscript which is acceptable to both Parties and which the Parties in writing agree may be published. In the event that the Parties cannot reach an agreement, SU undertakes not to publish that portion of the results of the Research Project which contains confidential information as identified by the Secretary to Parliament.

- 4.2. For the purposes of clause 4.1 "**confidential information**" shall mean all forms of copyright, design right, whether registered or unregistered, patent, patentable material, trademarks, know-how, trade secrets, rights in databases, personal information of individuals, data, mathematical formulae, specifications, diagrams, expertise, techniques, computer software and programs and any information classified as confidential, secret or restricted in terms of any government policy or law.

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- 4.3. No Party shall be entitled to delay the submission and examination of theses and dissertations or the awarding of degrees, other than for the purpose of obtaining patent protection for patentable subject matter contained in a thesis or dissertation, in which case such delay shall be limited to period not exceeding 60 (sixty) days.
- 4.4. it is recorded that it is a policy of SU that theses and dissertations may not be kept confidential and that they are disclosed publicly after the Researcher has been awarded her Masters degree.

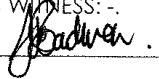
THUS agreed to and signed at Cape Town on this 25th day of July 20 16



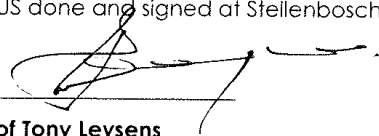
Mr. G. Mgidlana

Secretary to Parliament
(Duly authorized thereto)

AS WITNESS: -

1. 

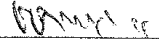
THUS done and signed at Stellenbosch on this 13 day of JUNE 20 16



Prof Tony Leysens

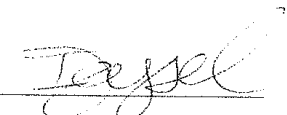
Acting Dean: Faculty of Arts & Social Sciences, University of Stellenbosch
(Duly authorized thereto)

AS WITNESSES: -

1. 



Stellenbosch
THUS done and signed at _____ on this 17 day of June 20 16



Ms. Elizabeth Deysel

1. _____



Addendum C – Consent Form



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvenoot • your knowledge partner

STELLENBOSCH UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH

Development of self-assessment skills by exposure to computer assisted interpreter training – Parliament RSA

You are asked to participate in a research study conducted by Elizabeth Deysel who is a student in the Department of Afrikaans and Dutch at Stellenbosch University. The results of the research will contribute to her thesis for her Master's Degree in Translation (Interpreting). You were selected as a possible participant in this study because you are a professional interpreter within the Parliament of the Republic of South Africa.

PURPOSE OF THE STUDY

The primary aim of the study is to investigate and evaluate the effectiveness of the computer-assisted interpreter training (CAIT) software, *Black Box*, in the development of self-assessment skills of professional interpreters.

PROCEDURES

If you volunteer to participate in this study, you will participate in the following ways:

- You will **receive training** in the use of a computer-assisted interpreter training (CAIT) program, *Black Box*, and you will be asked to complete self-study sessions on the software. The interpreting exercise will be a video of a Parliamentary debate of between 5-10 minutes which you need to interpret simultaneously from English into your language of expertise (Language B). After interpreting, the software will playback the interpreting session and you will be able to listen to the source speech (English) and your interpreting (Language B) at the same time. You will then conduct self-assessment on the interpreting session and you need to complete a **self-assessment evaluation** using a provided grid.

- You will complete a **questionnaire** regarding your self-assessment activities, awareness of interpreting performance, experience and qualifications as an interpreter and perceptions regarding the development of self-assessment skills in the professional interpreter.
- You will be **interviewed** to do a follow-up on the exposure to the software and the impact it had on the development of your self-assessment skills.

POTENTIAL RISKS AND DISCOMFORTS

There are no potential risks or discomforts which will be caused by participating in this study.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The benefits expected from the research for the participants in the experimental group, will be the exposure and training to the computer-assisted interpreter training (CAIT) software, *Black Box*.

The benefits expected from the research to science is the evaluation of the potential value of computer-assisted interpreter training (CAIT) in the development of self-assessment skills for professional interpreters. The research on computer-assisted interpreter training is the first of its kind to be conducted in South Africa.

