Educational interpreting in undergraduate courses at a tertiary institution: Perceptions of students, lecturers and interpreters

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DECLARATION

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Abstract

In recent years, there has been an increase in the use of educational interpreting at tertiary institutions in South Africa. Various pilot studies, as well as long-running interpreting projects at North West University, University of the Free State, and the University of Johannesburg have shown that educational interpreting is a viable way of implementing a multilingual language policy and accommodating various languages in the classroom. Educational interpreting has also been researched at Stellenbosch University (SU) in recent years and following the success of a 2011 pilot project at the Faculty of Engineering, the university plans to implement the service in other faculties as well (see Stellenbosch University Language Policy 2014).

The study reported in this thesis was conducted at SU and was interested in the perceptions of interpreting held by the three main role players in the interpreting service. The main focus of the study was on examining perceptions of interpreting held by second year Engineering students who attended lectures in which educational interpreting was used as mode of delivery. The data collected on these perceptions was also contextualised by findings from data collected on students' language backgrounds (including language use, language attitude and actual and perceived language proficiency). As a secondary aim, the study was interested in the perceptions held by lecturers and interpreters working in the Faculty of Engineering.

Findings indicated that students generally had positive perceptions of interpreting and felt that interpreting was a good way to accommodate various languages at SU. It also proved useful to collect data on students' language backgrounds in order to contextualise the results of the interpreting questionnaire, as important nuances emerged which were not apparent when these results were considered on their own. This lead to the insight that feedback from students regarding their experience of the interpreting service should be contextualised in terms of their language backgrounds, as this would lead to more valuable and useful feedback.

Finally, lecturers and interpreters both showed positive perceptions of interpreting, with a marked progression in perception of the role of the interpreter in the classroom becoming apparent as experience of educational interpreting increased. The most important suggestion to follow from this finding was that students and lecturers should be made (more) aware of what interpreting entails, how interpreters are trained and how they prepare for lectures, as this should lead to more positive perceptions and increased use of this service.

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Opsomming

Opvoedkundige tolking het oor die afgelope paar jaar baie gewild geword by tersiêre instellings. Verskeie loodsprojekte en gevestigde tolkprogramme by NWU, UVS en UJ het bewys dat opvoedkundige tolking 'n lewensvatbare manier is om meertalige taalbeleide te implementeer, en om die gebruik van verskeie tale binne die klaskamer moontlik te maak. Opvoedkundige tolking word ook by SU nagevors en sedert die sukses van 'n loodsprojek gedurende 2011 by die Fakulteit van Ingenieurswese het die gebruik van opvoedkunidge tolking in klaskamers begin toeneem.

Die studie het belang gestel in die persepsies van tolking van die drie hoofrolspelers van die tolkdiens. Die primêre fokuspunt van die studie was om die persepsies van tolking van tweedejaar-ingenieurswesestudente wat lesings gehad het met opvoedkundige tolking te ondersoek. Die data wat oor hierdie persepsies ingesamel is, is ook gekontekstualiseer deur bevindinge wat gemaak is uit die beskouing van data oor die studente se taalagtergrond (insluitende taalgebruik, taalhouding, en werklike en waargenome taalvaardigheid). Die sekondêre fokuspunt van die studie was om insigte te verkry oor die persepsies van tolking van dosente by die Fakulteit van Ingenieurswese, asook van die tolke wat die ingenieursmodules getolk het.

Soos reeds genoem het die Fakulteit van Ingenieurswese reeds sedert 2011 sekere modules aangebied deur middel van opvoedkundige tolking. Teen die tyd wat data ingesamel is in die tweede semester van 2013 was dit moontlik om data te verkry van tweedejaar-ingenieurswesestudente wat reeds vir amper twee semesters aan opvoedkundige tolking in hul klaskamer blootgestel is.

Die bevindinge van die studie het oor die algemeen aangetoon dat studente 'n positiewe persepsie gehad het van tolking, en dat hulle gevoel het tolking 'n goeie manier is om verskeie tale by die universiteit te akkommodeer. Die gebruik van data oor studente se taalagtergrond as konteks vir die bespreking van die persepsiedata was ook baie handig, aangesien belangrike nuanses vorendag gekom het wat nie duidelik was toe die persepsiedata op sy eie beskou is nie. Dosente en tolke het beide 'n positiewe persepsie van die tolking getoon, met 'n duidelike progressie wat plaasgevind het in hul persepsie van die rol van die tolk in die klaskamer namate die omvang van hul ervaring met opvoedkundige tolking vermeerder het.

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***

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List of abbreviations

E&E	Electrical and Electronic (engineering)
ICELDA	Inter-institutional Centre for Language Development and Assessment
L1	First language
L2	Second language
LBQ	Language Background Questionnaire
LOTL	Language of Teaching and Learning
NWU	North West University
PMI	Parallel Medium Instruction
SATI	South African Translators Institute
ST	Source Text
SU	Stellenbosch University
TAG	Toets vir Akademiese Geletterdheid
TALL	Test for Academic Literacy Levels
TT	Target Text
UFS	University of the Free State
UJ	University of Johannesburg

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Chapter 1 – Introduction

1.1. Background and problem statement

The Stellenbosch University (SU) management team recently made public their plans for the future of the university through the Institutional Intent and Strategy 2013 – 2018 document. The document explains the university's goal of becoming "a more accessible, inclusive, participatory and representative institution capable of achieving its vision of academic excellence" (Stellenbosch University 2013:10). In order to achieve this goal, the university has identified a number of strategic goals. Utilizing Parallel Medium Instruction (PMI) and Interpreting to increase access and essentially make it possible for students to study in their language of choice is one of the strategic goals driven by the responsibility environment of the Vice-Rector of Teaching and Learning (SU 2013:16).

In 2011, a pilot project was launched at the SU Faculty of Engineering in which some of the third year Electrical and Electronic (E&E) engineering lectures were interpreted from Afrikaans into English. The project has since expanded greatly and in the first semester of 2014 all modules from second to fourth year at the faculty were interpreted. Additionally some modules offered by the Faculty of Natural Sciences, the Department of Information Sciences and the Department of Applied Mathematics, among others, are also interpreted on a weekly basis. Rolling out from 2014 onwards, educational interpreting is being implemented on a larger scale in more faculties as per the codicil[1] to the language policy of SU.

According to Verhoef and Du Plessis (2011: 13), educational interpreting fulfils various functions, such as enabling a multilingual teaching-learning environment, ensuring that a language of instruction does not turn into a learning barrier, and aiding in the depoliticising of the language-in-education issue in South Africa. On paper, it seems that educational interpreting is a good solution to many of the problems regarding instilling and maintaining multilingualism in the educational environment, and on-going research at SU (see Brewis 2012 and Clausen 2011) and the University of Johannesburg (UJ) (see Pienaar 2006 and Le Roux 2007) has indicated that this is not only true in theory. However, interpreting was utilised in other spheres of society before it became involved in education, and has not always been a successful tool, in spite of the potential it has. In a case study regarding the

[1] According to the codicil: "Stellenbosch University respects the language policy and/or the language preference of its partners. This means that the official communication with and documentation for these partners (including official meetings) will normally be held or presented in the language of preference of the partner, or that the necessary services (e.g. translation and interpreting services) will be put in place, taking into account the language preference. In cases in which the University does not have the capacity to provide a service in the language of preference, English will be used."

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use of multiple languages in provincial legislatures, it was found that in spite of having access to interpreting services, often English was the only language used during proceedings. Pienaar (2002: 280) found that the service was being underutilised, due mainly to negative perceptions held by potential users. Because of these language attitude linked perceptions, members preferred using English to deliver presentations, even though often their relatively low English proficiency proved to be a serious hindrance to proceedings according to audience members (Pienaar 2002: 274). The study concluded that there was a serious need for user training and a change in language attitudes when it came to making use of interpreting services.

The above studies lead to the conclusion that while educational interpreting can be a useful tool in multilingual settings, the perceptions held by those who will encounter it on a daily basis in their university career may prove to be a challenge that needs addressing.

1.2. Aim and research questions of the study

Against this background, the primary aim of the study was to investigate the perceptions that students who attend lectures in which educational interpreting takes place have of interpreters. Data was collected from both students who do and those who do not make use of interpreting.

A secondary aim was to investigate lecturers' attitudes towards interpreting and interpreters, where these lecturers' teaching is translated from Afrikaans to English, as well as interpreters' own perceptions of their role(s) and function(s).

The principle research question can thus be formulated as follows: In the Faculty of Engineering at Stellenbosch University, what are the perceptions of interpreters and the interpreting service held by the three main role players, namely students, lecturers and the interpreters themselves? The principle research question can be divided into three subsection to make discussion easier:

1. What are Engineering *students'* perceptions of interpreters and the interpreting service?
2. What are Engineering *lecturers'* perceptions of interpreters and the interpreting service?
3. What are *interpreters'* perceptions of their roles and functions as part of the interpreting service's work in the Engineering Faculty?

The primary focus of the study reported in this thesis will be on students' perceptions of interpreters and the interpreting service. To this end, the students' perceptions will be

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contextualised with reference to their language background (L1, L2, current language use, and language attitudes) and their (perceived and actual) proficiency in Afrikaans (the language spoken by the lecturer and interpreted into English).

1.3. Hypotheses

The main hypotheses of this study can be stated as follows:

1. Students have a positive perception of interpreters and the interpreting service because it allows them to attend lectures in their language of preference (see Clausen (2011: 105)).

2. The weaker a student's Afrikaans proficiency, the more positive his perception of interpreting because, presumably, the more valuable the interpreting service is to him (see Clausen (2011:106)).

3. Lecturers have a positive perception of the interpreting service (see Clausen (2011: 105)).

4. Interpreters feel that the service they render makes the lectures more accessible to students of various linguistic backgrounds. (This hypothesis is based on my own experience of four years as an interpreter, and as well as conversations with other interpreters.)

1.4. Research design

This study will make use of a descriptive (i.e. qualitative rather than quantitative) research design to address the research questions posed above. The respondents were lecturers and interpreters who work at the SU Faculty of Engineering, and a class of second year students who study in this faculty. The relevant lectures take place in Afrikaans, and are interpreted into English. All of the student respondents had experience of at least one semester of interpreting.

The entire class was given two questionnaires to fill in: a Language Background Questionnaire and an Interpreting Questionnaire.

The Language Background Questionnaire (see Appendix A) collected data on the students' first and other languages, their language situation at home (while growing up), their current language use and their perceived proficiency in their first language, as well as any additional languages they may speak.

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The Interpreting Questionnaire (see Appendix B) collected information regarding the students' attitudes towards Afrikaans, English and other languages that they know, as well as their perceptions of interpreting and interpreters.

The data from the two questionnaires was analysed in order to address research question 1. In order to help contextualise data on perceptions of interpreters and interpreting, students were also asked to complete a Language Profiler test (the so-called "Taalprofielbepaler"), procured from ICELDA[2], which was used to obtain an indication of the students' Afrikaans proficiency. The motivation for giving the students the Language Profiler was to determine whether there is any correlation between students' (non-)use of interpreting services and their level of Afrikaans proficiency.

Regarding the secondary aim of the study, as set out in research questions 2 and 3, lecturers and interpreters completed a questionnaire regarding perceptions of interpreting and interpreters (see Appendices C and D, respectively).

All respondents completed an informed consent form (see Appendices E, F and G).

1.5. Chapter outline

Chapter two will provide a literature review, consisting of three parts. Firstly, a brief overview will be provided of interpreting in general, with a focus on simultaneous interpreting (as opposed to consecutive interpreting[3]), since this is the mode utilised in educational interpreting. Thereafter, educational interpreting, more specifically – particularly in regards with tertiary education – will be discussed in detail.

Secondly, the chapter will discuss research that specifically addresses issues pertaining to educational interpreting at universities in South Africa.

Thirdly, it is also necessary to gain an understanding of the concept of 'multilingualism' and the unique nature of South African language policy, and how universities comply with the requirements that exist within this environment.

Chapter three introduces the theoretical framework of the study and also provides a detailed discussion of the data collection process. I discuss the data collection instruments, the respondents and the course of the data collection process. The chapter also gives a brief overview of what actually happens in a class that is interpreted in order to make the logistics

[2] The Inter-institutional Centre for Language Development and Assessment (or ICELDA) is a product of the partnership of four multilingual South African universities (Stellenbosch University, North West University, University of the Free State, and University of Pretoria). According to their website, ICELDA (2013) supports research in language testing and designs tests for different aspects of language in education.

[3] See sections 1.6 and 2.2.2 for definitions and discussions of the different types of interpreting.

of such a service clear to any readers who may not be familiar with the way the interpreting service operates on a day to day basis.

In chapter four, the data is presented and analysed and the results of the data analysis are used to provide detailed answers to the research questions this study set out to answer.

The final chapter will serve as a summary of the study's findings. The findings are presented in a concise and logical manner, and any limitations of the study, as well as recommendations that follow from the findings, will be discussed in this chapter.

1.6. List of core terms

This section provides a list of the core terms as they are operationalised in the thesis.

Bilingualism	Richards and Schmidt (2002: 51 – 52) consider bilingualism to be the use of two or more languages by individuals or groups of speakers (such as inhabitants of a country). A bilingual person will have some degree of proficiency in both languages, being able to read, speak or understand both, but often the person will have a greater knowledge of one language than the other.
Consecutive interpretation	"Oral translation [(interpretation) – LB] after a speaker has finished speaking or pauses for interpretation is known as consecutive interpretation" – Richards and Schmidt (2002:269).
Educational interpreting	Interpreting (either consecutive or simultaneous) in the classroom setting for students who do not understand the language of instruction (Mikkelson (1999)). Simultaneous interpreting that is rendered by a professional interpreter in the educational setting – Verhoef and Du Plessis (2011: 13).
Individual multilingualism	The study of how and why an individual acquired multiple languages and functions with said languages in their society (Sridhar

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	(1996:47)).
Interpretation (also "interpreting")	"The act of rendering oral language that is spoken in one language into another language for the benefit of listeners who do not understand (or who understand imperfectly) the source language" – Richards and Schmidt (2002: 269). Pöchhacker (2004:11) notes that interpreting "is a form of translation in which a first and final rendition in another language [referred to as the "target language" – LB] is produced on the basis of a one-time presentation of an utterance in a source language."
Language attitudes	"The attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings toward a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes toward a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language planning" – Richards and Schmidt (2002: 286).
Language of teaching and learning (LOTL)	According to the Department of Basic Education (2010: 3), the language of teaching and learning refers to the language in which teaching and learning, as well as assessment, will take place at an educational institution.

Language proficiency	Language proficiency, according to Richards and Schmidt (2002: 292), is the level of skill a person exhibits when using a language. This level of skill can relate to reading, writing, speaking and understanding a language. "Proficiency may be measured through the use of a proficiency test" – Richards and Schmidt (2002: 292).
Liaison interpretation (or "community interpreting")	This type of interpreting takes place in social settings where, according to Smirnov (1997: 215), power relationships are often unbalanced. Community interpreting is also characterised by bi-directionality – the interpreter is often required to interpret into both languages in order to facilitate discussions between two groups.
Multilingualism	"A common human condition that makes it possible for an individual to function, at some level, in more than one language" (Linguistic Society of America (2013)). "The underlying focus of the study of multilingualism is individuals and communities that use a number of languages" (Kemp (2009: 12)).
Parallel medium instruction (PMI)	As defined by the Stellenbosch University language plan (2010: 2), parallel medium instruction (also referred to as "the A&E option") is a language specification according to which a course is presented in two separate language streams. Essentially this means that all lectures are presented twice – once in Afrikaans, and once in English – and students are divided into these two language groups according to their language preference.

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Simultaneous interpretation	Interpretation that takes place "as the speaker is talking, providing a continuous translation that parallels the speaker's speech" – Richards and Schmidt (2002: 270).
Societal (also institutional) multilingualism	A society, country or institution may be termed multilingual because it is subject to a constitution or policy that makes it officially function in more than one official language. *De jure* multilingual societies often have more than one official language which is successfully implemented, but few citizens are able to speak more than one of the official languages. *De facto* multilingual societies, by contrast, have more individuals who speak multiple languages (Romaine (2003:517)).
Translation	"The process of rendering written language that was produced in one language into another. The terms 'translation' and 'interpretation' are often used interchangeably. While both activities involve transfer between two different languages, translation refers to transfer between written texts and interpretation refers to spoken discourse and the unrehearsed transfer of a spoken message from one language to another" – Richards and Schmidt (2002: 563).

Chapter 2 – Literature overview

In this chapter, I give an overview of the relevant literature. This serves to create a context in which I will then place my own study. I discuss the issue of individual vs. societal multilingualism – it is necessary to understand the main differences between these two concepts, since the study looks at a so-called “enabling technology” (Verhoef & Du Plessis 2011:2) which allows institutions to comply with language policy requirements as stipulated by the South African Constitution. Interpreting is discussed in detail as a field of study, with a specific focus on educational interpreting in South Africa. Finally, I discuss two studies conducted at SU. These studies are important since they have led to valuable insights and raised interesting questions, some of which the current study hopes to answer.

2.1. Multilingualism in the tertiary educational context

In the literature ‘multilingualism’ and ‘bilingualism’ are often used interchangeably (see Kemp 2009, Romaine 2003 and Sridhar 1996). However Sridhar (1996: 47) postulates that multilingualism “may be more than just a magnified version of bilingualism”. For the purposes of this study I shall use the term ‘multilingualism’ as it is defined below.

The Linguistics Society of America (2013) notes that in recent years the definition of multilingualism has moved away from the idea that only someone who has native or near native proficiency in two languages can be considered multilingual. According to them, multilingualism is “a common human condition that makes it possible for an individual to function, at some level, in more than one language”. Kemp (2009: 12) states that researchers from different disciplines define multilingualism differently, but that the underlying focus is on the fact that multilingualism studies “individuals and communities that use a number of languages”.

Romaine (2003: 513) writes that when it comes to multilingualism, educationists are concerned mostly with its effect on public policy. Multilingualism is a buzzword every university wants to be able to place on their advertisements and prospective student web pages. On the surface, it speaks of a multicultural and diverse learning experience, but one must also understand what exactly multilingualism entails on a practical level. An institution may be multilingual because it has more than one language of teaching and learning (LOTL) but this does not necessarily mean that a student leaves the institution at the end of their studies being multilingual.

Since interpreting and multilingualism are so entwined, especially when it comes to universities, it is necessary to distinguish societal multilingualism from individual multilingualism.

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2.2. Individual vs. societal multilingualism

Romaine (2003: 516) notes that while linguists distinguish between individual and societal multilingualism, the distinction can become difficult to maintain. Individual multilingualism involves the acquisition and use of multiple languages by an individual, while societal multilingualism involves the use of multiple languages in an institution or state (without the institution or state necessarily having multilingual members) (Sridhar 1996: 47).

Romaine (2003: 516) explains that a more powerful group in a society has the power to force their language on other groups within that same society. It should be noted that the "power" referred to here is not at all directly correlated with numbers. The 2011 national census, for example, showed that isiZulu was the language with the highest number of L1 speakers (22.7% of the South African population); with English in fourth place (the L1 of only 9.6% of the population). For example, in South Africa, many (or even most) parents of isiZulu speaking children feel strongly that their children should learn English in order to increase their opportunities and the possibility of upward social mobility but this is not the case with most parents of English speaking children: these parents, with very few exceptions, do not feel that their children need to learn isiZulu for these purposes. While English and isiZulu are both recognised official languages (together with nine others), and South Africa can therefore claim a multilingual language policy, this does not mean that every person in the country is able to speak both of these languages (and even less so more than two of the eleven official languages). Furthermore, Romaine (2003: 517) distinguishes between *de facto* and *de jure* multilingualism. A *de jure* multilingual institution or state will often have fewer multilingual individuals than a *de facto* multilingual institution or state. The example she uses is Switzerland – a country regarded as being successfully multilingual with four official languages (societal multilingualism) while only 6% of Swiss people are multilingual and able to speak more than one of the four languages.

To bring this back to the current study, one must distinguish between societal (or institutional) multilingualism and individual multilingualism. SU has a language policy that promotes more than one language as official language in which the university operates. This means the university functions in Afrikaans and English as well as isiXhosa[4]. This is a case of societal multilingualism which does not necessarily lead to large-scale individual multilingualism, i.e. a student who studies at SU is not necessarily multilingual, or leave the university a multilingual person.

[4] Although the country has eleven official languages, the three mentioned here are the official languages of the Western Cape Province, in which SU is set.

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In the context of this study, one will be confronted with the notion that interpreting promotes multilingualism. This notion should be understood in the sense of societal multilingualism. The institution functions in multiple languages and is geared to serve people in various languages. Interpreting creates a multilingual classroom in the sense that more than one language preference is accommodated at the same time. In this way, interpreting promotes or maintains societal multilingualism, though not necessarily individual multilingualism.

2.3. Interpreting

2.3.1. Contextualising interpreting as a field of study

Phelan (2001: xiii) writes that interpreting, being a relatively new field of study, is too often taken to be a subsection of translation studies, and though these two phenomena (interpreting and translation) share some qualities, interpreting must establish itself as a "discipline in its own right". Nevertheless, in the majority of the available literature, interpreting is still subsumed under translation studies and hence this chapter will attempt to contextualise interpreting as a field of study within the broader context of translation. What follows is a brief discussion of the definition of interpreting. Once a clear idea of what interpreting actually is has been established, it will be necessary to investigate the various types of interpreting. This will be done in order to understand where educational or classroom interpreting fits into the bigger picture of interpreting studies. Once these foundations have been laid, it will be possible to take a detailed look at the phenomenon of the development of educational spoken language interpreting in tertiary institutions, in which South Africa currently leads the world (Pöchhacker 2004,in Brewis 2013: 184).

2.3.2. A brief definition

Interpreting, as a translational activity, is an act that, according to Pöchhacker (2004: 9), predates written communication. If one were to analyse the Latin origin of the word "interpret", one could conclude that interpreters "explain what is difficult to understand". Phelan (2001: 6) simply defines interpreting as a person orally translating what is heard into another language. Her main distinction between interpreting and translation then, is based simply on whether or not it is spoken.

According to Pöchhacker (2004: 10), one of the main factors that distinguishes interpreting from translation, is that it is immediate – it takes place "here and now" – thus making communication across linguistic and cultural barriers possible. Immediacy as a distinguishing factor allows researchers to distinguish interpreting from translation, while not limiting it to an oral translation act as Phelan does, and thus excluding other modes, such as sign language interpreting (Pöchhacker 2004: 10). To construct a rudimentary definition of interpreting that

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takes into account all the modes, Pöchhacker (2004: 10-11) makes use of Kade's (1968) criteria, which define interpreting as a form of translation in which:

> The source text (ST) is presented only once; and the target text (TT) must be produced in a limited time, with almost no chance of correcting or revising. These criteria allow for a definition in which immediacy is a distinguishing characteristic of interpreting: Interpreting is a form of Translation in which a first and final rendition in another language is produced on the basis of a one-time presentation of an utterance in a source language.
>
> Pöchhacker (2004: 11)

Pöchhacker (2004: 18) distinguishes between two modes of interpreting. Consecutive interpreting involves an action of the interpreter "after the source-language utterance" – the speaker speaks for a time while the interpreter takes notes, and then the speaker is quiet while the interpreter repeats the section of speech in another language. Simultaneous interpreting, on the other hand, was really only made possible after the 1920's with the development of transmission equipment. Simultaneous interpreting, according to Pöchhacker (2004: 18), happens "as the source-language text is being presented". Gile (2004: 11) describes the simultaneous interpreting mode as the reformulation of the source text as it "unfolds", the interpreter lagging behind only a few seconds at most.

Chernov (2004: 2) considers simultaneity as the defining feature of simultaneous interpreting, especially when it comes to distinguishing interpreting from translation: "the interpreter, unlike a translator, plays the roles of receiver and sender concurrently… [interpreting's – LB] main and, basically, sole objective is to ensure communication between the participants of the act within the time span of the same act".

According to Pöchhacker (2004: 19), whisper interpreting – often used in cases where simultaneous interpreting is performed without transmission equipment for one or a few people only – is done not by whispering, but by speaking in a very low voice. Whisper interpreting can also be performed with transmission equipment.

2.3.3. Different types of interpreting

Since this study is interested in educational interpreting, which is a specific setting of interpreting, it is necessary to discuss the various settings of interpreting. Pöchhacker (2004: 13) understands setting as the "social context of interaction". He distinguishes between inter-social and intra-social settings. Where two groups who speak different languages or have different cultures need to communicate, interpreting takes place in an inter-social setting,

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between two societies. However, at times interpreter-mediated communication may also be needed *within* multilingual societies and these situations are known as intra-social settings. Early diplomatic interpreting and military interpreting are examples of inter-social settings – in these settings, communication between two nations or communities was mediated by interpreters; but as these communities grew and became more complex in their ethnic diversity, it became necessary for interpreting to take place in various intra-social settings (i.e. within a single society or community), such as legal interpreting, judicial interpreting and courtroom interpreting (Pöchhacker 2004: 14). Having said all this, it was only once society became committed to the "welfare" of their people that intra-social interpreting became more important. Educational interpreting then, according to Pöchhacker (2004: 14), eventually became "one of the most significant types of intra-social interpreting".

2.4. Educational Interpreting

It is the aim of this section to give a basic definition of educational interpreting, before embarking on a more detailed discussion of this phenomenon.

Brewis (2013: 20) discusses spoken educational interpreting based on Alexieva's (1997) socio-situational configuration of interpreter-mediated interaction. According to this, spoken educational interpreting is characterised by the following factors:

1. There is a unique distance between lecturer, student and interpreter.
2. This distance changes in each situation.
3. An imbalance of power, related to status and role is present in the classroom situation.
4. The full range of registers, from very formal to very informal, is navigated due to continuously changing classroom situations.
5. There is a fluctuation in the cooperation in communication, as well as mutual and conflicting goals.

As I have already indicated, Pöchhacker (2004: 14) considered educational interpreting (in the USA) to involve mainly sign language interpreting for the deaf or hard of hearing. A rudimentary Google Scholar search will yield similar results with hardly any reference to spoken word interpreting in the educational context. According to Van Rooy (2005: 82), educational interpreting – specifically in tertiary classrooms – is something that has not received much attention in the literature abroad. Regarding spoken language interpreting in the educational context, Pöchhacker writes in an email to Brewis' supervisor that it is "an extraordinary development in which South Africa leads the world" (Brewis 2013: 184 (Appendix A)).

2.4.1. Educational interpreting in South Africa

According to Pienaar (2006: 27), South African tertiary educational institutions' language policies have been a point of heavy debate over past years and especially historically Afrikaans-medium universities have been under pressure "to re-evaluate their policies and to provide teaching in English". In a discussion of the policy-related environment in which tertiary educational institutions must function, Verhoef and Du Plessis (2011:7) write that "the policy states that the challenge facing higher education is to establish a multilingual working environment while ensuring that the existing languages do not act as a barrier to access and success". They link this policy with the transformation of tertiary education. So, while historically Afrikaans universities were feeling the pressure of providing their services in a more diverse linguistic context, there was also the desire to maintain Afrikaans as a language of tertiary education[5] (see De Plessis 2011: 29). Subsequently some of these historically Afrikaans universities started investigating the feasibility of simultaneous interpreting in classrooms as a tool to overcome what Verhoef and Du Plessis (2011: 1) call a policy gap (see also Du Plessis (2011), Blaauw (2008) and Beukes and Pienaar (2006)). With "policy gap", Vehoef and Du Plessis (2011: 2) refer to the fact that the South African Constitution introduced a "hands-on" language policy aimed at promoting and managing institutional multilingualism – especially in the education sector. However, the requirements set by the policy "presupposes an elaborate and sophisticated language infrastructure" (Verhoef and Du Plessis 2011:2) that has not necessarily been established. In short, educational institutions do not have the resources to maintain the level of institutional multilingualism required by the Constitution.

In the following section I will discuss the nature of the studies referred to above and the contexts and frameworks in which they were conducted in order to provide a contextualisation of educational interpreting research in South Africa, and more specifically, at Stellenbosch University.

2.4.1.1. North West University

Before launching into an account of educational interpreting at North West University (NWU), one must take into account the broader context of the events leading up to the implementation of said service at the university. NWU was formally established in 2004 after the amalgamation of former Potchefstroom University of Christian Higher Education, the North West University and the Sebokeng campus of Vista University (Verhoef 2006: 1; Blaauw 2008: 303).

[5] When one considers how much time and other resources go into developing a language for use at tertiary level (see for example Maseko and Kaschula (2009) regarding current projects for isiXhosa and isiZulu), then it seems senseless to remove Afrikaans from the tertiary arena after it has already been developed for full use at this level.

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According to the National Language Plan for Higher Education (November 2002), multilingual tertiary educational institutions were to be developed and to make provision for the development of previously disadvantaged languages. In conjunction with this, current modes of teaching could not act as a barrier to learning in historically Afrikaans universities. At NWU, this language plan stood in contrast to the university's practice of providing only Afrikaans and English speakers, respectively, with lectures in their L1 (by means of parallel medium instruction) (see list of core terms in section 1.6). The language plan gave the need for creative solutions to the language problems that NWU faced an urgent status and in 2004 educational interpreting was suggested as one of these solutions (Clausen 2011: 26 - 27). Educational interpreting then, according to Van Rooy (2005: 82), would make education more accessible to certain students and promote teaching and learning, and according to Verhoef (2006: 1), would be one of the ways in which functional multilingualism (i.e. multilingualism in practice and not simply on paper) could be established at the university.

According to Blaauw (2008: 303), the interpreting service at NWU was implemented in three stages from 2003 to 2004. Phase 1, the Telkom Pilot Study, was conducted in the last term of 2003. A number of lectures of the coursework for Pharmacy was interpreted from Afrikaans into English and Setswana and the programme was deemed viable (Van Rooy 2005: 88). In 2004 interpreting was utilised as a separate mode of delivery (modes of delivery in lectures at NWU at that time were parallel and dual medium (dual medium being the NWU equivalent to Stellenbosch's T-option – see section 1.6) in a number of rare and expensive modules, such as engineering (Verhoef 2006: 1). The Engineering Interpreting Project rolled out in the second term of 2004 as phase 2. Initially, 17 lectures per week were interpreted, and NWU only had two sets of portable Sennheiser interpreting equipment [6]and two student interpreters from the 2003 pilot study available to them. According to Blaauw (2008: 304), the expansion of this programme was set for 2005, but management soon realised that interpreting needed to be established as soon as possible if there was to be any hope of making the interpreting service a fixed part of the NWU culture. Thus funds were swiftly allocated to procure more equipment, and to train interpreters.

Along with the Engineering Interpreting Project, the University Interpreting Service was also initiated on a broader scale at this time. According to Verhoef (2006: 1), by 2006 an estimated 205 lectures from various faculties were interpreted on a weekly basis, with a projected 350 lectures to be interpreted from the second semester of 2007. The actual

[6] The portable Sennheiser interpreting equipment consists out of a radio microphone that transmits to a set of twenty earphone devices that are handed out to the users of the interpreting service. These earphones have adjustable volume dials, and are battery operated. The microphone can transmit to any number of earphones at one time, if they are switched to the channel that the microphone is transmitting on (thus one microphone is not limited to transmitting to only twenty earphones at one time).

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number of interpreted lectures for 2007 reached 387 lectures per week. At the end of 2008, 486 lectures were interpreted and by 2009 a total of 700 lectures were interpreted every week in twelve different courses (Clausen 2011: 28).

Educational interpreting is still used at NWU, and according to Blaauw (p.c. to Brewis via email) approximately 1800 modules are currently interpreted per week.

2.4.1.2. University of the Free State

Educational interpreting and educational interpreting research at the University of the Free State (UFS) are not discussed in much detail in the studies by Brewis (2013) and Clausen (2011), but developments moving in the direction of educational interpreting started occurring at the UFS at more or less the same time they did at NWU. According to Du Plessis (2011: 18), an interpreting pilot study at UFS was carried out in 2005.

As part of a Master's degree thesis published in 2006, Oliver and Lotriet (2007: 135) conducted a study to test the perceived necessity of a simultaneous classroom interpreting service at the UFS. Three hundred and fifty lecturers and 1851 students completed questionnaires. While the analysis of the surveys did not show that the service was perceived as a necessity by students and lecturers, a large percentage of the respondents had no knowledge of what interpreting entailed. Olivier and Lotriet (2007: 135) postulated that had the respondents had more knowledge regarding interpreting, the data might have reflected a different opinion. Their claim is based on the fact their study showed that as many as 95% of lecturers and 60% of students who had an idea of what interpreting entailed thought it would be beneficial, while 50% of students who did not know anything about interpreting felt it would be beneficial. According to Olivier and Lotriet (2007: 136), the main reason given by students who indicated that interpreting could be beneficial was that they considered being taught in a language they understood, as well as good communication between students and lecturers, essential. The answers received from students who felt the service could not be beneficial indicated a "lack of exposure to the process of interpreting" which led to negatively influenced perceptions of the service (Olivier and Lotriet 2007: 136). Moving toward a conclusion, Olivier and Lotriet (2007: 137) suggested that an interpreting service could "bridge the gap between lecturers and students" and facilitate successful communication if it were correctly and successfully implemented. In order for successful implementation to occur, the interpreting service would require proper funding and structure and a trained staff that understood their "facilitative role" in teaching and learning in the university context (Olivier and Lotriet 2007: 138).

According to Du Plessis (2011: 18), another educational interpreting pilot project was conducted at the UFS during 2007. This pilot study stemmed from requirements set by the

university's Transformation Plan to develop multilingualism within the institution, as well as aligning the university with the Plan's transformative goals. While the project was set to conclude in August 2007, no reports of its progress or results had been made to senate by 2008. The interpreting pilot project therefore has been an on-going project since 2005, and Du Plessis (2011: 19) states that it is unclear whether the UFS as an institution aims to establish the service on a broader basis. Since the final report on the findings of the study is not available, Du Plessis states that it would be speculative to attempt to provide concrete answers regarding interpreting at UFS. After an analysis of the UFS language policy, Du Plessis (2011: 27) concludes that educational interpreting is not considered a viable option as mode of delivery by the language policy since it would constitute using two languages in a classroom at the same time, instead of one exclusive language as required by the policy. Du Plessis (2011: 28) notes that interpreting in classrooms at the UFS is only provided in exceptional situations. The use of educational interpreting might be seen as detrimental to the UFS's commitment to maintain a parallel medium delivery mode that ensures Afrikaans remained a language of science[7] (Du Plessis 2011: 29).

