



COLLEGE OF ARTS AND SOCIAL SCIENCES

SCHOOL OF ARTS AND LANGUAGES

MASTER OF TRANSLATION AND INTERPRETING

**THE ROLE OF TRANSLATION IN IMPROVING THE EFFECTIVENESS
OF COMMUNICATION IN GOVERNMENT INSTITUTIONS IN RWANDA:
THE CASE OF THE MINISTRY OF TRADE AND INDUSTRY (MINICOM)**

*“A dissertation submitted for the award of a Master's Degree in Translation and
Interpreting”*

Specialization: Translation

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Kigali, October 2018

Declaration

I, Cyprien TUYISABE, declare that this dissertation entitled “The role of translation in improving the effectiveness of communication in government institutions in Rwanda, the case of the Ministry of Trade and Industry (MINICOM)” has never been presented for any award. Nobody is authorized to reproduce this research or use any part of it without the author’s consent.

Signature.......... Date.....*October 23, 2018*.....
Cyprien TUYISABE

Supervisor's Approval

I hereby declare the student prepared and presented this project report under my supervision in accordance with the guidelines on supervision of research laid down by the University of Rwanda.

Supervisor

Signature.....

Dr. Anne Marie Kagwesage

Date.....

Dedication

I dedicate this dissertation to my respectful parents and to my beloved wife and children.

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Acronyms

BCE/BC	Before Common Era/Before Christ (Before the birth of Jesus Christ)
CAR	Capability, Accountability and Responsiveness
EAC	East African Community
MINICOM	Ministry of Trade and Industry (Ministère du Commerce)
SL	Source Language
SPSS	Statistical Package for Social Sciences
TL	Target Language
UR	University of Rwanda
US	United States

Abstract

The study was conducted on the role of translation in improving the effectiveness of communication in government institutions in Rwanda using MINICOM as a case study. The objectives were to identify the translation activities in MINICOM, the importance of translation activities in communication in MINICOM, the issues affecting translation and the relationship between translation and communication. The researcher used a correlation design because the interest was to determine the relationship between translation and communication. The sample size was 229 people who were selected using stratified simple random sampling. However, only 204 were able to participate in the study. Data collection methods included the use of secondary research and questionnaire which were administered to 171 MINICOM Stakeholders and 33 MINICOM staff. Data analysis was done by use of Microsoft excel and SPSS. Seventy-six per cent (76%) perceived translation as an important process as an important process in linguistics and communication as it bridges the gap between cultures. Eighty-four percent (84%) agreed that translation planning was an important activity in the translation process as it generates strategies for the translation process. Eighty-three percent (83%) agreed that translating was important in the translation process of MINICOM documents. Translating is the actual practice of converting the SL into the TL. Eighty-five percent (85%) and seventy-five percent (75%) agreed that revision and editing respectively were important activities because they helped to eliminate translation errors. Seventy-six percent (76%) and seventy-eight percent (78%) agreed that proof-reading and reviewing respectively were critical translation activities since they helped to identify and correct errors by a third party expert. Translation helps government to consult citizens (89%), raising awareness about government programs (90%), closing the gap between cultures (92%) and for public relations (86%). As a profession, translation is affected by various issues which tend to affect the way translation materials in MINICOM are delivered and received in the public. The study finds that there is inadequacy of multilingual experts (91%), complexity of translating idioms (95%), poor reading culture (93%), use of multiple official languages (94%) and limited parental commitment (84%) to educate children on other languages besides English. Based on the Pearson correlation value of 0.752 there was a strong relationship between translation and effectiveness of communication in MINICOM. However, there is need to employ multilingual experts in MINICOM, improve reading culture among Rwandans and encourage parents to start training their children on many languages in their young ages especially on languages considered official by the Rwandan constitution and other laws and policies.

Key words: role of translation, effectiveness of communication, government institutions, MINICOM, RWANDA

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter highlights the background of the study, statement of the problem, the general and specific objectives, research questions, research significance, study limitations, the scope and organization of the study.

1.1 Background of the Study

Translation involves the process of linguistically transforming expressed messages from a specific source language (SL) to a target language (TL) in order to make it more clear and understandable to the readers. Basically, translation is transmitting the meaning expressed by the original writer (Ali, 1999). The translator connects the two languages – the source and the target. Literature on the translation process is momentous, however, the mechanisms controlling the decision making levels of the translation process and activities, which allow the process has been understudied (Cooper, 1999; Cronin, 2013; Bell, 1991). Similarly, limited effort has been made to assess how translation and interpretation can be leveraged to improve communication efficiency and effectiveness in government institutions.

Discussions surrounding the theory and practice of translation in governance dates back to ancient times and continued until the modern civilization. In ancient Greek, there was a distinction between metaphrase, which was the accurate and exact translation and paraphrase. Historical translation of material among languages in Mesopotamia, Egypt, Israel (Hebrew language), Assyria (Syrac language), and Anatolia dates back to several millennia ago (Chung, 2003). Partial translations of the Sumerian Epic of Gilgamesh in 2000 BCE into Asian languages in South West exists. Among the bilingual documents in existence include the 1274 BCE Treaty of Kadesh that was between the ancient Egyptian and Hittite empires (Garrett, 2007).

Jumpelt (1961) is the earliest reference to communication decision making in translation, which sees translation as a method of communication choice involving decisions between factors. The notion is further studied by Levy (1967), who analyzes translation in terms of game theory, and then by Holmes (1974), who discusses the concept of a hierarchical scheme of correspondence in decision-making on translation.

Studies by Ali (1999), Enrique (1996) and Gentzler (2001) examined the phenomenon with specific reference to activities of the translation process. On the other hand, evidence by Jain (2007) examined the role of translation in effective communication in many institutions. Most of the existing empirical evidence underline the importance of the decision making function in translation, with more weight being placed on the effectiveness of the communication and the translated information. Most countries have multicultural and multilingual societies and it becomes significant for the government institutions to translate the laws, policies, programs and any relevant communication into languages that are favorable to each community. This is important because it enhances communication, cohesion between citizens and stimulates citizen participation in government policy and program design and implementation.

Empirical researchers find that translation and interpretation help to ease communication and service delivery in government institutions. For example, Cheung, *et al.* (1993) looked at Hong Kong as both bilingual and multilingual society ever since it was ceded to Britain in 1842. The vast majority of the residents in the territory are Chinese, while those from the neighbor counties in Guangdong Province speak Cantonese and English is also spoken by some communities (Chuen, 2001). The administration of Hong Kong adopted translation culture and this has greatly improved communication between the government and the local population, thus promoting service delivery.

In Kenya, the devolution governance system has facilitated and improved communication between the local governments and central government through translation of both official and non-official communications into local languages for the local people to understand and support government policies and programs. This has improved service delivery in the country. Elsewhere, governments use translation and interpretation to make communication in multilingual communities efficient and effective. It is used in citizen mobilization, policy design and implementation as well as diplomacy.