PAYMENT FOR PARTICIPATION

The subject will not receive any payment for participation in the research.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by making use of a coding process where subjects are not referred to by name but rather given a specific numerical unit. Confidentiality will be maintained by means of safeguarding the data in a secure location where only the researcher will have access to it. If results of research is to be published, confidentiality will be maintained in the publication.

As per the research agreement between the researcher and Stellenbosch University with the Parliament of the Republic of South Africa, the Secretary to Parliament, may request the names of participants who took part in the research.

PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact Elizabeth Deysel (021 403 8069 or at deysele@vodamail.co.za) or her supervisor Prof. H. Lesch (hlesch@sun.ac.za)

RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE
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The information above was described to me by Elizabeth Deysel in English and I am in command of this language or it was satisfactorily translated to me. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of Subject/Participant

Signature of Subject/Participant

Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ [*name of the subject/participant*]. [*He/ she*] was encouraged and given ample time to ask me any questions. This conversation was conducted in English and/or Afrikaans and no interpreter was used.

Signature of Investigator

Date

Addendum D – Questionnaire

INTERPRETING QUESTIONNAIRE	
Thank you for taking part in this study! This questionnaire is completed anonymously.	

Section A: Interpreting Experience					
1	In what language(s) do you provide interpreting?				
2	How many years' experience do you have as an interpreter?				
	21 + years	10-20 years	5-9 Years	Less than 5 years	
3	How long have you been employed as an interpreter in Parliament?				
	21 + years	10-20 years	5-9 Years	Less than 5 years	
4	Did you have experience in interpreting before you started working at Parliament?			YES	NO
5	If yes, please specify where you have rendered interpreting services (example; court, clinic, any other):				
6	Do you hold a qualification in interpreting/ translation or language practice?			YES	NO
7	If yes, what qualification do you hold?				
	Diploma	Bachelors	Honours	Masters	PhD
	Other, specify:				
8	Have you received any informal interpreter training?			YES	NO
9	If yes, please specify what type of training you received (example; short courses, in-house training, any other):				

Section B: Self-assessment activities						
10	How often do you:					
		Never	Seldom	Frequently	Always	N/A
10.1	Record your interpreting sessions					
10.2	Listen to recordings of your interpreting sessions					
10.3	Take note of terminology which is challenging in an interpreting session					

10.4	Take note of challenges presented in an interpreting session					
10.5	Conduct self-assessment on an interpreting performance					

Section C: Interpreting strengths and weaknesses

11	How often do you struggle with the following challenges in interpreting?					
		Never	Seldom	Frequently	Always	N/A
11.1	Interpreting proper names					
11.2	Interpreting numbers and figures					
11.3	Interpreting dates					
11.4	Understanding the speakers' accent					
11.5	Following the speakers' speed					
12	Indicate your ability with regards to the following in simultaneous interpreting:					
		Never	Seldom	Frequently	Always	N/A
12.1	I struggle to provide an accurate message					
12.2	I pause within the middle of a sentence					
12.3	I struggle with target language register					
12.4	I struggle with target language terminology					
12.5	I hesitate					
12.6	I have a monotonous intonation					
12.7	I use filler words such as <i>uhm</i> and <i>ah</i> within a sentence					
12.8	My speech is unclear					
12.9	I struggle with target language grammar					
12.10	My target language use is unidiomatic					
12.11	I omit information					
12.12	I add information					
12.13	I do not finish sentences					
12.14	My message delivery is incoherent					
12.15	I struggle with microphone use					
12.16	I need to improve my simultaneous interpreting technique					
12.17	I struggle to concentrate while interpreting					
12.18	I speak too fast					
12.19	I breathe loud					
12.20	I get emotionally involved					
12.21	My delivery is smooth and flows with ease					
12.22	I convey the message accurately					
12.23	I do not make irritating noises					

12.24	My voice sounds pleasant					
12.25	I use the appropriate terminology					
12.26	I do not stop in the middle of a sentence					

Section D: Evaluation of Interpreting Performance

13	List the criteria which you find important in the evaluation of an interpreting performance:
14	Define each of the following macro errors when used to evaluate interpreting performance:
14.1	Accuracy
14.2	Delivery
14.3	Target Language Quality
15	Provide examples of errors according to the following macro errors (for example; accuracy = omissions):
15.1	Accuracy
15.2	Delivery
15.3	Target Language Quality
16	Do you have any other comments?