2.4.1.3. University of Johannesburg

During 1998, the University of Johannesburg (UJ) introduced English as an additional LOTL, where Afrikaans had previously been the only LOTL. According to Beukes and Pienaar (2006: 128), this led to an imbalance of Afrikaans and English students – about four English students for every Afrikaans student. The new language policy and the influx of students who preferred English as a LOTL it caused, brought some new challenges to the university. In addition to translating written materials, the appointment of new lecturers became a challenge. The best candidate could not always speak Afrikaans at an acceptable level, so the university could either appoint a weaker (bilingual) candidate, or ignore the policy and appoint one only proficient in English. In addition to this, according to Pienaar (2006: 28), Afrikaans students were also being marginalised since they did not have the benefit of accessing the knowledge base of senior lecturers in Afrikaans.

In 2003, a Ugandan lecturer gave a series of lectures in Development Studies that were interpreted into Afrikaans as part of a study of the feasibility of educational interpreting. It was a small class with only 10 students, so whisper interpreting was used to avoid disturbing any students (Pienaar 2006: 31). Pienaar's (2006: 32) main research question was whether simultaneous interpreting could be used as an aid in parallel medium teaching. The advantages of the interpreting service were clear – both students and lecturer would be able to use their language of preference and the students would gain access to the lecturer's

[7] Offering lectures in both English and Afrikaans, however, does not necessarily lead to the maintenance of Afrikaans – see the case of the University of Johannesburg directly below.

knowledge base in their preferred language – but the question Pienaar wanted to answer was whether the students would make use of the interpreting service into Afrikaans when they all understood English as well. Pienaar (2006: 34) found an increasing unwillingness among students to make use of the interpreting service as time passed and linked the cause of the unwillingness to what Wallmach (2004) had said regarding the unwillingness of delegates to make use of conference interpreting services: "Because the elite speak English, and it is [assumed that it is – LB] the less educated who need interpreting, delegates who make use of interpreting services can be looked down upon" (Pienaar 2006: 35). Pienaar (2006: 38) concluded that simultaneous interpreting could be utilised as a tool to facilitate parallel medium teaching, but that interpreting in a classroom context should not be considered identical to conference interpreting – rather educational interpreting was more related to liaison interpreting.[8] Although the interpreting service was found to be a viable option (in the logistical sense) Pienaar warned that "the hegemony of English" could stand in the way of a broad-based service at UJ.

A subsequent study by Mathilda le Roux investigated the role of the educational interpreter in the classroom context, given Pienaar's findings regarding the nature of simultaneous interpreting in the classroom and the possible challenge such an interpreting service might experience given the hegemony of English at UJ. Le Roux's (2007: 5) study aimed to investigate four hypotheses:

1. The role of the educational interpreter at UJ is unique in the classroom context.
2. Educational interpreting faces unique challenges which differ from other modes of interpreting.
3. The expectations and perceptions regarding interpreting differ from lecturers to students to interpreters.
4. The nature of the whisper interpreting utilised in educational interpreting differs from the nature of the whisper interpreting utilised in other interpreting environments.

Le Roux (2007:84) collected data on the expectations and perceptions that students, lecturers, tutors and interpreters had of the role of the educational interpreter. According to Le Roux (2007: 5), the data was collected during a broader research project driven by the

[8] Liaison interpreting is used in dynamic social settings where two groups cannot communicate because of linguistic and cultural differences. According to Smirnov (1997: 215), the defining feature of liaison interpreting is the unbalanced nature of power relationships between groups: "the reduced status of a representative of a minority or émigré community interpreting session, whether in a court, at a police station or a hospital, is synonymous with the practice itself". Both Mikkelson (1999) and Verhoef and Blaauw (2009: 205) include educational interpreting under community (or liaison) interpreting and Pienaar (2006) relates educational interpreting to liaison interpreting because of this imbalance in the power relationship – in her study the students who use the interpreting service are in the minority in terms of their language. Students in general are also not the equals of the lecturer in the classroom context – therefore it is considered an unbalanced power relationship.

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Department of Linguistics and Literary Science at UJ from July to October 2006. One phase of the research project was involved in presenting an interpreting service in fourteen weeks of lectures. Le Roux's study reported the findings of this 14 week interpreting service.

During the study, lectures were taught in English, and interpreted with Sennheiser portable equipment into Afrikaans, isiZulu and Sepedi by three educational interpreters (Le Roux 2007: 85-86). As previously stated, Le Roux identified three groups of role-players to participate in the study. Students from the Linguistiek en Literatuurwetenskapsteorie 1 ("Linguistics and Literary Theory") (LIW1) course were approached as respondents, and the Kruiskulturele Kommunikasie ("Cross-cultural Communication") module was decided upon since it had the right number of speakers of the four languages at UJ to establish an interpreting service (Le Roux 2007: 85). Le Roux (2007: 87) states that 95 students participated in the study: 17 of them spoke isiZulu, four spoke Sepedi and seven spoke Afrikaans, though all together 14 languages were represented. The three interpreters were all professional conference interpreters, but only one of them had experience with whisper interpreting (which was the mode of interpreting utilised in the classroom). Their first languages were Afrikaans, isiZulu and Sepedi, respectively. The lecturer and two tutors were also required to participate in the study. The lecturer indicated Afrikaans as her first language, while one tutor spoke English and the other isiZulu (Le Roux 2007: 86).

In order to collect data on the attitudes and perceptions these three parties held regarding the role of the interpreter, Le Roux (2007:87) made use of observation during lectures, as well as interviews and questionnaires.

Le Roux (2007: 87) identified two limiting factors that had an influence on her study. In the student focus group discussion that was held, only four students participated – two of them spoke Afrikaans and the other two spoke isiZulu. Thus there were no Sepedi speakers who participated in this part of the data collection process.

Also, Le Roux found that although all the students could speak English, their communicative proficiencies were not all on the same level and according to Le Roux (2007: 87), this proved to be a major challenge in her data collecting process as students struggled to express their opinions clearly.

Overall, Le Roux (2007: 118) found that students mostly expected interpreters to act as facilitators of comprehension, while the interpreters and lecturers considered one of the most important roles of an educational interpreter to be that of an invisible and neutral bridge in communication. From her observations, Le Roux (2007: 120 – 121) ascertained that having three interpreters in one classroom lead to the fact that they were not considered to be

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invisible in the classroom context. It also seemed that interpreters could not be neutral and objective in the communication channel. The interpreters indicated that they would prefer having some kind of partition between them and the classroom to create distance and to limit the disruption they cause. According to Le Roux (2007: 121), this suggests that the interpreter is not considered an essential part of the educational team, but only as a classroom aid. It was concluded that the role of the educational interpreter depended on the participants of process (i.e. the students and lecturers) and the environment in which the interpreting takes place (Le Roux 2007: 130).

2.4.1.4. Stellenbosch University

In this section, two of the most recent educational interpreting studies will be discussed, and related to the current programme running at SU. Both studies were conducted in tertiary classrooms at SU. Clausen (2011) investigated the potential of an interpreting service at the department of Social Work at SU, focussing on logistics of and receptiveness towards the programme. In her study, Brewis (2013) examined the contribution that classroom interpreting makes to effective teaching and learning in the context of the Faculty of Law. Because these two studies were undertaken at the same institution at which the current study was undertaken, I will deal with these studies in some more detail.

Before I come to this discussion, it is necessary to briefly explain the context of language in the classrooms at SU. Both the T-option and interpreting can be regarded as ways in which SU seeks to accommodate students from linguistically diverse backgrounds in the same classroom. In employing the T-option, the lecturer presents the class in two languages, Afrikaans and English, making use of bilingual discussions, readings and/or other materials (such as power point presentations) and in this way accommodates both Afrikaans and English students at the same time. However, because the lecturer does not repeat everything (s)he has said in one language in the other, students who understand only one of the languages, will lose out on some of the discussions/material. During both Clausen and Brewis' studies, the T-option was the default mode of delivery, and neither experiment was allowed to disrupt the normal workings of a lecture. Therefore, the interpreters in both studies interpreted in lectures where the T-option was still in use, and accordingly only interpreted into English whenever the lecturer spoke Afrikaans.

The interpreting service solves this problem by providing the English-only student with an English version of the entire class or an Afrikaans student with an Afrikaans-only version of the entire class. During a lecture with interpreting as mode of delivery, the lecturer speaks only one language for the entire duration of the lecture, and the interpreter speaks the other. Both of these responses to linguistic diversity at SU have advantages and disadvantages.

However, combining the two – offering an interpreting service in a class in which the T-option is employed – leads to additional challenges, as discussed in section 2.4.1.4.2.

2.4.1.4.1. The Department of Social Work as a case study – Marna Clausen 2011

Clausen's (2011) study explored the possibilities of using educational interpreting in the Faculty of Arts and Social Sciences at SU. The main areas of investigation were: receptiveness to the interpreting service; logistic implications of the service; the success the service had as well as hindrances it caused; and whether the service is in line with SU's language policy.

Clausen (2011: 10) discussed interpreting practice as part of her contextualisation of the topic, with the aim of understanding specific aspects of interpreting as they pertain to educational interpreting practice in particular. It was noted that in the case of educational interpreting, a form of simultaneous whisper interpreting with interpreting equipment is often the mode in which the service is delivered (Clausen 2011: 13). This is the manner of interpreting that Clausen made use of in her experiment. One of the aims of her study was to ascertain whether educational interpreting could align with SU's language policy. Clausen (2011: 51 -53) found that it is the aim of SU is to promote multilingualism on campus[9], as well as in the classroom situation. This means that Afrikaans as well as English and isiXhosa should be protected, developed and respected. Clausen concluded that educational interpreting was one of the tools that could be used to reach this goal by accommodating students from different language backgrounds within one classroom[10] (rather than splitting them up into separate classrooms, as is inevitable in the case of, for example, parallel medium instruction), thus confirming that educational interpreting did indeed fit into the broader aims of the language policy at SU.

Respondents and Methodology

Clausen (2011: 54) set up a two-week experiment in 2010 during which three lectures each from two modules in the Department of Social Work were interpreted. The modules in question were Maatskaplike Gevallewerk ("Social Casework" 278) (a second year module) and Maatskaplike Werk ("Social Work" 378) (a third year module). An interpreter with formal training and experience interpreted the specific lectures from Afrikaans into English.

[9] Note that the type of multilingualism referred to in SU's language policy is not ever made explicit but from the focus of language plans and programmes at the university, it is clear that societal multilingualism (here: institutional multilingualism) rather than individual multilingualism is the aim. SU wants to accommodate speakers from as many linguistic backgrounds as possible rather than making sure that each of its students is multilingual.
[10] In fact, that students need not be segregated is one of the major advantages of simultaneous interpreting, since it leads to more shared experience and the integration of students into one diverse student culture.

Clausen made use of questionnaires that were handed out to all the students (both those who used the interpreting service and those who did not), interpreters and lecturers who took part in the experiment after all the lectures had been interpreted.

These student questionnaires were aimed at gauging the students' experience of classroom interpreting, and their general opinion on its viability as a promoter of multilingualism in the classroom. The questionnaires handed out to the interpreter and two lecturers were aimed at collecting information on the kind of hindrances and successful aspects they observed during the interpreted lectures (Clausen 2011: 56).

Clausen (2011: 55) also obtained information by observing the interpreted lectures, interviewing the interpreter and having informal discussions with the two lecturers.

Because of limitations regarding the interpreting equipment, the two modules were chosen because they were relatively small in terms of headcount. The second year module had six students who made use of the interpreting service out of a class of 36, while the third year module had 10 users out of a class of 27. Both the lecturers, as well as the interpreter, were Afrikaans mother tongue speakers.

Limitations

Four factors were identified as limitations to the experiment. These factors were: time constraints, absent students, language proficiency of students and the language specifications of the Faculty of Arts and Social Sciences (Clausen 2011: 65). Each of these factors is briefly discussed below.

Time constraints

Because of limited time, the experiment could not be explained to the respondents in as much detail as the researcher would have liked. This fact could have caused a slightly more negative perception of the interpreting conducted as part of the experiment. Clausen (2011: 66) writes "the researcher is of opinion that some students could possibly have reacted in a more positive manner to the experiment as a whole if there had been enough time to provide specific information on the experiment to them". Clausen posited that there would have been a more positive reaction to the process if specifics like the long term outcomes of the experiment could be better explained to the students[11]. In addition to this, questionnaires had to be kept short, since students were not willing to use their free time to answer lengthy questions.

[11] If the long term outcomes of the project had been explained to the students in more detail, this might have made the students more positive towards interpreting. However, then the researcher could be criticised for biasing the students – recall that she set out to investigate the students' attitudes rather than to make sure that they had positive attitudes.

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Student attendance

It was not possible to guarantee the attendance of all the students at all times. Accordingly Clausen (2011: 66) felt that the data collected could have been more comprehensive and valid if all the students were present during all the lectures that were interpreted. Undertaking a lengthy process of taking attendance and then only making use of the corresponding data – i.e. only using responses from students who actually attended all the lectures – was deemed to be an unnecessary expenditure of time.

Variable language proficiency

Because the language proficiency of students differed, and because the language backgrounds were so diverse, every student was likely to have experienced the interpreting service differently. This was clear from their varying responses on the questionnaires.

Language specifications of the Faculty of Arts and Social Sciences

Finally the language specifications of the faculty in question had to be upheld. This meant that the T-option had to be maintained during all the lectures. At SU, the T-option ("Tweetalige Opsie" i.e. Bilingual Option) is the language option chosen by the Faculty of Arts and Social Sciences. In a T-option classroom, the lecturer should ideally split her teaching time equally between English and Afrikaans – thus speaking Afrikaans for one half of the lecture and English for the other half, without necessarily repeating information in both languages. Note that lecturers are allowed to implement this 50/50-split in different ways. Usually this entails that they use Afrikaans and English in turns, thus, for example, speaking Afrikaans for five minutes, and English for the next seven minutes, before returning to Afrikaans. It is thus not the case that 25 minutes of Afrikaans are followed by 25 minutes of English. It should be clear how this makes interpreting, and the use thereof by students, more difficult than when a class is conducted entirely in one language, which is then interpreted in another. Students who make use of the Afrikaans to English interpreting service in T-option classes would thus have to listen to the interpreter when their lecturer speaks Afrikaans and then listen to the lecturer when he/she speaks English, something which, of course, requires a certain amount of concentration. Consequently only half of each lecture could be interpreted. Clausen (2011: 67) speculates that if the full period could have been interpreted, a different perception of the service might have been formed.

Findings

On completion of the experiment, Clausen (2011: 102) found that two of the three hypotheses that she set were directly or indirectly supported by the results of her study: whisper interpreting could be successfully utilised during lectures in the Faculty of Arts and Social Sciences. Furthermore, the interpreting service proved to be advantageous to

students who preferred to learn in their mother tongue – where this was either Afrikaans or English. However, the type of interpreting service that Clausen (2011: 101) suggests with her study would mean that the lecturer would have to speak one language through-out the lecture, and interpreting would then take place into the other language. This means that a student would receive the lecture in her mother tongue (or preferred language where her mother tongue is neither Afrikaans nor English) either by listening to the lecturer or the interpreter. This would then remove the challenge referred to earlier, namely that students would have to concentrate on switching between listening to the lecturer and listening to the interpreter. However, since lecturers have designed their courses to fit the T-option, some lecturers might actually object to switching to another option and teaching in one language only.

The third hypothesis could not be conclusively supported. Using one language in combination with whisper interpreting into the other language - as opposed to the currently employed T-option - could theoretically save time during lectures if one considers that in some T-option classroom settings lecturers might feel like they need to repeat (almost) everything they say in both languages. Clausen (2011: 101) postulated that students would not have to ask the lecturer to repeat or explain again in their language, something which was observed during the interpreted classes. A follow-up study[12] that further researched these issues was recommended.

Overall the interpreting service was met with a positive attitude: a majority of the respondents proved to be receptive to the idea of an interpreting service. Even students who indicated that they were comfortable with the current language situation in lectures (T-option) indicated that they would use the interpreting service, which, Clausen (2011: 105) argued, indicated that they were also pro-mother tongue education.

It was recommended that the interpreter and lecturer have a good relationship, with an open channel of communication to enable the interpreter to prepare for lectures. Working in teams of two interpreters each would make quality control possible and the second interpreter could assist with difficult vocabulary and general administration (Clausen 2011: 99-100, 106).

Where responses were negative towards the interpreting service, Clausen (2011: 102) postulated that a small lecture hall was the main cause. In small classrooms the interpreter

[12] In her study, Brewis (2013: 148) found that students felt that the T-option wasted time with repetition of concepts in both languages. Lecturers felt that the time spent on this repetition could be better spent on classroom discussion, or more detailed explanations of the work. Ultimately, Brewis (2013:163) concluded that interpreting saved students time inside and outside of the classroom, but since the interpreting service in her study also had to function within the T-option setting, it could not be conclusively shown that interpreting could save more time when only one language was spoken throughout the lecture.

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was too close to the students, and consequently students found it difficult to concentrate on only one of the two voices they were hearing. Therefore Clausen recommended that lectures that are interpreted should take place in larger classrooms where possible. Another factor that proved to be a difficulty in the interpreting process was class discussions. In addition to bad sound quality from students (who did not have access to a microphone, and were therefore hard to hear) the way in which they spoke also made interpreting difficult. Excitement, incomplete formulation and fast paced speaking contributed to the difficulty the interpreter experienced (Clausen 2011: 106).

In the questionnaire that was filled in by students who made use of the interpreting service, Clausen (2011: 62) asked students to rate their Afrikaans language proficiency. Their proficiency was not tested by means of a standardised test; rather, students were asked "How would you describe your Afrikaans language skills?" and given four options to choose from. These options were: "very poor"; "poor"; "good"; and "very good". This question gave Clausen information on students' perceived language proficiency.

Finally, Clausen found that the less proficient the student perceived him/herself to be in Afrikaans, the more benefit he/she drew from the interpreting service. These students also indicated that they would make use of the interpreting service in future.

Recommendations

After the completion of the experiment and the analysis of the collected data, Clausen (2011: 106 -111) made recommendations that can be grouped into five main categories: size of classrooms; adjustment; interpreters; assessment and quality control and scale.

Size of classrooms

Clausen (2011: 160) found that the majority of students who were exposed to the interpreting service in a very small classroom indicated that they found the service to be disruptive. Hearing both the lecturer and interpreter's voices at the same time distracted them. It was recommended that lectures with the interpreting service had to be scheduled in spacious classrooms with some manner of open space between students and interpreters to cause as little disturbance as possible.

Adjustment

The establishment of an interpreting service would require a training process for all students and lecturers, especially regarding speech tempo and clear formulation of sentences, according to Clausen (2011: 106). Additionally lecturers and students would have to be

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informed that accommodating the interpreter in the classroom would be advantageous. Clausen recommended that the lecturer wear a microphone whilst teaching to improve audibility. Concerning the professional relationship between lecturer and interpreter, Clausen emphasised the importance of a healthy relationship with mutual respect and collaboration. If this relationship worked, it would make it possible for the interpreter to be well-prepared for every lecture. Finally, in Clausen's opinion it is essential that there be a way for the clients of the interpreting service to lodge complaints or make suggestions for improvement. A clear channel for communication with the interpreting service would be required in order to ensure the clients that their input and complaints are recognised (Clausen 2011: 107).

Interpreters

Clausen (2011: 107) found that a professional attitude and continuous pursuit of development and refinement are very important qualities an interpreter should possess. These qualities should translate into an enthusiastic interpreting product.

The interpreter used in the experiment was a professionally trained interpreter, and whilst Clausen (2011: 107) speculated that this fact had made it possible for the interpreter to deliver a good service, she also found that employing professionally trained interpreters might make the service less cost-efficient. To remedy this, Clausen recommended that students undergo service training as interpreters. This would ensure that they had the necessary subject and terminological knowledge, as well as eliminating the perceptions of interpreters being outsiders, since they would be fellow students. Of course then expenditures could be limited and the service would be more cost-efficient and feasible. However, using students as interpreters would lead to a high turn-over rate among interpreters, as students would probably only be available to serve as interpreters for very short periods of time, after which they would leave the university. Furthermore, because students are not professionally trained or experienced interpreters, one might expect a decrease in the quality of the interpreting service offered. This is also a real concern due to the fact that students would probably not be as motivated to offer a quality service as professional interpreters would be. Lastly, as someone who considers herself a professional interpreter, the idea of using students as interpreters without any professional background or framework might have a negative impact on the perceived profession of interpreting. Interpreters are skilled individuals and to create the perception that "anybody who speaks two languages can do it" and that being an educational interpreter at SU is "a nice job on the side for students who need some pocket money" would do irreparable harm to an already shaky view of the interpreting profession.

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Regular meetings should be held in order to identify and solve any problems the interpreters experience. These meetings would also serve to build a support platform for interpreters (Clausen 2011: 108).

Clausen's (2011: 108) final recommendation concerning interpreters was that interpreters should work in pairs. According to the South African Translators' Institute[13] (SATI) the recommended working time for simultaneous interpreters is 30 minutes. Two interpreters could then comfortably work during 50 minute lectures. Having interpreter teams would also serve as quality control (as mentioned earlier).

Assessment and quality control

Clausen (2011: 108 – 109) considers assessment to be the most important deciding factor when it comes to the successful implementation of an interpreting service. According to Clausen, if such a service were to be instituted, it would have to be continually assessed. The two main assessment tools Clausen suggests are surveys for students and lecturers which would record their feedback on the interpreting service, as well as that interpreting sessions could be recorded on a random basis and these recordings could be used both for quality control and training purposes. Clausen (2011: 109) stresses the importance of integrated assessment – especially taking into account the input of interpreters, lecturers and students.

Scale

Clausen (2011: 109) refers to the interpreting study conducted at NWU in 2004 when recommending that educational interpreting first be attempted on a small scale at the Faculty of Arts and Social Sciences at SU. Before any class is identified as having potential for an interpreting service, the language demographics of that class (and in fact the whole faculty) should be established and taken into consideration.

With this experiment, Clausen (2011: 112) determined that it is possible to utilise an educational interpreting service in lectures in the Faculty of Arts and Social Sciences, as part of a solution for diverse language backgrounds. Important information regarding various aspects of the process was gleaned and the recommendations she made indicates that while there will be some problems with the system, it is possible to identify them and find solutions.

[13] SATI is the governing body for language practitioners (including translators and interpreters) in South Africa. Currently accreditation at SATI is voluntary, thus interpreters do not need to be accredited in order to render interpreting services (see Pienaar 2002).

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2.4.1.4.2. Educational interpreting and teaching and learning – Carmen Brewis 2013

Brewis (2013: iii) calls the research in spoken language educational interpreting currently being conducted in South Africa "pioneering work". Her study addresses one of the important issues regarding educational interpreting when she investigates the effectiveness of educational interpreting in the context of teaching and learning. The main focus areas of the study were: whether students had a better understanding of subject content because of educational interpreting; whether students identified with the classroom situation because of educational interpreting; and whether students saved time while learning due to educational interpreting.

Respondents and Methodology

Brewis (2013: 83) made use of participatory action research to investigate educational interpreting in a tertiary classroom. According to Brewis (2013: 9), participatory action research meant that the respondents of the study formed an integral part of the study. Data that is collected from participatory action research is considered to be more accurate since it is based on experience rather than hypothetical situations. This research method is suited to contexts where "diversity management and participation [have – LB] to be promoted" (Brewis 2013: 83). She found this research design useful, since her goal was to make informed changes to interpreting practice based on her findings. Two modules from the Faculty of Law were interpreted for four weeks. In both modules, the interpreters made use of the portable Sennheiser tour-guide system (Brewis 2013: 89, 92).

The first module, Privaatreg ("Private Law") 373, contained students who were linguistically diverse and would potentially yield valuable information. This third year group had also been exposed to the T-option in previous years of study, and were familiar with the language context at SU. Brewis (2013: 88) also chose them because they would have the ability to distinguish language problems from problems with lecture content since these third year students already had a fair amount of experience in their field of study. In this module, lecture content was interpreted from Afrikaans into English, and vice versa by one interpreter (Brewis 2013: 90). In practice, this meant that all students making use of the interpreting service would have to switch between listening to the lecturer (when (s)he was speaking their preferred language) and listening to the interpreter (when the lecturer was not speaking their preferred language). Out of a class of 203 students, 109 indicated Afrikaans as their language of preference, while 94 students indicated English as their language of preference.

The interpreter was granted access to the applicable cases the class would be discussing, as well as both Afrikaans and English textbooks for the module (Brewis 2013: 89).

On the first day of the experiment, the researcher was granted 20 minutes to explain the experiment to the students. Brewis (2013: 89) explained that the research would investigate the value that educational interpreting could add to teaching and learning, and that her study focused on comprehension, time management and identification within the classroom. Brewis requested approximately 20 students from each of the language groups (Afrikaans and English) to participate in the project. One hundred and eighty five respondents (117 Afrikaans and 68 English) from the third year module took part in the study, so the researcher made use of two sets of Sennheiser equipment. Twelve 50 minute lectures were interpreted by a SATI accredited interpreter with a background in Law (an LLB degree).

The interpreter was positioned in a manner that made it possible for her to see the lecturer and the majority of the students. She had a table in the left-hand side of the class, behind a section of seating for students, with more student seating behind the interpreter's table (Brewis 2013: 91).

The second module, Privaatreg ("Private Law") 171, a first year module, was chosen because the researcher wanted to include students who possibly had a different perception of the T-option, and different expectations from the teaching and learning process (Brewis 2013: 92). Lectures in this module were only interpreted from Afrikaans into English (with the lecturer switching between Afrikaans and English as per stipulation of the T-option, which was the mode of delivery for the module in question). Out of a total of 377 students, 177 indicated Afrikaans as their language of preference and 200 indicated English as their language of preference. The lecturer explained that the interpreting experiment would be aimed at those students who struggled with the Afrikaans parts of the lectures for the module. Thirteen students indicated that they wanted to listen to the interpreting service from Afrikaans into English. Seven 50 minute lectures were interpreted by Brewis herself, who is a freelance interpreter with a background in Law. She is not an accredited interpreter, but has formal interpreter training (a Postgraduate Diploma in Translation and Interpreting at SU) and practical experience interpreting for various clients on a freelance basis. She also acquired a LLB-degree at SU in 1988, and practiced as a lawyer until 2008 (Brewis 2013: 93).

On the first day of the experiment, the research was explained to the students, similar to the explanation given to the third-year students (Brewis 2013: 93). The Private Law 171 lectures took place in two locations throughout the week. Brewis (2013: 93) positioned herself on the side of the second-to-front row in each classroom, since the lecturer had to be audible, and both the lecturer and the PowerPoint slides projected on the screen had to be visible to her.

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Furthermore, because of the large size of the class, and the small number of users of the interpreting service it was not sensible to try and see the students (Brewis 2013: 94).

In many cases educational interpreters sometimes feel the need to be able to see the students who are listening to their voices over the microphone – even a brief glance at the students can indicate to the interpreter whether they are following her, whether the equipment is working and whether there is any type of problem. As opposed to conference interpreting, where the interpreter is enclosed in a booth and rarely communicates with the delegates making use of the service, educational interpreters are more actively involved in communicating with their users since they sit in the same classroom seating. Students may indicate directly to the interpreter that they cannot hear (in case of technical problems) without disturbing the rest of the class. It is also worth mentioning that in many cases educational interpreters know the students they are interpreting for – unlike conference interpreters who rarely deal with the same group of users on a regular basis, educational interpreters see their users multiple times during a week, and generally interpret the same modules for the duration of a semester, thus becoming familiar with regular users of the service.

Brewis (2013: 94) made use of three separate data collection methods: questionnaires, interviews and observation. Her aim was to correlate the results obtained through the different data collection methods. A short discussion of each of the methods follows.

Questionnaires

By using questionnaires to collect data from the respondents Brewis (2013: 95) aimed to gain insight into respondents' attitudes and perspectives on educational interpreting. Along with this, Brewis also wanted to test the variation that might exist among the respondents' experience of the classroom interpreting service. For this reason she developed the questionnaire to collect information regarding attitudes toward and perceptions of the current mode of delivery (i.e. the T-option) vs. educational interpreting as mode of delivery (Brewis 2013:95).

In Group A (Privaatreg 373) Brewis (2013: 95-97) had two questionnaires that were similar in many respects. One was handed out to the students who made use of the interpreting service, and the other was handed out to those students who did not make use of the interpreting service. The questionnaire for the interpreting users had three sections. Section one collected biographical information, section two collected information concerning the T-option and section three did the same for interpreting. The questionnaire contained open-ended and close-ended questions. The close-ended questions made use of a Likert scale

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with four options ranging from negative to positive, without a "neutral" option since the researcher wanted to prevent the respondents from "taking the easy way out" and answering all of the questions neutrally (Brewis 2013: 96). Only two questions were given a neutral option since the researcher found that interpreting might not have any influence on the contexts of these questions. Brewis (2013: 96) considered it important that the wording and formulation of the questions were kept as neutral as possible to ensure the data provided an objective perspective on educational interpreting. The questionnaire handed out to non-users was similar to the abovementioned questionnaire, also containing three sections. The first two sections (biographical information and T-option related questions) were the same as those of the first questionnaire, but section three (interpreting) asked different questions since these respondents could not answer all of the questions contained in the first questionnaire. Thirty six users and 101 non-users out of a class of 203 students completed the questionnaires.

In Group B (Private Law 171) Brewis (2013: 98) intended to collect data by way of a focus group discussion, but due to practical considerations, she decided to set up a short questionnaire containing mostly open-ended questions and made it available electronically. The first section asked for biographical information, the second section collected data on opinions regarding the T-option and interpreting (making use of Likert scales) and the last four open-ended questions collected data on note-taking, efficiency of interpreting in learning, the feasibility of interpreting and whether or not the student would make use of the service if it were available. Brewis identified seven students who made use of the service more than three times, and these students were asked to complete the questionnaire. Six respondents returned the questionnaires.

Interviews

Brewis (2013: 98) made use of two interview styles in her study. She conducted semi-structured interviews with lecturers and the interpreter, as well as focus group discussions with students. Four interviews were conducted: semi-structured interviews with, respectively, the lecturer from Private Law 373 (Group A), the lecturer from Private Law 171 (Group B) and the interpreter from Private Law 373 (Group A), as well as focus group discussions with the students from Private Law 373 (Group A).

The interviews were conducted after the conclusion of the experiment, and Brewis identified important aspects by observation throughout the experiment, as well as from the responses she received in the completed questionnaires that were then discussed in more detail during the interviews (Brewis 2013: 100).

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Observation

At the start of the experiment the researcher handed out notebooks to the interpreter and two assistants (who were doing the Postgraduate Diploma in Translation and Interpreting) to write down any notes or observations. They were aware of the focus and aim of the study. Brewis (2013: 101) also attended every interpreted class during the experiment and sat in a position that made it possible to see the lecturer, interpreter and most of the students and made her own notes based on her observation in the classroom. All of these notes were combined with the rest of the data (questionnaires and interviews) in a process of triangulation.

Findings and recommendations

Recall that initially Brewis had identified three main focus areas that her experiment was to investigate (Brewis 2013: 163): Whether students had a better understanding of lecture content with educational interpreting; whether they identified with the learning context more easily with educational interpreting and; whether they saved time both in the classroom and outside of it (during self-study) with educational interpreting.

According to Brewis the final results obtained from a detailed data analysis showed that her hypotheses were supported. This meant that "in certain contexts and under certain conditions" educational interpreting, could lead the student to "become actively involved in the learning process" (Brewis 2013: 163).

One of the main focus points of Brewis' research was teaching and learning in a T-option classroom. Her findings concerning the T-option were as follows: while 75% of the respondents from group A were positive about the T-option, 37% were critical towards this mode of delivery. According to them the main problem with the T-option was the repetition it entailed. According to Brewis (2013: 148), students felt that it was the wrong type of repetition, since it did not contribute to their understanding of lecture content, and that, therefore, it wasted time. Lecturers experienced frustration with the T-option since the language-related responsibilities of the lectures were putting them under strain. Interestingly, there were significant positive comments concerning the T-option and its promotion of individual multilingualism, but at the same time it emerged that those students who had weaker language proficiencies were not concerned with becoming multilingual. Rather, they just wanted to succeed in their studies. Lastly, it seemed that Group A especially had a negative attitude towards language practices in the classroom because of a perceived inequality in time awarded to each language (Brewis 2013: 149).

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Based on her findings Brewis (2013: 163) made recommendations concerning educational interpreting which I will briefly summarise here. The interpreter should have a high level of language proficiency in both languages of teaching, as well as having experience, and should understand the classroom context (especially classroom discourse). Interpreters should be professional – they must deliver a quality service and must serve the interests of learning.

As Clausen did, Brewis states that an open and professional relationship with the lecturer is the key to maintaining a quality service that can be improved upon throughout the semester. This should enable the interpreter to play an active role in the facilitation of good communication.

Brewis suggested that interpreting in pairs could improve quality but that it was not a condition for quality (thus a single interpreter could still deliver a quality product). Regarding other logistical matters, Brewis recommended that the physical position that the interpreter took in each classroom would have to be negotiated by the specific interpreter for that specific context. Also, it was recommended that a portable microphone needed to be circulated in the classroom during question and answer sessions to improve audibility.

Brewis stressed the importance of engendering an understanding among all participants in the learning process of what interpreters actually do. Interpreters must be seen as "partners in communication" (Brewis 2013: 163).

Brewis concludes that interpreting functions best within a unilingual context – where the lecturer speaks one language only throughout the lecture (preferably their first language) and students who are not proficient enough in that language make use of the interpreting service into the other language. According to Brewis in this way provision can be made for all language groups as far as possible.

Limitations of the study

Brewis (2013: 164) identified two main factors that had a limiting effect on the experiment. These factors were limited time and personal biases. I summarise them below.

Brewis felt that the timeframe of the experiment, which was relatively short, could act as a negative factor. Students need time to get used to any change taking place in their learning environment and therefore it was logical that Brewis detected signs of uncertainty and distrust, as well as ignorance in their responses to the questionnaires. Brewis (2012: 164) stated that "the gradual change in attitudes toward educational interpreting" could be better witnessed in longitudinal studies and that a short experiment in the educational context, such

as her experiment, changed the normal experience of the students. During the experiment students indeed experimented with the interpreting service but Brewis postulated that over time a core group of users would emerge and they would become “fixed users” of the service. Brewis felt that over time, and with a stronger relationship of trust, the influence of educational interpreting on the communication process would become clearer.