Kinyarwanda is the dominating language in Rwanda, and is spoken by over ninety percent of the populace. Rwandans secure different dialects (foreign) including English, French, and Kiswahili through formal education. (Sibomana, 2015). This highlights a need for translating English, French and Swahili into the local language in order to create a platform through which most of the populations comprehend the current affairs in their communities. Further, the adoption of English in the country has been quite minimal. Empirical evidence by Sibomana, (2010) suggested that English had been taught in schools since the 1960s and has been utilized as a vehicle of guidance for roughly twenty years, in any case, the population's proficiency in speaking the language has been quite low (Kagwesage, 2012; Pearson, 2014). As a result, the adoption of English into the Rwandan formal communication is quite hard, as most of the populations opt to converse in the native language, Kinyarwanda. At the same time, French was adopted as an official language since colonial days as well as in 2016, Swahili was adopted as a fourth official language.

Nevertheless, even as the government and relevant stakeholders struggle to enrich the languages in the country by adopting foreign dialects, the population appears not ready as very few have the potential to fluently communicate through reading and writing in either French, English, and

Swahili (Sibomana, 2015). This shows that translation and interpretation act as a communication bridge between those who speak only the local language (Kinyarwanda) and the three foreign languages i.e. English, Swahili and French. It is through this linguistic intermediation by translators and interpreters that government institutions are able to effectively communicate with the citizens, foreigners and diplomats. The study investigated the role of translation in improving the effectiveness of communication in government institutions in Rwanda using the case study of the Ministry of Trade and Industry (MINICOM).

1.2 Statement of the Problem

Rwanda's social and political history has been influenced by Kinyarwanda, French, and English. The national language of the country as per the constitution Article 8 is Kinyarwanda, and the official languages are Kinyarwanda, French, and English (Republic of Rwanda, 2003). Swahili was adopted by the country as an official language recently (Cabinet, 2017). However, majority Rwandans are not fluent in speaking or writing in English, French or Swahili. Majority of the foreigners who enter the country also do not speak Kinyarwanda. The researcher believes that translation and interpretation has helped to improve communication in government institutions. This study sought to investigate how these services have improved correspondence among government and residents as well as foreigners.

1.3 Objectives of the Study

1.3.1 General Objective

The purpose of the study was to assess the role of translation in improving the effectiveness of communication in government institutions in Rwanda, specifically in MINICOM.

1.3.2 Specific Objectives

- i. To establish the activities involved in the translation processes of MINICOM documents;
- ii. To identify the importance of translation in the effectiveness of communication within MINICOM;
- iii. To establish issues affecting the translation process in MINICOM;
- iv. To establish the relationship between translation and service delivery in MINICOM.

1.4 Research Questions

- i. What are the activities involved in the translation processes of MINICOM documents?
- ii. What is the importance of translation in the effectiveness of communication in MINICOM?
- iii. What are the issues affecting translation process in MINICOM?
- iv. What is the relationship between translation and service delivery in MINICOM?

1.5 Significance of the Study

Findings from the examination may empower MINICOM with the ideas of developing policies essential for enhancing translation of its documents that are written in foreign languages.

Empirical outcomes of the study could significantly contribute to existing knowledge on translation and effectiveness of communication in government institutions in Rwanda. The contribution towards enhancing scholastic learning in a wide scope of issues about translation and effective communication.

1.6 Scope of the Study

The scope of the study was defined by the content, geographical, and time.

1.6.1 Content Scope

The subject matter of the study was directed on translation in improving the effectiveness of communication in government institutions in Rwanda between 2014 and 2017. The preference of the topic was attributed to the adoption of four official languages by Rwanda, yet majority of the Rwandans are less fluent in those languages with the exception of Kinyarwanda.

1.6.2 Geographical Scope

The geographical context of the study was the City of Kigali at the Ministry of Trade and Industry. The institution was favored in light of the fact that it is in charge of attracting foreign investments in Rwanda and foreign investors speak languages that are less known in Rwanda since organizations do not usually archive current information.

1.6.3 Time Scope

The study used data from the year 2014 to 2017. The three-year duration was preferred due to the ability of the researcher to access and generate current data.

1.7 Organization of the Study

The study is structured into five chapters. The first chapter is the introductory section which provides a detailed background of the study, states the research problems, objectives, and questions. The chapter also outlines the significance scope, and limitations of the study. The second chapter forms the body of the examination by reviewing literature, both empirical and theoretical as guided by the research variables. Chapter three highlights the research methodology adopted by the researcher during data collection, analysis and presentation. Chapter four details the findings of the study as obtained from the field, and chapter five summarizes research findings, and draws conclusions and recommendations.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The chapter forms the body of the examination by reviewing literature, both empirical and theoretical as guided by the research variables. Literature on to translation and effective communication has been in existence, hence the need for a critical review and analysis of what other scholars have written.

2.1 Theoretical Literature

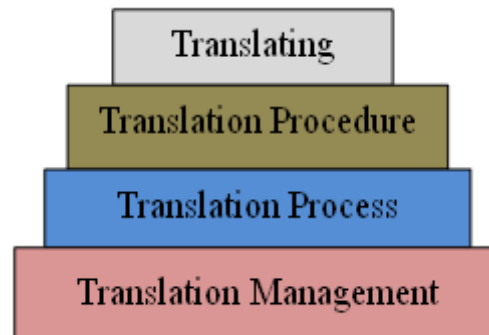
2.1.1 Translation Concepts and Processes

Translation is often used to denote the written form or written process in which one text is reproduced in another language (Cheung, *et al.*, 1993). This involves a procedure of replacing texts from one language, which in this case is regarded as the original with an equivalent text from a second language in order to pass meaningful information (Gutt, 2000). Interpretation can also refer to the oral form or process in which verbal information is rendered in another spoken language (Gentzler, 2001). The present discussion focuses on translation only since it forms the independent variable of this study. The process involved in translation is denoted as translation process and the products of the translation process are called translated texts or translation works (Gutt, 2000). Translators are people who produce translation texts while interpreters are those who perform translation duties in the oral form.

Empirical evidence by Ali (1999) linked the commencement of the translation activity with the decision to decode information, either in textual or verbal form; an element referred to as translation event. The event, according to the author is defined by four interrelated layers; i) translation management (business transaction); ii) translation process (external); iii) translation

procedures (external) and; iv) translating/translation processing. The hierarchical order is as illustrated in Figure 1.

Figure 1: The Four Layers of the Translation Event



Source: Ali, 1999

Translation management entails a business form of transaction that is decided by at least two parties – who in this case is the translation commissioner and the translator (Palumbo, 2009). The transaction is characterized by a myriad of activities, which are the most tiring in the process of translation. These are the activities that commence with the choice to translate, or engage a translator to start the translation assignment. The outcome is the translator delivering a translated job. Ali (2009) and Palmer (2007) defined the activities into three phases – pre-production, production, and post-production.

According to Ali (1999), the pre-production phase is characterized by maiden undertakings and responsibilities that require planning for the job or the project. These activities include the initial contact with the client or the translation commissioner, and ends with a plan guiding the translation process, or a rough idea on how the two parties have agreed regarding the translation process. The production phase factors in all functions that are require to initiate the translation at the production level. The phase commences with analyzing text and information and the final product is a final version of the translation (Palmer, 2007; Ali, 2009). The last phase, which is

post-production factors in the integration of all activities that are required to conclude a translation project or job. The phase commences with handing over the product translated to the client or translation commissioner and concludes with an analysis of the translation job or project.