Addendum E – Interview Questions

Q1: Was this the first time you recorded your interpreting performance?

Q2: Was this the first time you listened to yourself interpreting?

Q3: Were you satisfied with your interpreting performance?

Q4: Was your interpreting performance better or worse than you expected?

Q5: In the questionnaire there was a section pertaining to your abilities in interpreting. After having conducted self-assessment – do you think that your initial judgements were correct?

Q6: Before the self-study sessions – were you aware of criteria used in the evaluation of interpreting?

Q7: Do you feel that your understanding of the criteria has improved with the self-study sessions?

Q8: In your first self-study session and self-assessment did you find it difficult to assess yourself?

Q9: Do you feel that the self-study sessions have developed your self-assessment skills?

Q10: Do you feel that it is easier being assessed on your interpreting performance by someone else?

Q11: Do you think that if someone was to assess this very same assessment that you would receive the very same mark?

Q12: Did you find the self-study sessions useful in order to conduct self-assessment?

Q13: Did you find the self-assessment grids useful in your self-assessment?

Q14: Do you feel that the self-study sessions have given you a better awareness of your strengths and weaknesses in interpreting?

Q15: Do you feel that the self-study sessions have improved your interpreting performance?

Q16: What did you find most useful in the self-study sessions?

Q17: Do you feel that the self-study sessions have made you more confident in conducting self-assessment on your interpreting performance?

Q18: Do you have any other comments?

Addendum F – Transcriptions of Interviews

Interview 1

The interview was conducted in a language other than English. Due to ethical considerations of anonymity, the interview will not be published in the addenda, however it is available from the researcher.

Interview 2

Q1: Was this the first time you recorded your interpreting performance?

A: Not the first time, although the first time on this software.

Q2: Was this the first time you listened to yourself interpreting?

A: No but the first time to listen to myself and the speaker at the same time.

Q3: Were you satisfied with your interpreting performance?

A: Yes - I am satisfied.

Q4: Was your interpreting performance better or worse than you expected?

A: Better.

Q5: In the questionnaire there was a section pertaining to your abilities in interpreting. After having conducted self-assessment - do you think that your initial judgements were correct?

A: Because now I cannot remember what was in the survey but I should believe that the performance is better than expected.

Q6: Before the self-study sessions - were you aware of criteria used in the evaluation of interpreting?

A: Yes I can say I was aware.

Q7: Do you feel that your understanding of the criteria has improved with the self-study sessions?

A: Yes

Q8: In your first self-study session and self-assessment did you find it difficult to assess yourself?

A: No it was very easy

Q9: Do you feel that the self-study sessions have developed your self-assessment skills?

A: Yes it does

Q10: Do you feel that it is easier being assessed on your interpreting performance by someone else?

A: I do not think it can be easier than one is assessing themselves.

Q11: Do you think that if someone was to assess this very same assessment that you would receive the very same mark?

A: Not the environment we are in because it is linked with money.

Q12: Did you find the self-study sessions useful in order to conduct self-assessment?

A: Yes extremely.

Q13: Did you find the self-assessment grids useful in your self-assessment?

A: Yes it is

Q14: Do you feel that the self-study sessions has given you a better awareness of your strengths and weaknesses in interpreting?

A: Exactly it can yes

Q15: Do you feel that the self-study sessions have improved your interpreting performance?

A: Yes

Q16: What did you find most useful in the self-study sessions?

A: The whole system. Listen to yourself with the speaker is something that has previously been difficult and if you use this one you can see where you are missing something so it is better than the system we are currently using.

Q17: Do you feel that the self-study sessions have made you more confident in conducting self-assessment on your interpreting performance?

A: Yes

Q18: Do you have any other comments?

A: No I do think there is anything else.

Interview 3

Q1: Was this the first time you recorded your interpreting performance?

A: Not really. We use DVR's.

Q2: Was this the first time you listened to yourself interpreting?

A: A: Yes

Q3: Were you satisfied with your interpreting performance?

A: Not quite

Q4: Was your interpreting performance better or worse than you expected?

A: Better but maybe not the best

Q5: In the questionnaire there was a section pertaining to your abilities in interpreting. After having conducted self-assessment - do you think that your initial judgements were correct?