Brewis (2013: 165) was also aware of Mouton’s (2001:151) “researcher effect” – the researcher, presumably unwittingly, manipulates data to serve her own purposes due to an emotional and subjective stance on the topic being researched. Thus she was very aware of the language-political environment in which her research was being conducted, as well as her preference for certain theoretical models over others and her involvement with the Faculty of Law. This meant that she could not be entirely objective regarding the design of her study; neither could she be entirely objective regarding the on-going language debate at SU. To ensure as much objectivity in the study as possible, Brewis made use of participatory action research in which “the researcher cannot control the research” (Brewis 2013: 165).

2.5. Conclusion

Recall from chapter 1 that the study reported in this thesis set out primarily to investigate the perceptions of the interpreting service held by the students who attend lectures in which educational interpreting is used as a mode of delivery. The study also wanted to obtain information on students’ language background in order to contextualise their perceptions. As a secondary aim, the study investigated perceptions held by interpreters and lecturers. This study contributes to the research summarised in this chapter in the following ways. Firstly it addresses a number of limitations of previous research.

Recall that Clausen reported four main limitations to her study: because of limited time, she could not explain the detail and long term goals of the study to the respondents, which might have caused negative perceptions. Questionnaires also had to be kept short, since students were not willing to answer them in their free time.

It was also not possible to ensure that all the respondents were present in all of the interpreted lectures, and Clausen felt that the data might have been skewed by absent students who answered the questionnaire without a good enough experience of the interpreting service.

The variability in students’ language proficiency and language background was also identified as a problem – Clausen reasoned that this variability affected the students’ perceptions. Clausen also did not use any data she collected on language background and language proficiency to interpret her findings in a more nuanced manner.

The language specification of the Faculty of Arts and Social Sciences was also a limiting factor, since Clausen could not change the current mode of delivery (the T-option). This meant that students did not get to experience the interpreting service in the most ideal conditions, namely when a lecturer speaks only one language and interpreting therefore takes place without interruption. Rather they had to listen to the interpreter when the lecturer spoke Afrikaans, and then remove the headphones to listen to the lecturer when English was being used.

The current study avoided these problems, since it collected data from a group of users of an interpreting service that had already been used at the Faculty of Engineering since 2011. One of the participating lecturers was kind enough to grant me time during one of his scheduled lectures to explain the study and have the questionnaires completed. Therefore, the questionnaires could be slightly longer (they ended up being four pages in total, two for the Interpreting Questionnaire, and two for the LBQ). The questionnaires were also designed to be quick to answer, by using check boxes and Likert scales, rather than lengthy “fill in your thoughts” questions. I chose to collect data from students who had been exposed to the interpreting service since the beginning of their second year. I assumed that they all had reasonable experience of the service, since by the time I collected the data in October 2013, they had almost gone through their entire second year with interpreting as a mode of delivery. This meant I could avoid Clausen’s problem with students not having a good understanding of what the interpreting service entailed.

Regarding the issue of variable language proficiency and language background, the questionnaires specifically collected data on the respondents’ language backgrounds, and their perceived language proficiencies. I also identified a smaller group of students and tested their actual language proficiency. The current study asked whether and how a respondent’s perceived and actual language proficiency could influence their perceptions of the interpreting service.

Since the Faculty of Engineering operates under a different language policy from the Faculty of Arts and Social Sciences, the current study did not have to deal with the problem of interpreting in a T-option classroom. All of the modules presented at the faculty are presented in one language only (either Afrikaans or English) and interpreted into whichever language is not spoken by the lecturer. Therefore, students listened to entire lectures via the (Afrikaans-to-English) interpreting service and did not have to switch between listening to the lecturer and listening to the interpreter.

Brewis (2013:164), like Clausen, identified one of her study’s greatest limitations to be a short timeframe. Brewis picked up on some signs of uncertainty and ignorance in the

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answers she obtained from her respondents. She explained that students needed adequate time to get used to the changes the interpreting service brought about. She suggested that a gradual change in attitudes toward interpreting could be observed in longitudinal studies, rather than the shorter timeframe of her own experiment.

Although my study cannot be termed a longitudinal study, it has in essence had a much longer timeframe than Brewis' study, since students have had nearly two semesters to get used to the interpreting service. Arguably, by the time the data for the current study was collected, the "core group of fixed users" Brewis (2013: 164) predicted would form, had already been established. The well-established culture of interpreting at the Faculty of Engineering also contributed to the fact that the respondents in this study arguably had a much more evolved and established perception of the interpreting service at the time of data collection.

Furthermore, the study reported here follows from some of the recommendations of previous studies. It answers Pienaar's (2002) call for user training and investigation of perceptions. Brewis also hinted at something similar when she argued that all participants in the learning process must have an understanding of what it is that interpreters actually do, stating that interpreters must be partners in learning.

The next chapter details the methodology of the study.

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Chapter 3 – Methodology

In this chapter I explain the research methodology used during the study. I briefly explain how the interpreting service at SU's Faculty of Engineering came into existence and how it functions. I also describe the four questionnaires and the proficiency test I used to collect data, as well as the respondents. Finally, the data collection process is described.

Recall that the aim of this study, in broad terms, is to investigate the perceptions of educational interpreting held by the main role players – students, lecturers and interpreters – in the tertiary classroom context. Additionally, the study investigates how students' perceptions of interpreters and interpreting are affected by their language background.

3.1. Research in translation and interpreting: a scientific approach

Orozco (2004: 98) emphasises the importance of using a scientific research methodology when conducting research in the Interpreting Studies domain. She defines a research methodology in terms of a "process of research". Rigorously planning and carrying out the stages of a study ensures that the study is scientifically valuable and produces scientific knowledge. Orozco (2004: 99) sees scientific knowledge as Nachmias and Nachmias (1982) do: knowledge that can be proved by both reason and experience. In order to evaluate claims for knowledge scientists must be able to empirically verify and logically validate their findings. This end-goal is achieved through a scientific research process.

According to Orozco (2004: 99), the ideas of scientific knowledge and research processes are often not linked to interpreting (and translation) research, but accepting a common scientific research methodology could help establish a research partnership between Translation Studies and Interpreting Studies, which, according to Mason (2004: 88), do not differ so much, once the obvious difference in situational constraints have been eliminated.

Orozco (2004: 99) suggests the following research methodology:

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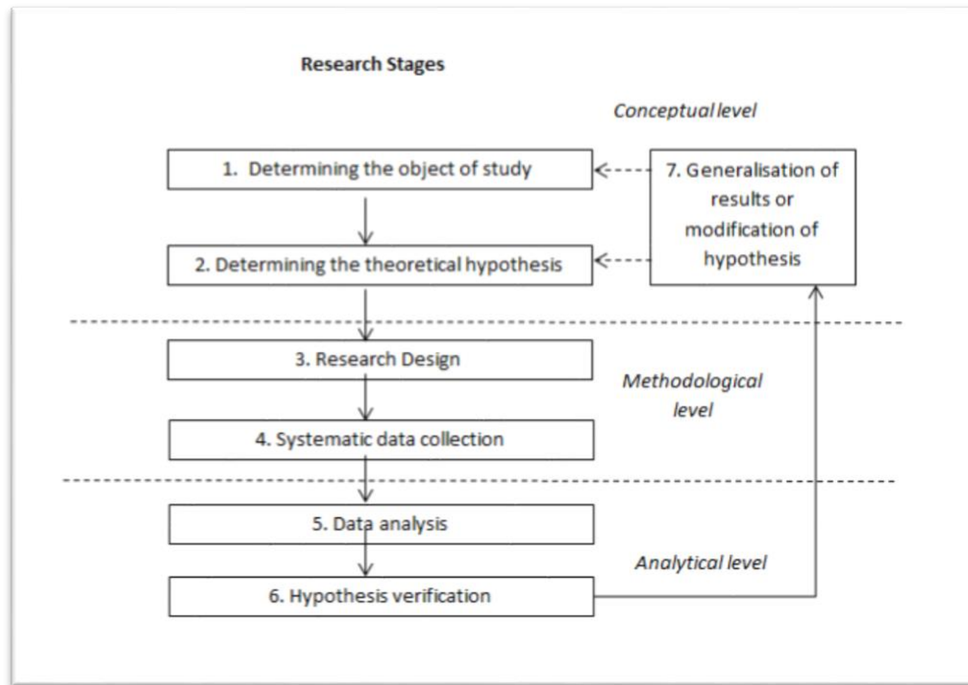

Figure 1 Orozco's (2004) research strategies

Orozco (2004: 100) identifies three main stages or levels in the research cycle. They are the conceptual level, the methodological level and the analytical level.

At the conceptual level a researcher must identify a problem by working with abstract ideas. Hence a question is formulated during stage 1. In stage 2 the researcher must formulate possible answers for this research question – thus the hypothesis takes on shape.

At the methodological level the researcher must design their research based on the hypothesis that they formulated. During data collection, the researcher must make use of the appropriate data collection instruments, and work in a systematic manner.

In the final stage, referred to as the "analytical level", the researcher must analyse all the collected data in a systematic and objective manner. The completed analysis should lead to a conclusion. The conclusion is linked to the hypothesis set in the first stage, and the researcher can now make generalisations and recommendations based on her findings. This may also lead to new questions and further hypotheses.

As will become clear from the discussion of the methodology of the current study (see the remainder of this chapter), as well as the results of the study (see the following chapter), the approach outlined in this section (3.1) was followed carefully in designing and executing the current study.

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3.2. Interpreting at the Faculty of Engineering

In this section I describe the workings of the interpreting service at SU and, more specifically, the Faculty of Engineering at which I conducted the study reported in this thesis. I place the interpreting service in the context of the current structures at SU, as well as shortly discussing the history of the interpreting pilot project and the path it has followed over the past years. Also, since I know from personal experience that few people know exactly what interpreters do every day and how they achieve their final interpreting products[14], I also describe a day in the life of an educational interpreter at SU, referring to the specific interpreters of the class that participated in the current study (namely the Building Materials 254 class).

3.2.1. A brief history

The interpreting service is currently managed by the Language Centre. They are a division of SU, with various language related tasks. These include teaching academic literacy in Afrikaans and English for undergraduate and postgraduate students, providing consultations at the writing lab to help students with academic writing and document design, promoting the isiXhosa language and providing translations of various documents. The Language Service is a subdivision of the Language Centre. The Language Service provides translation and editing services, as well as access to language practitioners. They also manage the interpreting service, providing both freelancing conference interpreters for various meetings and ceremonies at the university, and the educational interpreting team, some of whom interpret lectures at the Faculty of Engineering.

The interpreting service started out as a pilot project in the Electrical and Electronic Engineering department in 2011. They contracted two interpreters from NWU to interpret a few modules from their course during the first and second semester of 2011.

In 2012 the project expanded to the second year modules from the other engineering departments, among them the departments of Process Engineering, Mechanical and Mechatronic Engineering, Industrial Engineering and Civil Engineering. The interpreting team expanded to five interpreters. Four of these interpreters had received their training in educational interpreting at NWU, while the fifth went through a training session conducted by the interpreting team manager. At the end of 2012 the interpreting service at the Engineering Faculty entered into discussion with the SU Language Centre and considering the university's additions to the language plan, it was decided that from 2013 onward the interpreting service would be managed by the Language Centre.

[14] "Interpreting product" is used to refer to the target text produced by the interpreter, i.e. the message that has been translated from the source text (in this case what the lecturer says) into the target language and is uttered by the interpreter.

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In the first semester of 2013 the team once again expanded to 13 interpreters because of a growing demand for interpreting services in more modules of the Engineering faculty. Interpreting services were also starting to be rendered in certain other faculties and departments on an experimental basis, as SU indicated that interpreting services would form part of the language plan from 2014 onwards. By the time the second semester was under way, the team had grown to 19 interpreters – the vice-rector of teaching and learning had made funds available for all faculties at SU to provide educational interpreting services in selected pilot modules, or in modules where a need for the service was identified. While some of the new interpreters who joined the team during 2013 also had previous training (one from NWU and one from UFS) most of them were trained by the Language Service.

The interpreting service experienced its largest growth yet at the start of 2014 with the team expanding to 26 interpreters, with all modules from second to fourth year in the Engineering Faculty now being interpreted, as well as modules from the Faculties of Agriculture, Arts and Social Sciences, Economic and Management Sciences, Education, Law, Medicine and Health Sciences, Science and Theology (though none of these faculties use the interpreting services as expansively as Engineering does as of yet). The Language Service continued to train the latest intake of interpreters.

3.2.2. A day in the life of an interpreter: Training and interpreting

Since I collected data from a system that had been running for the past three years and did not set up an interpreting service of my own to report on, like Clausen (2011) and Brewis (2013) did, I will briefly discuss the setup of the interpreting service at the Faculty of Engineering, specifically in the Building Materials 254 module.

Before any interpreting actually happens, the educational interpreting team spend the three weeks preceding every semester in preparation. Since the inception of the programme – at that stage a pilot study, only providing the service for select modules from the Electrical and Electronic Engineering department – new interpreters have had to be recruited and trained every semester because of the growing demand for educational interpreting in lectures. Newly recruited educational interpreters spend a week receiving practical and theoretical training from experts in the field. During the next two weeks the entire team prepare for the coming semester together. The two main focus areas of this part of the training session are interpreting exercises and terminological preparation.

Throughout previous semesters the Language Service made recordings of most of the lectures being interpreted. The aim is to have at least one recording of each module that is interpreted, and at least one recording of every interpreter. Apart from being used in training sessions, these recordings are used for quality control, and are made available to lecturers

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who are interested in hearing the interpreted lecture. The Language Service uses recording equipment that is able to record both the voice of the lecturer and the voice of the interpreter, so that both speakers are audible on the recordings. By adjusting audio levels during a training session either the voice of the lecturer or the voice of the interpreter can be enhanced. Initially the interpreter voice is enhanced (almost tuning out the voice of the lecturer) and trainee interpreters are required to “shadow” the recorded interpreter. Shadowing entails the trainee interpreter to very quietly repeat what the recorded interpreter is saying in the language that (s)he is using, i.e. if the interpreter is speaking English on the recording, the trainee interpreter will simply repeat what is being said in English at a very low volume. This technique helps trainees to learn to split their attention – listening and speaking at the same time. Since there can be up to 20 interpreters participating in this part of the training at any one time in the same location, trainees must also utter their words as quietly as possible. Being able to speak clearly at low volume is not only important during the training sessions – in lecture halls, interpreters usually sit among the students, which makes speaking at low volume essential. The portable equipment is so sensitive that speaking as quietly as possible does not negatively influence the listening experience of the users, and at the same time, the surrounding students are not disturbed by the interpreter. By shadowing the recording, trainees are also introduced to the classroom environment – they learn what to generally expect when walking into a lecture hall: lecturers with various speaking speeds and styles, noisy and unpredictable classrooms and entire sets of jargon[15].

Once they are comfortable with shadowing, the audio levels are adjusted so that the lecturer’s voice is raised above that of the interpreter. Now, trainee interpreters must actually interpret what the lecturer is saying into the target language. At first, the recording is whisper interpreted by all the trainees, but later on, one interpreter will interpret while the rest of the team listens through the headsets. This provides the trainees with some hands-on experience with the interpreting equipment. After every trainee interpreter’s turn, other trainees and more experienced interpreters take a few minutes to do a peer evaluation of the interpreting product. They point out what was good, what needs improvement, what the interpreter should focus on, and where possible, they make suggestions and share experiences of similar issues. By the end of the two weeks, trainee interpreters who might have no previous educational interpreting experience should have a good idea of what to expect when interpreting a lecture.

[15] This does not mean to say that a complete experience of classroom interpreting is acquired by listening to a few recordings, and of course only once a trainee actually starts working in real classrooms, actual experience is garnered.

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Another important aspect of interpreting addressed during this time is terminology. When a module is interpreted for the first time during a semester, the Language Service contacts the lecturer before the start of lectures and requests any textbooks, available notes, slideshows, tests or examination papers and other relevant material. These preparation materials are incorporated into the interpreting service library, and where materials are electronic, they are uploaded to a Dropbox or Google Drive folder, to which every interpreter has full-time access. The material provided by every lecturer for their module is also used to construct a term list. Term lists are Microsoft Excel files with an alphabetised list of terms in Afrikaans on one side, and English on the other. While by no means a complete collection of the specific jargon of the module, a term list encapsulates the most essential vocabulary an interpreter is likely to encounter while they are interpreting this module. Term lists are constructed by the entire interpreting team before a semester starts. This means that interpreters already have some hands-on experience of the module's jargon before they enter a classroom. Throughout the semester the term lists are updated and refined by adding any new vocabulary that the interpreter encounters. These term lists help interpreters to prepare for the modules to which they are assigned. Term lists are also especially useful when an interpreter needs to be (temporarily) replaced on short notice (for example when (s)he falls ill). If the stand-in interpreter has not interpreted the relevant module before, they can quickly access the relevant term list and acquaint themselves with the basic terminology.

Two kinds of term lists are maintained – general term lists are large lists containing most of the terminology from one department or school, for example all of the modules that fall under Electrical and Electronic Engineering are grouped under a general term list with the same name. These term lists serve as reference works: they are too long to memorise entirely, but when the translation of a specific word is in doubt, it is easy to look it up in the alphabetised general term list. In addition there are module-specific term lists. These lists are compiled from the preparation materials provided for the module. They are usually much shorter than general term lists, containing only vocabulary which is relevant for the specific module. At the beginning of 2014 the Language Service had 66 module-specific term lists and 10 general term lists, totalling an estimated 12 000 terms in Afrikaans and English.

The Building Materials 254 students have three lectures a week for this module. The lectures are presented in a lecture hall which seats around 120 students. In the front of the lecture hall is a desk for the lecturer, behind which there are blackboards and a white screen for an over-head projector and electronic presentations. The lecture hall is not slanted, and students are thus all seated at the same level as the lecturer. The lecture hall only has one set of access doors to the right hand side of the lecturer's desk.

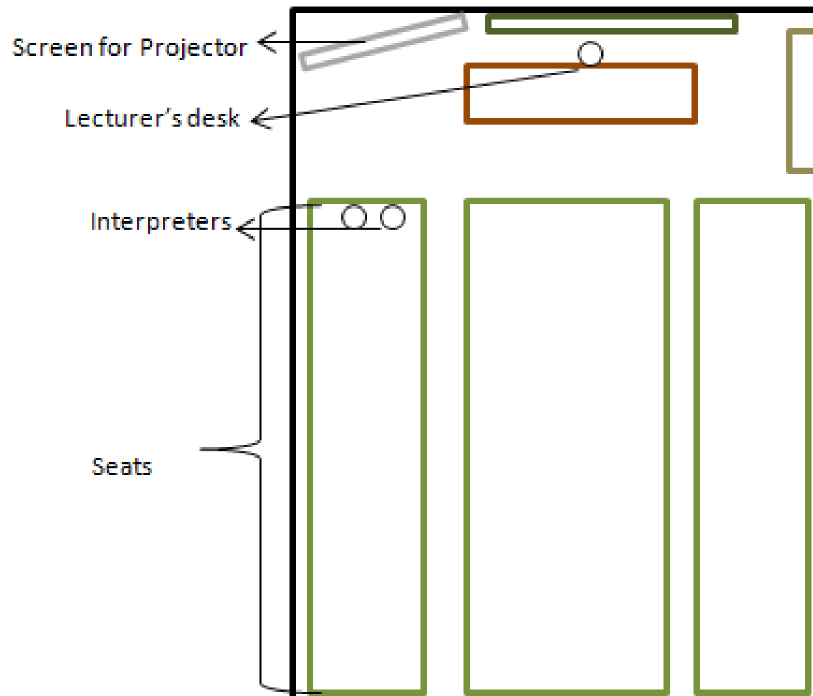

Figure 2 – Lecture Room for Building Materials 254

At the time of data collection, the same two interpreters had been interpreting the module for the largest part of the semester. They had already had a semester's interpreting experience of Building Materials 254, and both of them had experience interpreting civil engineering modules. They had available to them a general civil engineering term list, a specialised Building Materials 254 term list that was compiled by the interpreting team at the start of the semester, and the materials the lecturer made available to the Language Service. In this case the lecturer had shared the entire semester's Afrikaans and English PowerPoint presentations with them on Dropbox, so they could prepare specifically for each individual lecture.

The interpreters nearly always work in teams of two, but as they are not always in the same team during the day, both interpreters carry a full case of Sennheiser Tour guide portable interpreting equipment.

Before the lecture starts, the interpreters ensure that all of the equipment is on the same channel, and make sure it is not on the same channel as another team in their proximity (to prevent interference from another microphone). They sit in the front row of the class to the left of the lecturer (see Figure2). No students sit next to them, but there are some seated immediately behind them. The users walk to the interpreters' desk as they enter the class and exchange their student cards for the equipment of their choice. The student cards are

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collected for two reasons – firstly, to ensure students remember to return the equipment after class, or to contact them if they do not and secondly, to keep a record of which students made use of the interpreting service during each lecture on alphabetised lists. These lists are not complete class lists, and only contain the names of the students who have made use of the service. Since the students are used to the interpreting service, they know what to do, and this whole process happens quickly before the lecture starts and is not disruptive.

Once the lecturer starts speaking, one of the interpreters (usually the one with the most experience of the module) starts whisper interpreting immediately. The second interpreter finishes taking attendance and arranges the student cards on the desk for easy collection. Another one of her tasks is also to listen to the first interpreter, to help with any difficult terminology, to make notes of new terminology and administrative issues and to help any late students who want equipment. After half of the lecture has elapsed (usually 25 minutes) the first interpreter will hand over the microphone to the second interpreter and their roles are reversed. Once the lecture is completed and the lecturer has stopped speaking, the students bring back the equipment and take their student cards, and all of the stethoscopes are cleaned before the next period starts. On average, an experienced interpreter will interpret around five periods per day.

3.3. Data collection instruments

In order to collect data that would address my research questions, I chose to make use of questionnaires.

For the students, two questionnaires were created. The Interpreting Questionnaire (Appendix B) asks questions that are specifically aimed at students' attitudes toward and perceptions of the interpreting service as well as their attitude towards Afrikaans and English and their L1 where this is not Afrikaans or English. In conjunction with this, the Language Background Questionnaire (Appendix A) was created to glean biographical information of a linguistic nature, i.e. information on the languages the students speak, which ones they spoke at school, and which ones they currently use in social settings and for their studies, and what they perceived their proficiency to be in the languages they use in these settings. The aim of the questionnaire is to collect data on the students' language background in order to compare this to the attitudes they have toward the interpreting service and to determine whether and how the former (language background) influence the latter (perceptions of interpreting).

The questionnaires for the lecturers (Appendix C) and interpreters (Appendix D) contain more open-ended questions.

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Finally, the Language Profiler[16] test was used to obtain an indication of students' Afrikaans proficiency, in order to determine whether this influenced their perceptions of interpreting.

3.3.1. Questionnaires

3.3.1.1. Language Background Questionnaire

The Language Background Questionnaire (LBQ) was stapled to the Interpreting Questionnaire, so that all the students were required to complete it as well. The LBQ collected some general biographical information, but its main aim was to collect linguistic biographical information from the students, as well as collecting information on their perceived language proficiency in English, Afrikaans and any other languages they spoke. The purpose of collecting this data was to see how students' language background and their perceived proficiency might influence their attitude towards educational interpreting.

The LBQ collected data on the first languages of the students' parents, the languages the students spoke as children and the languages they used in their various stages of schooling. It enquired after their first language, and whether they felt the most comfortable in using this language. The LBQ also asked each student what they considered their second language to be, and whether they spoke any additional languages. It also had two tables (one for their first language and one for their second language) that collected data on how frequently they used each language in various contexts.

Finally, the LBQ also asked the students to give an indication of how they would rate their proficiency in English, Afrikaans and any one other language they might speak. Five language skills (reading, writing, speaking, understanding in informal contexts and understanding in a lecture) were provided for each of the two or three languages. They could mark their ability on a scale of one to four: no ability; poor ability; moderate ability; or good ability. The aim of this question was to see what their perceived proficiency in English, Afrikaans and one other language (if applicable) was.

3.4.1.2. Interpreting questionnaire

In broad terms the interpreting questionnaire was designed to collect data on the students' perception of, and attitude toward, the interpreting service in their modules. This questionnaire also collected data on students' language attitudes, for example whether they preferred using their L1 for studies. Both students who use interpreting and those who do not – in other words, the entire class – were required to complete this questionnaire. The majority of questions were close-ended questions where students could either tick the applicable situation, or rate an experience or opinion on a four point Likert scale.

[16] Since the Language Profiler is copyrighted property of ICELDA, it could not be included as an appendix.

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Questions like "Do you make use of the English interpreting service available in this module?" were answered by ticking a Yes/No box. The Likert type questions gave the respondents the choice of one of four response options: not at all; to a lesser extent; to a moderate extent; and to a large extent. Questions that used the Likert scale included "Does the presence of the interpreters bother or distract you during lectures?" and "Do you think the interpreters give an accurate version of the lecture content?"

The questionnaire also asked students to indicate why they did or did not use the interpreting service by ticking boxes next to (all of the appropriate) specific reasons:

Afrikaans is my mother tongue. For this reason, I do not need English interpreting.	
I feel completely comfortable with the Afrikaans spoken during the lecture even if it's not my mother tongue.	
I don't trust the interpreters to convey all of the material accurately and effectively.	
I don't understand Afrikaans at all.	
I understand Afrikaans, but sometimes struggle when it becomes very technical/ academic during a lecture.	
I prefer hearing the lecture in English since the textbook is in English anyway.	
English is my mother tongue.	
I prefer to study in English.	
Other:	

When asking about the amount of time it took a respondent to get used to using the interpreting service, the questionnaire gave the following options: one lecture; two to five lectures; five to ten lectures; and more than ten lectures.

The questionnaire collected data on reasons for using or not using the interpreting service, as well as perceptions of the interpreting service's usefulness and accuracy. It briefly touched on the students' perception of the interpreter's role in the classroom. The students who used the interpreting service were asked to complete an additional section that collected information on how they used the interpreting service: whom they listened to, if it had taken some getting used to, and if it did, how long it took to get comfortable with the system. To gain insight into the language attitudes of students, the questionnaire asked various questions. Firstly it asked respondents in which stream (Afrikaans or English) they had attended their first year classes. All students were asked if they would make use of the

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interpreting service if it meant they could attend lectures in their first language (especially if their L1 were not English or Afrikaans) and they were also asked to discuss their reasons for their answer. Along with this, the questionnaire also wanted to determine what their opinion of mother tongue education was – whether they thought it could be advantageous or detrimental to their learning experience when they received lectures in their mother tongue trough the interpreting service. The questionnaire asked the respondents which language they preferred using for their studies and also asked how often they translated or explained work to themselves in their L1. The last question was an open-ended question inviting any comments or suggestions from the students.

3.4.1.3. Questionnaire for Lecturers

The questionnaire for lecturers contained 17 open-ended questions, in broad terms collecting data on their perceptions of interpreting, and the language situation in their classrooms. The questionnaire collected data on their first languages, the length of time they had been working with interpreters, and what modules they taught. It touched on the perceived role of the interpreter, as well as the type of relationship they had with their interpreters, and what their expectations of the interpreting service were. They were asked whether they thought the interpreters gave an accurate rendition of their lectures, and what they thought about the fact that interpreters were language professionals and not engineers. Finally, they were asked about their opinions on whether or not interpreting advantaged all the students in their class or only some, and what effect the service had on their students.

3.4.1.4. Questionnaire for Interpreters

The questionnaire for interpreters consisted of 16 open-ended questions with topics ranging from linguistic background, training and experience, problems the interpreters experienced and how they solve them, and how the interpreters thought they were perceived by the other role players. It asked what the interpreters perceived their role to be in the classroom, and whether they thought students and lecturers found them useful. It also asked them if they could perceive any effect their presence had on language use in a classroom. Comments and suggestions regarding any other aspect of their role as interpreter were also collected.

3.4.2. Language Profiler ("Taalprofielbepaler")

The Language Profiler test or "Taalprofielbepaler" is owned by the Inter-institutional Centre for Language Development and Assessment (ICELDA). It is not as yet a standardised test, but it is one of the very few tests available that can determine language proficiency for Afrikaans. Since the study reported here is also interested in the influence of Afrikaans proficiency on attitudes toward the (Afrikaans-to-English) interpreting service, it is necessary to know the levels of Afrikaans proficiency that English first language (L1) speakers have.

The aim was to compare the Language Profiler scores of L1 English speakers who use the interpreting service with the scores of the L1 English speakers who do not use the interpreting service.

The Language Profiler contains 55 multiple choice questions that are answered on a special answer sheet. These questions test vocabulary, understanding of sentence structures and the ability to produce a coherent and cohesive text when given only certain parts of a sentence. Once the tests are completed, the answer sheets are scanned and marked by a computer programme. ICELDA handle the scanning and marking of the tests and provide scores and analysis.

3.4. Identifying respondents

In this section, I briefly discuss the respondents that were identified for the study reported here. The study had three groups of respondents: students, lecturers and interpreters.

3.4.1. Students

The second year students studying civil engineering were chosen to participate in the study. The reasons for this choice were twofold. First, they had been using the interpreting service for at least one semester before the study took place – in other words they experienced interpreting during the first semester of 2013, as well as through the first term of the second semester (after which the data were collected for this study). This meant that interpreting was not a completely new phenomenon to them, and they had had some time to adjust to this mode of delivery. This was a strength of the study since both studies that were conducted at SU in the past indicated that students showed a negatively influenced perception of interpreting because the interpreting service was a foreign concept to them (see Clausen (2011) and Brewis (2013), discussed in sections 2.4.2.4.1 and 2.4.2.4.2).

Building Materials (Boumateriale) 254 was identified as a module in which there were a fair number of English-speaking students who made use of interpreting, and English-speaking students who did not make use of interpreting. The study required both of these groups of students to participate, specifically since I was interested in comparing the language proficiencies of these two groups. The rest of the class was also asked to complete both the Interpreting Questionnaire and the LBQ. Out of the 75 students in the class, 71 students completed questionnaires. The table below gives a breakdown of the first languages of the respondents.

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Language		Number of students
Afrikaans		41
English		22
Other	German	2
	Italian	1
	Shona	5

Table 1 - Languages spoken by Building Materials 254 students

3.4.2. Lecturers

The lecturer for Building Materials 254, as well as twelve other lecturers from the Faculty of Engineering, was asked to complete a questionnaire. Their experience in working with interpreters ranged from one semester to two or more years and every one of the three lecturers who completed the questionnaire had Afrikaans as their L1.

3.4.3. Interpreters

During the second semester of 2013 there were 17 interpreters working for the Language Service. These interpreters could be roughly divided into two groups: group 1 consisted of interpreters who had at least one semester of experience interpreting at the Faculty of Engineering. They had various types of training, and most of them had undergone in-service training during the first semester of 2013. Group 2 consisted of interpreters who had relatively little experience of interpreting at the Faculty of Engineering. They were all completing their first semester of in-service interpreter training.

Both groups had started off their interpreting career at SU with a week-long interpreter training session with Johan Blaauw from NWU and Juanli Theron, current manager of the interpreting service at SU. After the training session both groups spent a further two weeks preparing term lists from textbooks and various other study materials provided by the lecturers for each module that is interpreted.

During this time the interpreters also listened to (and trained with) recordings of previous semesters' interpreted classes, and did various other interpreting-related training exercises. The hours they interpreted ranged from 15 to 25 hours per week[17], and all the interpreters worked in at least one module from the Engineering faculty during the week.

[17] A lecture at the Faculty of Engineering lasts 50 minutes, with a space of ten minutes in between lectures to move from one lecture to another. For this reason, saying that in interpreter interprets 25 hours per week equates to saying the interpreter interprets 25 lectures a week.

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3.5. Collecting the data

Before any data could be collected I had to obtain the necessary permissions from various university bodies. The Department of General Linguistics approved my research proposal and granted me ethical clearance. Prof Leon de Stadler, in his capacity as director of the Language Centre granted permission to conduct research that involved the Interpreting Service (as part of the Language Service). Prof Tobie van Dyk in his capacity as director of ICELDA granted me access to the Language Profiler test. I obtained institutional permission from the director of the Institutional Research and Planning division at SU, something which was necessary due to the fact that my respondents were SU students and employees. For the same reason, my research also had to be cleared by the University's Research Ethics Committee. This process of obtaining permission from so many different entities was extremely time consuming and did impact negatively on the time that I eventually had left to collect and analyse data, given the time constraints of Master's research.

3.5.1. Students

Having identified the second year Civil Engineering students as the best possible respondent group for the study, I contacted their lecturer and asked for permission to hand out the Interpreting and Language Background Questionnaire in one of the Building Materials 254 tutorial periods. It would take the students about ten minutes to complete the questionnaires, so I requested 15 – 20 minutes to allow for logistics and a few minutes to explain the research to them. The lecturer granted permission, but asked that I hand out the questionnaires during a theoretical lecture since the students usually wrote tests during their tutorials, thus making it undesirable to take away time from them during those periods.

We identified a day that suited everyone best. At the start of the period, the lecturer introduced me to the class, and I briefly explained that my study on language in a tertiary classroom, with a specific focus on educational interpreting and language proficiency. I did not want to explicitly mention that I was interested in their perceptions of interpreting, since I did not want to influence them in any way. I explained that I would hand out the set of questionnaires to the entire class, and that I would then select a smaller group from those who participated to complete a language proficiency exercise later in the week during a lunch hour.

I made sure they understood the points listed on the consent form attached to the questionnaires (see Appendix E) and explained that participation in the study was not compulsory, that they could withdraw their participation at any time, and that if they chose to participate their responses would be treated confidentially.

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On the data collection day there were 75 students present and 71 of them indicated that they were willing to participate in the study. After 15 minutes I collected the completed questionnaires and the lecturer proceeded with his lecture, which I decided to observe. On this point, some notes are in order regarding the lecturer, student seating and the interpreters, each of which is dealt with briefly below.