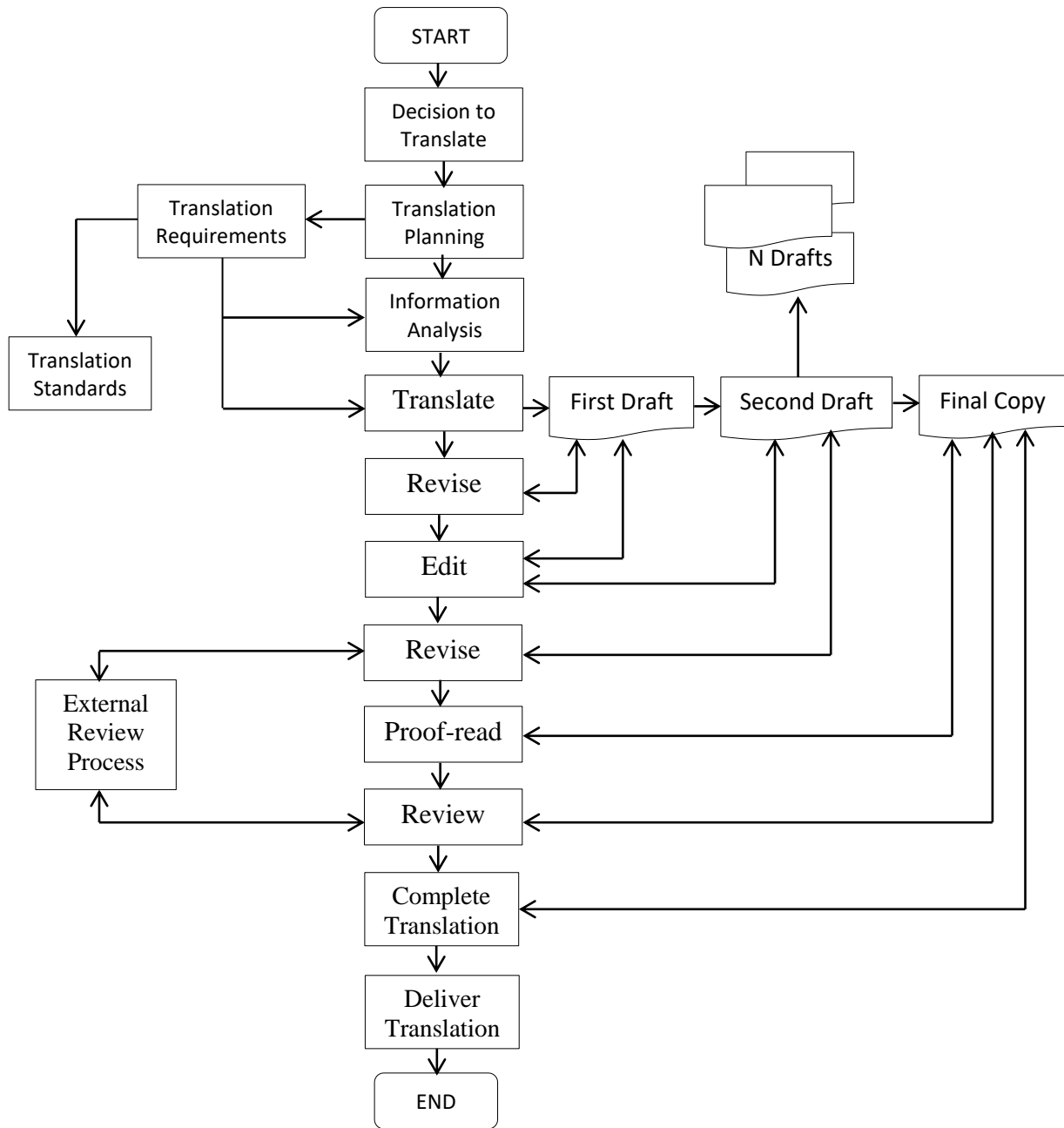
The process of translation incorporates diverse undertakings, which are somehow identified with the demonstration of making an interpretation of and are identified with the way in which the translation work is done. These activities also use skills that are away from the prompt demonstration of interpretation. The translation procedure is separated by Schaffner (2000) and Ali (1999) into nine activities including – planning translation; breaking down data; translating; reexamining; revising; editing; reviewing; finishing translation and; submitting the translation. In the arranging translation activity, processes are defined by the identification of the scope, standards, and requirements of the task ahead (Schaffner, 2000). Information analysis is characterized by critically examining the source of the text and plan of the translation and appropriate strategies for the product to be translated (Orengo, 2005). Analysis is carried out on both the text and targeted translation, and elements to do with the type of the text, definition of the purpose, leadership, environment, and function critically determined and highlighted.

In a related development, Niranjana (2002) contended that the translation was related to the implementation of strategies selected for the translation product as well as the process involving the transformation of the source data into the focused on language message that coordinated the prerequisites. Also, amending was the preceding activity that was defined by a translator working again on the translated product until the production of a draft.

Similarly, (Nord, 1991, 1997) and Ali (1999) have labored to define editing and proofreading. The scholars looked as editing as an undertaking executed by a skilled translation editor. In the same vein, the authors define proofreading as undertakings that are performed by persons specifically with proofreading skills. However, translators are also required to proofread their work and have adequate training for the same.

Similar contributions to the study of translation and interpretation have been made by Mason (2009) who defined reviewing as undertakings done by other parties apart from translators. The idea is that it involves an external review process that is performed with the aim of guaranteeing that the information is not compromised and hence guaranteeing its integrity. Besides reviewing, the author further explains the process of completing the translation. He defines it as a process involving polishing the interpretation item and guaranteeing that input has been inserted in the final translation.

Figure 2: Iterative Model of the Translation Process



Source: Ali, 2009

Figure 2 illustrates the translation process in a flowchart showing a series of activities. As noted by Ali (1999) and Schaffner (2000), the third layer is the translation procedures and it defines the procedures put in place to make sure that the undertaking and tasks involved in the translation

process follow the outlined business practice or methodology. Translation procedure in this case is used to refer to a specific course of action that provides a platform through which the translation process is implemented. For example, during the editing stage, questions regarding the marks to be used during proofreading and the division of tasks among the translation team in order to ensure that the final product is accurate, has meaning, is free of grammatical mistakes, well structured, and complete may arise. Hence, in the absence of procedure guiding how the activities are to be performed, the translation event thus becomes unprofessional and the final product is full of errors and inaccurate.

Lastly, Ali (1999) and Schaffner (2004) assert that translating is the fourth layer of the real act of translating, which is characterized by the transfer and transformation of the source text into larger texts. For instance, in the case that a translator expresses, “*Ese, ikizamini cya nyuma muzagikora ryari?*” which is a Kinyarwanda phrase meaning “*when will you do the last exam?*”, his or her act signifies translating from Kinyarwanda language into English.