A: I think they were correct but I can do better of course

Q6: Before the self-study sessions - were you aware of criteria used in the evaluation of interpreting?

A: Generally yes

Q7: Do you feel that your understanding of the criteria has improved with the self-study sessions?

A: I think so. It has.

Q8: In your first self-study session and self-assessment did you find it difficult to assess yourself?

A: Yes it was

Q9: Do you feel that the self-study sessions have developed your self-assessment skills?

A: Yes it has

Q10: Do you feel that it is easier being assessed on your interpreting performance by someone else?

A: No

Q11: Do you think that if someone was to assess this very same assessment that you would receive the very same mark?

A: I think so

Q12: Did you find the self-study sessions useful in order to conduct self-assessment?

A: It is very useful and I wish we could have this in our unit.

Q13: Did you find the self-assessment grids useful in your self-assessment?

A: Yes it is

Q14: Do you feel that the self-study sessions has given you a better awareness of your strengths and weaknesses in interpreting?

A: It has and I appreciate that

Q15: Do you feel that the self-study sessions have improved your interpreting performance?

A: This was for a shorter time, but if I were to do this time and again it would yes.

Q16: What did you find most useful in the self-study sessions?

A: I get to know about my own performance. Being in the shoes of the listeners and to see if I am doing justice to their expectations.

Q17: Do you feel that the self-study sessions have made you more confident in conducting self-assessment on your interpreting performance?

A: Yes it is something that I will do more often now.

Q18: Do you have any other comments?

A: Except to say that it will always be a problem for interpreters to interpret off the calf. What I mean to say is, to not have seen the speech beforehand.

Interview 4

Q1: Was this the first time you recorded your interpreting performance?

A: No

Q2: Was this the first time you listened to yourself interpreting?

A: No

Q3: Were you satisfied with your interpreting performance?

A: Yes

Q4: Was your interpreting performance better or worse than you expected?

A: It was better

Q5: In the questionnaire there was a section pertaining to your abilities in interpreting. After having conducted self-assessment - do you think that your initial judgements were correct?

A: Partially

Q: Some things better? Surprises?

A: Some things were better that I think would not be. At this level.

Q6: Before the self-study sessions - were you aware of criteria used in the evaluation of interpreting?

A: Yes

Q7: Do you feel that your understanding of the criteria has improved with the self-study sessions?

A: I do

Q8: In your first self-study session and self-assessment did you find it difficult to assess yourself?

A: No

Q9: Do you feel that the self-study sessions have developed your self-assessment skills?

A: Yes very much

Q10: Do you feel that it is easier being assessed on your interpreting performance by someone else?

A: It is easier when I assess myself and I can submit my assessment. Now with this program you hear the speaker and yourself and it is easy to compare it. Now with the gadget I have, I only hear myself. I listen to myself and what I do is write what I am saying in my speech.

Q12: Did you find the self-study sessions useful in order to conduct self-assessment?

A: Yes. Yes.

Q13: Did you find the self-assessment grids useful in your self-assessment?

A: Yes

Q14: Do you feel that the self-study sessions has given you a better awareness of your strengths and weaknesses in interpreting?

A: Yes

Q15: Do you feel that the self-study sessions have improved your interpreting performance?

A: Yes

Q16: What did you find most useful in the self-study sessions?

A: Listening to myself interpreting and the speaker on the floor.

Q17: Do you feel that the self-study sessions have made you more confident in conducting self-assessment on your interpreting performance?

A: Yes

Q18: Do you have any other comments?

A: Yes I wish we could all have this Black Box so that we can listen to ourselves because I know that speakers are not the same. Some too fast and some too slow and with a program like this we are able to develop the techniques which we need for each speaker.

Interview 5

Q1: Was this the first time you recorded your interpreting performance?

A: No

Q2: Was this the first time you listened to yourself interpreting?

A: No

Q3: Were you satisfied with your interpreting performance?

A: Yes

Q4: Was your interpreting performance better or worse than you expected?

A: Better

Q5: In the questionnaire there was a section pertaining to your abilities in interpreting. After having conducted self-assessment - do you think that your initial judgements were correct?

A: Yes

Q6: Before the self-study sessions - were you aware of criteria used in the evaluation of interpreting?