The lecturer wore a lapel microphone which transmitted over speakers in the classroom, so he was clearly audible. He had a relatively fast speaking pace, and since Building Materials 254 is a rather technical module, there was a lot of specialised terminology. The lecturer made use of a PowerPoint presentation, which was made available to students in English and Afrikaans in hand-out form at the start of the lecture. The Afrikaans version of the slides was displayed on the screen in the front of the class. During class some students asked questions. When students asked a question in English, the lecturer answered them in English, and would then repeat the answer in Afrikaans.

The students were seated in an integrated manner throughout the classroom. Though there were some interpreting users sitting right behind the interpreters, other users sat right at the back or more to the centre of the classroom, and it did not appear that they were somehow separate from the rest of the class. On the data collection day, there were 17 users[18] of the interpreting service out of a class of 75 students.

The interpreters had interpreted in the same classroom in the previous period, so they were already set up when I arrived at the class. They interpreted the introduction the lecturer did of me (he was speaking Afrikaans) and they were quiet while I introduced the study in English. To prepare for the lecture, the interpreters had set up a term list from the lecture slides that were available to them before-hand. They had gone through this term list before the lecture started and discussed some of the terms. Once the actual lecture began they maintained a short following distance (or lag time[19]). In ten minutes they lagged one to two seconds behind the lecturer on average, but sometimes the lag would be as long as three or four seconds. This long lag time occurred most often when the lecturer had false starts, or when the Afrikaans sentence structure placed the verb at the end of a sentence, and the interpreters were then forced to wait for the verb before starting their English sentence. This is done in order to "not sound Afrikaans" – in other words the interpreters compromised on lag time in order to render a grammatically correct English version of the message. The interpreters try to keep their volume as low as possible – they whisper interpret with

[18] Eleven users were L1 English speakers, five users were Shona L1 speakers, and one user was a German L1 speaker.
[19] In educational interpreting it is deemed necessary to have as short a following distance or lag time as possible – this is because lecturers sometimes refer to things they have written on the board by a gesture (deictic references), and if lag time is too long, the users miss out on the non-verbal communication. In extreme cases interpreters might try to refer to what was gestured to in their utterance, but this is the exception to the rule.

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transmission equipment – but they were still slightly audible to me. At the time I was sitting three seats away from the interpreter, which is not very far away, but that meant that students sitting in the front two rows on the right hand side of the classroom (near the interpreters) could possibly also hear them. It did not seem to bother anyone, though, as there were open seats to the back of the classroom that were available, but the students chose to sit next to the interpreters.

After the two questionnaires had been completed and collected from the students I extracted all of the questionnaires that indicated the student's first language as English (i.e. both those who made use of interpreting and those who did not). Out of 22 students who indicated their first language as English, 11 said they made use of the interpreting service, and 11 said that they did not make use of the service. All of the non-users said Afrikaans was their second language (L2) and 10 of the 11 users said Afrikaans was their second language. One user indicated that he spoke English only. I invited all of these students to attend one of two lunch-time sessions where they would be required to complete the Language Profiler test. The sessions took place in the same week as the questionnaires were handed out. After these two sessions only eight students out of the 21 who were invited had shown up to write the Language Profiler, so I decided to have one more session. I contacted the students who had not yet written the test, and asked them to come to the final session. The final session took place the next week during the lunch hour in the Engineering building. I used the same venue for all three the test sessions. After the final session three more students had completed the Language Profiler. Thus, unfortunately, only 11 of the 22 students who had completed the LBQ and the Interpreting Questionnaire completed the Language Profiler – six users of the interpreting service and five non-users.

3.5.2. Lecturers

Since the questionnaires I had compiled for the lecturers contained mostly open-ended questions, I decided to give the lecturers the time between two consecutive lectures to complete them. Therefore I handed out the ten questionnaires to Engineering lecturers, and asked the various interpreters who would see them in their lectures to collect the questionnaires when the lecturers were done with them. (I was necessitated to do this since my own interpreting schedule did not allow me to be present in all of the lectures.) Unfortunately this strategy did not yield good results. Only one lecturer returned the completed questionnaire. Consequently, I converted the questionnaire into an electronic survey by making use of Google Forms and sent it via email to twelve lecturers who I knew had had some experience with educational interpreting in their classrooms. In this way their responses could be collected anonymously in a manner that was more convenient and faster than filling out a printed questionnaire by hand. After this approach, only two more lecturers

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had completed the questionnaire, which meant that in the end, three lecturers had completed the questionnaire.

3.5.3. Interpreters

Since every interpreter has a unique schedule, there was no opportunity to see them all at once and I handed out questionnaires throughout the week and asked them to return them to me within two weeks. Eleven interpreters returned completed questionnaires to me.

In the next chapter, I report and analyse the data collected from students, lecturers and interpreters.

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Chapter 4 – Results

4.1. Students

In this section, I discuss and analyse the data I collected from the student respondents from the Building Materials 254 module. First, the LBQ data is discussed, followed by the Interpreting Questionnaire data.

4.1.1. Language Background Questionnaire

4.1.1.1. Language background

As I already indicated in chapter three, upon concluding the first stage of data collection from the student respondents identified for the study, a total of 71 students from the Building Materials 254 module had completed questionnaires, their L1s indicated as follows: 41 Afrikaans, 22 English, five Shona, two German and one Italian.

Twenty one students (all with L1 English) said that Afrikaans was their L2 and 48 students (41 with L1 Afrikaans and seven with other L1s) said that English was their L2. One student (with L1 English) indicated German as their L2 and one student with English as L1 indicated she had no L2.

4.1.1.2. Frequency of first and second language use

As part of the LBQ I asked the students to give a short breakdown of how often they used their L1 and L2 in various settings. These settings were mainly distinguished by being either informal settings (talking to parents, family and friends) or more formal (mostly academic) settings (attending lectures, writing examinations and assignments, taking notes, studying for tests and at work). The questionnaire was structured in the form of a table. I presented the respondents with nine settings and provided them with a four point scale of frequency: Never; Seldom; Frequently or Always. I used the same table for both L1 and L2.

How often do you use your L1 to…?	Never	Seldom	Frequently	Always	N/A
To communicate with your father	4	3	1	87	4
To communicate with your mother	1	1	3	94	0
To communicate with your siblings	3	1	6	86	4
To communicate with your friends	3	4	38	55	0
To attend a lecture	8	8	46	37	0
To write your exam/ assignments in	16	10	21	52	0
To take notes	14	8	25	51	0
5To study for tests	18	8	21	49	3
At work (i.e. part-time jobs)	3	13	41	25	18
How often do you use your L2 to…?	**Never**	**Seldom**	**Frequently**	**Always**	**N/A**
To communicate with your father	55	24	6	8	6
To communicate with your mother	55	30	9	3	1
To communicate with your siblings	52	28	10	6	4
To communicate with your friends	11	41	41	6	1
To attend a lecture	13	39	35	11	1
To write your exam/ assignments in	41	21	17	20	1
To take notes	34	31	15	18	1
To study for tests	35	21	23	20	1
At work (i.e. part-time jobs)	14	21	38	10	16

Table 2 - LBQ frequency of language use for L1 and L2 (indicated as percentage of responses per response option)

First, the responses of the respondent group as a whole will be discussed i.e. all students taken together, regardless of their L1. Thereafter the data will be discussed for the three language groups separately, i.e. those with L1 Afrikaans, those with L1 English and those with a different L1.

Table 2 above shows the data for the entire group of respondents (that is 71 respondents in total). The majority of respondents indicated that they always used their L1 to communicate with their parents and siblings: 87% said they always used their L1 to communicate with their father while 94% always used their L1 to communicate with their mother. 85% always used their L1 when speaking to siblings. Only 54% of students said they always used their L1 to talk to friends; 38% said they frequently used their L1 to talk to friends. The decreased percentage for friends might be attributed to the context of the university: more linguistic variety is present in this social setting than there would be in the familial setting, necessitating occasional communication in a different language than the L1.

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For the same settings, I also asked respondents how frequently they used their L2. In this case only 8% said they always used their L2 to talk to their father, while 55% said they never used their L2 for this purpose. 3% always used their L2 to communicate with their mother, 55% never did. Only 6% of students used their L2 to communicate with siblings – 52% never used it for this purpose. However, once again when it came to communicating with friends, only 11% of respondents said they never used their L2. 41% said they frequently used their L2 to talk to friends. The same percentage said they seldom used their L2 with friends. Based on these numbers it was clear that when communicating within their family setting, the majority of students (unsurprisingly) always used their L1, and rarely used their L2. The picture is less clear when it comes to communication with their friends, as an equal number of students reported using their L2 frequently (41%) and seldom (41%) though it is clear that only a small percentage of respondents (11%) never use an L2 in this setting.

The last five settings on the questionnaire are a bit more formal in nature. The questionnaire inquired as to language use in academic and professional settings – attending lectures, writing exams or assignments, taking down notes in class, studying for tests, and at part-time jobs. A fair percentage of students indicated that they always use their L1 for these situations, but the numbers were nonetheless much lower than they were for the social settings. 37% always attended lectures in their L1, 52% always wrote their exams or assignments in their L1. 51% of students took down lecture notes in their L1 and 49% of them studied for tests in their L1, while only 25% always communicated in their L1 at part-time jobs. If we consider that 58% of the respondents said their L1 was Afrikaans, yet only 37% of students always attended lectures in their L1 it would seem that some Afrikaans students make use of their L2 to attend lectures. At this point I should point out that at the Engineering Faculty lecturers are encouraged to speak whichever language they feel most comfortable in (either Afrikaans or English) and interpreting services are rendered into the opposite language. Accordingly some lecturers speak English throughout the entire class, with Afrikaans interpreting services. It has been my experience as a working educational interpreter that L1 Afrikaans students prefer to listen to the lecturer first hand, regardless of whether the lecturer is speaking Afrikaans or English, and very few of them make use of the English-to-Afrikaans interpreting service. This might account for the data indicating that only approximately half of them always attend lectures in their L1.

One student indicated Afrikaans as her L1, but stated that it was not the language she was most comfortable in – she explained that she used Afrikaans for personal communication, but that she was more comfortable using English in academic settings. Two other Afrikaans students also said that they were more comfortable with English, both having been in English schools before they came to university.

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When one looks at the data for the question of how often students used their L2 in these formal or academic settings, percentages were a bit more evenly distributed, with a specific frequency being less of an outlier in each of the settings. When it came to attending lectures, 13% of students said they never used their L2 for this, while 39% said they seldom attended a lecture in their L2, and 35% said they frequently attended lectures in their L2. 11% said they always attended lectures in their L2. For the purposes of writing tests and exams, 20% of respondents said they always used their L2, while 17% said they frequently did, 21% said they seldom did and 41% said they never used their L2 for this. While 34% of respondents said they never used their L2 for note-taking, 18% said they always take notes in their L2, and 15% frequently used their L2 for this purpose. 31% said they seldom took notes in their L2. While 20% and 23% of respondents, respectively, said they always or frequently studied for tests in their L2, 35% said they never did, and 21% said they seldom used their L2 to study for tests. Finally a large percentage (38%) of students said they frequently used their L2 at work or part-time jobs, and 10% said this was always the language they used in this setting. Comparatively fewer students (14%) said they never used their L2 at work, and 21% of them said they seldom used their L2 to communicate at work.

4.1.1.2.1. L1 English speakers with L2 Afrikaans

Recall that there were 22 L1 English respondents, 11 of them making use of the interpreting service (one of these users did not have an L2) and 11 not, therefore 21 of these respondents had L2 Afrikaans. On average, respondents who indicated English as their L1 always used their L1 in settings 1 – 4, i.e. when communicating with parents, siblings and friends. Non-users of the interpreting service marked the ‘always’ box 86% of the time for these settings, and users marked this box 90% of the time. All but three of the eleven respondents who used the interpreting service indicated that both their parents spoke English. One respondent had a father who spoke Dutch as L1, one spoke Afrikaans, and another respondent said their mother spoke Afrikaans as L1. Out of the eleven respondents who did not use the interpreting service, eight indicated that one of their parents spoke L1 Afrikaans. Many of these non-users gave the fact that they had one parent who spoke Afrikaans as the reason they felt they did not need to use the interpreting service (from Afrikaans into English) to cope during lectures.

When asked how often they used English to communicate with friends, nine of the respondents who did not make use of interpreting said they always use English, and seven respondents who did use the interpreting service said they always used English. Only six out of 22 respondents (27%) said they frequently use their L2 (Afrikaans) to communicate with friends.

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Setting 5 asked respondents how often they used their L1 (in this case English) to attend a lecture. From the answers, it is speculated that the respondents misunderstood the question, and wrote what they would *prefer*, rather than what the case in fact was, since seven out of 11 non-users said they always attend their lectures in English. This could not be the case, since the lecture in which I collected data was presented in Afrikaans, and they were obviously not listening to the English via interpreter headphones. Eight of the interpreting service users said they always attended lectures in English, while two frequently attended lectures in English. This might indicate that students do not make use of the interpreting service in every module it is available in, even when the module is taught in Afrikaans.

When it came to note taking in class (setting 6) the majority of both non-users and users of the interpreting service said they wrote their notes in English. Only one user indicated that their notes were sometimes (albeit seldom) in Afrikaans. All of the respondents said they used their L1 for assignments and tests, as well as writing exams, and the vast majority said they always used their L1 at work or part-time jobs.

Recall that only one of the 22 respondents who indicated English as L1, did not have an L2 (i.e. was monolingual), the other 21 respondents all said Afrikaans was their L2. On average, non-users said they never use their L2 in settings 1 to 4 49% of time, while users indicated the same was true for them 64% of the time. Thirty percent of respondents said they seldom use their L2 in social settings (1- 4), but 27% of respondents indicated that they frequently spoke Afrikaans to friends.

When it came to L2 usage, the majority of both interpreting users and non-users said that they seldom or never used Afrikaans for any of the formal or informal settings. It was interesting to note that 70% of the respondents who said they used the interpreting service also said they never used Afrikaans, while 55% of the students who did not use the interpreting service said they never used Afrikaans. This seems to be an inaccurate response: the non-users do use Afrikaans to attend lectures (they attended the Building Materials 254 lecture in Afrikaans). One can conclude that the respondents misunderstood the question at this point.

4.1.1.2.2. L1 Afrikaans speakers with L2 English

The vast majority (94%) of the 41 respondents with L1 Afrikaans indicated that they always used their L1 to communicate with parents and siblings. Interestingly, only 19 respondents out of 41 (or 46%) said they always used Afrikaans to communicate with friends while the same number of respondents said that they frequently used their L2 (in most cases English) to communicate with friends. When compared to the six respondents (27%) with English as L1 who said they frequently used their L2 (Afrikaans) to communicate with friends it seems

that the Afrikaans students use their L2 English much more frequently than the English students use their L2 Afrikaans when it comes to communication with friends (most probably on campus). This is unsurprising given that English, rather than Afrikaans, is a lingua franca on campus when students with different L1s want to communicate with each other.

When compared to the percentages for the L1 English speakers, the L1 Afrikaans respondents less often indicated that they "always" used their L1 in the formal settings (5 – 9); for example, only ten out of 41 respondents (24%) always attended lectures in Afrikaans. Thirty four percent of respondents took notes exclusively in Afrikaans and 32% studied for tests exclusively in Afrikaans. Only one respondent said he used Afrikaans exclusively in work environments. While the "always" numbers are much lower for the Afrikaans compared to the English respondents, most respondents indicated that they frequently used their L1 in the formal settings – 63% of respondents frequently attended lectures in Afrikaans, 41% said they frequently used Afrikaans to take notes and 37% of respondents frequently studied for tests and exams in Afrikaans. The majority of students (76%) also said they frequently used Afrikaans at work.

As mentioned above, 46% of L1 Afrikaans respondents said they always or frequently used Afrikaans to communicate with friends, while 54% also said they frequently used their L2 (English) to communicate with friends. When compared to the 27% of L1 English speakers using Afrikaans to communicate with friends, it seems as if respondents with Afrikaans as L1 were either more willing or more able to communicate socially in their second language, although the number of L1 English respondents should not be taken lightly, as it shows that quite a few students did in fact function in their L2 (presumably on campus), which would then lead to the conclusion that, at least in a social sense, campus life (at least for the Engineering students) is quite multilingual.

4.1.1.2.3. Speakers of other L1s with L2 English

The respondent who indicated Italian as her L1 never used Italian in any of the settings specified by the questionnaire while always speaking her L2 (English) to her father, and using it frequently for all the other settings.

Out of the two respondents who said German was their L1, one used the interpreting service and the other did not. The interpreting user said that he always used German to speak to his parents, and frequently for communication with his siblings and friends. The respondent seldom attended a lecture or communicated at the workplace in German, and never wrote tests or notes or studied in German. The respondent listed English as his L2, and while seldom speaking it to his parents, frequently used it to communicate with siblings and

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friends, and always used English to attend lectures, write tests, and take notes, study and at work.

The L1 German non-user seldom spoke German to her father, but always to her mother and frequently to siblings. German was however, never used for the formal settings like attending lectures and taking notes etc. Instead, English (indicated as second language) was always used in these settings, and also frequently used to communicate with parents and siblings.

All five students who said that Shona was their L1 made use of the interpreting service. All five respondents indicated that they always used Shona to communicate with parents, siblings and friends, while only one respondent said he always used Shona for the five formal settings. The other four Shona L1 speakers said that they never used their L1 to attend lectures, write tests, take notes, study or at work. Two respondents said they frequently used their L2 (which was English) to communicate with parents, sibling and friends, while two said they seldom did, and one always communicated with these people using English. Four out of five respondents said they always used English for the formal settings, while one respondent said he frequently did.

It is important to note that the L1 Shona speakers all came from Zimbabwe and are thus foreign students at SU. For this reason, it is unsurprising that these respondents, who had very little knowledge of Afrikaans, relied more heavily on their L2 (in this case English) to navigate communication in the formal settings like attending lectures and taking notes, while also using it quite often to communicate with friends and even siblings.

4.1.1.3. Perceived language proficiencies (Self-rating on LBQ)

Research question 4 reads as follows: “What is the relationship between students' proficiency in Afrikaans and their perceptions of the interpreting service?” Although the Language Profiler test was used to address this question (see section 3.4.2), the LBQ also included a section in which students were asked to rate their proficiency in Afrikaans and English, as well as any other languages they might speak.

According to MacIntyre, Noels and Clément (1997: 266), though research has suggested that people can accurately assess their language proficiency, it is possible for errors to occur during this self-assessment since self-assessment of language proficiency can be biased by various factors (e.g. language anxiety). MacIntyre *et al.* (1997: 267) showed that when respondents were asked to rate their proficiency, they could overestimate or underestimate their proficiency, even though they had done the assessment with appropriate assessment tools. Therefore using appropriate tools for self-assessment of language proficiency does not guarantee an accurate representation of the respondent's proficiency. People's perception

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of their proficiency in a language often differs from their actual proficiency in the language, and either or both of these variables – perceived proficiency and/or actual proficiency – could actually influence students' perceptions of interpreting. For example, even if someone has a relatively low level of proficiency in Afrikaans, they might perceive their proficiency as relatively high and for this reason believe that they could not benefit from the interpreting service. For this reason, the study identified a smaller group out of the respondent group as a whole, and administered an Afrikaans proficiency test (the Language Profiler) so that results from this test could be compared to the self-rated proficiencies in Afrikaans obtained by the LBQ, in order to discover whether perceived proficiency could have an influence on different language attitudes, and also on perceptions of interpreting. This information is discussed in more detail in section 4.1.4.3

Students were asked to rate their ability to complete five language actions on a four point Likert scale from no ability, poor ability, moderate ability to good ability. The five actions were reading, writing, speaking, understanding colloquial conversation and understanding a lecture.

The data that was obtained from the respondent group as a whole was compiled into Table 3 below. From the table, we see that the majority of respondents (86%) rated their ability to read English as good. A large number of respondents (68%) also rated their ability to read Afrikaans as good. Very few respondents said they had a good ability to read any other language they spoke. The low values that were obtained by the "Other" language option can obviously be attributed to the fact that most students spoke only English and/or Afrikaans, and only a few spoke any other languages.

Regarding their ability to write, 72% of students said they had a "good" ability in English, and 66% said the same for Afrikaans. Only 3% chose this option for any other languages. The percentages are slightly lower for writing than they are for reading, which could indicate that students perceive the action of writing to be more difficult than reading, and therefore were less sure about their ability to write in the relevant languages. 27% of respondents felt they had a "moderate" writing ability in English, and 21% said the same for Afrikaans. Interestingly, no respondents felt that they had either a "poor" or "no ability" to write English, while 10% said they had a "poor" writing ability in Afrikaans and 3% said they had "no ability".

The percentages for speaking resembled those that were obtained for writing: 73% of respondents said they had a "good" ability in English, and 61% agreed about this for Afrikaans. 25% of respondents rated their ability to speak English as "moderate", and 23%

said they had the same ability when it came to speaking Afrikaans. Only 3% and 7% respectively, rated their ability to speak another language as “good” or “moderate”.

While the vast majority (96%) of the respondent group rated their ability to understand colloquial English as “good”, only 76% did so for Afrikaans, and 4% for another language. No respondents felt that they had “poor” or “no” ability to understand colloquial English, and only 1% said they had “no” ability to understand colloquial Afrikaans, as well as 7% who felt they had a “poor” ability to do so.

The final action respondents were asked to rate their ability for was the ability to understand a lecture (in English, Afrikaans and other languages). The same trends held in this instance, with a large percentage of respondents (87%) indicating a “good” ability to attend lectures in English, and similarly in Afrikaans – 72% of the entire respondent group felt their ability to understand a lecture presented in Afrikaans was “good”. Once again, none of the respondents had a “poor” ability to understand an English lecture, while only 3% felt the same about Afrikaans lectures. 11% marked the “poor” ability option for Afrikaans, and 14% rated their ability as “moderate”.

Self-rated proficiency			
	English	**Afrikaans**	**Other**
Reading			
NO ABILITY	0%	3%	0%
POOR ABILITY	0%	6%	7%
MODERATE ABILITY	14%	23%	10%
GOOD ABILITY	86%	68%	3%
Writing			
NO ABILITY	0%	3%	0%
POOR ABILITY	0%	10%	7%
MODERATE ABILITY	27%	21%	7%
GOOD ABILITY	72%	66%	3%
Speaking			
NO ABILITY	0%	1%	0%
POOR ABILITY	1%	15%	4%
MODERATE ABILITY	25%	23%	10%
GOOD ABILITY	73%	61%	4%
Understand colloquial…			
NO ABILITY	0%	1%	0%
POOR ABILITY	0%	7%	4%
MODERATE ABILITY	4%	15%	10%
GOOD ABILITY	96%	76%	4%
Understand a lecture…			
NO ABILITY	0%	3%	3%

POOR ABILITY	0%	11%	7%
MODERATE ABILITY	13%	14%	3%
GOOD ABILITY	87%	72%	4%

Table 3 - Self-rated language proficiencies in English, Afrikaans and Other languages

In the following sections, the study will consider the perceived proficiencies of the separate groups of respondents in order to obtain a more nuanced understanding of these perceptions.

4.1.1.3.1. L1 English speakers' perceived Afrikaans proficiency

Table 4 below shows what percentage of L1 English respondents scored themselves according to each of the possible options for each of the actions that could be performed in Afrikaans, which was the L2 of 21 of the 22 L1 English respondents.

Self-rated Afrikaans proficiency								
	Non-Users (11)	Users (11)	Non-Users (11)	Users (11)	Non-Users (11)	Users (11)	Non-Users (11)	Users (11)
RATING	Good ability		Moderate ability		Poor ability		No ability	
Read Afrikaans	36%	36%	45%	45%	9%	9%	0%	9%
Write Afrikaans	45%	27%	36%	45%	18%	18%	0%	9%
Speak Afrikaans	18%	9%	64%	36%	18%	45%	0%	9%
Understand colloquial Afrikaans	73%	27%	27%	64%	0%	0%	0%	9%
Understand a lecture in Afrikaans	64%	18%	36%	36%	0%	36%	0%	9%

Table 4 Perceived ability to use Afrikaans (by L1 English speakers)

Note that the L1 English user who marked the "No ability" option throughout was an American student who did not speak Afrikaans at all and was therefore completely dependent on the interpreting service. Recall that eleven of the English respondents were users of the interpreting service, and 11 did not make use of the service. Most users (36% "good" and 45% "moderate") and non-users (36% "good" and 45% "moderate") felt that they had a "moderate" to "good" ability when it came to reading Afrikaans, and the same was true for writing Afrikaans (27% of users rated their ability as "good", 45% rated it as "moderate", and 45% of non-users rated it as "good" while 36% rated it as "moderate"). However, users of interpreting in general indicated that they felt they had a "poor" ability to speak the language: 45% of users of interpreting indicated a "poor" ability, and 36% indicated a "moderate" ability, versus 18% of non-users who thought they had a "poor" ability, and 64% who thought they had a "moderate" ability.

The questionnaire also asked the respondents to rate their ability to understand Afrikaans when people generally spoke it (as opposed to the academic Afrikaans used in a lecture, for

instance). The majority (73%) of non-users felt they had a “good” ability, versus only 18% of users. 36% of users felt they had a “moderate” ability, and so did 36% of the non-users, but no non-users felt they had a “poor” ability, while 36% of users indicated that they had a “poor” ability. When asked to rate their ability to understand a lecture presented in Afrikaans 64% of non-users said they had a “good” ability to do this, while the remaining 36% rated their ability as “moderate”. The users of the interpreting service however showed a much lower rating of their ability to understand an Afrikaans lecture. Only 18% of them felt they had a “good” ability, while 36% rated their ability as “moderate” and 36% rated it “poor”.

When these trends are considered, it seems as if respondents who made use of the interpreting service generally felt that they had poorer Afrikaans proficiency than respondents who did not make use of the interpreting service, and who instead listened to the Afrikaans lecturer directly. This is especially true for the last two tasks (namely understanding colloquial Afrikaans, and understanding an Afrikaans lecture), while the two groups (users and non-users) rated their reading skills similarly. Writing and speaking were rated differently, but ratings did not differ as extremely as they did for understanding (colloquial and formal) Afrikaans.

4.1.1.3.2. Speakers of other L1s’ perceived Afrikaans proficiency

The respondent who indicated Italian as her L1 felt that she had a “good” ability to read, write, speak, and understand colloquial Afrikaans and understand Afrikaans lectures. The respondent explained that she had attended an Afrikaans high school and felt completely comfortable with either Afrikaans or English in the classroom context. This respondent had also attended all her first year lectures[20] in Afrikaans.

The German L1 respondent who used the interpreting service had attended school in English and German, but also indicated some exposure to Afrikaans at that time, and said that he had attended first year lectures in English. This respondent generally felt that he had a “moderate” ability to function in Afrikaans, but felt that he had a “poor” writing ability in Afrikaans. The German L1 respondent who did not make use of the interpreting service, while having attended all first year modules in English, stated that she had attended high school in Afrikaans and English, and while she felt most comfortable in English, rated her ability to write Afrikaans and understand spoken Afrikaans as “good”, while feeling that she had a “moderate” ability to read, speak and understand Afrikaans lectures.

[20] Recall that in the Faculty of Engineering, all first year modules are presented in parallel medium; therefore there are two separate streams for Afrikaans and English. From second year onwards, lectures are presented either in Afrikaans with English interpretation, or in English with Afrikaans interpretation.

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The five respondents who listed Shona as their L1 all considered Afrikaans as at least their third (but maybe even fourth or fifth) language. Four of the respondents felt that they had a “poor” ability to understand a lecture in Afrikaans, and one said he had “no” ability to do this. The ability to understand colloquial Afrikaans was rated as “poor” by all five respondents, and four out of five felt their ability to speak Afrikaans was “poor”. Two respondents felt they had a “moderate” ability to read and write Afrikaans while two felt their ability was “poor”, and one stated he had “no” ability. These respondents all indicated that they had attended English-medium schools, and had also attended all their first year modules in English.

From the above discussion, it is clear that of the respondents who listed languages other than Afrikaans and English as their L1, international students have the lowest perceived proficiency in Afrikaans. The Shona L1 speakers and the American student were obviously the most dependent on the interpreting services since they did not feel comfortable with Afrikaans at all. Later in this chapter, I shall discuss the link between perceived Afrikaans proficiency and perception of the interpreting service. I now first turn to the results of the Language Profiler test.

4.1.1.3.3. L1 Afrikaans speakers’ perceived English proficiency

In this section, the perceived English proficiency of L1 Afrikaans respondents will be discussed.

The L1 Afrikaans respondents generally rated their English proficiency in all five actions (i.e. reading, writing, speaking and understanding both colloquial English and an English lecture) as mostly “good” and to a lesser extent “moderate”, while only one instance of a “poor” rating being chosen occurred.

The L1 Afrikaans respondents rated their ability to read and understand colloquial English and English lectures higher than their ability to write and speak English. While 78% of respondents rated their ability to read English as “good” and 22% rated it as “moderate”, none chose the “poor” or “no ability” options. The ability to understand colloquial English was rated the highest, with a “good” rating of 95% and a “moderate” rating of 5%. Most students (80%) also felt their ability to understand an English lecture was “good” and 20% thought their ability was “moderate”.

The ratings for writing and speaking English were more evenly distributed between “good” and “moderate”: 56% of respondents rated their English writing ability as “good” and 44% rated their ability as “moderate” while 55% of respondents felt their ability to speak English was “good” and 43% felt they had a “moderate” ability. We see that similar to the discussion in section 4.1.1.3 above, respondents generally thought that their proficiency was lower

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when it comes to writing and speaking (or producing) the language in question (especially so when the language in question is an L2). In section 4.1.2 the difference between production and comprehension and the influence it can have on perceived proficiency is discussed further.

4.1.2. Language Profiler test: Actual proficiencies

In order to address research question 4, regarding the relationship between students' (actual) proficiency in Afrikaans and their perceptions of the interpreting service, all students with L1 English and L2 Afrikaans were asked to write the Language Profiler that was obtained from ICELDA. Unfortunately, as explained earlier, out of the 21 respondents who were invited to write the Language Profiler, only 11 students showed up during one of the three scheduled timeslots. Six of these respondents were interpreting service users, and five were non-users.

Recall from the discussion in section 4.1.1.3.1 that when the LBQ asked respondents to rate their Afrikaans proficiency, students who did not make use of the interpreting service generally felt that they had a "moderate" to "good" ability to read, write, speak and understand colloquial Afrikaans and Afrikaans lectures. Respondents who did make use of the service generally felt that they had "moderate" Afrikaans ability, with few of them rating their ability as "poor".

In contrast to this difference between users' and non-users' self-ratings, the results of the Language Profiler showed that there was no great difference between users and non-users' actual Afrikaans proficiency. The interpreting users scored an average of 25% (with scores ranging from 18% to 42%) while the non-users scored an average of 29% (with scores ranging from 20% to 29%). The two highest scores were 42% and 40% and were both scored by non-users, but the lowest score (18%) was also obtained by a non-user.

While the results obtained by means of the Language Profiler seem to indicate that there is no real difference in actual language proficiency between users and non-users, and that many respondents displayed a much higher perceived proficiency than was in reality the case, I do feel the need to point out that the Language Profiler is not the ideal tool for this purpose. Although theoretically it should still yield useable information, since both users and non-users completed the same test, and the data should therefore be comparable, the difficulty of the test and the consequently low test scores might create a skewed perception of the respondents' actual ability to use the language as an L2.

4.1.3. Interpreting Questionnaire

Recall from section 3.4.1.2 that the Interpreting Questionnaire aimed to collect data on students' perceptions of interpreters and the interpreting service, how students used the interpreting service in their module, and what their attitudes were to Afrikaans, English and any other languages they spoke.

4.1.3.1. Reasons for (not) using the interpreting service

Out of a group of 71 respondents, there were 30 respondents who did not speak Afrikaans as L1; however, only 17 said that they made use of the interpreting services into English for the Building Materials 254 module. Half of those respondents who indicated English as their L1 did not make use of the interpreting service, the other half (11 in total) did, while all five respondents with L1 Shona used it, as well as one student with L1 German.

Respondents were asked to explain why they did or did not use the interpreting service by ticking various options in a table. The options were as follows:

	Reason
1	Afrikaans is my first language, I do not need interpreting.
2	I am completely comfortable with Afrikaans even if it is not my first language.
3	I do not trust the interpreters to convey all of the material correctly.
4	I do not understand Afrikaans at all.
5	I understand Afrikaans, but struggle when it gets technical/ academic.
6	I prefer hearing the lecture in English since the textbook is English anyway.
7	English is my mother tongue.
8	I prefer to study in English.
9	Other…

Table 5 - Reasons for using/ not using the interpreting service

Considering the L1 English non-user data first, all the L1 English non-user respondents chose option 2, which said they felt completely comfortable with using Afrikaans in class as the reason they did not use the interpreting service, while 18% indicated that they did not trust the interpreters to convey all of the material correctly. A further 27% of the non-users also indicated they struggled with Afrikaans when it became technical or academic. A further 27% of respondents said they would prefer to hear the lecture in English since the textbook is also in English, but did not make use of the interpreting service and accordingly only heard the lecture in Afrikaans. 18% of non-users said they preferred to study in English. No other reasons were given for not using the interpreting service.

Turning to the L1 English user data, 82% stipulated that they used the interpreting service because they preferred to study in English and because English was their L1. 55% also preferred hearing English since the textbook was in English and 73% said that they could understand Afrikaans, but struggled when the language became technical or academic. The

American student said she did not understand Afrikaans at all and therefore was a regular user of the service. Only one respondent out of eleven (9%) who made use of the service did not trust the interpreters to convey the entire message accurately.

The L1 Italian and L1 German respondents who did not use the interpreting service both said that they felt perfectly comfortable with Afrikaans, while the L1 German respondent who did use the service said that he preferred to study in English since the textbook was also English.

The L1 Shona respondents all used the interpreting service, and four of the five of them did so because they preferred to study in English, and because the textbook was also English. Three respondents said that they struggled with technical or academic Afrikaans and one indicated that he did not understand Afrikaans at all. One of the respondents also indicated a distrust of the interpreters' ability to convey the complete message accurately.

Only 33 of the 41 respondents who said Afrikaans is their L1 actually ticked reason number 1 (i.e. that they do not need interpreting because Afrikaans is their L1), and the reason for this is unclear. Two of the L1 Afrikaans respondents (6%) said that they did not trust the interpreters to convey the material completely. 18% of the Afrikaans respondents indicated that although they did not use the interpreting service, they would prefer to hear the lecture in English since the textbook is also English. Another 9% stated that they would prefer to study in English (but none of them listened to the English interpretation).