2.1.2 Translation Theories

There are various theories that explain translation and communication and their relevance in cross-cultural and multilingual interaction. However, this study focuses on skopos, translational action and functional theories as explained below.

2.1.2.1 Skopos Theory

Skopos theory was created in Germany in the late 1970s (Bell, 1991). The theory is not based on the dominating hypothesis predominantly on linguistics, but shifts the focus to a more socio-culturally and functionally oriented translation concept. *Skopos* is a Greek word meaning the purpose of translation. Hence, *skopos* can be looked as the intention of the original author, and

so, the aim of the translation must be defined before the commencement of the translation process.

According to Baker (2005) and Shuttleworth and Cowie (2007), the theory emphasizes on the context surrounding the translation itself. This context includes the culture of the intended readers and the customer who authorized the translation, and the function that the translated product aims at achieving within the cultural context of the readers.

The theory is relevant in modern communication because it endeavors to meet the growing need by government, private sector, non-governmental and private sector institutions, for the reasons translating scientific and academic papers, tours guides, contracts, laws, and policies which are needed for public, stakeholder and customer information and advocacy.

2.1.2.2 Translational Action Theory

The hypothesis defines the translation process as one that is driven by a purpose, oriented by a product, or the outcome is oriented by human interaction with specific emphasis on the translation process from a source to a text as well as the process of communication involving role players, but most importantly the originator of the content, interpreter, and the beneficiary of the translated content (Baker, 2005). The hypothesis focuses on the generation of the translated content as the major element defining the functions of communication for the reader. The proposition is that the translated texts' genre and form are guided by the suitability of the cultural underpinnings of the text (Bell, 1991). The determinant in this case is the translator, whose expertise in translation should ensure that the intercultural transfer takes place satisfactorily.

The theory is important in the current study because for effective communication to take place between MINICOM and stakeholders, the information must be translated in the appropriate language which is understood by all readers for easy collaboration and citizen mobilization.

2.1.2.3 Functionalist Approaches

The functionalist approaches emerged in the 1970s and 80s as a reaction to as a reaction to linguistic approaches that were prevalent up to the 1970s (Palumbo, 2009). Much as *scopos* and translational action theories are used in the study of translations, the functionalist approach provides a more relevant theoretical framework to this study because: the production and reception of new texts was done for a particular reason as a top priority, and the exchange of culture was critical in the interpretation procedure and happened in the generation period of interpretation of texts.

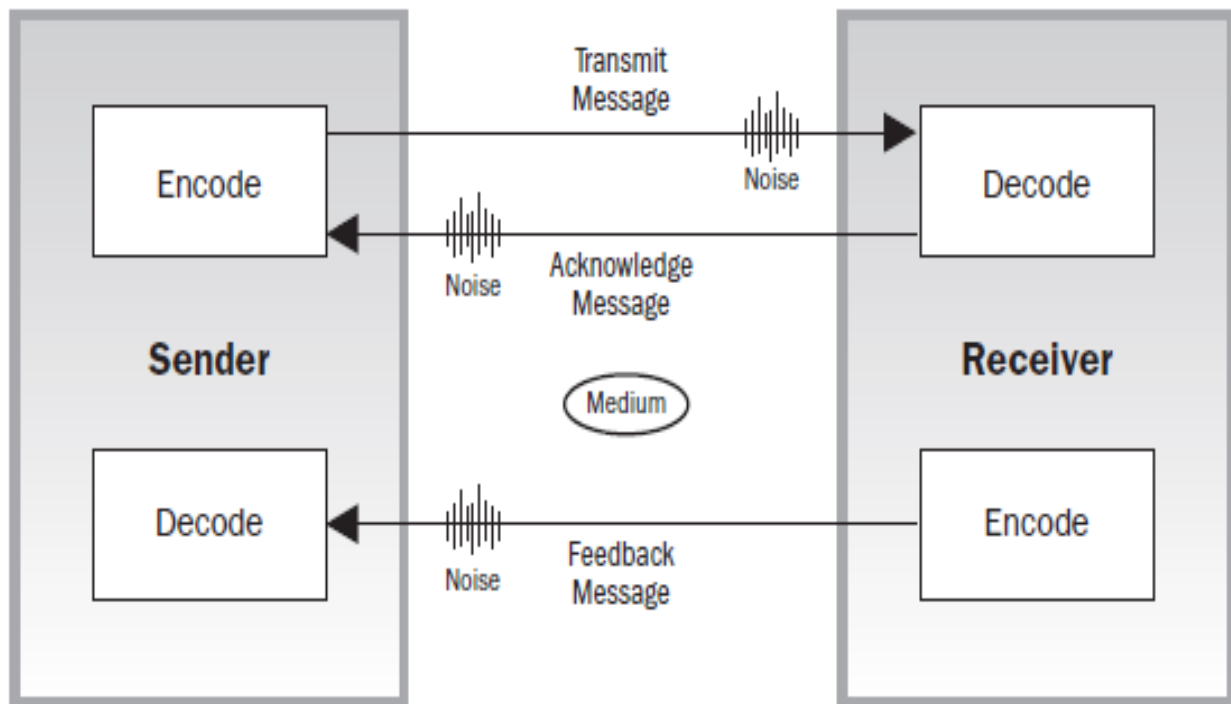
2.2 Communication Process

Communication is defined by Adler and Towne (1978) as the interaction between two people, which begins with the one person intending to send a message to the other. The current study characterized the idea of correspondence as the trading of data and thoughts between two or more parties. Neher (2003) linked effective communication with friendships that created meaning, were smooth, and were rewarding within the organizational settings as it stimulates teamwork, cooperation and productivity.

According to Richmond, McCroskey and McCroskey (2005) the origin of communication is mental images, which are relayed when a person, who in this case is the sender desires to pass them to another party, who in this case is the receiver. These mental images could be in the form of thoughts, pictures, ideas, and emotions. The transfer of images to the other person begins with

the sender transposing or translating the pictures into images that the beneficiary can get it through the process of encoding. Symbols can be in the form of words, pictures, sensory information such as touch and smell, or sounds. Beckham and King (2008) emphasized that senders create mental meanings for others only through symbols. Figure 3 illustrates the typical model of an effective communication cycle.

Figure 3: Communication Model



Source: PMBOK, 2013

According to Fisher (1993), an encoded message is transmitted to the receiver through diverse modes among them; up close and personal verbal correspondence, phone discussion, printed materials like letters and papers, or visual media in the form of photographs, films, and television. Verbal, visual, and written media is used to transmit messages between the senders and beneficiaries. According to Dordevic (2010), physical distances, touch, and clothing are additional transmission channels.

Beckham and King (2008) argued that decoding occurs at the point when a message is gotten by someone else. In a similar way through which senders encode messages so that transmission can occur, the receivers of respective messages must be ready to sense and interpret symbols in order to receive the messages effectively into sensible thoughts, images, and emotions. Decoding of the messages in the exact way intended by the sender leads to effective communication.