A: No

Q7: Do you feel that your understanding of the criteria has improved with the self-study sessions?

A: Yes it has

Q8: In your first self-study session and self-assessment did you find it difficult to assess yourself?

A: No

Q9: Do you feel that the self-study sessions have developed your self-assessment skills?

A: Yes it can

Q10: Do you feel that it is easier being assessed on your interpreting performance by someone else?

A: Using the Black Box or...

No it is not

Q12: Did you find the self-study sessions useful in order to conduct self-assessment?

A: Yes.

Q13: Did you find the self-assessment grids useful in your self-assessment?

A: Yes

Q14: Do you feel that the self-study sessions has given you a better awareness of your strengths and weaknesses in interpreting?

A: Yes

Q15: Do you feel that the self-study sessions have improved your interpreting performance?

A: Yes

Q16: What did you find most useful in the self-study sessions?

A: When my interpreting was replayed and I was able to listen to it simultaneously. It was my first time to experience such. So I could even see how my voice goes up and down. And to know that I am not a monotonous interpreter and I even follow delivering the speech. Because if I was not understanding my voice would not fluctuate.

Q17: Do you feel that the self-study sessions have made you more confident in conducting self-assessment on your interpreting performance?

A: Yes it has

Q18: Do you have any other comments?

My comments would be that one would highly appreciate it if such a tool could be made available us as people involved with interpreting.

Addendum G – Self-assessment sheets

SELF-ASSESSMENT SHEET	
Session 1	
	Debate on the State of the Nation 2016 Duration: 6:35min
Read through all of the questions in this self-assessment sheet before you start with the playback of the recording. When listening to the recording - you are allowed to pause, rewind and make notes. Answer the questions on the extra pages provided.	
PARTICIPANT CODE:	

1. ACCURACY / CONTENT OF MESSAGE:			1	2	3	4	5
Omissions, Additions, Accuracy							
<i>The interpreter must convey the message in a complete, correct and intelligible manner in the target language.</i>							
1.1	Was important information omitted in this interpreting session?	YES	NO				

2. TARGET LANGUAGE			1	2	3	4	5
Vocabulary, Sentence Construction, Idiomatic language use, Grammar							
<i>The interpreter must always use the most appropriate vocabulary and be loyal to the register of the speaker.</i>							
2.1	The following idiomatic language was used in the speech - write down how each statement was interpreted - comment on whether the phrase was interpreted into idiomatic target language						
	[00:20mins] "anxious coin tossing"						
	[1:40mins] "He spoke a lot today about iron and steel. Well, let me tell you something: When it comes to the ANC, they iron over the problems and steal all the money. "						

3. DELIVERY / COHERENCE / TECHNIQUES and PRESENTATION			1	2	3	4	5
Inarticulate speech, Pauses and hesitations, Audibility, Fillers							
<i>The interpreter must maintain sufficient speed to convey the full message of the speaker, employing mechanisms to cope with various complexities, remaining clear and concise.</i>							
3.1	Is the interpreting audible / clear?	YES	NO				
3.2	Are there any fillers (uhm, ah)?	YES	NO				
3.3	Are there any unfinished sentences?	YES	NO				
3.4	Are there any strange noises (coughing, sighing, heavy breathing)?	YES	NO				
3.5	Is the intonation natural or monotonous?	NATURAL	MONOTONOUS				
3.6	Is the lag-time managed well?	YES	NO				

Comments:

TOTAL MARK :		15
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SELF-ASSESSMENT			
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<i>How did you experience this self-assessment session?</i>			
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It was easy to assess myself	YES	NO	N/A
I found it useful to listen to the recording of the source and target language at the same time	YES	NO	N/A
My interpreting performance was better than I expected	YES	NO	N/A
Conducting self-assessment will have a positive impact on my interpreting performance in general	YES	NO	N/A

ANY OTHER COMMENTS			
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SELF-ASSESSMENT SHEET**Session 2**