Figure 3 and Figure 4 below show the distribution of reasons from the respondent group as a whole.

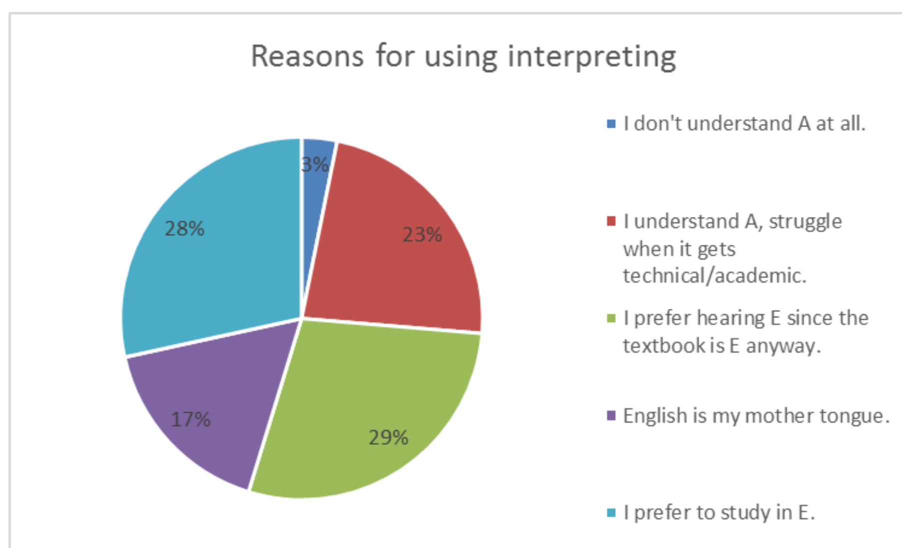

Figure 3 - Distribution of reasons for using the interpreting service

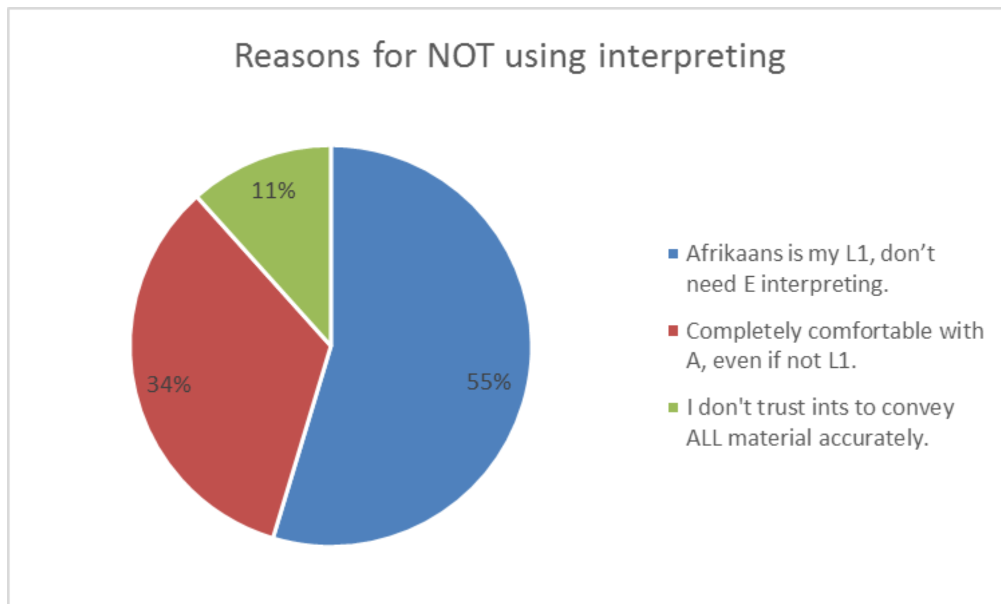

Figure 4 - Distribution of reasons for not using the interpreting service

4.1.2.1. Perceptions of interpreting

Questions 4 to 7 of the Interpreting Questionnaire asked all respondents (that is both users and non-users of the interpreting service) to rate their experience of the interpreting service on a four point Likert scale. This was done because all of the students attended lectures in which interpreting took place and even non-users would thus have opinions of the service. The questions asked whether the interpreters' presence in the classroom distracted the respondent, whether the respondent thought that interpreting was a good way to accommodate various languages at the university, whether the respondent thought that hearing the Afrikaans and English at the same time promoted the learning of Afrikaans, and whether the respondent thought the interpreter gave an accurate version of the lecture content. For each of these questions, respondents could mark one of four options: not at all; to a lesser extent; to a moderate extent or to a large extent.

This section will discuss the perceptions of interpreting of the group as a whole, as well as the perceptions of the various subgroups that have been identified (i.e. L1 English users and non-users, L1 Afrikaans non-users, and users and non-users with other L1s).

When asked whether the presence of the interpreters distracted the respondent during a lecture, the majority of students (60%) chose the "not at all" option. A further 27% of the group said that the interpreter distracted them "to a lesser extent", with the remainder of the group (13%) saying that they found it "moderately" distracting. No-one chose the "to a large extent" option.

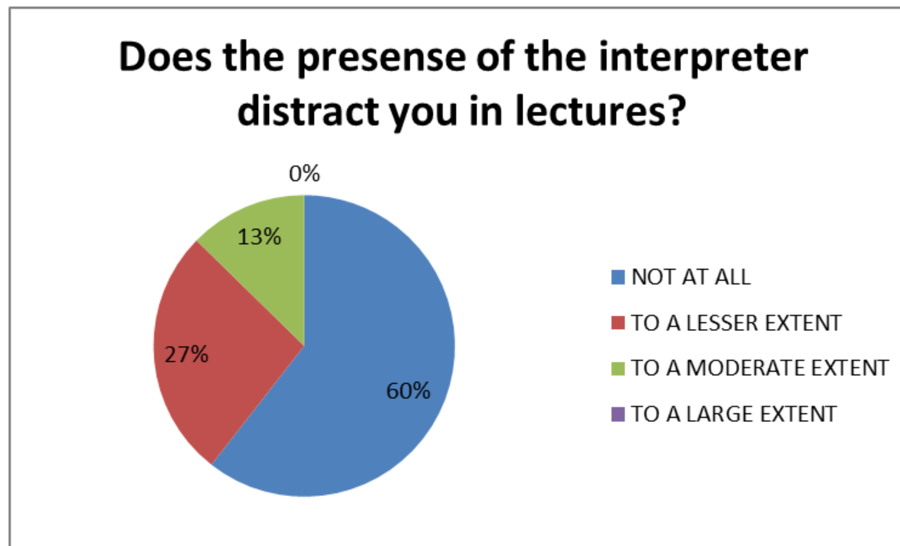

Figure 5 - How distracting is interpreting?

When the subgroups were considered separately some interesting facts came to light. Out of the L1 English non-user group, 36% of respondents said the interpreters where not distracting at all. 55% chose the "to a lesser extent" option, and 9% of respondents chose the "to a moderate extent" option. In the L1 English user group, 91% of respondents indicated that the interpreters were "not at all" distracting, and one said the interpreters were distracting "to a lesser extent". Therefore the general feeling from this subgroup was that the interpreting service was not very distracting in the classroom context.

Both the L1 Italian non-user and the L1 German non-user said the interpreters did not distract them at all, as did the majority of the L1 Afrikaans respondents (66%) who were all non-users.

The other L1 German respondent who did use the interpreting service had indicated that he had had much less exposure to Afrikaans at school and at home in comparison with the L1 German non-user. This respondent indicated that the interpreters were "moderately" distracting. The response of the five L1 Shona user respondents was similar. All of these respondents found the presence of the interpreters more distracting than did the respondents who had indicated that they had more experience of (and therefore felt more comfortable with) Afrikaans, with three out of five saying that they found the interpreters' presence distracting "to a lesser extent" and the remaining two choosing the "to a moderate extent" option.

Question 5 asked respondents whether they thought interpreting was a good way to accommodate various languages at the university. Out of the respondent group as a whole,

the majority (58%) marked the “to a large extent” option. In addition to the 58% of respondents who chose the top most positive option, another 35% of respondents said that they believed interpreting was a “moderately good” way to accommodate various languages at the university.

Only five out of the 71 respondents marked the “not at all” or “to a lesser extent” options for this question. Once again these slightly more negative perceptions came from the Shona L1 and German L1 user group, with two L1 Afrikaans respondents also marking the “to a lesser extent” option.

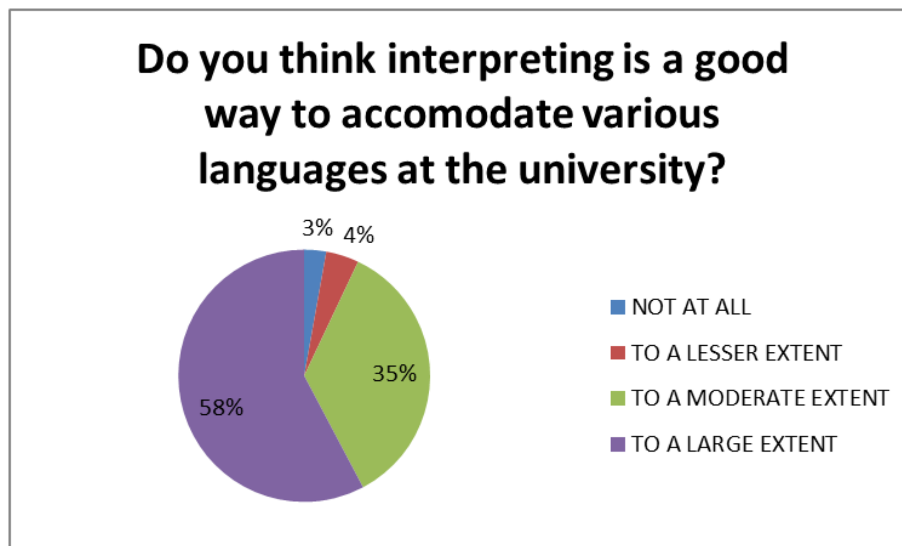

Figure 6 - Is interpreting a viable option?

Question 6 is based on a claim that is sometimes (though usually not explicitly) made by some members of the educational interpreting community, namely that some students find they improve their Afrikaans by listening to the Afrikaans lecture and the English interpretation at the same time. The claim here is thus that interpreting does not just promote institutional multilingualism but also individual multilingualism. In my opinion, it is highly unlikely that listening to a lecturer and an interpreter at the same time could lead to enough usable input to enable *overall* second language development. However, it is possible that students might find that their *vocabulary* in both languages is improved if they listen to both languages at the same time. This study thus collected data on students’ perceptions regarding whether or not they thought that hearing some of the Afrikaans spoken by the lecturer at the same time as listening to the English interpretation could expand one’s knowledge of technical Afrikaans terms.

Most of the respondents as a group (62%) felt that you could indeed expand your Afrikaans terminology knowledge to a "large" or "moderate" extent. Nineteen respondents (or 29% of the group) felt that listening to the interpreting could improve your Afrikaans terminology knowledge "to a lesser extent", and only six respondents (9%) said that it did not improve this knowledge at all.

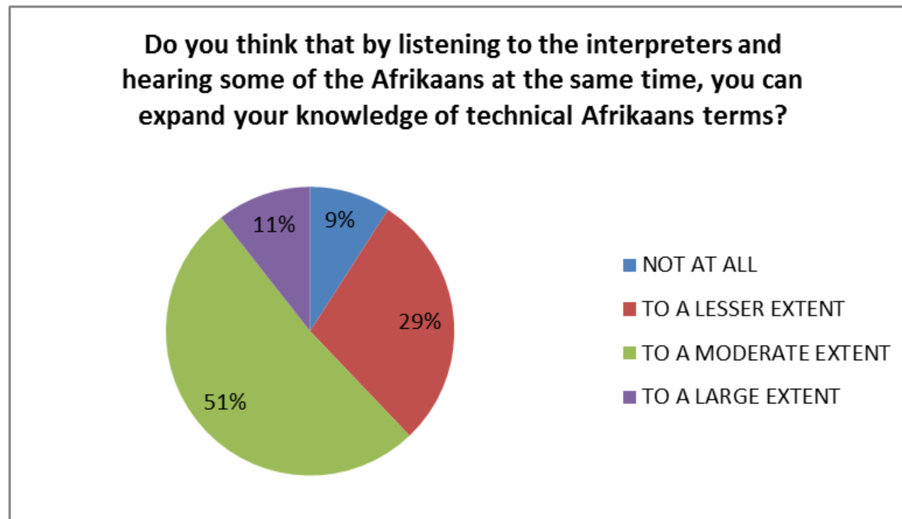

Figure 7 - Perception of Afrikaans terminology improvement by interpreting

When the separate groups are considered, results are more varied. The L1 English non-user group mainly marked the "lesser" (30%) and "moderate" (50%) options, while from the L1 English user group 18% of users said that listening to the interpreters could improve Afrikaans terminology knowledge "to a large extent", while 64% felt this was true "to a moderate extent". Another 18% marked the "to a lesser extent" option.

The L1 Italian non-user and L1 German user chose the "moderate" option, as did 50% of L1 Afrikaans respondents who answered the question. Of the remaining L1 Afrikaans respondents, 26% felt that listening to both languages would improve your knowledge of Afrikaans "to a lesser extent".

The group of L1 Shona respondents once again chose the "to a lesser extent" and "not at all" options. Two respondents chose the "not at all" option, while the remaining three felt that hearing both languages improved your Afrikaans terminology knowledge "to a lesser extent". This is, of course, not surprising given that this is also the group who perceives their Afrikaans proficiency to be the lowest: It could be argued that the less Afrikaans one understands, the less likely one is to "pick up" the Afrikaans vocabulary items used by the lecturer that correspond to the English vocabulary items used by the interpreter.

The last question in the Interpreting Questionnaire regarding perceptions of the interpreting service, which was open to all respondents (and not just to users of the interpreting service)

asked respondents to indicate to which extent they thought the interpreters gave an accurate version of the lecture.

When the data of the group as a whole is considered, the majority of students (53%) marked the “moderate” option, while the second largest group (26%) chose the “to a large extent” option, indicating that in general, respondents felt that the interpreters transferred the lecture accurately into English. Three out of the 57 respondents (5%) who answered the question, however, felt that the interpreters’ versions where not at all accurate, and 14% of respondents chose the “to a lesser extent” option.

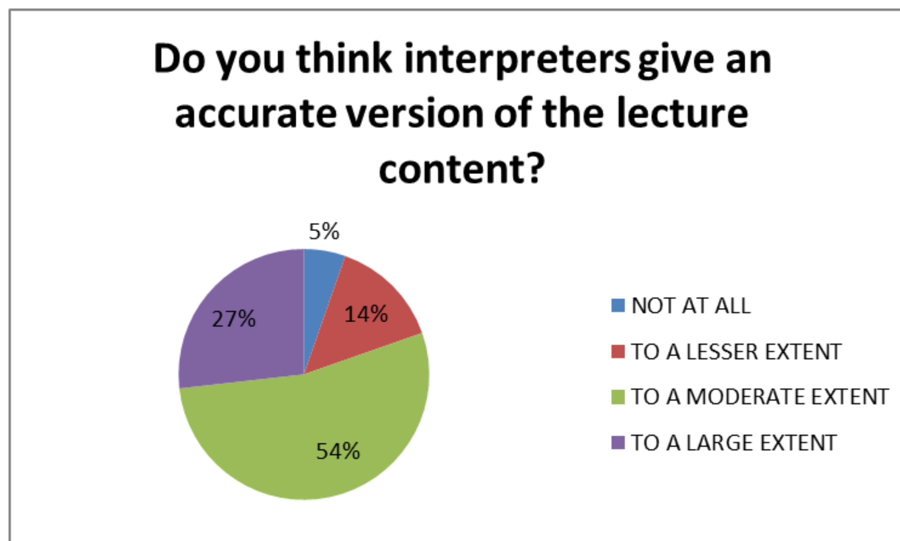

Figure 8 - Perceived interpreter accuracy

Considering the data per group, the L1 English non-user group had one respondent (9%) who chose the “to a lesser extent” option, and 63% of the respondents who answered the question felt that the interpreters were “moderately” accurate. One respondent each marked “to a lesser extent” and “not at all”. Contrastingly, 64% of respondents from the L1 English group who did use the interpreting service chose the “to a large extent” option when it came to perceived interpreter accuracy, and 27% said the interpreters were “moderately” accurate. Only one student (9%) felt that this was true “to a lesser extent”.

The L1 Italian respondent and both L1 German respondents felt that the interpreters were “moderately” accurate. L1 Afrikaans respondents generally shared the same perception: 60% of those who answered the question chose the “moderate” option, while 20% said interpreters were “largely” accurate, 13% said they were accurate “to a lesser extent” and 3% felt they were not accurate at all.

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The L1 Shona group was divided on this point. Out of the five respondents, one chose the “to a large extent” option, one said the interpreters were “moderately” accurate, two felt the interpreters were accurate “to a lesser extent” and one felt they were not accurate at all.

4.1.2.2. Students’ perceptions of interpreters

Questions 8 and 9 of the Interpreting questionnaire aimed to investigate student perceptions of the role and background of an interpreter. This study does not investigate the role of an educational interpreter in great detail (as Le Roux (2007) did), but none the less was interested in two aspects of student perceptions of interpreters. Firstly, respondents were asked whether they thought interpreters should have backgrounds in engineering when they were interpreting engineering subjects. Respondents were also asked to explain why they chose either “yes” or “no”. Secondly, respondents were asked to classify the classroom status of an interpreter, specifically by indicating whether they thought interpreters were more like lecturers, students, or facilitators between lecturer and students.

Feedback on question 8 was as follows: 49% of the respondents who answered the question felt that interpreters did not need an engineering background to interpret engineering modules, while 51% felt that an engineering background was necessary. Dividing up the group into users and non-users (who answered the question) 45% of users and 55% of non-users felt that an engineering background was necessary.

Those respondents who felt that interpreters did not need an engineering background generally responded with two reasons why. Many respondents seemed to understand the fact that interpreters needed to be language experts rather than engineering experts. Responses like “Interpreters say what the lecturers says” and “They translate the language, not the concept” were popular among respondents who had chosen “no” for question 8, while one respondent summarised the situation very aptly: “It’s not about engineering, it’s about interpreting”.

The second reason that was often used by respondents pointed to the fact that if the interpreter knew the proper vocabulary, a deeper understanding of the subject matter was not necessary: “If they are well learned in the terminology, then it is not necessary [for them to have an engineering background – LB]”. Another respondent pointed out that the interpreter only had to translate what was being said: “No need to explain it or understand it”. Of course there were also some other valid opinions, for one the fact that it would be too expensive to employ engineers as interpreters. One respondent was also of the opinion that no engineer would actually want to do “that kind of job”.

The respondents who felt that interpreters needed an engineering background also stuck to two major themes in their feedback. It seems as if these students felt that an interpreter who could follow the work and who fully understood what was being said would deliver a better interpreting product: “If they have an understanding of the work they could translate more correctly” and “They understand what’s going on and can interpret it better”. Also, if an interpreter could follow a lecture, it would also be easier to follow that interpreter: “Easier to follow someone who follows the lecturer” and “Some explanations of math make no sense if it is just symbols, but if you understand the concepts and methods it is easier to explain or translate”. Another major concern was with terminology. Respondents realised that using the correct terminology formed a large part of what made an interpreted lecture accurate and understandable. Interpreters, according to these respondents, needed an engineering background “to have a good vocabulary of technical terms” and in order to “pronounce the words correctly”.

Question 9 was interested in how students perceived the status of an interpreter in the classroom context. The question asked “in your opinion, an interpreter is more like…” and provided three options: like a lecturer, like a facilitator between lecturer and student or like a student. Most of the respondents (94%) chose the “facilitator” option, with a very small percentage of respondents choosing either of the other two options as can be seen in Figure 9 below.

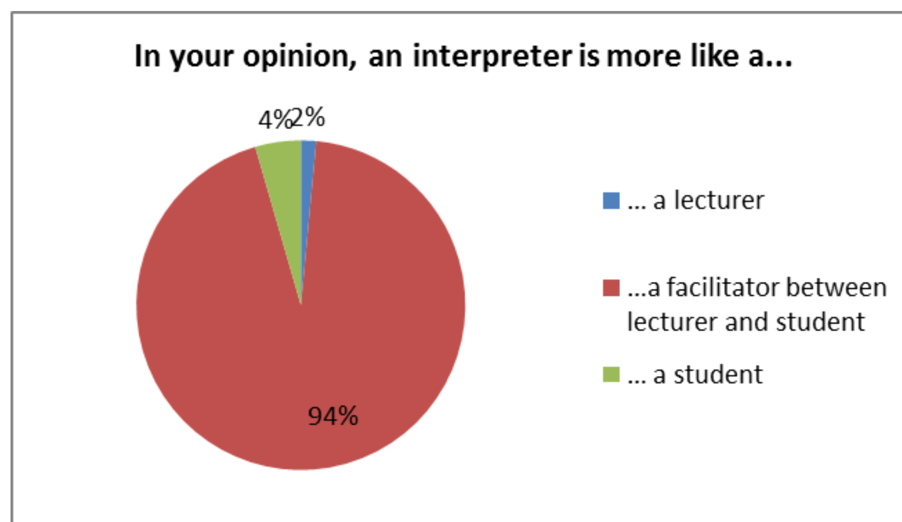

Figure 9 - Status of interpreters in the classroom

4.1.3.3. How do students use the interpreting service?

Only respondents who made use of the interpreting service were asked to complete questions 11 to 17. This section of the Interpreting Questionnaire was aimed at collecting information on how students used the interpreting service in their lectures. Respondents

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were asked whether they felt included or excluded when using the interpreting service, and why. Questions 13 to 16 investigated the time it took users to get used to using the service, as well as whether they found hearing interpreted question and answer sequences between students and lecturers useful. Finally, question 17 asked respondents whether they found that having access to the interpreting service had made understanding the lecture content easier.

The current study is interested in learning how students use the interpreting service because this information could provide a context within which one could discuss the emerging data on perceptions of interpreters and interpreting held by students. Once again, when all the respondents who answered this section (that is users with L1 English, and other L1s) is considered, the majority (57%) said that while they listened to the interpreter, they kept an ear on the lecturer. Since the interpreting equipment does not block out the voice of the lecturer at all (in fact, sometimes the voice of the lecturer is transmitted through the microphone along with the interpreter's voice depending on the interpreter's proximity to the lecturer or the volume of the lecturer's speech) it would be relatively easy for respondents to do this. When we consider the fact that 58% of the entire respondent group had felt that listening to the interpreter and hearing the lecturer at the same time could improve knowledge of technical Afrikaans terminology, this finding makes sense. L1 English users of the service also generally supported this perception (that you could improve your Afrikaans terminology). Recall that 18% of them had said that this was true "to a large extent", and 64% had said it was true "to a moderate extent". This again fits with the fact that 82% of L1 English users said that they listened to both the interpreter and the lecturer during lectures.

As can be seen from Figure 10 below, the second largest part of the entire user respondent group (38%) said they listened only to the interpreter during a lecture. L1 Shona users mostly chose this option. Once again it might be possible to compare this information with the respondents' perception of the possibility of improving their Afrikaans terminology through the interpreting service. Recall that the L1 Shona users had responded with the "to a lesser extent" and "not at all" options to this question and two of them had said this was not the case at all, while three said they thought Afrikaans terminology could be improved to a lesser extent. There were five L1 English users who also said they listened to the interpreter only. All of them had marked both the "interpreter only" and "both interpreter and lecturer" options. This could be attributed to the fact that the lecturer was still audible through the interpreting equipment, so even if they only wanted to hear the interpreter, they could not help but also hear the lecturer.

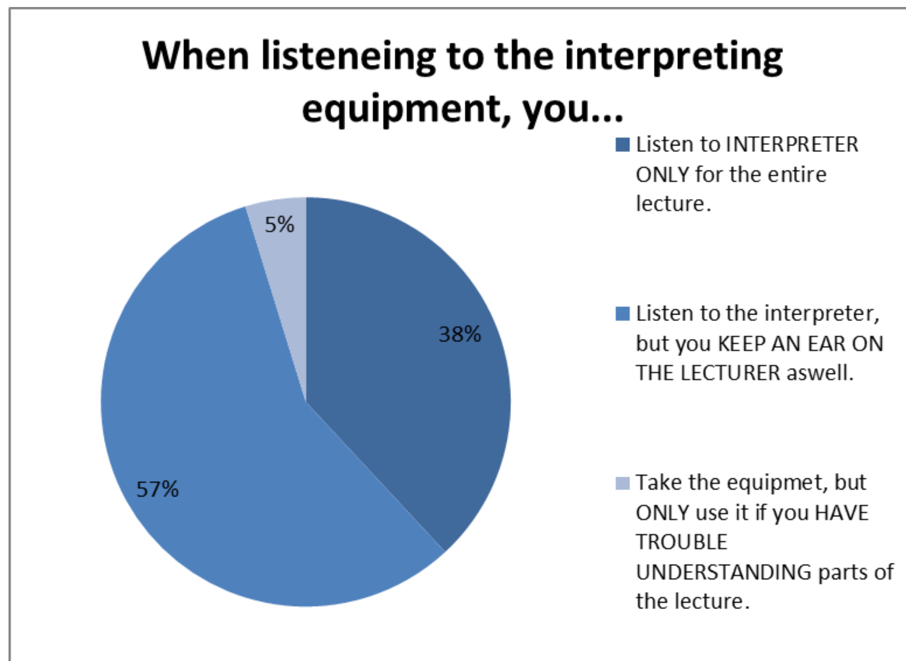

Figure 10 - How students use the interpreting service

Question 12 asked respondents whether the interpreting service made them feel included or excluded from the classroom context. At face value, respondents seemed divided on the matter. While a slight majority of 59% said they felt included, 41% felt excluded when using the interpreting service.

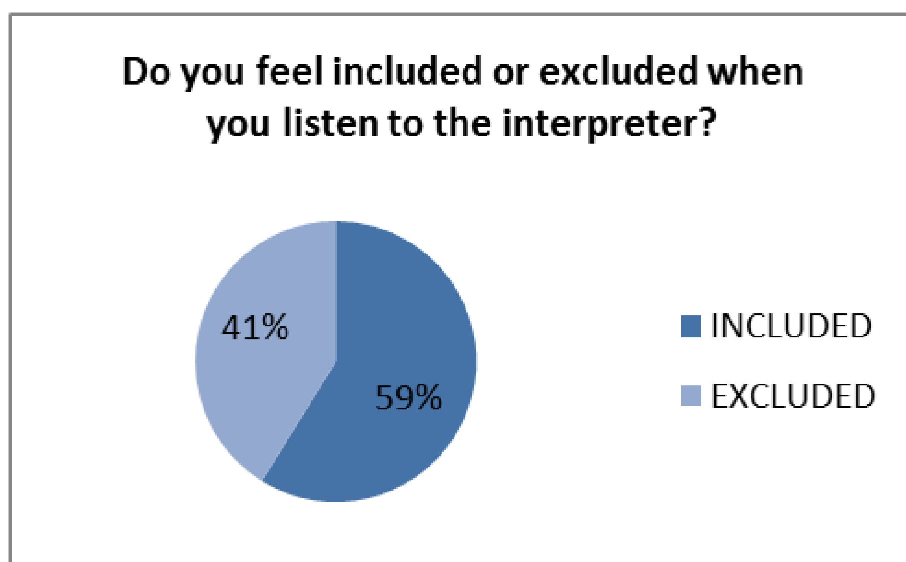

Figure 11 - Inclusivity of the interpreting service

In the L1 English user group, 64% said that they felt included in the classroom environment when using the interpreting service. Respondents said that the interpreting did not affect their "classroom interaction" and that "it includes me in all questions asked by fellow students". 36% of respondents from this group, however, said that they felt excluded from

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the classroom environment. The main issue for these students, it seems, is the lag time of interpreters. When asked to explain why they felt excluded, three of the four respondents blamed it on the fact that they were always slightly behind the lecturer. Answers like "Sometimes I feel excluded as I am several seconds behind the Afrikaans students" and "My response time is delayed" clearly show that the lag time between the lecturer and the interpreters was an issue for students when it came to inclusivity. They might be able to understand the lecture content, but since they always received the information slightly later than the students who listened to the Afrikaans, they felt that their participation in the lecture was limited. One student also pointed out that he found it hard to adjust when interpreters switched turns in the middle of a lecture. Respondents also felt that they could not easily communicate with those around them when they were using the interpreting equipment: "I can't interact with others, I can only listen". Similarly, another respondent said that he could not really communicate with others while he was "plugged in" and that this also made it difficult to "clarify a point in the lecture".

The L1 German user said he felt included, and since you were sitting in the class it would be "kind of weird if you feel excluded".

From the L1 Shona user respondent group, results were as follows: two out of the five said they felt included, while the remaining three said they felt excluded. One of the respondents who felt included said that he could "follow the lecturer's mood and how he is conducting the lecture", while the other said that he felt included because "an effort is being made to break the language barrier". Out of the three respondents who felt excluded, only two gave reasons. One respondent felt that more was being explained in Afrikaans than he was hearing via the interpreting service, while the other respondent also mentioned a delayed response time.

Questions 13 and 14 asked students whether it took them some time to get used to the interpreting service, and if it did, how much time. Both Brewis (2013) and Clausen (2011) had argued that the respondents in their studies had shown more negative perceptions towards interpreting since they did not have enough time to get used to the service to truly form a unbiased opinion. Therefore, these two questions were included in the Interpreting Questionnaire in order to contextualise the issue of "getting used to the interpreting service". It is the case then that 88% of respondents from the current study said that they did have to get used to the interpreting service. Figure 12 below shows the time it took respondents to get used to the interpreting service. The majority of respondents said that it took between two and ten lectures to get used to the service. 40% of respondents said it took them between two and five lectures, while another 40% said it had been between five and ten

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lectures before they got used to using the interpreting service. 13% said they took one lecture to get used to the interpreting, and 7% said it took them more than 10 lectures.

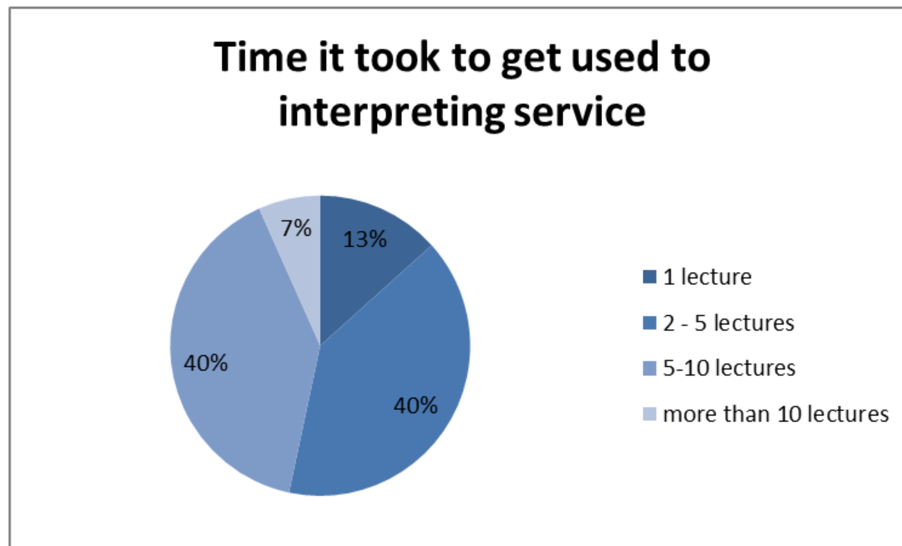

Figure 12 - Time it took te get used to the interpreting service

It can be argued, from this data, that both Brewis (2013) and Clausen (2011) had valid points when it came to the short duration of their studies being limiting factors.

Table 6 below shows the time it took respondents from the various L1 groups to get used to the interpreting service. From this table it is clear that the L1 Shona respondents (who had much less exposure to and knowledge of Afrikaans than the L1 English respondents for instance) took longer to get used to using the interpreting service than most of the L1 English respondents. While 60% of the L1 Shona group said that it took them between five and ten lectures to get used to the interpreting, and 20% said it took longer than ten lectures, 50% of L1 English respondents said that it took them between two and five lectures, while 20% said it only took them one lecture to get used to the service. The L1 German respondent said it took him between five and ten lectures to get used to the interpreting service. Recall from section 4.1.2.1 that the study had argued that the L1 Shona and German students had less exposure to Afrikaans and therefore found the interpreters more distracting in the classroom. From the above discussion, it also seems like it generally took them longer to get used to the interpreting service as well.

Time	L1 English	L1 Shona	L1 German
1 lecture	20%	0%	0%
2 - 5 lectures	50%	20%	0%
5 - 10 lectures	20%	60%	100%
> 10 lectures	0%	20%	0%

Table 6 - Time to get used to interpreting (various L1 groups)

Questions 15 and 16 asked respondents whether they could follow the interpreted question and answer sequences and whether they found it useful to hear this information. All the respondents indicated that they found it useful to hear the question and answer sequences. 82% of the respondent group said that they could follow these interpreted sequences and 18% stated that they could not follow them when they were interpreted. There was no great disparity among the different L1 groups regarding this question. From the L1 English group, 82% said they could follow, and 18% said they could not. The L1 German respondent could follow the sequences, and four out of the five L1 Shona respondents could also follow, while one could not. When we consider this in conjunction with the exclusivity experienced by some of the respondents and their reasons for it, it is clear that question and answer sequences are not one of the factors that contributed to this opinion.

The final question in this section of the Interpreting Questionnaire asked respondents whether they thought having access to the interpreting service had made it easier to understand lecture content. From Figure 13 below, we see that the majority of the respondent group (53%) felt that the interpreting service had made lecture content easier to understand “to a large extent”. Another 23% said it had been made easier “to a moderate extent”, and 12% of respondents had respectively selected the “not at all” option and another 12% the “to a lesser extent” option.