2.3 Evolution of Linguistics and Translation in Rwanda

Before colonialism, Rwandans were a united community speaking one local common language, the Kinyarwanda under the leadership of the king (umwami) in the 19th century (Laviolette, 2012). However, the 1890 Brussels conference placed Rwanda Urundi under the colonial administration of the Germans in exchange for renouncing all claims on Uganda (Nzitabakuze, 2012). The Germans began to introduce their language (German) in order to ease communication for administration purposes.

After the First World War, Germany lost much of her overseas colonies including Rwanda-Urundi. Belgium then took over the colonial administration of Rwanda-Urundi as a mandated territory in 1917 on behalf of the League of Nations (Pearson, 2014). The Belgians then introduced French as an official language for Rwanda-Urundi to ease administration. However, because of foreign interaction especially by missionaries, English was also introduced as a foreign language but was not recognized as official.

The 2003 Constitution adopted English as a third official language alongside French and Kinyarwanda (Samuelson & Freedman, 2010) and in 2008 the country changed the instructional language in all education centers to English from French. In 2017, the Lower House of parliament passed the organic law establishing the fourth official language as Swahili. However,

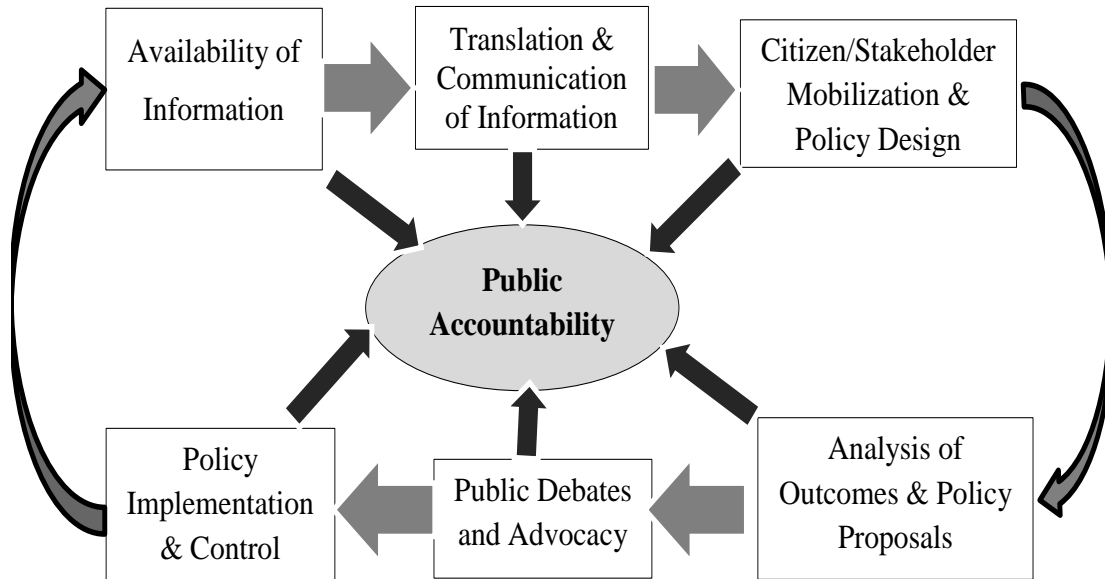
majority of Rwandans speak their local Kinyarwanda language and there are very few who can fluently speak French, English (Sibomana, 2015) or Swahili. This makes translation a relevant and significant element in communication between government institutions, citizens, private sector and non-governmental institutions.

It is on this basis that the government has been translating their official communications and documents into the three languages i.e. Kinyarwanda, French and English. The compulsory languages taught in schools are French and English whereas Kiswahili is an elective language with the only exception for learners whose combinations are languages at secondary school level. Rosendal (2010) saw that the capability in the formal languages learnt in the country has continued to remain poor. Translation seems to have become a common activity in the country where various documents need to be translated into English, French, Kinyaranda and Swahili.

2.4 Translation and Effective Communication in Governance

The World Bank has demonstrated how the importance of communication by accessing clear and high quality information has contributed significantly to transparency and good governance (Neher, 2003). In this case, policies can be questioned and citizens are offered more opportunities to talk to the government and its respective officers are accountable for the action plans and programs based on their understanding (Enterplan, n.d.). The communication between citizens and the government should flow bi-directionally and should be able to bring forth demands and reliable information that make government practices to be more open and responsive to the needs of citizens. Figure 4 shows the link between government and citizen communication.

Figure 4: Effectiveness of Translation and Communication in Governance



Source: Enterplan (n.d). The Role of Communication in Governance, Modified

Communication is responsible for fostering good governance in numerous ways. It can also improve the ability of communities to recognize and express their needs so as to measure the government performance. Communication has also been linked to improving the understanding of the government response through the process of helping citizens to understand their privileges and building ability to participate in open exchange and issues. The performance of the government can also be improved by offering citizens direct information that is required to hold the government accountable. Correspondence is also associated with the ability to enhance social capital by encouraging the process of socialization through networking and social movements. Hence, information translated from the communication process is associated with all components of “capability, accountability and responsiveness” (CAR) framework for good governance.

2.5 Empirical Literature

A study by Francis (1976) shows that in the 1960s in Kenya, the major obstacle to communication was considered to be within the peasants and their traditionalism and inherent resistance to modernization. The Ministry of Information and Broadcasting was the government's main arm- for pursuing these goals. The ministry's units have established important links between the government and its citizens, was responsible for passing information about government policies and decisions on what was happening in the country and elsewhere in the world as well as inspiring, educating, and mobilizing them for national development. A study by Mutere (1988) showed that the Ministry of Information and Broadcasting adopted an ambitious policy of translating government communications into all the major languages spoken in Kenya by that time. An evaluation that was conducted by Everett (1976) after 10 years showed that there was significant awareness of Kenyan citizens about government programs and increased citizen participation in fostering the realization of those policies.

It is worth to recognize that the task of correspondence is essential at all stages in the policy process, and that effectiveness in policy communication can have significant impact on the outcomes of policy interventions. In order to win a buy-in, citizens must be able to understand and comprehend the policy in order to be persuaded to participation. Without citizen awareness and support for the policy, implementation becomes difficult and outcomes become irrelevant. A study by Michael (2012) shows the process of translation is essential in making sure that recipients of information understand and act on what is communicated. In Korea, it took the government a lot of time to translate the US-Korea beef agreement into the local language when street protests broke out in Korea protesting the importation of US beef due to fear of the Mad Cow Disease in 2003. After laborious efforts to sensitize the citizens, protests subsided and

importation of beef was resumed in 2010. This shows that translation is an important ally for winning citizen cooperation and support in public policy implementation.

Contemporary organizations, both governmental and business seldom use one language of communication for transmitting messages due to globalization that has brought multilingualism. Empirical analysis by Denis, Fuller and Valacich (2008) linked the combination of two languages with frequency of adoption and combination that could either occur simultaneously or sequentially. Dutta-Bergman (2004) linked the increase use of new communication technologies with the proliferation of many languages in the communication process as there are a lot of software that help people to translate information. This has promoted efficiency in global communication and multilingual interaction.