1. ACCURACY / CONTENT OF MESSAGE:		1	2	3	4	5
Omissions, Additions, Accuracy <i>The interpreter must convey the message in a complete, correct and intelligible manner in the target language.</i>						
1.1	At [4:45min] the President is interrupted when an Honourable member wants to raise a point of order. After this several speakers often speak at the same time. Were you able to interpret everything? Or did you omit some of the information?					
1.2	In the speech the following reference was made – was it interpreted correctly? Sections 91 and 92 of the Constitution, Rule 111	YES	NO			
2. TARGET LANGUAGE		1	2	3	4	5
Vocabulary, Sentence Construction, Idiomatic language use, Grammar <i>The interpreter must always use the most appropriate vocabulary and be loyal to the register of the speaker.</i>						
2.1	Were there many grammatical errors?	YES	NO			
2.2	Was the appropriate register used?	YES	NO			
3. DELIVERY / COHERENCE / TECHNIQUES and PRESENTATION		1	2	3	4	5
Inarticulate speech, Pauses and hesitations, Audibility, Fillers <i>The interpreter must maintain sufficient speed to convey the full message of the speaker, employing mechanisms to cope with various complexities, remaining clear and concise.</i>						
3.1	Is the interpreting audible / clear?	YES	NO			
3.2	Are there any fillers (uhm, ah)?	YES	NO			
3.3	Are there any unfinished sentences?	YES	NO			
3.4	Are there any strange noises (coughing, sighing, heavy breathing)?	YES	NO			
3.5	Is the intonation natural or monotonous?	NATURAL	MONOTONOUS			
3.6	Is the lag-time managed well?	YES	NO			

TOTAL MARK :**15**

SELF-ASSESSMENT*How did you experience this self-assessment session?*

It was easier to assess myself in this session as compared to Session 1	YES	NO	N/A
I found it useful to listen to the recording of the source and target language at the same time	YES	NO	N/A
My interpreting performance was better than I expected	YES	NO	N/A
With every self-assessment I complete my performance improves	YES	NO	N/A

ANY OTHER COMMENTS

SELF-ASSESSMENT SHEET	
Session 3	
	Debate on the State of the Nation – 17 February 2016 Duration: 7:47min
Read through all of the questions in this self-assessment sheet before you start with the playback of the recording. When listening to the recording - you are allowed to pause, rewind and make notes.	
Code:	

1. ACCURACY / CONTENT OF MESSAGE:			1	2	3	4	5
Omissions, Additions, Accuracy							
<i>The interpreter must convey the message in a complete, correct and intelligible manner in the target language.</i>							
1.1	Was important information omitted in this interpreting session?	YES	NO				
1.2	In the speech the following numbers, dates and percentages were used – were they interpreted correctly?						
	[4:04min]	Number of ministries to 15 saving 4.2 billion	YES	NO			
	[4:51min]	In 2015 as many as 5.4 million young people	YES	NO			
Comments:							

2. TARGET LANGUAGE			1	2	3	4	5
Vocabulary, Sentence Construction, Idiomatic language use, Grammar							
<i>The interpreter must always use the most appropriate vocabulary and be loyal to the register of the speaker.</i>							
2.1	Were there many grammatical errors?	YES	NO				
2.2	Was the appropriate register used?	YES	NO				
Comments:							

3. DELIVERY / COHERENCE / TECHNIQUES and PRESENTATION			1	2	3	4	5
Inarticulate speech, Pauses and hesitations, Audibility, Fillers							
<i>The interpreter must maintain sufficient speed to convey the full message of the speaker, employing mechanisms to cope with various complexities, remaining clear and concise.</i>							
3.1	Is the interpreting audible / clear?	YES	NO				
3.2	Are there any fillers (uhm, ah)?	YES	NO				
3.3	Are there any unfinished sentences?	YES	NO				

3.4	Are there any strange noises (coughing, sighing, heavy breathing)?	YES	NO
3.5	Is the intonation natural or monotonous?	NATURAL	MONOTONOUS
3.6	Is the lag-time managed well?	YES	NO
Comments:			

TOTAL MARK :		15
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SELF-ASSESSMENT SHEET	
Session 4	
	Debate of Marikana Commission of Inquiry 13 August 2016 Duration: 6:35 min
Read through all of the questions in this self-assessment sheet before you start with the playback of the recording. When listening to the recording - you are allowed to pause, rewind and make notes. Answer the questions on the extra pages provided.	
Code:	