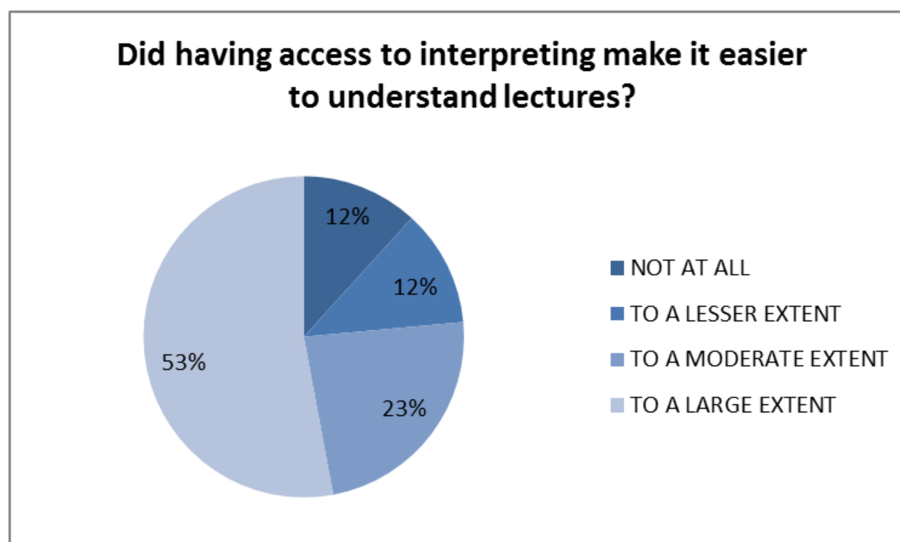

Figure 13 - Was lecture content easier to understand when interpreted?

When we look at the different L1 groups separately, it is clear that L1 English users had a much more positive perception of the interpreting service in this regard than the L1 Shona and L1 German respondents. 82% of L1 English respondents felt that the interpreting

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service had made lecture content easier to understand to a large extent, while the remaining 18% said it had done so to a moderate extent. None of these respondents chose the more negative options.

The L1 Shona and L1 German respondents, however, responded differently. Two out of the five L1 Shona speakers chose the “to a moderate extent” option. Two others chose the “to a lesser extent” option and one L1 Shona respondent, as well as the L1 German respondent said that the interpreting service did not make understanding lecture content easier at all. Once again the respondents with a more limited background in Afrikaans had a more negative perception of interpreting than did those respondents who said that Afrikaans was their L2, and who had generally had more exposure to the language.

4.1.2.4. Language attitudes

Questions 10 and 18 to 21 were open to the entire respondent group of 71 students. These questions were aimed at collecting information on students’ language attitudes. These questions asked respondents whether they would use the interpreting service if it were available in their L1 where this was neither Afrikaans nor English. The Interpreting Questionnaire asked respondents which language they preferred to use for their studies and why, and it also asked how often respondents translated or explained work to themselves in their L1. Question 20 asked students to what extent they believed their studies would be made easier and their marks would improve if they had access to their lectures in their L1 via interpreting, and the last question was an open-ended one asking for any other comments or suggestions.

Question 10 asked respondents whether they would use the interpreting service if it were available in their L1 if where this was neither Afrikaans nor English. The question also asked them to explain their answers. Out of the 26 respondents who answered this question 42% answered “yes”, and 58% answered “no”. All of the explanations for “yes” answers to this question were based on the fact that one would be more comfortable in one’s L1. Three of the L1 Shona speakers identified with this opinion: “I would understand more if my language is used in explaining concepts”. In fact, all three explanations focused on the fact that they would have a better understanding of the lecture. Two of the L1 Shona respondents answered “no”, and one said that English was the language he used for academic purposes. The other explanations respondents gave for “no” answers also focused on the fact that they were either more comfortable with English in academic contexts, or that they thought it was better to use English since it was perceived as a globally spoken language: “English is good enough and spoken world wide” and “English is the global language, everyone should understand it to some extent to be able to work anywhere”.

The current study was also interested in the language that students preferred for their studies, and their reasons for this preference. The question was open-ended, so the questionnaire did not give respondents a choice of languages. However, the only two languages that were mentioned by the respondents were Afrikaans and English. 41% of the respondent group said they preferred to use Afrikaans, and 77% said they preferred to use English in their studies. Of course, the two percentages do not add up to a 100. The reason for this was that many respondents stated that they preferred both. The L1 English non-user group all preferred to use English only in their studies (even though they listened to the Afrikaans lecture and not the interpreting service in English), and while the entire L1 English user group also said they preferred English, two of them preferred using both English and Afrikaans.

The Italian non-user also preferred both languages, while all the L1 Shona users, and both the L1 German user and non-user preferred English only (even though, once again, the non-user listened to the Afrikaans lecture instead of listening to the English interpretation). 41% of L1 Afrikaans respondents preferred to use Afrikaans only, and 36% preferred to use only English for their studies. 23 % of L1 Afrikaans respondents preferred to use both languages for their studies.

Most of the L1 English and other L1 groups' respondents said that they preferred using English only because it was a language that was spoken globally, because the textbooks were English, and because they felt most comfortable with it in academic contexts, and by far the most said it was because English was their L1.

Reasons respondents preferred to use English in their studies
English is used more in industry (globally).
English, it is my home language.
English – textbooks are in English.
English is my home language and language of textbooks, notes etc.
English because it is international.
English because I understand it a bit better than the other.
English because it is the international language and easy to understand.
English – I have been using English for the rest of my academic life up till now.

Table 7 - Reasons for English being used in studies

The L1 Afrikaans respondents who preferred to use only Afrikaans in their studies mainly said that they felt more comfortable with Afrikaans, that they could learn faster, and understand concepts better. A few stated that they considered SU to be an Afrikaans university, and attended it in order to study in Afrikaans. Seven respondents also said that they preferred using Afrikaans because it was their L1.

Reasons respondents preferred to use Afrikaans in their studies
Afrikaans – ons is gewoond aan dit en dit is 'n Afrikaanse universiteit, dis hoekom ons hier is. "we are used to it and this is an Afrikaans university, this is why we are here"
Afrikaans, want ek voel gemaklik met die taal en leer vinniger. "because I feel comfortable with the language and learn faster"
Afrikaans, dit is my trots en my kultuur. Afrikaans is my huistaal. Meer onderwys behoort in Afrikaans gedoen te word. "Afrikaans is something I am proud of, it is my culture. Afrikaans is my home language. More education should be presented in Afrikaans".
Afrikaans, I am more used to it/ more comfortable with it and I like it more.
Afrikaans – mother tongue.
Afrikaans – I feel more comfortable with Afrikaans and came to Stellenbosch mainly for that reason.

Table 8 - Reasons for using Afrikaans in studies

Those respondents who said they preferred to use both Afrikaans and English in their studies who were L1 English speakers mainly stated that they could understand both languages and therefore used both. One also said that she loved learning Afrikaans in the process.

The L1 Afrikaans students who preferred both Afrikaans and English also reasoned that they understood both so they used both. Quite a few said that since textbooks were in English, they used English in their studies, but also made notes in Afrikaans. Another reason for using both was the fact that while Afrikaans was their L1, respondents also knew that English was used internationally. One respondent felt that he gained more insight because he could use both languages to study.

Reasons respondents preferred to use both Afrikaans and English in their studies
L1 English respondents
I understand both.
I love learning Afrikaans.
L1 Afrikaans respondents
Afrikaans and English because my notes are in Afrikaans and handbook in English.
Both – the combination sometimes gives more clarity.
I understand both.
Afrikaans is my mother tongue, and English is spoken worldwide and necessary for overseas trips.

Table 9 - Reasons for using both Afrikaans and English in studies

The final question asked respondents to what extent they believed that their studies would be made easier and their marks would improve if they had access to lectures in their L1 via an interpreter. Once again they could pick one of four options: not at all, to a small extent, to a moderate extent or to a large extent.

The respondent group as a whole mainly thought that this was true only to a small extent, since 44% of them chose that option. 17% believed studies would be made easier "to a moderate extent" with interpreting, and 21% felt that their studies would be made easier "to a large extent". 18% chose the "not at all" option.

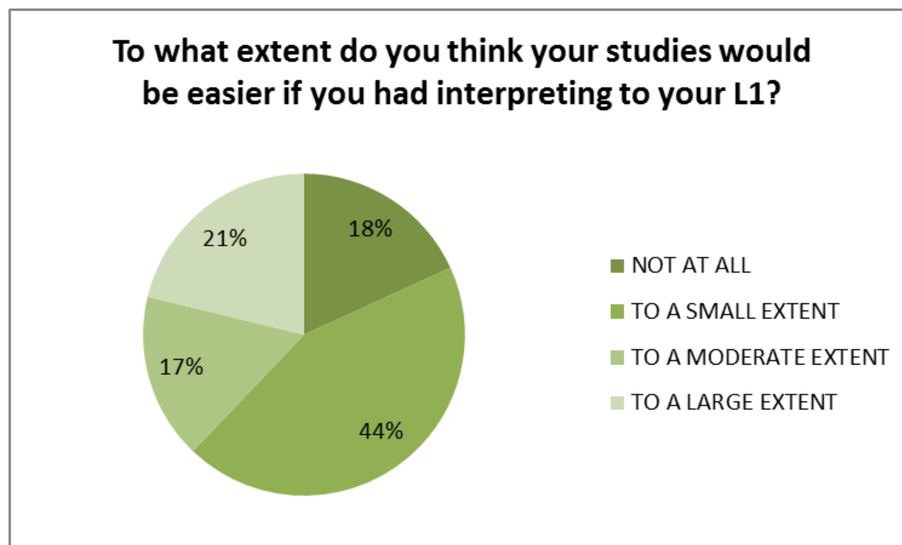

Figure 14 - Would lectures be easier with interpreting into your L1

L1 English non-users were quite evenly distributed in their opinion on this question. 20% said "not at all", 30% said "to a small extent", 30% said "to a moderate extent" and 20% said "to a large extent". The L1 English user group on the other hand, responded much more positively. 55% of this group believed that their studies could be made easier "to a large extent" by having access to the lecture in their L1 via interpreting. A further 18% chose the "moderate" option, and only 9% said "to a small extent" or "not at all" respectively. Presumably these respondents had a more positive opinion here because they had experienced interpreting, and knew that it worked for them.

Two of the L1 Shona users believed that having Afrikaans to Shona interpreting would make the lecture easier to understand and improve their marks "to a large extent", while one said this was true "to a moderate extent". One respondent said this was true "to a small extent", and one chose the "not at all" option.

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4.1.2.5. Comments and suggestions

Question 21 of the Interpreting Questionnaire provided all respondents with the opportunity to make any other comments or suggestions about the interpreting service. Fourteen respondents provided answers and they will be briefly discussed in this section. The question was purposefully kept very open and non-specific in order to allow the respondents to provide any information they might want to without being guided by the questionnaire too much. Consequently, the responses on this question varied to quite a large extent.

Four L1 Afrikaans respondents chose to respond to this question. One respondent simply wrote "I think it is a good thing" while another suggested that the interpreting service should get an application for phones which could be used via the SU WIFI network. Presumably the application on the cell phone should be used instead of the portable receivers that are handed out to users at the start of every class[21].

None of the L1 English non-users commented on the last question, but many of the L1 English users and users and non-users with other L1s did comment. L1 English users generally responded to the question with compliments to the interpreting service: "Thanks! I think it's great" and "they do a great job". One respondent however, was adamant that classes should be presented in English. While no mention of the T-option was made by the respondent, he felt that since "the university is 50/50 English Afrikaans" it was "nonsense" that classes were only presented in Afrikaans. The respondent who made this comment had gone through the majority of his schooling in English, only being exposed to Afrikaans at university, and while he said that the interpreters were accurate "to a large extent" and that listening to the interpreting had also made it possible for him to understand the entire lecture "to a large extent" (generally these seem to be opinions that are favourable to the interpreting service) he said that he also felt excluded from the classroom experience when using the interpreting service. I infer from his comment that he is of the opinion that the interpreting service does not offer him a legitimate version of the lecture and he therefore, in spite of being able to understand the entire lecture because of the interpreting service, thinks that the lecture is being presented "only in Afrikaans". Although the student's opinion of the interpreting service thus comes across as ambivalent, it is understandable that any student would prefer it if the lecturer simply lectured in their (the student's) L1 but, of course, it is impossible to accommodate all students in this way in multilingual classrooms.

One of the L1 Shona respondents had a similar comment, simply stating "improve, we want English". Another L1 Shona respondent said that he felt the Afrikaans lectures had reduced

[21] Coincidentally the Interpreting Service did investigate an application which would enable students to listen to the interpreter via their smartphone, but is was found that transmission over the WIFI network made the lag time even longer than it normally was.

his ability to score good marks and that he would prefer English. He also suggested the students "must choose an interpreter that we want to interpret for us". Two of the L1 Shona respondents felt that the interpreting services were very helpful, but one felt that it did not work for all modules and another said that though helpful, it was also "frustrating at times". The fact that one respondent thought that the service should not be used for all modules links with the request to choose their own interpreters. Some interpreters are better at interpreting modules from Civil Engineering, or are better at interpreting the Building Materials 254 module than others, and users of the service are obviously aware of the difference between a good interpreter and one who is struggling. I think this is why the respondent said that the service does not work for all modules.

The L1 German user said that a vote should be held to determine the language of delivery in the classroom. However, this would mean that the students determine which language a lecturer should use, without taking into account which language the lecturer him-/herself would be most comfortable in. The L1 German non-user felt that the interpreting service was a great service for students "with no understanding of Afrikaans and should be continued".

4.2. Interpreters

In the following section I will discuss the data collected from the interpreters that participated in the study. The data collection instrument used for this part of the study was the Questionnaire for Interpreters (see section 4.3.1.4 and Appendix D).

I handed out questionnaires to 13 interpreters and gave them two weeks to complete it and return it to return it to me. At the time of the set deadline for submission, I had received 11 completed questionnaires. The most important characteristics of the respondents are summarised in

Table 10 below.

Interpreter overview							
Participant no.	Male/ female	Age	L1	L2	Other languages	New/ experienced	Hours of experience
Interpreter 1	male	24	Afrikaans	English	none	new	60
Interpreter 2	female	24	Afrikaans	English	none	new	60
Interpreter 3	female	31	Afrikaans	English	German	new	60
Interpreter 4	female	28	Afrikaans	English	French, German	experienced	700
Interpreter 5	female	48	Afrikaans	English	none	experienced	700
Interpreter 6	female	25	Afrikaans	English	French, German	experienced	700
Interpreter 7	female	32	Afrikaans	English	French, German	experienced	700

Interpreter 8	female	27	Afrikaans	English	German	experienced	1800
Interpreter 9	female	39	Afrikaans	English	not stated	experienced	1990
Interpreter 10	female	24	Afrikaans	English	French, Dutch	experienced	2400
Interpreter 11	female	26	Afrikaans	English	Sign Language	experienced	6000

Table 10 - Interpreter overview

4.2.1. Linguistic information

All the interpreters indicated Afrikaans as their L1 and English as their L2.

The questionnaire was also interested in any other languages that were spoken by the interpreters. In the Interpreting Questionnaire, the students were asked if they would make use of an interpreting service if it was available in their L1 (where this was neither Afrikaans nor English). For this reason, it would be interesting to see what range of languages the current interpreters had to offer.

Five interpreters spoke German, four could speak French, one interpreter could speak Dutch and one indicated she was fluent in Sign Language. (Another interpreter indicated that she could speak languages other than Afrikaans and English, but did not specify which languages they were.) Three interpreters did not speak any languages other than Afrikaans and English.

Although many of the interpreters do speak languages other than their L1 and L2 (Afrikaans and English respectively), if the interpreting programme were to extend its services to isiXhosa for example, none of these interpreters would be able to offer this service without first acquiring proficiency in isiXhosa. Furthermore, acquiring basic proficiency in isiXhosa would not be sufficient. They would have to acquire the language to a level that would sufficiently equip them for simultaneous Afrikaans-isiXhosa interpreting. Given the time and effort that this would require, a more viable alternative might be to train (near-)native speakers of isiXhosa to become educational interpreters.

4.2.2. Training and experience

4.2.2.1. Training

All the interpreters working at the Language Centre have attended at least one training session presented by Juanli Theron and Johan Blaauw at SU before the start of a semester. This training session is usually a week long, and gives new interpreters a broad theoretical and practical background in educational interpreting. Three interpreters had completed the

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Post-graduate Diploma in Translation and Interpreting at SU. In addition to this, one interpreter had also completed an MA degree in Interpreting Studies at SU. Three interpreters indicated that they had had some interpreter training in their various undergraduate programmes; two had also completed interpreting modules at honours level. One interpreter indicated that she had attended the same kind of educational interpreter training sessions mentioned earlier, at NWU, and that she had interpreted there for some time.

4.2.2.2. Prior experience

Out of the 11 interpreters who participated in the study, six indicated that they had no prior experience of interpreting – meaning they had no practical experience – this excluded any formal interpreter training they had received in postgraduate studies, for example.

Four interpreters indicated that they had conference interpreting experience. This included interpreting at formal events like senate and faculty meetings at SU on a freelance basis, as well as conference interpreting for other companies and events.

One interpreter indicated that she had interpreted in informal settings for friends and family in French and English, but had no formal interpreting experience.

4.2.2.3. Experience in educational interpreting

During the second semester of 2013 when I collected the data, the interpreting service had expanded and started to interpret pilot modules in faculties other than the Faculty of Engineering in light of the fact that educational interpreting was to be implemented at SU on a larger scale from 2014. To cope with the increased workload new interpreters were recruited and trained before the start of the second semester. These interpreters worked alongside other interpreters, the majority of whom had already undergone training the previous semester, at the start of 2013. The majority of interpreters who participated in the study reported here had at least 700 hours of educational interpreting experience, but four of the interpreters had between 1800 and 6000 hours of experience. Table 11 below shows the experience the interpreters had in educational interpreting in number of hours.

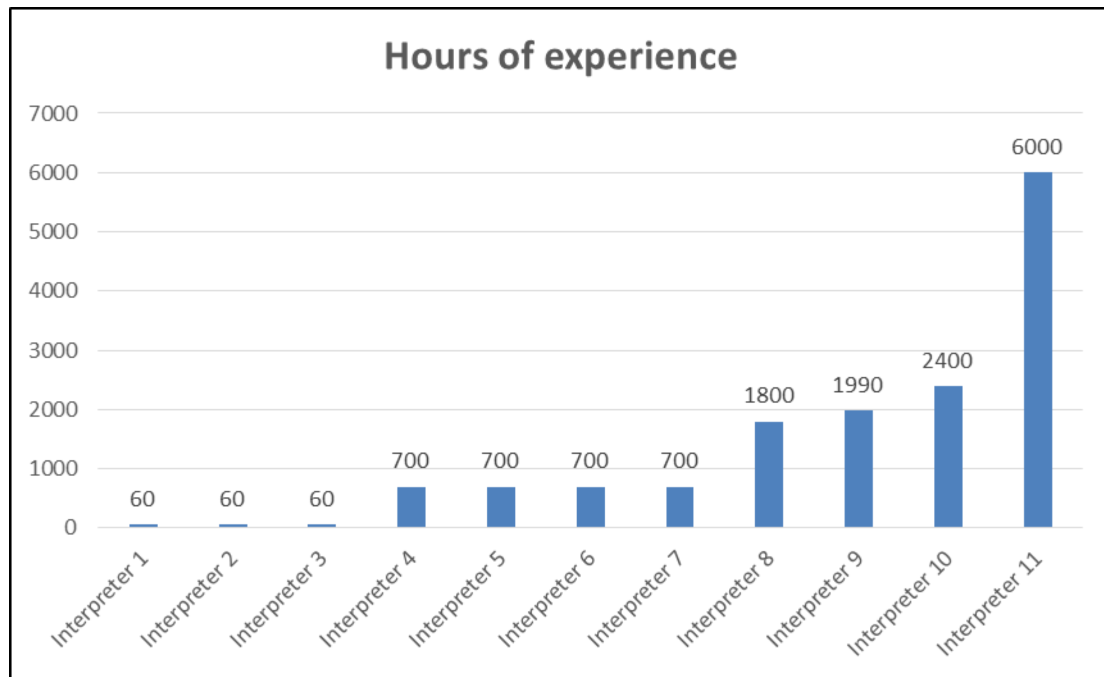

Table 11 - Hours of interpreting experience

The more experienced interpreters (constituting eight of the group) worked an average of 25 hours per week. The new interpreters (constituting three of the group) interpreted an average of 15 hours per week.

4.2.3. Interpreting at the Faculty of Engineering

4.2.3.1. Interpreters' experience of interpreting at the Faculty of Engineering

Question 6 of the Interpreter Questionnaire asked interpreters how they experienced interpreting at the Faculty of Engineering. From the 10 answers that were received, 6 respondents used the word "challenging". Only interpreter 6 explained exactly what was challenging about the experience: "a challenging activity given the technical nature of the subjects". Interpreter 10 did not specify why she found it challenging, but she did mention the fact that her vocabulary had grown extensively. Seen in conjunction with the words of Interpreter 6, it seems as if the nature of the subjects that are interpreted and the nature of the terminology is considered one of the challenging aspects of interpreting at the Faculty of Engineering.

Answers that indicated that the experience was a positive one were given by six of the respondents, showing that they found the experience "exceptionally pleasant" and "meaningful". Interpreter 6 found the experience "rewarding", while Interpreter 2 and Interpreter 3 described the experience as "enjoyable".

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Reference was frequently made to “students and lecturers” and “educational/ learning experience” used by seven of the 11 participating interpreters (four used “students and lecturers” or “students” and three mentioned the educational context). Mostly interpreters felt that they were a necessary part of the classroom context or “educational experience”. Interpreter 6 felt it was rewarding to form part of the educational experience, while Interpreter 5 felt that the interpreting service contributed to the learning experience. Interpreters 1, 8, 5 and 11 all felt like lecturers and students accepted them as part of the teaching and learning process.

The next most frequent word was “interesting” or a phrase that explained that the interpreter found the work interesting. Interpreter 1 said although the work was challenging, it was also interesting, while Interpreter 4 and Interpreter 7 chose to describe the experience as “informative”. Interpreter 6 felt that the experience was “fascinating”. As discussed above, many of the interpreters have a background in language practice or the Humanities. It is therefore understandable that interpreting lectures in a field as distant from their own as engineering would be interesting to the right kind of person. With this I mean that most interpreters I know are inquisitive people and would therefore find information on a field they do not know to be interesting and not boring or tedious to process.

Three respondents also felt that they were contributing to the classroom context and that they were appreciated for it. Interpreter 11 felt “appreciated by students and lecturers” while interpreter 6 noted that “students are very thankful” and also felt that “interpreting in the faculty adds value and contributes to the learning experience”.

From these comments, one can begin to conclude that interpreters experienced themselves as a necessary part of the classroom interaction at the Faculty of Engineering, and though the work is of a challenging nature in terms of the technicality of the modules and the size of its vocabulary, both experienced and less experienced interpreters found it to be an enjoyable and rewarding environment in which to work.

4.2.3.2. To whom do interpreters feel a greater sense of loyalty?

Question 7 was asked in order to discover the interpreters’ perceptions of where exactly their position is in the communication act that is taking place and to whom they felt most loyal. Do they feel more loyal towards the students or towards the lecturer? Five out of 11 respondents felt more loyal towards the students, while the other six respondents said that they felt equally loyal towards both students and lecturers. There did not seem to be a difference between experienced and new interpreters’ opinion on this matter (two new interpreters felt loyal to both students and lecturers and one felt loyal to students).

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The six interpreters who felt loyal to both students and lecturers (Interpreters 1, 3, 4, 5, 6 and 7) tended to focus on two things when discussing their reasons for the shared loyalty. While the interpreters realised that students were more directly influenced by their presence, the two most important aspects that emerged from their answers with respect to loyalty toward the lecturers was firstly that they felt responsible for delivering the lecturer's message as accurately as possible. Interpreter 1 specifically states: "you want to make sure you convey the lecturer's message as correctly as possible" while Interpreter 5 focused on producing a "faithful rendition" of the message as a form of loyalty to the lecturer. Interpreter 2 felt it was necessary to keep their message as close to the original message as possible so the lecturer's "message is also honoured" and both Interpreter 3 and Interpreter 7 stated that they try to convey the "correct message". Interpreter 3 even said that she felt that the lecturers "trusted her to assist them by conveying the correct message". Secondly, interpreters explained their loyalty to both students (who they mainly felt loyal towards because they were aware of the students' dependence on their service) and lecturers by noting that the presence of interpreters in a classroom also allowed lecturers to teach in their L1 or language of choice. For three interpreters who felt loyalty towards both role players, this was a particularly important aspect.

As mentioned earlier, three of the interpreters who felt more loyal towards the students cited their main reason for this the fact that the students are simply more dependent on the interpreters than the lecturers are. Interpreter 9 stated "their future kind of depends on us" and interpreter 11 felt directly accountable to a student who listens to her interpreting product. Interpreters used words like "indispensable" and "responsible" to describe their role in the classroom experience of the student. One of the words that were used most regularly (by seven out of 11 respondents) to explain loyalty toward students was that interpreters felt that students were "dependent" on or "directly influenced" by what the interpreters did in the classroom.

None of the respondents indicated that they felt loyalty towards only the lecturer.

4.2.3.3. Educational interpreters' perceptions of their role

Question 8 asked interpreters what they perceived their role to be as an educational interpreter. This question elicited two kinds of answers. First, four of the interpreters simply gave a very concise but technical description of interpreting – to translate the spoken message as accurately as possible, conveying all the information said by the lecturer to the students. All of the new interpreters (three out of 11) provided such an answer to this question.

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On the other hand, seven out of the eight experienced interpreters viewed themselves as more than just a "translator of spoken words". In this respect some interesting metaphors were used: Interpreter 4 felt that her role was to "channel" the lecturer – using accents, strange voices, making jokes, doing anything the lecturer does to give the student as complete as possible a translation of what is happening. Interpreter 1 described an interpreter as a "bridge" between student and lecturer.

Three of the experienced interpreters used the word "facilitate" to explain their role. They saw the role as facilitator being something more than "just a translator" – words were not simply translated; these interpreters felt that they were "facilitating communication between the lecturer and students", according to Interpreter 11.

Another important factor that emerged was also that an interpreter's role is to remain objective. According to Interpreter 10, an interpreter, in addition to being a facilitator of communication, may not let any of his/her own opinion or reaction leak into the interpreting product. "An educational interpreter should almost be like a window: invisible, but letting everything through which should go through (i.e. the message), while not letting any personal preference hinder the message. The goal is simply to facilitate the message being brought across as clearly as possible".

Interpreter 5, on the other hand, saw herself as an active partner in learning and not just as a translating machine: "I think the educational interpreter should participate as a partner, help to convey the message so that the students understand and do what is necessary to effect learning even if it entails playing an active role with responsibility". Interpreter 6 also explained that as an educational interpreter, she is both the ears of the students and the voice of the lecturer. She termed an educational interpreter as "an agent in learning and teaching". This places an educational interpreter in a prime spot to affect communication in the learning process, and thus an interpreter should "promote pedagogy without fail". The idea that the role of the educational interpreter is being a "partner in learning" or an "agent of teaching and learning" is much more involved than the roles that some of the other interpreters ascribed to themselves, as facilitators of communication, or as simply being in the classroom to translate what is being said.

Where interpreter 6 considered herself a partner in learning, denoting a somewhat more active role in the classroom communication setup, interpreter 10 felt that interpreters should be "invisible". In other words, an educational interpreter should do her best to disrupt the normal goings on in a classroom as little as possible.

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4.2.4. Perceptions of interpreters

Question 9 of the Interpreter Questionnaire asked interpreters how they thought they were perceived by lecturers, students and other people.

4.2.4.1. Lecturers' perception of interpreters

With this question, the aim was to discover how interpreters think lecturers perceive them. At the time the research was conducted, interpreters and lecturers had little space or time to communicate or to get to know one another. Often, the only contact between them was for a minute before each lecture, for administrative purposes. From the answers the interpreters gave, it seemed that they felt lecturers either respected and got along with them well or seemed to be annoyed or irritated by and even distrusting of the interpreting service. Eight of the 11 interpreters provided answers in which they stated that both were the case, i.e. some lecturers saw them as a useful part of the classroom, while other lecturers were distrustful of them and seemed annoyed by their presence.

The interpreters felt that some lecturers thought the service was disruptive, or that they seemed sceptical about it. Four interpreters used terms like “irritation”, “disruptive”, “irritating” and “annoying” to explain how they thought some lecturers perceived them. It must be noted however that all four the respondents who expressed this view stated that some lecturers perceived them in this light, while others were more positive about their presence in the classroom.

Three interpreters described some of the lecturers they interpreted for as being “distrusting” or “sceptical” of the interpreting service. Again, all of these respondents also said that not all lecturers they dealt with held this perception.

In many of the cases where interpreters felt they were perceived as “irritating”, or “disruptive” or that that lecturers were sceptical about the service, interpreters felt that the lecturers did not fully understand what the interpreter's job entailed, or that they were distrusting of the interpreters because the service was relatively new in that lecturer's classroom. The respondents suggest that because some lecturers are uninformed of the interpreting process and its benefits they might be distrustful of the interpreting service.

On the other hand, every interpreter also had something to say about having a good relationship with some lecturers that he/she interpreted for. For every lecturer who seems distrusting or annoyed, there is also one who enjoys working with the interpreters.

Nine respondents gave answers that indicated that they felt welcome and respected in the classroom, and that some lecturers perceived them as a valued part of the communication

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process. Interpreter 5 felt that lecturers perceived her as “a language specialist” and interpreter 1 concluded that while some lecturers perceived him to be incompetent, other lecturers understood what his profession was about, and had respect for the degree of difficulty of the job.

Three of the interpreters felt that lecturers saw them as colleagues and language professionals.

4.2.4.2. Students perception of interpreters

Question 9.2 in the Interpreter Questionnaire asked interpreters to explain how they though students perceived them. The idea of thankfulness and appreciation was by far the most common one, with five respondents indicating that they felt students were thankful for their presence in the classroom or appreciated what they did. According to Interpreter 11 “most students I encounter are very appreciative towards interpreters”, and both Interpreter 9 and Interpreter 8 felt that students were “thankful for the [interpreting] service”.

Three interpreters expressed student perception in terms of helpfulness: Interpreter 8 said that students perceived her as an “aid” while Interpreter 5 said students saw interpreters as “helpers”. Interpreter 4 went as far as saying that students perceived interpreters as “saviours”, also adding that interpreters are “often indispensable to their learning process”. Interpreter 11 stated that interpreters are treated “with respect, and [students] say that interpreting is essential”.

Similar to lecturer perceptions, five of the interpreters indicated that students’ perceptions were both positive and negative. While Interpreter 9 felt that students who used the interpreting service were thankful, she also expressed the opinion that other students would “rather have the lecture in English”, that is, the students would prefer the lecturer to speak English, instead of hearing the English through the interpreting service. A total of three respondents shared the opinion that while students were either thankful for the service or had accepted it and were used to it, they would still prefer to hear the English directly from the lecturer.

Three interpreters felt that students were annoyed by the interpreting service. Two of them (Interpreter 8 and Interpreter 10) again noted that students either reacted positively or they were annoyed. Interpreter 2 noted that “students who are used to double medium instruction are more annoyed than most”.

Two respondents noted that as time passes, students warm up to the idea of interpreting: “after a while they seem to get used to hearing two different voices at the same time”

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(Interpreter 7). "Students initially seem dubious but learn to trust the interpreters. Eventually they grow so accustomed to interpreting that they seem to 'forget' about initial worries and concerns" (Interpreter 6).

4.2.4.3. How are interpreters perceived by other people?

This question was unanimously answered: according to the interpreters, people who are not directly involved with educational interpreting are generally uninformed: "They are curious or don't know what we do if they have not seen us in class". Interpreter 6 put the situation very eloquently: "The general public seem unaware of what interpreting entails, i.e. the activities and technical implications. When they are a bit more informed they are mostly impressed by the skills interpreting necessitates. Educational interpreting however remains obscure in the public mind". Interpreter 7 felt that the uninformed outsiders were often less optimistic about interpreting, and Interpreter 11 noted that those who were most sceptical about educational interpreting were often the most uninformed. This observation is also made by Pienaar (2002:280). She states that one of the main reasons that interpreting services are under-utilised in legislatures in South Africa is because there is a "lack of understanding the processes involved in simultaneous interpreting".

4.2.5. Feasibility and effect of the interpreting service

The following section covers questions on the feasibility of the interpreting service, as well as the effect the service has or does not have according to the interpreters.

4.2.5.1. Do you think students/ lecturers find the service useful?

The answers that were received for this question indicated that all the interpreters felt that students and/or lecturers found the service they rendered useful. As mentioned earlier, interpreters felt that because they made it possible for lecturers to lecture in their L1, they were useful to them: "Interpreters allow lecturers to give class in their mother tongue" (Interpreter 3).

Students could access the lecture in a language of their preference, if not their L1, which is another reason the interpreters felt the students found the interpreting service useful. Interpreter six noted that students who had a poor academic language proficiency in the language the lecturer spoke could take away more from the interpreted lecture, and Interpreter 7 felt that the service saved both parties time.

Overall interpreters indicated that students relied on the interpreting service in their classes.

4.2.5.2. Do you think interpreting is a viable way to accommodate various languages at the university?

All the interpreters indicated that they thought that educational interpreting was indeed a viable way of accommodating various languages at SU, but four of the interpreters added that this would only be true if the project was managed correctly, and high standards of quality were maintained.

Two respondents also felt that users of the service (both lecturers and students) should have a good understanding of the educational interpreting process. Interpreter 4 felt that users of the interpreting service have to be educated – they need to know what to expect, who they can talk to about the service and most importantly, how to use it.

Another factor that the respondents identified as a very important factor was to maintain high standards of quality. Interpreter 4 stated that interpreting could be very successful if high standards are maintained, and interpreter 10 added that if high standards were not the norm, it would be easy to imagine that students would insist on classes directly in English, and that interpreting would then not be sustainable.

When it came to rolling out the interpreting project to render a service in other languages (like isiXhosa) Interpreter 4 felt difficulties might arise since not all languages have had the benefit of years of academic and scientific development that Afrikaans and English have had. Interpreter 6 noted that equal consideration would have to be given to all languages, and in that way various languages and their speakers could be optimally accommodated. While she felt positive about the notion of interpreting to more languages than one, she did not speak about the logistics of such an endeavour.