Global interactions are defined by interlingua activities, and hence the process of globalization can be equated to translation even despite the fact that world populations are still unable and unwilling to conquer language obstructions and consequently depend on the interpretation offered by those with the ability to comprehend information superseding their personal linguistic. (Cronin, 2013). Conventionally, translators, who are commonly referred to as the interpreters play this role by offering professional services and acting as intercultural and interlingual communicator to aid people in understanding and accessing the information they desire. An empirical research by Hornberger (2003) shows that translation has become a significant and important profession in connecting various cultures, tribes and races which has aided globalization and associated benefits.

Translation has been effectively used in the development field for many years where foreign donors do not understand the local languages and is credited for having improved

communication and transparency. Christensen, *et al.* (2011) linked translation with positive outcomes of transparency in development cooperation by demonstrating that translation: enabled effective communication and coordination among stakeholders; aided in the aid process by enhancing communication between donor and recipient countries, facilitated the learning process in line with aggregated research, shared assessment, and best rehearses, and allowed residents, the media, and different partners to hold governments accountable and ensure that services were delivered effectively and efficiently.

A recent publication by Schaffner & Bassnett (2010) linking translation and political discourse defined the translator as an undetectable transporter of implications and visible interventionist. Basically, translation studies were focused on diverse fields including the social, cultural, and communicative practices, the essentialness of interpreting and interpretations culturally and ideologically, on the external politics of translation, the relationship between translation behavior and socio-cultural factors. Therefore, it can be argued that translation has helped to create a bridge between languages, cultures, traditions and political spheres.

Translation has been found to enhance international cooperation. For example, the four Nordic countries partake common linguistic, cultural and legal aspects because among the four languages, Danish, Norwegian and Swedish share similarities. Hence, they are all Scandinavian languages belonging to the family of Germanic idioms. The fourth language – Finnish is different from the others and nor readily understood by those who speak Danish, Norwegian and Swedish due to its classification into the Finno-Ugric languages. In another development, Rebecca, Lars and Trond (2013) show that translation services in the Scandinavian region where Finnish is translated into Danish, Norwegian and Swedish have enhanced international communication, cooperation and international relations in the Scandinavian region.

Translation services have enabled countries to be integrated both regionally and internationally. For example, empirical analysis by Mazrui and Mazrui (1995) established English and Kiswahili as the most influential ethnic languages across the East African region. The argument brought forth was that activists had used the two languages to unite people within the region. For most East Africans, Kiswahili was a symbol of identity and heritage, and to some degree was seen as a symbol of cultural liberalization from the westerners (Ngugi, 1993).

In a related development, studies by Habwe (2009) suggested that the translation of texts into Kiswahili had gained momentum in order to promote regional integration and diplomatic understanding in East Africa. Some of the translations include *Mizigo (the Burdens)* by John Ruganda and *Wimbo wa Lawino na Ochol (Song of Lawino and Ochol)* by Okot P'Bitek in Uganda; *Usaliti Mjini (Betrayal in the City)* by Imbuga, *Usilie Mpenzi Wangu (Weep not, Child)* by Ngugi wa Thiong'o in Kenya; and in Tanzania numerous translations of works that were originally authored by William Shakespeare among them *the Merchant of Venice* and *Julius Ceasar* have been translated. The nature and process of translation of these works to some degree re-write the East African experience while at the same time critically examining the East African communities through Kiswahili expressions. Hence, the Swahili language has been used to reinforce values within East Africa through literal traditions and unifying people.

2.6 Critical Review and Gaps Identification

There appear constraints and gaps within existing empirical analysis in relation to the effectiveness of the translation in communication. To begin with, translation is linked with a deep understanding of both culture and grammar. Hence, translators must be very conversant with grammatical rules as well as culture and habitual ways of people who speak a particular language. It is evident that even for the experienced professionals in the field, there exists

feelings of frustrations and confusions with the translation job. Idiomatic expressions are used to explain concepts using unique figures of speech and examples. Besides, meanings cannot be predicted by literally defining the words contained in peculiar phrases.

According to Mason (2009) linguistic professions classify idioms as the most difficult items in the translation career. As a matter of fact, the notion was supported by other scholars among them Nord (1997) and Orengo (2005) who suggested that idioms are cited routinely as issues that will never be solved with machine translation engine. Compound words, such as deadline, butterfly, and hearsay result from the combination of two or more words. However, the overall meaning of the compound word may have a different meaning from the component words. In addition, Orengo (2005) linked sarcasm with cutting, bitter, and sharp style of expression whose meaning is totally opposite from the literal meaning. The translation of sarcasm has to be done carefully as when it occurs in the form of word-to-word then unfortunate misunderstandings may arise.

Secondly, very few researchers including Sibomana (2015), Pearson (2014), Samuelson and Freedman (2010), Rosendal (2010) and Nzitabakuze (2012) have attempted to study the translation landscape in Rwanda and how it influences communication especially in government institutions. However, these studies have focused solely on adopting the English language officially and gave limited attention to other languages that are official in Rwanda. Similarly, the available studies (Dutta-Bergman, 2004; Schaffner & Bassnett, 2010; Palmer, 2007) that have extensively studied translation processes and its effectiveness in communication have been conducted in foreign countries without reference to Rwanda as a case study. This indicates lack of relevant knowledge on translation in the local context. This study sought to cover these

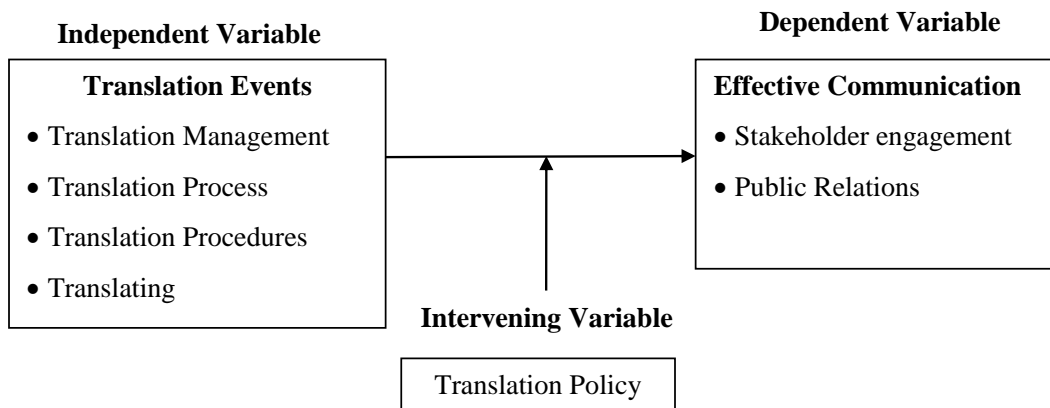
shortcomings by broadly analyzing the effectiveness of translation in communication based on the four official languages used in Rwanda.

Thirdly, effective translation requires that the translator be fluent in the target and source languages. However, translators are often not fluent in both languages and this renders the process to be full of grammatical and semantic errors (Nord, 1991). The literature falls short of identifying the approaches that non-fluent translators can adopt in the case of limited understanding of the target language. This study tries to identify the approaches that people can use to efficiently translate a text into any preferred language for use in Rwanda.

2.7 Conceptual Framework

The conceptual framework explaining the relationship between translation and effective communication is as illustrated in Figure 5. The independent variable was Translation and the dependent variable was communication.