1. ACCURACY / CONTENT OF MESSAGE:			1	2	3	4	5
Omissions, Additions, Accuracy							
<i>The interpreter must convey the message in a complete, correct and intelligible manner in the target language.</i>							
1.1 "He was the Deputy Secretary of the NUM..."							
Was the statement interpreted correctly?			YES		NO		

2. TARGET LANGUAGE			1	2	3	4	5
Vocabulary, Sentence Construction, Idiomatic language use, Grammar							
<i>The interpreter must always use the most appropriate vocabulary and be loyal to the register of the speaker.</i>							
2.1	Were there many grammatical errors?	YES	NO				
2.2	Was the appropriate register used?	YES	NO				
Comments:							

3. DELIVERY / COHERENCE / TECHNIQUES and PRESENTATION			1	2	3	4	5
Inarticulate speech, Pauses and hesitations, Audibility, Fillers							
<i>The interpreter must maintain sufficient speed to convey the full message of the speaker, employing mechanisms to cope with various complexities, remaining clear and concise.</i>							
3.1	Is the interpreting audible / clear?	YES	NO				
3.2	Are there any fillers (uhm, ah)?	YES	NO				
3.3	Are there any unfinished sentences?	YES	NO				
3.4	Are there any strange noises (coughing, sighing, heavy breathing)?	YES	NO				
3.5	Is the intonation natural or monotonous?	NATURAL	MONOTONOUS				
3.6	Is the lag-time managed well?	YES	NO				
Comments:							


TOTAL MARK :		15
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Addendum H – Email correspondence


Staff complement Interpreting Unit - Message (HTML)


File Message Tell me what you want to do...


Thu 2017/01/19 11:57 AM

 Elizabeth Deysel <edeysel@parliament.gov.za>
Staff complement Interpreting Unit

To: Ishaam Moorad

 If there are problems with how this message is displayed, click here to view it in a web browser.

 Untitled attachment 00... 5 KB

 Research Agreement P... 742 KB

Dear Mr. Moorad,

Our conversation refers - attached is the research agreement for my studies which was approved by the Secretary to Parliament on 25 July 2016.

In my thesis I use the Interpreting Unit as unit of analysis and I need to mention the staff complement in the unit at the time of conducting the study. It will read as the example below:

" According to the Human Resource Department of the Republic of South Africa (2017), at the time of conducting the research, the Interpreting Unit had a total staff complement of .(number)... practitioners which were comprised of ...(number)... Language Practitioners and ..(number)... Senior Language Practitioners (Moorad, 2017)".


Kind regards
Elizabeth

Elizabeth Deysel
Language Practitioner: Afrikaans
Interpreting Unit
Tel: 27 (21) 403 8069
www.parliament.gov.za


Re: Fwd: Staff complement Interpreting Unit - Message (HTML)


File Message Tell me what you want to do...


Fri 2017/01/20 02:23 PM


 Ishaam Moorad <imoorad@parliament.gov.za>
Re: Fwd: Staff complement Interpreting Unit

To: Elizabeth Deysel

 If there are problems with how this message is displayed, click here to view it in a web browser.

 Untitled attachment 00... 5 KB

 Research Agreement P... 742 KB

 Report_119!StaffInfoSt... 13 KB

Hi Ms Deysel, attached please find the info requested.

regards,

Ishaam R Moorad
Manager: HR Administration
Parliament of RSA
90 Plein Street: 5/129
Tel: +27 21 4033469

>>> Ebrahimia Fisher 1/20/2017 12:32 PM >>>
Dear Mr Moorad

Thanx for the email. Attached is the info as requested, please check before sending.

Regards

Ebrahimia Fisher
Human Resources: Parliament of RSA
Ph: (021) 403 3435
Email: efisher@parliament.gov.za
>>> Ishaam Moorad 20/01/2017 10:34 >>>
Ebrahimia, please provide Ms Deysel with the information requested.

tx,

Ishaam R Moorad

Report_119\StaffInfo\StaffNmbrs_1

Unit	PositionName	Total
Information Date: 17 Jan 2017		
KIS: LS: Interpreting Unit	Administrative Assistant	
	Control Language Practitioner	
	Control Sign Language Practitioner	
	Language Practitioner	35
	Manager: Interpreting	
	Senior Language Practitioner	
	Sign Language Interpreter	
	Sign Language Practitioner	3
GRAND TOTAL		