4.2.6. Problems and solutions in the interpreted classroom

4.2.6.1. Problems experienced by educational interpreters

Question 12 asked interpreters to identify the various problems they experienced as educational interpreters. The problems that were identified mainly fit into three categories: problems with speakers, problems with audibility and noise and problems with administration.

Eight out of 11 respondents identified one or more of various problems they had with speakers. Three respondents (Interpreter 1, Interpreter 3 and Interpreter 8) stated that they had trouble following lecturers with heavy accents. A heavy accent often made it difficult to distinguish words that were already of a very technical nature.

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Lecturers who did not complete sentences, interrupted themselves, or changed direction of thought mid-sentence proved to be a challenge for six of the interpreters. Since the interpreters try to maintain as short a following distance as possible, these false starts and interruptions could not be "cleaned up" as they often would in, for example, conference interpreting[22]. Because of this, instead of hearing a smooth, cleaned up and fully formed sentence, the students often hear the interpreter stopping and starting, and it is easy for them to conclude that the interpreter is lost, or for the students to lose interest in what is being said or to have trouble understanding the interpreted message.

Interpreter 2 also said that lecturers who forgot that they were being interpreted sometimes switched back to teaching T-option style. Although making use of two language is of course a resource for a bilingual lecturer, and for many bilingual students, Interpreter 2 noted that this switching between languages was problematic for interpreters and for students making use of the interpreting service: since the students are listening to an Afrikaans sentence being interpreted into English, when the lecturer suddenly speaks English, this is not interpreted because it does not make sense for the interpreter to repeat what is being said in English, but because the student was listening to the interpreter who is lagging a bit behind the lecturer, the student misses the first part of the English sentence.

Since the entire lecture is interpreted, when a student asks or answers a question, he/she too is interpreted. Three interpreters indicated that most of the time they struggle to hear, as students do not speak up. Clausen (2011) and Brewis (2013) both mentioned this as a problem that educational interpreters face.

Nine interpreters mentioned a problem with noise and audibility. Both inside and outside of the classroom, noise was considered a serious hindrance. Interpreters 1, 3, 5, 10 and 11 all noted that noise levels both outside and inside of class make it difficult to hear clearly what the lecturer is saying, especially in situations where lecturers are not using microphones. According to three respondents noise could be generated by students: "they have private conversations in class" (Interpreter 3). Noise could also come from outside.

A lack of preparation material was cited as a problem by five interpreters. Lecturers and the management of the interpreting service are supposed to arrange that the applicable study material for a lecture that is going to be interpreted is provided to the interpreters before the start of each semester. However, sometimes the relevant material does not reach interpreters in time and they end up having to cope with a module where there is no material

[22] Lag time in conference interpreting may at times be longer without any negative effect on the user, but since the user in a classroom setting must often follow work being referred to on a board etc. it is necessary for educational interpreters to have a very short lag time, so it is not possible to wait a little longer for a speaker to complete his sentence before the interpreter starts speaking.

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to prepare with. This means they are interpreting with only their general vocabulary, which of course places them under much more pressure.

A final kind of problem the interpreters identified is an administrative one. Three interpreters indicated problems with administration and logistics. Space is a rare commodity at SU, and since the interpreting service is a new subdivision of the Language Centre, there is no space specifically designated for the interpreters to work in or to prepare between scheduled lectures. This hinders productivity. Interpreter 10 summarises additional administrative issues: "There are slight annoyances, such as lecturers who speak too quickly/ inaudibly, noisy students, late-comers, etc. however, I feel the main obstacles are often a lack of resources and planning – for instance, having too little equipment for the users, not having a typed attendance list, etc." Interpreter 6 mentions the same challenges: "logistic difficulties (little time moving between venues) inconsistent placements in subjects and a lack of space for interpreters to work in-between scheduled interpreting classes are the biggest problems in SU in my opinion".

An inconsistent schedule in the first weeks of a semester is also attributed to lack of administrative resources. It seems that interpreters are of the opinion that they do not receive the necessary support from the administrative side of the service.

4.2.6.2. Overcoming problems encountered as an educational interpreter

Regarding accents, the majority of interpreters agreed that you could not do much else than simply get used to an accent. This is one of the reasons interpreters prefer to be scheduled consistently for the same modules every week – it means they get used to the lecturer's speaking style and anticipation becomes easier. Interpreters 9 and 10 both stated that in the case of a heavy accent, they simply had to cope, "adapt or die" as one put it. In my experience some interpreters are better suited to some accents. Interpreter 6, who is fluent in German, for example, had less trouble understanding the heavily German accented Afrikaans of one lecturer. This is not to say an interpreter can only cope with an accent if they understand the language it derives from, but often it can be beneficial for all parties involved if such an interpreter can be allocated to that specific lecturer.

Interpreters deal with different kinds of speakers on a daily basis. This means they have to be able to adapt to any speaking style that they come across. Under these circumstances interpreters indicated that what gave them the most trouble was lecturers who interrupted themselves or vocalised the process of thinking to themselves, thus speaking in a halting, start-stop manner. Interpreter 4 indicated preference for interpreting the same lecturers frequently since it made it easier to improvise organised sentences when the lecturer spoke unclearly or haltingly. Interpreter 8 felt that if she knew the subject content well it was easier

to anticipate. To conclude, it seems that interpreters cope more easily with a lecturer's challenging speaking style when they interpret the relevant lecturer's class frequently.

Regarding the problems related to speaking style, as well as lecturers who teach T-option style, six of the interpreters indicated that they would take it up with the lecturer in question if the problems persisted. Interpreter 5 stated that by building a good relationship with the lecturer many of these problems were eliminated. If a lecturer is aware of an interpreter and what their job entails, they are more attentive to the needs of an interpreter in their classroom. They understand the need for a quiet classroom (and hence the importance of keeping students quiet), and they consciously adapt their teaching styles – for example, they try to speak clearly – and they try not to speak to the blackboard behind them, etc.

To proactively avoid such problems the interpreting service management calls a meeting with lecturers who will be interpreted for the first time at the start of every semester and attempts to communicate the needs of interpreters regarding speaking style and classroom discipline. During these sessions the lecturers also receive a brief demonstration of the actual interpreting service. Unfortunately, though, not all new lecturers attend these sessions, and some of them thus have to be reached in some other manner, most often by the interpreter in their module.

Regarding students as speakers themselves and the problems that arise along with that, interpreters also felt that it was mainly something they just needed to adapt to. In the above mentioned information sessions, lecturers are also asked to repeat a student's question to the whole class. In that way the interpreters and the students both hear the question clearly. Interpreter 4 notes that she simply puts up her hand and asks for something to be repeated whenever this is necessary. This is an example of the interpreter actively entering the communication. As a last resort Interpreter 4 will indicate to the students using the service that "the interpreter cannot hear".

Noisy environments were a problem for the interpreters. Of course in a classroom one can expect a certain level of noise which the interpreters are able to cope with. But if things get too noisy inside the classroom, interpreter 5 brings it under the attention of the lecturer, as do interpreters 3 and 7. "Sometimes students need to be hushed" and interpreter 7 has asked nearby students to be quiet herself. Many of the interpreters also solve many of the audibility issues by choosing the correct seat in a classroom. "In extreme cases, I might get up and move to a different part of the classroom to hear the lecturer more clearly".

As for dealing with a lack of preparation material, most interpreters simply ask the lecturer personally for any available material. If they have a general idea of what the module is

about, or after the first lecture, some interpreters stated that they researched the topic on the internet to know the basic context of the subject matter. While this can help an interpreter, the most effective way is still to communicate personally with the lecturer. Often email addresses are exchanged immediately and interpreters receive the material soon after.

The above issues are all issues that interpreters feel they can and do solve on their own. However, the administrative difficulties they mentioned is not something they can easily fix on their own. Interpreter 6 suggests that staff should be appointed who are solely dedicated to administration – sorting out scheduling problems, making sure preparation material is available and providing support and resources to the interpreter team[23]. The need to consider the needs of interpreters with greater respect and consistency was also expressed. Having access to some kind of office space, and other resources such as easily accessible preparation materials and necessary documentation (like printed attendance lists) would greatly improve the situation for the interpreters.

4.2.7. Interpreters' working relationships with lecturers

The questionnaire asked interpreters how they would describe their working relationships with lecturers.

Interpreters 1, 2 and 3 who are all new interpreters and had only been interpreting for four weeks at the time the questionnaires were handed out, all stated that their relationships with lecturers were either non-existent or "rocky" since they did not know one another that well yet.

Seven of the more experienced interpreters stated that in lectures where they interpreted consistently they had good professional relationships with the lecturers. Interpreter 9 tries to keep it professional, and states that by having a good relationship with the lecturer, an interpreter can build the lecturer's confidence in the service. Interpreter 6 stated that most of the lecturers with whom she had a good relationship were considerate to the needs of the interpreters. The majority of these more experienced interpreters (seven out of 11) felt they were treated as colleagues, and that this was beneficial to the interpreting experience in the classroom.

Interpreter 8, who is an experienced interpreter, felt that she did not "really have a relationship" with the lecturers she interpreted for. Interestingly, she added: "I suppose it changes when you see a lecturer more often and over a longer period of time". This interpreter's schedule could possibly have been of such a nature that she might have

[23] At the time of data collection (2013) no such staff existed in the Interpreting Service. An administrative official was however appointed at the start of the second semester of 2014.

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interpreted only one period out of three in a week for many of the modules she interpreted. If we consider that the other seven experienced interpreters said they had good relationships with lecturers where they interpreted consistently, what this interpreter says makes sense.

4.2.8. The influence of interpreting on language use in the classroom

According to interpreter 1, the interpreting service develops diversity and gives students the option of receiving an education in their preferred language. Interpreter 4 felt that the service streamlined language use and saved time: "two lecturers have told me that they have more teaching time now than with the T-option". She also felt that English speaking students felt more included in the classroom. She noted that interpreting did not prevent them from asking or answering questions. The interpreters noted that it is helpful when students communicate with them about the service – even curious non-users sometimes approached the interpreters to find out more about the service. Given what has been said about the effect of ignorance on people's perceptions of interpreting, this is a good sign. According to interpreter 8, lecturers are more aware of what they say and how they say it in classes where interpreters are present. Some lecturers have also realised that if they are looking for a quick translation of the word, they can easily ask the interpreters.

Interpreter 11 noted that the interpreting service encourages people to "use their language of preference" in the classroom context, but Interpreter 5 said that this depended heavily on quality. "A good interpreter can really enhance the quality of the communication and learning process". The issue of good quality interpreting was taken a step further by interpreter 6: "While interpreting could initially cause relief for students who do not understand the language of instruction, students may feel disadvantaged when interpreting is sub-standard and the language-issue could become a topic fraught with tension for students and lecturers alike". In the case of low quality interpreting, it might create the opinion that students who listen to the interpreting service are getting a second rate version, and that the service is simply there to placate them. This is most undesirable. If the interpreting service is to be successfully implemented, providing the highest quality product is of the utmost importance. Students who make use of the service should not be disadvantaged because of this.

Interpreter 10 stated that although language use is much more uniform in interpreted lectures than in T-option lectures, this did not limit the interaction and interchangeability between Afrikaans and English. The presence of the interpreting service did not prevent a student from asking a question in English, or the lecturer from answering it in the same language.

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Interestingly, the issue of language proficiency came up. Students who made use of the interpreting service were being exposed to two languages simultaneously, according to Interpreter 10. Interpreter 7 speculated that listening to the interpreting service might improve the language proficiency of the students, especially in terms of the language they were listening to. It seems that these two interpreters are of the opinion that the interpreting service might have an effect on the individual multilingualism of the students who make use of it. According to these two interpreters, interpreting does not only add to the (societal) multilingual status of the institution, it also has an effect on the second language proficiency of its users.

4.3. Lecturers

In the following section the data collected form lecturers at the Faculty of Engineering will be discussed. As was noted in section 3.5.2 the questionnaire was given to the Building Materials 254 lecturer as well as sent electronically to twelve other lecturers in the Faculty of Engineering after handing out hardcopy questionnaires failed to yield any results. After the questionnaire was sent out electronically two more lecturers took the time to answer it.

4.3.1. General information

Question 1 on the Lecturer Questionnaire collected information on the L1s of lecturers. All of the respondents said that Afrikaans was their L1.

The modules taught by the lecturers where all part of the Faculty of Engineering.

The questionnaire also asked lecturers whether they had been interpreted before the current semester. Lecturer 1 and Lecturer 2 both indicated that they had interpreters in previous semesters, while Lecturer 3 said that the semester in question (the second semester of 2013) was the first semester in which he had interpreters in his module. In addition to the above question, the questionnaire asked lecturers since when they had the interpreting service in their modules. Lecturer 1 said that he had the interpreting service in his module since 2012 (making the semester in question the second semester the module had been presented with interpreting services) and Lecturer 2 said that his modules had been interpreted since 2011, therefore making the current semester the third semester during which his modules were interpreted.

4.3.2. Lecturers' perceptions of the role of interpreters

Lecturers were asked a question that was similar to what was asked in the Interpreting Questionnaire: they were asked to rate the status of the interpreters in their classroom by choosing one of three options. They could choose one of the following options: “a lecturer”; “a facilitator between lecturer and student” or “a student”.

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All three lecturers indicated that they felt interpreters were “a facilitator between lecturer and students”. In addition to this question, the questionnaire asked the lecturers what the role of an interpreter was in their opinion. Lecturer 1 said that the interpreter’s role was to “provide an educated link between the student and the lecturer”. Lecturer 2 said the interpreter’s role was “to make sure that language is not a barrier to any student wishing to take part in the course” while Lecturer 3 perceived the role of the interpreter as a person who must “accurately translate what has been said in one language into another language”.

4.3.3. What do lecturers expect from interpreters?

Question 6 asked lecturers to explain what they expected from the interpreters in their modules. Lecturer 1 expected the interpreters in his module to “have a basic knowledge of the subject and to be prepared”. Lecturer 2 expected interpreters to “familiarise themselves with the technical expressions that are used in the course and use them consistently”, while Lecturer 3 stated that his expectation was “nothing other than interpret what I say”.

4.3.4. Lecturers’ experience of educational interpreting

Questions 7, 9 and 10 were aimed at collecting information the lecturers experience of educational interpreting in their modules by asking whether the lecturer experience any tension in their classes caused by language, how the lecturers experience interpreting, as well as asking lecturers whether they trusted the interpreters to convey all the relevant information accurately. The last question was answered in terms of the same Likert scale used in the questionnaires used for students: “not at all”, “to a lesser extent”, “to a moderate extent” and “to a large extent”.

None of the lecturers experienced any tension in their classes due to language-related issues. Lecturer 2 said that the service seemed to “work perfectly” in his opinion. Lecturer 3 felt the main reason there were no language problems in his classroom was because he was “fully bilingual and can attend to questions or queries in both languages”. It would be interesting in future to collect data from more lecturers with more diverse language backgrounds in order to see whether lecturers who are not fully bilingual have more language-related problems than do the lectures who speak both English and Afrikaans well enough to help students from both groups.

Question 9 asked lecturers to describe their experience of educational interpreting. Lecturers generally responded with positive experiences. Lecturer 1 simply said that he had a “good” experience, while Lecturer 2 considered the service to be “a tremendous help”. Lecturer 3 noted that the service did not cause any disturbance in his class, and also felt that “it was very easy to adapt to the presence of the interpreters”.

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Finally when lecturers were asked whether they trusted the interpreters to give a true reflection of their lectures, all three lecturers chose the "to a large extent" option, signifying a reasonable level of trust in the interpreters' products.

4.3.5. Lecturers' perception of interpreters as language experts instead of engineering experts

Question 11 asked lecturers what their opinion was of the fact that interpreters are language experts rather than trained engineers. Recall that students were divided on this topic. 49% of the respondents who answered the question felt that interpreters did not need an engineering background to interpret engineering modules, while 51% felt that an engineering background was necessary. Lecturer 1 felt that the fact that interpreters did not have backgrounds in engineering might cause problems when it came to interpreting "very technical aspects" but did not explain what exactly those technical aspects were. Lecturer 3 said he had no opinion of the fact, noting that he thought the interpreters "fulfilled their task". Lecturer 2 on the other hand said "I think that is the way it should be, subject to the requirement that interpreters familiarise themselves with the technical expressions used in each subject". It seems from all three answers that lecturers are only concerned with the interpreters knowing the correct terminology. Other than that, the fact that interpreters are only language experts did not pose a problem in terms of interpreting engineering subjects.

4.3.6. Lecturers' perception of language in education and the effect of the interpreting service

The study reported here was interested in lecturers' perception of interpreting and how it affected the classroom environment. The questionnaire collected information in this regard, as well as attempting to gain insight into lecturers' attitude toward language in their classrooms.

Question 12 therefore asked lecturers whether they felt like both students who prefer Afrikaans and students who prefer English are advantaged by the interpreting service. Two lectures said that it was not the case that both students who prefer Afrikaans and students who prefer English are advantaged by the interpreting service. Lecturer 1 felt that only the English students benefited from the service since "most Afrikaans students will listen to the lecture in English and/or Afrikaans". Lecturer 3 stated that because it was an Afrikaans lecture the Afrikaans students did not benefit from the interpreting service: "The English students get the benefit of having access to an interpretation into their language."

Lecturer 3 noted that students from both language preference benefited from the interpreting service because both groups could hear the lecture in his/her language op preference and

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since there was “less repetition” the lecturer felt that it saved everyone time and “avoids frustration”.

Question 13 asked lecturers whether they considered it necessary for students to hear their lectures in the student’s L1. The lecturers responded with a unanimous “no” to this question. Lecturer 1 reasoned that “the world is not going to be in your first language” therefore it was actually better that students were already exposed to this fact of life during their studies. Lecturer 2 explained his opinion in terms of production versus comprehension stating that students could possibly “understand a language sufficiently to follow a lecture, without being able to speak or write that language particularly well”. The lecturer felt that in cases like those, students could choose to listen to the lecturer (instead of the interpreter) even if that meant having to listen to the lecture in a language other than their L1. He also thought that this would be a good way “to increase your language skills”.

Lecturer 3 focused on Afrikaans students in his explanation of his “no” answer, saying that textbooks were exclusively available in English, and noting that in his department many lectures are presented only in English “yet Afrikaans students still pass their courses”. He does not say anything about the other side of the coin, something which might be more problematic, given that even though most Afrikaans-speaking students have a level of English proficiency that is sufficient for following a lecture presented in English, the same is not true of most English-speaking students’ level of proficiency in Afrikaans.

Considering these views, it might be a good time to deal with responses to question 16 at this point. The question asked whether lecturers thought that interpreting had any effect on the language proficiency of the students (hinting at the same question that was asked of students in terms of the possibility of picking up Afrikaans terms while listening to the English translation at the same time).

The lecturers all differed on this point, Lecturer 1 saying “yes”, Lecturer 3 saying “no” and Lecturer 2 saying that he was not sure, while speculating that the students in the Engineering Faculty generally “do not display a high level of language proficiency” and it might therefore help to listen to the interpreter.

Finally the last question to be discussed in this section is question 15, which asked lecturers whether they thought interpreting was a viable way of accommodating various languages at the university. All three lecturers agreed that interpreting was indeed a good way in which to accommodate multiple languages at SU.

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4.3.7. Lecturers’ relationship with interpreters

Question 14 asked lecturers about the kind of relationship they had with the interpreters in their modules. All three felt they had good professional relationships with their interpreters. Lecturer 3 noted that the relationship was cordial and that he appreciated what the interpreters did.

4.3.8. Other comments or suggestions from lecturers

The final question on the questionnaire for lecturers gave the lecturers the opportunity to provide any other comments or suggestions on the interpreting service. Only Lecturer 2 provided an answer. He felt the service was an excellent way to “practice diversity” and expressed a desire for educational interpreting as mode of delivery to “become the standard way to accommodate English speakers at Stellenbosch”.

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Chapter 5 – Discussion and conclusion

This study set out to investigate the perceptions of educational interpreting in the Engineering Faculty at SU held by the three main role-players in the process. Data was collected from lecturers, interpreters and students who participated in an interpreted module during the second semester of 2013. In addition to obtaining information on student perceptions, the study was also interested in the influence of students' language background on their perceptions of interpreting. According to Pienaar (2002: 271) language background has a significant influence on users' perception of the interpreting service. In a study conducted at provincial legislatures, the under-utilisation of interpreting services was ascribed to perceptions of multilingualism, interpreting and the status of English (Pienaar 2002: 280).

Considering the inclusion of educational interpreting in the current SU language policy by way of a codicil (SU 2013), there is a great need for educational interpreting research at SU. The continued expansion of the interpreting service throughout campus, as well as the possibility of an even greater use of educational interpreting in conjunction with parallel medium instruction as an additional mode of delivery at SU (pending the approval of the proposed revised language policy) (SU 2014) also make educational interpreting research a necessity.

Two studies on educational research were conducted at SU in the run-up to these developments. Both the study conducted by Clausen (2011) at the Department of Social work, as well as the study conducted by Brewis (2013) at the Faculty of Law were discussed at length in Chapter 2, in order to establish the context of educational interpreting practice and research at SU.

Recall that the main research question of this study was formulated as follows: In the Faculty of Engineering at Stellenbosch University, what are the perceptions of interpreters and the interpreting service held by the three main role players, namely students, lecturers and the interpreters themselves? This research question was divided into three questions, namely:

1. What are Engineering *students'* perceptions of interpreters and the interpreting service?
2. What are Engineering *lecturers'* perceptions of interpreters and the interpreting service?
3. What are *interpreters'* perceptions of their roles and functions as part of the interpreting service's work in the Engineering Faculty?

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The primary focus of the study reported in this thesis was on students' perceptions of interpreters and the interpreting service. To this end, the students' perceptions were contextualised with reference to their language background (L1, L2, current language use, and language attitudes) and their (perceived and actual) proficiency in Afrikaans (the language spoken by the lecturer and interpreted into English).

In the current chapter I will aim to answer these questions on the basis of the results of the study reported in this thesis. The final aim is to make practical recommendations as well as recommendations for future research based on these findings, after which I will also discuss the strengths and limitations of the study.

5.1. Students' perceptions of interpreting

Since the study focused primarily on students' perceptions of the interpreting service and interpreters at the Engineering Faculty, the data obtained from the questionnaire they completed will be discussed in more detail than will the data obtained from lecturers and interpreters.

5.1.1. General perceptions of the second year group as a whole

In the section that follows, the information collected by the Interpreting Questionnaire on students' perceptions of interpreting and interpreters will be discussed. This section will deal with data collected from the respondent group as a whole. Referring to section 4.1.3.1, recall that out of a group of 71 respondents, there were 30 respondents who did not speak Afrikaans as L1; however, only 17 said that they made use of the interpreting services into English for the Building Materials 254 module.

Students' reasons for using or not using the interpreting service may be considered as playing an important part in understanding their perceptions of the service. See Table 5, section 4.1.3.1 for a detailed discussion. The most commonly used reason for using the interpreting service was "I prefer hearing the lecture in English since the textbook is English anyway" (29%) followed by "I prefer to study in English" (28%). Note that 23% of students also said that while they understood Afrikaans, they struggled when it was of a technical nature. The most popular reason for not using the interpreting service was "Afrikaans is my L1, I don't need interpreting into English" (55%) which corresponds to the number of students who said Afrikaans is their L1 (just over 55% of the group). Another 34% reasoned that they felt completely comfortable in Afrikaans even if it was not their L1, and therefore did not use the service. Only 11% of the respondents who did not use the interpreting service said it was because they did not trust the interpreters to convey the lecture accurately.

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The entire group of student respondents were also asked to which extent they found the interpreting service distracting, whether they thought interpreting was a good way of accommodating various languages at the university, whether they thought listening to the interpreting could improve your knowledge of technical Afrikaans terms, and whether they thought interpreters gave an accurate version of the lecture.

Recall from section 4.1.2.1 that 60% of the respondent group said that they did not find the interpreting service in their classroom distracting at all, and 27% said it distracted them to a lesser extent. The remaining 13% found the service distracting "to a moderate extent". Clearly students did not find the interpreting service to be overly distracting in the classroom.

From section 4.1.2.1 we can see that students generally felt that interpreting was a good way to accommodate various languages at the university. Combined, 93% of students marked the "to a large extent" (58%) and "to a moderate extent" (35%) options for this question.

Out of the group as a whole, 62% felt that knowledge of Afrikaans terms could be improved "to a large extent" or "to a moderate extent" while 29% of the group felt Afrikaans could be improved "to a lesser extent" and 9% said Afrikaans could not be improved by listening to both the interpreter and the lecturer.

Students were asked to which extent they felt interpreters provided an accurate version of the lecture. When the data of the group as a whole is considered, the majority of students (53%) marked the "moderate" option, while the second largest group (26%) chose the "to a large extent" option, indicating that in general, respondents felt that the interpreters transferred the lecture accurately into English. Only three out of the 57 respondents (5%) who answered the question felt that the interpreters' versions where not at all accurate, and 14% of respondents chose the "to a lesser extent" option.

Respondents were divided on whether interpreters should have an engineering background in order to interpret in the Faculty of Engineering: 49% felt that it was not necessary, while 51% felt that is was. Students mainly gave two reasons to explain why interpreters do not need an engineering background: firstly these students understood that the skill to interpret engineering subjects was not subject to having an engineering background. A trained interpreter could in their opinion translate anything. Secondly, the students felt that if an interpreter was well versed in the correct terminology, they could do a good job without necessarily understanding the subject.

Students who said that interpreters did need an engineering background mainly argued that having an understanding of the work at hand would make for a better interpreting product, and they also thought that terminological knowledge would improve with an engineering background and therefore so would the interpreting product.

Finally, students were asked to specify what they perceived the interpreters' role or status to be in the classroom. The majority of them (94%) chose the "facilitator" option, establishing that interpreters were not perceived to be at the same level or status as the lecturer.

5.1.2. Contextualised perceptions

The vast majority of respondents always used their L1 to communicate in social settings (especially with parents and siblings). L2 was generally used more often to communicate with friends by all respondents. Respondents often used their L1 in formal settings, but also used their L2 in these settings more often than they did for the social settings.

When we look at separate language groups we see that L1 English students were mostly comfortable with using their L2 Afrikaans but did not use it as often as L1 Afrikaans students and students with other L1s used their L2 English. The data showed that L1 English students who did not use the interpreting service all said they were completely comfortable with Afrikaans even if it was not their L1. Considering the fact that they also rated their Afrikaans abilities very highly, this reason for not using the service makes sense. The L1 English students used the interpreting service, according to 82% of them, because they preferred to study in English and because English was their L1. 73% of these students said they could understand Afrikaans but struggled when it became technical – once again their self-rated proficiency agrees with this statistic as 36% of them said they had a poor ability to understand an Afrikaans lecture with another 36% saying they had a moderate ability of doing so.

L1 Afrikaans students often used their L2 English and considering its status as lingua franca in South Africa, it is understandable that they all felt very confident in their English abilities because they use English often to communicate with non-Afrikaans speakers. They also did not need to use the interpreting service because they understood Afrikaans but mostly showed a positive perception of interpreting and thought it was a good way to accommodate other languages at SU. Arguably these students would not use the interpreting service if the lecturer spoke English and the interpreter Afrikaans because they understood English well enough.

An L1 Afrikaans respondent who said he did not use the interpreting service noted at some point that: "interpreters are very slow, confuses me". The respondent must therefore have

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tried out the service at some point and found the lag problematic. I would guess that this student could obviously follow the Afrikaans lecturer very well and tried to listen to the English interpreter at the same time. As we have seen from section 4.1.3.3, 80% of users said that it took them between two and ten lectures to get used to listening to the interpreter. Users of the interpreting service learn to focus on one voice only since unfortunately it is often impossible to cut out the voice of the lecturer completely. In my opinion it would be especially difficult to concentrate on one voice if you understood both languages being spoken well.

Another Afrikaans respondent felt that interpreters should prepare as the lecturers prepare for each lecture. It would be interesting to know why this student (who does not make use of the interpreting service) held this opinion. From my experience as an interpreter, I know that interpreters do prepare for lectures from textbooks and lecture notes where they are available to the interpreter (cf. section 3.2.2). What seems clear to me from this comment is that the respondent does not know the full extent of the interpreter's preparation process before they walk into a classroom. This lack of knowledge might contribute to a negative perception of educational interpreting and could be improved by providing user training – not only for those students who will directly be using the interpreting services, but for all students who will attend lectures where interpreting services as provided.

Students who spoke other languages used their L2 (English) more often than did the first two groups of students (i.e. the L1 Afrikaans and L1 English students). They felt very comfortable with English since they had used it as a LOTL at school. Their main reason for using the interpreting service was the fact that they preferred using English for studies and because the textbooks were English.

From the data we can see that the L1 English students who had more exposure to Afrikaans (e.g. through school or an Afrikaans parent) perceived their Afrikaans proficiency to be higher that the L1 English students who had less exposure to Afrikaans. The L1 English students with more exposure and higher perceived proficiency tended to state that they did not need to use the interpreting service, while the L1 English students with a lower perceived proficiency tended to think that they did need to use the interpreting service.

Perceived proficiency most likely influenced L1 English non-users' perception of the accuracy of the interpreting service as well. L1 English users felt that the interpreters were very accurate as reflected in the data. This is not the case for L1 English non-users. While a fair number of them (63%) thought the interpreters were "moderately" accurate, 18% of them had stated that they did not trust the interpreters to provide them with an accurate version of the lecture (and therefore did not make use of the service). It would seem that L1 English

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students who choose not to make use of the interpreting service have the perception that they would not be getting a completely accurate message if they were to make use of the interpreting service. When one considers the response from those who actually use the service, though, it appears that they are for the most part satisfied with the accuracy of the interpreters. The question is thus what non-users base their evaluation of the interpreted lecture on: if they do not *listen* to the interpretation, how can they *evaluate* its accuracy? Based on my experience as an interpreter, I can propose a possible explanation for this situation. It is probable that some of the 11 non-users did try out the interpreting service at some point, maybe at the beginning of a semester, and were not satisfied with the results for whatever reason. The early days at the start of a semester are challenging for interpreters and for students making use of the interpreting service. Interpreters must master a new subject's vocabulary, become accustomed to a new lecturer's teaching style, and navigate a classroom full of first time users in the case of a second year module. It is an unfortunate fact that accuracy might be negatively affected by such factors in these early days, which of course leads to a less than optimal product being offered to students. In addition, no matter how quickly the situation improves a negative first impression will turn some students away from using the interpreting service.

As was noted in chapter 4, the level of proficiency a language user perceives himself to have may not always be equal to the level of actual proficiency the speaker has. The study was interested in how perceived language proficiency influenced students' perceptions of the interpreting service. Because perceived proficiency often differs from actual proficiency, data was collected for both of these variables, and the effect of each of these variables separately on students' perception of interpreting was investigated.

It was found that users and non-users have similar actual Afrikaans proficiencies and therefore it seems that actual proficiency does not determine whether students think they need the service, but perceived proficiency does seem to affect their decision.

Low perceived proficiency and even a seemingly "positive" perception of interpreting does not necessarily mean that users *want* to use the interpreting service. One L1 English user was adamant in a comment that classes should be presented in English. While no mention of the T-option was made by the respondent, he felt that since "the university is 50/50 English Afrikaans" it was "nonsense" that classes were only presented in Afrikaans. The respondent who made this comment had gone through the majority of his schooling in English, only being exposed to Afrikaans at university, and while he said that the interpreters were accurate "to a large extent" and that listening to the interpreting had also made it possible for him to understand the entire lecture "to a large extent" (generally these seem to

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be opinions that are favourable to the interpreting service) he said that he also felt excluded from the classroom experience when using the interpreting service. I infer from his comment that he is not of the opinion that the interpreting service offers him a legitimate version of the lecture and he therefore, in spite of being able to understand the entire lecture because of the interpreting service, thinks that the lecture is being presented "only in Afrikaans". Although the student's opinion of the interpreting service thus comes across as ambivalent, it is understandable that any student would prefer it if the lecturer simply lectured in their (the student's) L1 but, of course, it is impossible to accommodate all students in this way in multilingual classrooms.

In the case of the five L1 Shona students' proficiency, none of them considered Afrikaans an L2. They generally rated their ability to perform the given activities in Afrikaans as "poor" and generally did not perceive themselves as very proficient in Afrikaans. Interestingly, students who spoke other L1s and therefore had little exposure to Afrikaans and did not rate their proficiency as high often had a more negative perception of interpreting. For example, L1 Shona and L1 German users found the interpreting service to be distracting in class while other students did not. This observation could possibly mean that since these respondents were completely dependent on the interpreting service (because they had so little exposure to Afrikaans prior to university), they felt that is was distracting them from other things that were part of the classroom experience. It could be that since they had to concentrate to such a large extent on the information coming through their earphones, they felt that this was distracting them from things like asking their friends questions or making and hearing jokes. Also, because the interpreters are always slightly behind the speaker, users could find that following references to work on the board for instance, might be difficult. Perhaps students who have more exposure to Afrikaans (even at L2 level) are not as dependent on hearing what the interpreter is saying at all times, and therefore probably find it easier to follow and participate in the uninterpretable aspects of the classroom dynamic.

One would think that those students with the lowest proficiency in Afrikaans and the least exposure to Afrikaans would be the *most positive* about the interpreting service because they would not be able to study at SU without the interpreting service, so they are completely dependent on it, while those students with higher proficiency in Afrikaans might be more negative because they do not really need the service and can thus "afford" to be negative about it, have problems with it. This was one of the hypotheses of the study (cf. section 1.3). However the results of this study show quite the opposite: Those students with the lowest proficiency in Afrikaans are the *least positive* about the service and this is probably because they are so dependent on the service that something like lag time really bothers them – someone with a higher proficiency in Afrikaans can simply briefly listen to the Afrikaans if

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there is a longer lag time for whatever reason, while someone with little or no knowledge of Afrikaans does not have this option and a longer lag time might mean that he/she actually misses some of the information.

This would also explain why users with other L1s generally did not think they could improve their Afrikaans vocabulary while listening to the interpreter and lecturer simultaneously. The L1 Shona speakers showed that they did not agree with this statement. They chose the bottom two options ("not at all" and "to a lesser extent"). Presumably, the less Afrikaans you know, the less likely you are to "pick it up" during a lecture. When we look at the way they were using the interpreting service, they were also listening to the interpreter only, unlike the L1 English students who mostly said they listened to both the interpreter and the lecturer.