Figure 5: Conceptual Framework



Source: Researcher/ Author

Figure 5 shows that translation which is the independent variable passes through various phases to be completed including translation management, translation process, translation procedure and translating. In the internal and external organizational settings, these processes enhance effective

communication if quality control is adhered to by the translator. After being transformed from the original language, which is the source to the target language intended to be communicated, information in textual form will improve communication in terms of bolstering multicultural stakeholder engagement including enhancing public relations between the institution and the wider community. However, for translation to be effective, the organization must have a translation policy which guides the quality control and assurance processes.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter highlights the research methodology adopted by the researcher during data collection, analysis and presentation. The research design, target and sample population, tools for data collection, validity and reliability of the study, and ethical considerations are factored in the discussions.

3.1 Research Design

A correlational study design was adopted for the study. The design was selected due to the interest of the researcher in determining if any change in language resulted to a change in the efficiency of communication. As outlined by Creswell (2008) and Lodico, *et al.* (2006), correlation studies are designed through numerous steps including the identification of variables, selection of population and sample size, selection of measurement method, data collection and analysis, and interpretation of results.

3.2 Target Population

The study's target population was 535 people; who were characterized by 457 stakeholders/clients and 78 members of staff at MINICOM. Table 1 illustrates the composition of the target population.

Table 1: Composition of Target Population

Population Strata	Population Size
MINICOM Clients/Stakeholders	457
MINICOM Staffs	78
Total Population	535

Source: MINICON, 2017

3.3 Sample Design

3.3.1 Sample Size

The study's sample design was determined using Taro Yamane's (1967) formula (Israel, 2013).

The formula is stated as $n = \frac{N}{1+N(e)^2}$

Where; n represents the sample size, N represents the population size (535) and e defines the level of precision, which for the current study was 0.05. The application of the formula based on the identified target population was as calculated below:

$$n = \frac{N}{1 + N(e)^2} = \frac{535}{1 + 535 (0.05)^2} = \frac{535}{1 + 535 * 0.0025} = \frac{535}{2.34} = 229$$

As indicated, the study adopted a sample size of 229 respondents. Given that the target population consisted on two different categories of populations – the clients and the staff, a calculation of the sample size of each category was initiated based on Kothari's (2004) formula for determining a stratified sample size as illustrated below:

$$N_i = n \left(\frac{P_i}{N} \right), \text{ where;}$$

- i. N_i = Total sample size required from a given population stratum;
- ii. n = Total sample size required from the overall population (229);
- iii. N = Total Population (535);
- iv. P_i = Subpopulation of the given stratum;
- v. i = A number that distinguishes one population stratum from others (e.g., P_1 , P_2 ...)

$$\text{Stratum 1 (MINICOM Stakeholders)} = N_1 = n \left(\frac{P_1}{N} \right) = 229 \left(\frac{457}{535} \right) = 229 (0.854) = 196$$

$$\text{Stratum 2 (MINICOM Staffs)} = N_2 = n \left(\frac{P_2}{N} \right) = 229 \left(\frac{78}{535} \right) = 229 (0.146) = 33$$

As illustrated above, the sample size for each of the stratum was 196 for MINICOM clients/stakeholders and 33 for MINICOM staffs as Table 2 shows.

Table 2: Sample Size

Sample Strata	Sample size
MINICOM Clients/Stakeholders	196
MINICOM Staffs	33
Total Sample Size	229

Source: Primary Data, 2018

3.3.2 Sampling Techniques

Stratified random sampling technique was used to determine the sample size for each of the represented categories of population. Stratified sampling is a sampling technique which involves the division of the population into sections called strata, based on their differences in characteristics. A probability sample, which in most cases is a simple random sample is often drawn from each stratum separately. The sampling technique was preferred due to its ability to eliminate biasness of the groups being studied and it considers the heterogeneous nature of the study subjects.

The researcher applied the method by writing numbers 1 – 457 (for MINICOM clients/stakeholders) and 1-78 (for MINICOM staffs) on pieces of paper. For each of the 2 population strata, the papers were folded, dropped into an empty box and mixed thoroughly. Each of the MINICOM clients/stakeholders were then allowed to select the numbers, and those who picked numbers 1 – 196 were recruited into the study. The process was repeated for MINICOM staffs where members who picked numbers 1-33 were considered for the study. The considerations of 196 and 33 figures was informed by the highest limits that MINICOM

clients/stakeholders and staff members had respectively as per the determination of the sample population among the strata. Nevertheless, only 204 respondents were able to participate in the study as other respondents reported that they had inadequate time.

3.4 Data Collection Methods

3.4.1 Data Collection Instruments

Three information gathering instruments including a questionnaire, and secondary documents – both in published and unpublished forms were used during the data collection process. The survey questionnaire was structured in a way that factored in close-ended and open-ended questions. The questionnaire was the most preferred data collection tool because of its capacity to gather data from many respondents within a short and projected duration of time. Similar sets of questionnaire were issued to the respondents. Close ended questions were used due to their ease in answering and providing scores, while open-ended questions were utilized to enable respondents to provide detailed and complementary information to the close-ended parts.

Documents such as institutional policies and reports for MINICOM, newspapers, magazines, brochures, and websites, were reviewed to make an assessment as to whether they were translated in various Rwanda official languages and others were assessed to determine the effect of translation on communication. The analysis of documents was to improve the general comprehension of the examination situations by giving information that could not be collected utilizing different instruments.

3.4.2 Administration of Data Collection Instruments

The first step was the approval of the proposal by UR. The researcher then proceeded and sought permission from the management of MINICOM to collect data. After being granted

permission and being allowed to control the exploration instruments, the researcher proceeded to initiate contact with the respondents. Both staffs and clients were contacted through MINICOM which contacted them on behalf of the researcher and requested them to reserve time for responding to the research instruments. Most respondents were contacted at their workplaces. The method of questionnaire distribution was dictated by both the respondent and the researcher on mutual basis.

3.4.3 Validity and Reliability

Validity is the ability to determine how appropriate a data collection instrument is in measuring the variable and thinking of proposed results (Amin, 2005). Validity means the success of the scale in measuring what it sets out to measure. To decide the validity of the questionnaire, the researcher presented it for peer reviewing by experts, lecturers of UR. Judgements regarding the relevancy and ability of the survey to gather information for the examination was resolved and any mistakes pointed out were rectified as per the suggestions by the experts.

Reliability alludes to the extent of a research tool to yield consistent findings when deployed to two study areas over a period of time (Leedy & Ormrod, 2005). A pilot test was used to establish the reliability of the questionnaire. This involved administering the tool to a smaller number of respondents prior to the primary study. Responses were then studied and any anomalies found rectified.

3.5 Data Analysis Procedure

The first step was checking the questionnaire for errors and coding. Questions with errors were set aside and those that were not erroneous were deemed valid for analysis. Coded data was then entered into the computer software – Ms Excel Spreadsheet and SPSS for analysis and

interpretation. Data manipulation was used through qualitative and quantitative methods. Data was summarized into frequencies and percentages to help the researcher make meaningful descriptions of the responses. Information was then displayed in tables, qualitative information was broken down by arranging assessments, thoughts, convictions, frames of mind, proclamations, and contentions into topics and classes, and then discussing them as guided by the research objectives using verbatim. Secondary data was utilized to supplement essential information.