5.2. Lecturers' perceptions of interpreting

After sending out questionnaires to 12 lecturers at the Faculty of Engineering, three had returned the questionnaires to the researcher. Two of the lecturers had been interpreted before and were not new to the interpreting service, while one lecturer said that the semester in question was the first time he had the interpreting service in his module.

Recall that the lecturer who was new to the interpreting service perceived the role of the interpreter to be that of a person who translates every word he uses into the target language. Interestingly, the two lecturers who had prior experience of educational interpreting perceived the interpreters as being more integrated in the classroom and thought of them as becoming part of the teaching process. In section 5.3 we will see the same progression in perception of role take place with the interpreters themselves: interpreters with less experience of educational interpreting saw their role as that of a translator of what is being said while experienced interpreters saw themselves as an integral part of the classroom discourse and partners in learning.

Similar to the progression discussed above, as lecturers gained more experience working with educational interpreters in their classroom, their expectations changed from simply expecting interpreters to translate what was being said to expecting them to acquire some basic knowledge on the subject and be prepared for a lecture.

Lecturers generally said that they did not experience any language related tension in their classrooms and that they thought the service worked. One lecturer also noted that the fact that he was bilingual and could deal with questions and comments in both English and Afrikaans contributed towards the fact that there was no tensions in class.

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Lecturers generally described their experience of educational interpreting as good, one noting that the service was a “tremendous help” while another said that he did not find the service disruptive at all. Lecturers trusted interpreters to convey their lectures accurately.

Two of the three lecturers stated that they did not think that the fact that interpreters were language experts instead of engineering experts presented any challenges, while the other lecturer felt that it might become problematic when a module was exceptionally technical in nature as his module tended to be.

Lecturers generally seemed to agree that the students who benefitted most from the interpreting service were the students who preferred English, but one lecturer also agreed that the Afrikaans students were also benefitted since they could also hear the lecture in their language of preference, which might in some cases be English. The same lecturer noted that the interpreting service eliminated a lot of repetition and therefore saved everybody some frustration.

The lecturers did not state that it was necessary for students to hear their lectures in their L1s. Instead they felt that it was necessary for students to be able to cope with a language which was not necessarily their L1 since in later years of their studies students would have to face this issue in any case, and once they were working in practice, the world would not be presented to them in their L1. Lecturers also seemed to think that students should be able to understand enough of a language to attend classes in it. They used the example of Afrikaans students attending lectures in English and studying from English textbooks and still passing their courses. When one considers that the L1 English respondents in this study were of the opinion that their proficiency did not always allow them to do this, this is perhaps not a reasonable expectation to have of all students who come to SU.

All three lecturers thought that interpreting was a good way of accommodating various languages at the university. In addition, all three lecturers said that they felt they had good professional relationship with interpreters.

Finally, only Lecturer 2 responded to the final question, noting that the interpreting service was a good way to “practice diversity” and hoped that interpreting would “become the standard way to accommodate English speakers at Stellenbosch”. Since he had had interpreters in his classroom since 2011, he had had time to become accustomed to the service, and had seen how the service was implemented. I believe seeing three groups of students successfully progress through interpreted lectures might also have given rise to his positive attitude.

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The generally positive perceptions held by lecturers therefore seem to confirm hypothesis 3 in section 1.3.

5.3. Interpreters' perceptions of the interpreting service

Eleven interpreters – three new and eight more experienced (cf. Table 10 in section 4.2) – participated in the study. All of the interpreters said that Afrikaans was their L1 and English their L2. Seven of the interpreters could also speak other languages, including German, French and Dutch, with one interpreter being fluent in Sign Language.

Since the three official languages of the Western Cape (the province in which SU is situated) are English, Afrikaans and isiXhosa, and SU's language policy also aims to develop isiXhosa as a language of tertiary education, it is important to note that none of these interpreters would be able to work with isiXhosa. The interpreters currently working for the Language Centre could theoretically learn isiXhosa, but given the time and effort it would require for them to acquire a sufficient level of proficiency to interpret between English or Afrikaans and isiXhosa, it seems that a more viable solution would be training interpreters who are already proficient in isiXhosa.

Although most interpreters referred to the fact that they found interpreting challenging, most of them also referred to their work being interesting, feeling appreciated and valued.

Another important factor interpreters wrote about was that they felt like part of the educational experience when they were interpreting in classrooms. Educational interpreters have different opinions of their role in the classroom context and these roles can vary from being someone who translates every word that is spoken as accurately as possible (Le Roux's conduit) to being a facilitator of communication, or even a "partner" or "agent" in learning.

When interpreters' perceptions of their role are compared with the amount of experience, it seems that the interpreters with the least experience saw their role as only a conduit – someone who did not enter into the communication process but simply allowed the message to flow through them to be translated and given to the users - while the interpreters with more experience had a more "involved" view of their role, three saying that they facilitated communication, and two others stating they were actually partners in learning.

Interpreters were asked to explain who they felt most loyal to in the classroom context, and why. Six of the eleven interpreters said they felt loyal to both students and lecturers, stating that while they were aware that students were more directly influenced by what they did and thus felt loyal to them because of that, they also felt responsible for conveying the lecturer's

message as accurately as possible. The interpreters who felt more loyal towards students said they felt responsible for providing an accurate translation of the lecture. None of the interpreters said they were loyal to lecturers only. Educational interpreters are uniquely close to their direct users (i.e. the students). They spend a lot of time with the students. In such a situation it would probably be difficult not to feel a sense of loyalty toward the people whom you spend so much time interpreting for.

The interpreters were asked how they thought they were perceived by lecturers, students and other people. They felt that some lecturers respected them and cooperated with them while others were distrustful of or annoyed by the service. Eight of the interpreters stated that they experienced both of these situations with various lecturers they interpreted for. We must realise that lecturers very seldom have the benefit of hearing the interpreted version of their lectures but as we saw in section 5.3, lecturers generally have a positive perception of the interpreting service. I expect that if lecturers could somehow be included to a greater extent than just providing the textbook for the interpreters' preparation, the interpreter-lecturer relationship might improve. Greater access to recordings of interpreted lectures – their own, but also other modules – could perhaps allay some fears that sceptical lecturers might have of the interpreting service, especially if their doubts sprout from the question of quality.

It seems from the discussion in section 4.2.4.2 that interpreters are of the opinion that students find them useful and appreciate their presence in the classroom since it makes the lecture understandable, but that in an ideal situation students would really rather hear their language of choice directly from the lecturer. From section 5.1 we saw that many students did say that they would prefer to hear the lecture directly in their L1. This is perhaps not because the students think that the service is not accurate or not useful, but because it is not the easiest and most direct way of getting the information. They need to "do some extra work", apply another layer of focus, when using the interpreting service, and this might explain some of these comments by the students as well as the interpreters' above mentioned perception.

Interpreters also stated that students need time to adjust to or become accustomed to using the interpreting service, and that when this has happened, they tend to have a more positive perception of the interpreting service. As we saw in section 4.1.5.3, students did need time to get used to the interpreting service (two to ten lectures). This of course, links with Brewis' (2013) findings that students needed more time to become accustomed to the interpreting service before they are asked to express opinions about it.

Regarding the perceptions of people outside of the interpreting service, the findings link with what Pienaar (2002) found: interpreters felt that people who were not directly involved with interpreting were often uninformed. This lead to misconceptions being formed, and could consequently lead to underutilisation of the service.

In agreement with hypothesis 4, interpreters generally had a positive perception of the service and felt that the interpreting service was useful to lecturers as well as students. Lecturers could teach in the language they felt most comfortable in, while students had access to the entire lecture in their language of preference.

Interpreters felt that educational interpreting was a viable way to accommodate various languages at the university under the condition that high standards of quality were maintained. Interpreters also felt the need for user training – they were under the impression that students and lecturers who had a better understanding of what interpreting entailed would experience the service more positively and be better equipped to use it to their advantage.

Some of the interpreters also noted that the service would be feasible if equal consideration was given to all official languages, but did not discuss the logistical implications thereof. Le Roux (2007) in her study had three interpreters in a lecture at the same time for this very reason. Her conclusion was that having this many interpreters, each speaking a different language, turned out to be too disruptive when interpreters sat among the students, as is the current practice at SU as well.

5.4. Strengths and limitations of the study

Recall from chapter 2 that both Clausen (2011) and Brewis (2013) considered the timeframe of their studies to be limitations. Clausen (2011: 111) had noted that while she received good feedback from respondents, the length of the study (three lectures for each of her two groups) was not sufficient to make significant claims about educational interpreting. Brewis (2013: 164) noted that respondents were initially distrustful of the interpreting service and ignorance became apparent from certain responses. She suggested that an extended timeframe for research would benefit educational interpreting research since students would no longer be “experimenting” with interpreting, but would have accepted it as part of the classroom environment.

While the study reported here is not a longitudinal study, data was collected from students (and interpreters and lecturers) who had experience of the interpreting service. The students specifically had interpreting services in their first semester module, so by the time I collected data from them by the end of the second semester, interpreting was no longer new to them.

In fact, if we consider the L1 English group for example, we can see that a core group of users had been established (as Brewis (2013: 164) predicted) while other L1 English students chose not to make use of the service. The fact that students were used to having the interpreting service in their modules suggests that their responses can be considered more reliable than the responses of students who were newly exposed to interpreting.

Another limitation that Clausen (2011: 111) identified was the fact that her study was not allowed to disrupt the default language option of the module in which she was collecting data. Consequently the lectures that were interpreted were still presented in T-option (both English and Afrikaans) and therefore the interpreter was only speaking 50% of the time. Clausen felt that if respondents could have listened to the interpreter for the full extent of the lecture, their perceptions might have been more positive since they could obtain a better understanding of what the interpreting service entailed. Since the default language option at the Faculty of Engineer is educational interpreting from second year onwards, the students who participated in the current study hear every lecture interpreted in its entirety. This removes the disruption that is caused by having to switch between listening to the interpreter and listening to the lecturer.

The following aspect could be seen as both a strength and a limitation of this study. Since I am myself an interpreter at the Faculty of Engineering, and at the time of data collection had more or less three years of educational interpreting experience, I often found that I looked at data with an insider perspective. I understood the circumstances in which the interpreters worked, I spent hours in lecture halls with students who were very similar to those I collected data from and I could observe their attitudes toward me and my fellow interpreters, and I also dealt with various lecturers during the course of my day.

While this insider perspective might have made it possible for me to have some unique insights into some aspects of the data, it also meant that I was not always an objective figure. It was not always possible for me to keep my own opinions or perceptions from interfering with the research. Brewis (2013: 165) who is herself an educational interpreter, noted similar issues. Mouton (2001: 151) refers to the “researcher effect”. The researcher may be emotional and subjective, and thus manipulate results in favour of her beliefs. As will be clear from discussions in this chapter and the previous one, at times I do present speculations based on my experience with interpreting. However, I have made every attempt not to make assumptions based on my experience, and to make any more subjective comments and speculations explicit to the reader. Furthermore, the data was analysed in a systematic way in order to limit subjectivity. In analysing participants’ responses to open ended questions, frequently occurring words and phrases were identified and presented,

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rather than simply summarising my own interpretation of the responses. Finally, it should be noted that some degree of subjectivity is inevitable in any qualitative research.

In order to investigate the effects that perceived and actual proficiency had on perceptions of interpreting it was necessary to find some kind of measure of Afrikaans proficiency, and the Language Profiler test was employed to do this. However, as was noted in section 4.1.2, the Language Profiler is not specifically designed to test L2 proficiency, and was therefore not a perfect tool. Unfortunately it was the only relatively suitable available tool to test Afrikaans proficiency at the time of data collection. The Language Profiler had many questions which required respondents to produce complex sentence structures in Afrikaans. If we consider that an L1 English student only needs to understand Afrikaans well enough in order to understand a lecture presented in Afrikaans, the low scores that the respondents obtained on the Language Profiler do not necessarily mean that the respondents' proficiency in the language is insufficient for understanding an Afrikaans lecture, as it is well known that non-advanced L2 learners' comprehension skills are usually stronger than their production skills. While the Language Profiler does at least offer an indication of students' Afrikaans proficiency, the use of this data collection tool can be considered a limitation of the study since, for the reasons set out above, it probably does not yield an accurate measure of a student's ability to comprehend an Afrikaans lecture.

While the data obtained from lecturers proved to be valuable, it is a fact that the response rate from lecturers was exceedingly low. After contacting 12 lecturers twice and offering them two different ways of completing the questionnaire (one being as convenient as filling in a few fields on an email) only three lecturers completed the questionnaire.

5.5. Recommendations

5.5.1. User training

Although designing a training course for users of the interpreting service of course falls outside the scope of this thesis, I would like to make a few suggestions which would hopefully lead to a decrease of ignorance considering some important aspects of the interpreting service.

While there are already information sessions for lecturers being presented before the start of every semester, attendance is often poor since many lecturers are unavailable at that time. Many lecturers might forget that they will be interpreted and only remember when they see a strange face with a microphone on the first day of classes. Therefore I suggest that information sessions be held at some point during the first few weeks of a semester instead. Useful information could perhaps also be displayed on a "tips for lecturers" section on the

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Language Centre's website, and the link to this section could be emailed to lecturers a week or two before they start a course that will be interpreted.

At the start of every semester interpreters should not only explain to new students how the equipment works, but also give them an idea of what to expect (for example that it will take them a few lectures to get used to hearing two voices at once). In addition, all students attending interpreted lectures should be made aware of what interpreters do to prepare for interpreting, i.e. that they do not simply show up for lectures but actually design terminology lists and study these as well as other preparation materials made available to them prior to the start of an interpreted module. It might also be useful for students to know what they can and cannot expect of interpreters, for example, that lag time is inevitable and does not indicate incompetence on the interpreter's part. Such information could be conveyed to a new class within a couple of minutes at the beginning of a new module and/or could be placed on the module's website.

5.5.2. Testing actual proficiency

As explained at the end of section 5.4, the study wanted to investigate the effect of both perceived and actual proficiency on students' perception of interpreting but the Language Profiler is not the ideal instrument for obtaining an accurate measure of the type of proficiency required for listening to the lecture in Afrikaans.

For this reason, I would like to suggest an alternative method for assessing students' ability to listen to a lecture in Afrikaans. This suggestion involves asking students to listen to a lecture presented in the language of interest (in the case of the current study it would be an Afrikaans lecture), and then asking them to answer a few questions on the lecture content. Students can answer the questions in whichever language they choose (i.e. Afrikaans or English) since we would not be interested in how well they can write down answers in the language of interest. Their answers would however give the researcher an indication of their level of mastery of the specific skills required to understand a lecture in the language of interest.

5.5.3. Lecturers' involvement

Taking the workload of lecturers into account it would not be practical to schedule hour-long terminology development sessions with lecturers or expect them to present a "crash course" in their subject to interpreters (although I expect some interpreters would value and enjoy such crash courses) but perhaps a simple thing like commenting on a compiled terminology list (see section 3.2.2) via email with the interpreter would increase a lecturer's understanding of the work that goes into a lecture before it is interpreted. This would also

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help eliminate incorrect terminology and increase accuracy of translation. As we have seen from the discussion above, students are very sensitive to correct terminology use.

5.5.4. A platform for students

Although students generally do not have a negative perception of interpreting, I believe having a platform on which to comment, complain or leave suggestions would be very beneficial for both students and the interpreting service. Students, as the most direct users of the interpreting service, could possibly provide valuable suggestions and perspectives as we have seen from analysing the data collected from them.

5.6. Conclusion

The main aim of the study reported in this thesis was to investigate the perceptions of interpreting at SU held by the three main role players. The study mainly focused on students' perceptions of the service, using information collected on their language backgrounds to contextualise these perceptions. A secondary aim was also to collect data on the perceptions of interpreters and lecturers who were involved with the interpreting service.

If one takes together the data collected from students, lecturers and interpreters, the overall conclusion that one can reach is that the service rendered by interpreters is, in general, valuable to and appreciated by students and lecturers alike, and that the process of rendering this service is also a positive experience for the interpreters (who describe it as being challenging and enjoyable).

One finding which emerged from the research reported here and which is valuable for future research is the following: It is important to consider the language background of students when investigating perceptions, because by contextualising the data on perceptions in such a manner, the current study discovered important nuances which did not emerge clearly when perception data was considered from the group as a whole. Contextualising data on perceptions of interpreting could yield a more accurate picture of the challenges faced within a specific faculty or department in which interpreting takes place, as well as the most appropriate ways in which the relevant authority, at SU the Language Centre, can address these challenges in different student communities.

The fact that both interpreters and lecturers showed a progression in their perception of the role of the interpreter in terms of the interpreter's involvement in the teaching and learning process as experience of the interpreting service increased should be noted. The Language Centre might find that they could benefit from greater involvement of lecturers and interpreters, especially from inputs from these parties regarding various practical aspects of the interpreting service. This is something which emerged clearly from the interpreters'

comments and suggestions in this study. One can also deduce from this finding – that lecturers' perceptions of interpreting became more positive as their experience with being interpreted increased – that a better understanding of what interpreters do leads to a more positive perception of interpreters and the service that they render. For this reason, one of the most important suggestions to emerge from the study reported in this thesis is that awareness of what interpreters do – how they are trained, how they prepare for lectures, what they are required to do during lectures, what students and lecturers can expect of them, and what challenges they face during interpreting – is very important in fostering appreciation for the service that interpreters render.

A possible avenue for future research would be to collect additional data, of the kind collected for the study reported in this thesis, from other faculties that employ interpreting services as a mode of delivery. Comparing results from different faculties might yield interesting findings since students from different faculties might exhibit different attitudes toward language and interpreting. The interpreting service could benefit from being sensitive to the needs and perceptions of groups with different backgrounds and preferences who make use of the service they render.

It is my hope that this study has contributed to research in the field of educational interpreting in general but also more specifically in the context of tertiary institutions in South Africa. Educational interpreting research is of extreme importance in the South African context, given the reality of multilingualism at tertiary institutions and the fact that South Africa realises that diversity of all kinds, including linguistic diversity, is something which should be treasured. In this context, linguistic diversity is regarded as a resource and not a hindrance, and as this study has shown, educational interpreting can be one way of accommodating linguistic diversity at tertiary educational institutions.

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Appendices

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Appendix A – Language Background Questionnaire

Thank you for taking part in this study! This questionnaire is completed anonymously. For purposes of linking questionnaires to a later section of the study, please provide your student number below.

1. Student number: ____
2. Date of birth: ____
3. Module: ____
4. What is the first language of: your mother? ____________________ your father:____________________
5. Which language(s) did you speak at home as a child? ____
6. What is your first language (i.e. the language that you learned first from your parents/ primary caregivers)?

   ____

7. Is your first language the language with which you are the most comfortable?

Yes	No

   If you answered "No" to the question above, please explain:

   ____

8. Which languages were you taught in at…

   Primary/ Elementary school ____

   High School ____

   College ____

   University ____

9. How often do you use the language that you indicated as your first language (see question 6 above)? Please choose the box that best describes your answer for each of the contexts below. If the situation does not apply to you, please tick the N/A box.

	Never	Seldom	Frequently	Always	N/A
To communicate with your father					
To communicate with your mother					
To communicate with your siblings					
To communicate with your friends					
To attend a lecture					
To write your exam/ assignments in					
To take notes					
To study for tests					
At work (i.e. part-time jobs)					

10. What is your second language (i.e. the language, other than your first language, that you are most comfortable in)?

    ____

11. How often do you use your second language in each of the contexts listed below? Please choose the box that best describes your answer. If the situation does not apply to you, please tick the N/A box.

	Never	Seldom	Frequently	Always	N/A
To communicate with your father					
To communicate with your mother					
To communicate with your siblings					

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To communicate with your friends					
To attend a lecture					
To write your exam/ assignments in					
To take notes					
To study for tests					
At work (i.e. part-time jobs)					

12. Do you speak any other languages? Please list them below.

____

13. Please indicate your ability to do each of the following by ticking the applicable box.

	No ability	Poor ability	Moderate ability	Good ability
Reading English.				
Writing English.				
Speaking English.				
Understanding when people speak English.				
Understanding when a lecture is in English.				
Reading Afrikaans.				
Writing Afrikaans.				
Speaking Afrikaans.				
Understanding when people speak Afrikaans.				
Understanding when a lecture is in Afrikaans.				
Reading any other language you indicated.				
Writing any other language you indicated.				
Speaking any other language you indicated.				
Understanding when people speak any other language you indicated.				
Understanding when a lecture is in any other language you indicated.				

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Appendix B – Interpreting questionnaire

Circle/ tick the applicable box when necessary.

1. In what language were your first year classes presented?

English	Afrikaans

2. Do you make use of the English interpreting service available in ______________?

Yes	No

3. Why / why not? Tick the appropriate answer. If more than one answer applies to you, tick all of the applicable boxes, or write your own reason in the "Other" box.

Afrikaans is my mother tongue. For this reason, I do not need English interpreting.	
I feel completely comfortable with the Afrikaans spoken during the lecture even if it's not my mother tongue.	
I don't trust the interpreters to convey all of the material accurately and effectively.	
I don't understand Afrikaans at all.	
I understand Afrikaans, but sometimes struggle when it becomes very technical/ academic during a lecture.	
I prefer hearing the lecture in English since the textbook is in English anyway.	
English is my mother tongue.	
I prefer to study in English.	
Other:	

4. Does the presence of the interpreters bother or distract you during lectures?

Not at all	To a lesser extent	To a moderate extent	To a large extent

5. Do you think interpreting is a good way to accommodate various languages at the university?

Not at all	To a lesser extent	To a moderate extent	To a large extent

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6. Do you think that by listening to the interpreters and hearing some of the Afrikaans at the same time, you can expand your knowledge of technical Afrikaans terms?

Not at all	To a lesser extent	To a moderate extent	To a large extent

7. Do you think the interpreters give an accurate version of the lecture content?

Not at all	To a lesser extent	To a moderate extent	To a large extent

8. In your opinion, should an interpreter who interprets engineering subjects have an engineering background?

Yes	No

Please explain your answer:

____

____

9. In your opinion, an interpreter is more like:

A lecturer	A facilitator between lecturer and student	A student

10. If your first language is not Afrikaans or English, and the interpreting service was available in your first language, e.g. isiXhosa, would you make use of the service?

Yes	No

Please explain your answer:

____

If you do not make use of the interpreting services in this module, please skip to question 18 (i.e. you need not answer questions 11 to 17). If you do make use of the interpreting service, please answer questions 11 – 21.

11. When using the interpreting equipment, you:

Listen to just the interpreter's voice for the entire lecture.	
Listen to the interpreter, but you keep an ear on what the lecturer is saying in Afrikaans as well.	

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Take the equipment, but only use it if you have trouble understanding parts of the lecture.	

12. When using interpreting equipment, do you feel included or excluded from the classroom environment?

I feel included.	I feel excluded.

Please explain your answer:

____

13. Did it take you some time to get used to listening to the interpreter?

Yes	No

14. How much time?

1 lecture	2-5 lectures	5-10 lectures	More than 10 lectures

15. When question and answer sequences between the lecturer and a student are interpreted, are you able to follow the exchange?

Yes	No

16. Do you find hearing these exchanges to be useful?

Yes	No

17. Do you think that having access to the interpreting service has made understanding lecture content easier?

Not at all	To a lesser extent	To a moderate extent	To a large extent

18. Which language do you prefer to use for your studies? Why?

____

19. When studying, how often do you translate/ explain work to yourself in your first language?

Never	Seldom	Often	Always

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20. To what extent do you believe that your studies would be made easier and your marks would improve if you had access to the lectures in your first language via interpreting?

Not at all	To a small extent	To a moderate extent	To a large extent

21. Do you have any comments or suggestions regarding the interpreting service? ____

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Appendix C – Questionnaire for lecturers

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

1. What is your first language?

   ____

2. What module(s) do you teach?

   ____

3. Is this the first semester during which your lectures are being interpreted?

Yes	No

4. If you answered "No", please indicate since when you have had interpreters in your lectures:

   ____

5. In your opinion, an interpreter is more like:

A lecturer	A facilitator between lecturer and student	A student

6. What do you as a lecturer expect from the interpreter?

   ____

7. Do you experience any tension in class, caused by a language related aspect? Please explain.

   ____

8. In your opinion, what is the role of the educational interpreter?

   ____

9. How do you experience interpreting?

   ____

10. Do you trust the interpreter to give a true reflection of your lecture (i.e. to convey the relevant information accurately)?

    ____

11. What is your opinion of the fact that interpreters are trained language experts rather than trained engineers?

    ____

12. Do you feel that both students who prefer Afrikaans and students who prefer English are advantaged by the interpreting service? Please explain.

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____

13. Do you consider it necessary that students hear your lectures in their first language? Please explain.

    ____

14. What kind of relationship do you have with your interpreter(s)?

    ____

15. Do you feel that educational interpreting is a viable way to accommodate various languages at the university?

    ____

16. Do you think that interpreting has any effect on the language proficiency of your students? (i.e. if English students can hear your Afrikaans and the interpreter's English translation at more or less the same time, their command of Afrikaans might be improved?)

    ____

17. Do you have any comments or suggestions regarding the interpreting service?

    ____

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Appendix D – Questionnaire for interpreters

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

1. What is your first language?________________________ your second language?__________________________
2. Do you speak any languages other than those listed above?

   ____

3. How long have you been an educational interpreter?

   ____

4. Do you have any other kinds of interpreting experience? Please explain.

   ____

5. What kind of formal interpreter training have you had?

   ____

6. How do you experience interpreting at the Faculty of Engineering?

   ____

7. To whom do you feel a greater sense of loyalty?

Lecturers	Students	Both

   Please explain your answer:

   ____

8. In your opinion, what is the role of an educational interpreter?

   ____

9. In your opinion, how are interpreters perceived by:

   Lecturers:

   ____

   Students:

   ____

   Other people:

   ____

10. Do you think that students and/ or lecturers find the interpreting service useful? Please explain.

   ____

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11. Do you think interpreting is a viable way to accommodate various languages at the university?

    ____

12. What kind of problems do you experience as an educational interpreter (i.e. in the classroom setup)?

    ____

13. How do you overcome these problems?

    ____

14. How would you describe your relationship with the lecturers that you interpret for?

    ____

15. In your opinion, what kind of an influence does interpreting have on language usage in the classroom?

    ____

16. Any comments or suggestions?

    ____

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Appendix E – Consent form for students

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jou kennisvennoot • your knowledge partner

STELLENBOSCH UNIVERSITY

CONSENT TO PARTICIPATE IN RESEARCH

Perceptions of educational interpreting in tertiary classrooms

You are asked to participate in a research study conducted by Lené Booysen (BA Hons General Linguistics) for a thesis that will be submitted in fulfillment of the degree MA in General Linguistics (Department of General Linguistics, Stellenbosch University).

The study requires a second year class whose Afrikaans lectures are interpreted into English (with some of the students making use of the service and others not).

You were selected as a possible participant in this study because you fall into one of the abovementioned categories.

1. **PURPOSE OF THE STUDY**
   The primary aim of the study is to investigate students' perceptions of interpreting and interpreters and to contextualise these perceptions in terms of students' language backgrounds and language proficiency. The secondary aim of the study is to investigate lecturers' perceptions of interpreting and interpreters, as well as interpreters' perceptions of their own role(s) and function(s).
2. **PROCEDURES**
   If you volunteer to participate in this study, we would ask you to do (one or more of) the following things:
   2.1. Complete a language background questionnaire;
   2.2. Complete an interpreting questionnaire;
   2.3. Complete a short Afrikaans proficiency task; and
   2.4. Allow the researcher to use your TAG test results, in addition to your Afrikaans proficiency test results (see 2.3 above) to contextualise data from the above mentioned questionnaires (2.1 and 2.2). (Please note that the Language Center has given us permission to access the TAG marks but we still need your permission to use these marks in my study. Please also remember that all of the data will be strictly confidential (see section 6 below) – in my study you will be referred to by means of a participant number and never by means of your name or student number.)

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The entire class will be asked to complete the language background questionnaire and the interpreting questionnaire, while a smaller selected group will be asked to complete the short Afrikaans proficiency task. This process should not take longer than 50 minutes.

3. POTENTIAL RISKS AND DISCOMFORTS

The participants will not experience or be exposed to any potential risks or discomfort by participating in this study.

4. POTENTIAL BENEFITS TO SUBJECTS AND/ OR TO SOCIETY

The participants will not benefit personally by participating in the research. The results of the study will, however, contribute to a better understanding of perceptions of educational interpreting within the multilingual context of Stellenbosch University classrooms.

5. PAYMENT FOR PARTICIPATION

Participants will not receive payment for participation in the study.

6. 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 storing the data in hard copy from, as well as electronically, with only the researcher and her supervisor having access thereto.

If participants should choose to do so, they are welcome to see the results of their Afrikaans proficiency task after completion of the study. The completed questionnaires and tasks will be kept in a locked cabinet to which only the researcher has access.

The results of the study will be documented in the final thesis that is to be submitted in partial fulfilment of the degree MA in General Linguistics. No names or student numbers of any participants will be mentioned in the document. In the event of there being reference to individual results, participant numbers will be used, which will not allow anyone except the researcher to determine the identity of a participant.

7. PARTICIPATION AND WITHDRAWAL

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

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact the principal investigator, Miss Lené Booysen (082 369 1329; **lenebooysen@gmail.com**), or her supervisor, Dr Simone Conradie (021 808 2052; **sconra@sun.ac.za**).

9. 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 you 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 4322) at the Division for Research Development.

Stellenbosch University https://scholar.sun.ac.za

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to me by Lené Booysen in English and/or Afrikaans and I am in command of this language / these languages. 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 **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.

_______________________________ _________________________

Signature of Investigator **Date**

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Appendix F – Consent form for lecturers

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STELLENBOSCH UNIVERSITY

CONSENT TO PARTICIPATE IN RESEARCH

Perceptions of educational interpreting in tertiary classrooms

You are asked to participate in a research study conducted by Lené Booysen (BA Hons General Linguistics) for a thesis that will be submitted in fulfillment of the degree MA in General Linguistics (Department of General Linguistics, Stellenbosch University).

The study requires a second year class whose Afrikaans lectures are interpreted into English (with some of the students making use of the service and others not).

In addition to the students, the study will also require the participation of lecturers who are interpreted, and the interpreters who are involved in the interpreting service.

You were selected as a possible participant in this study because you fall into one of the abovementioned categories.

PURPOSE OF THE STUDY

The primary aim of the study is to investigate students' perceptions of interpreting and interpreters and to contextualise these perceptions in terms of students' language backgrounds and language proficiency. The secondary aim of the study is to investigate lecturers' perceptions of interpreting and interpreters, as well as interpreters' perceptions of their own role(s) and function(s).

PROCEDURES

If you volunteer to participate in this study, we would ask you to complete a questionnaire on your perceptions of the interpreting service in the classroom and your role as an interpreter. This should not take longer than 15 minutes.

POTENTIAL RISKS AND DISCOMFORTS

The participants will not experience or be exposed to any potential risks or discomfort by participating in this study.

POTENTIAL BENEFITS TO SUBJECTS AND/ OR TO SOCIETY

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The participants will not benefit personally by participating in the research. The results of the study will, however, contribute to a better understanding of perceptions of educational interpreting within the multilingual context of Stellenbosch University classrooms.

PAYMENT FOR PARTICIPATION

Participants will not receive payment for participation in the study.

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 storing the data in hard copy from, as well as electronically, with only the researcher and her supervisor having access thereto.

The completed questionnaires and tasks will be kept in a locked cabinet to which only the researcher has access.

The results of the study will be documented in the final thesis that is to be submitted in partial fulfilment of the degree MA in General Linguistics. No names of any participants will be mentioned in the final document. In the event of there being reference to individual results, participant numbers will be used, which will not allow anyone except the researcher to determine the identity of a participant.

PARTICIPATION AND WITHDRAWAL

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

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Stellenbosch University https://scholar.sun.ac.za

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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 **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.

________________________________ _________________________

Signature of Investigator **Date**

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Appendix G – Consent form for interpreters

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jou kennisvennoot • your knowledge partner

STELLENBOSCH UNIVERSITY

CONSENT TO PARTICIPATE IN RESEARCH

Perceptions of educational interpreting in tertiary classrooms

You are asked to participate in a research study conducted by Lené Booysen (BA Hons General Linguistics) for a thesis that will be submitted in fulfillment of the degree MA in General Linguistics (Department of General Linguistics, Stellenbosch University).

The study requires a second year class whose Afrikaans lectures are interpreted into English (with some of the students making use of the service and others not).

In addition to the students, the study will also require the participation of lecturers who are interpreted, and the interpreters who are involved in the interpreting service.

You were selected as a possible participant in this study because you fall into one of the abovementioned categories.

PURPOSE OF THE STUDY

The primary aim of the study is to investigate students' perceptions of interpreting and interpreters and to contextualise these perceptions in terms of students' language backgrounds and language proficiency. The secondary aim of the study is to investigate lecturers' perceptions of interpreting and interpreters, as well as interpreters' perceptions of their own role(s) and function(s).

PROCEDURES

If you volunteer to participate in this study, we would ask you to complete a questionnaire on your perceptions of the interpreting service in your classroom. This should not take longer than 15 minutes.

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POTENTIAL RISKS AND DISCOMFORTS

The participants will not experience or be exposed to any potential risks or discomfort by participating in this study.

POTENTIAL BENEFITS TO SUBJECTS AND/ OR TO SOCIETY

The participants will not benefit personally by participating in the research. The results of the study will, however, contribute to a better understanding of perceptions of educational interpreting within the multilingual context of Stellenbosch University classrooms.

PAYMENT FOR PARTICIPATION

Participants will not receive payment for participation in the study.

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 storing the data in hard copy from, as well as electronically, with only the researcher and her supervisor having access thereto.

The completed questionnaires and tasks will be kept in a locked cabinet to which only the researcher has access.

The results of the study will be documented in the final thesis that is to be submitted in partial fulfilment of the degree MA in General Linguistics. No names of any participants will be mentioned in the final document. In the event of there being reference to individual results, participant numbers will be used, which will not allow anyone except the researcher to determine the identity of a participant.

PARTICIPATION AND WITHDRAWAL

You can choose whether to participate in this study or not. If you do volunteer to participate in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not 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

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RIGHTS OF RESEARCH SUBJECTS

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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 **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.

______Lené Booysen___________ ___22 October 2013_______________

Signature of Investigator **Date**