The relationship between the study variables was determined using SPSS correlation analysis. Correlation coefficients ranged from range from -1.00 to +1.00, and those with positive numbers identified positive correlations between study variables, those with negative numbers identified negative correlations, while those with 0.00 values showed no relationships. The determination of the relationship between the variables was guided by Table 3.

Table 3: Guide for Determining Correlation Coefficient

Correlation Coefficient	Strength of Relationship
.70-1.00	Strong
.30-.69	Moderate
.00-.29	None (.00) to weak

Source: Creswell (2008) and Lodico, *et al.* (2006)

3.6 Ethical Considerations

Numerous research ethics were observed, among them integrity, confidentiality, and humility. Participation was on voluntary basis, and the researcher was obliged to explain the purpose of the study to the respondents before their participation. Respect for confidentiality was highly upheld

and the researcher respected human dignity and the respondents' choice to answer/not answer the questions administered.

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter analyses, presents and interprets the findings with regard to translation activities, importance of translation in communication, issues affecting translation in MINICOM and the relationship between translation and effectiveness of communication in MINICOM.

4.1 Demographic Characteristics

The respondents' relevant profile covers the respondents' population strata, stakeholder category, level of education, duration of work/contact with MINICOM and language proficiency.

4.1.1 Population Strata

The study covered two population strata which included MINICOM staffs at all levels of management, as well as MINICOM external stakeholders. External stakeholders included clients as well as partners in different capacities. Table 4 shows the distribution.

Table 4: Population Strata

Respondents' Strata	Frequency	Percent
MINICOM Stakeholders	171	84
MINICOM Staffs	33	16
Total	204	100

Source: Primary Data, 2018

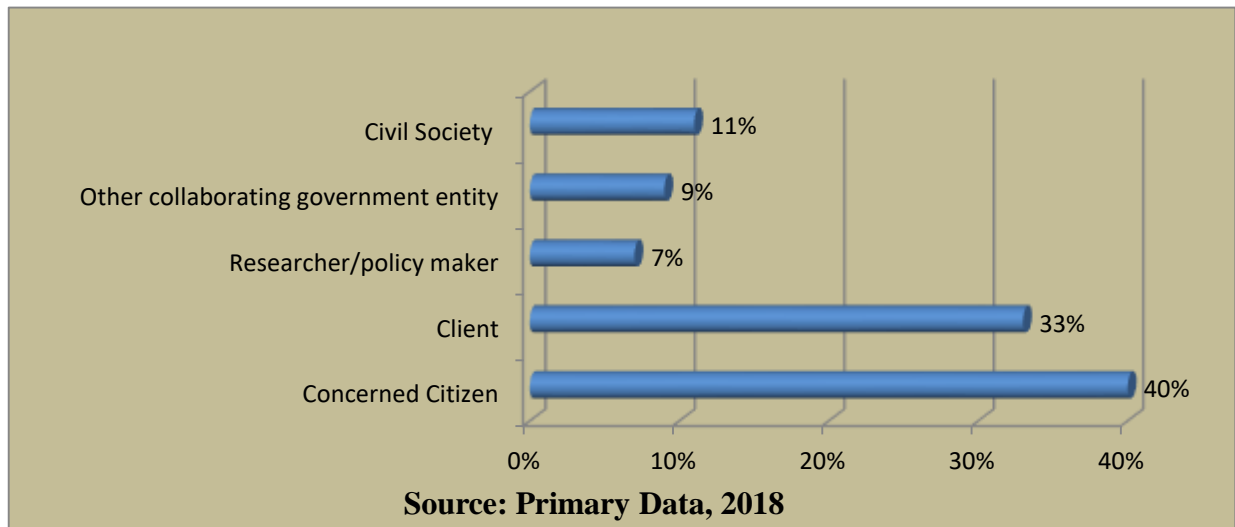
As Table 4 shows, respondents were represented by 84% MINICOM external stakeholders while 16% constituted MINICOM staffs. External stakeholders were included in the study to determine how they perceived translation as an important element in communication. They communicate

with the institution and read MINICOM publications. It was necessary to determine whether translation has helped them to effectively communicate with MINICOM management and staff.

4.1.2 MINICOM External Stakeholders

The study also sought to investigate the categories of external stakeholders that MINICOM deals with through their communication processes and partnerships. Figure 6 shows the findings.

Figure 6: MINICOM Stakeholders

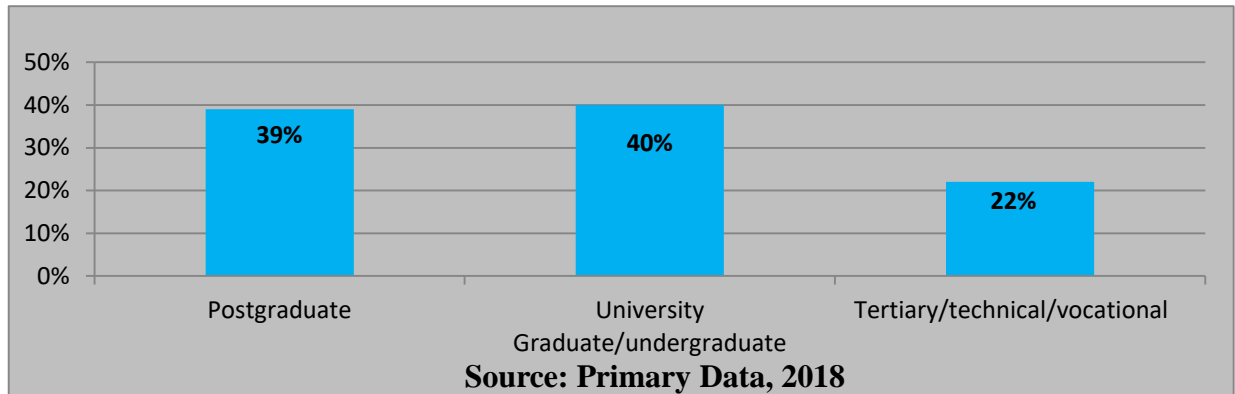


As Figure 6 shows, majority of MINICOM stakeholders were concerned citizens (40%) who communicate with the institution on emergent issues in relation to trade and industry. These were followed by clients such as traders and investors who constituted 33% of respondents. Others included the civil society (11%), other collaborating government entities (9%) and researchers or policy makers (7%). The high response rate from citizens and clients was associated with respondent's high interaction with MINICOM on issues of trade, investment and service delivery. It was therefore important to seek their views on how translation has affected their communication with the institution. These stakeholders were important for MINICOM because they have close contact with the organization and they contribute to the translation process through constructive criticism and vocabulary review.

4.1.3 Level of Education

The researcher also investigated the respondents' level of education. This was important in determining the respondents' level of understanding of the concepts being investigated. Figure 7 shows the findings.

Figure 7: Level of Education



As indicated by Figure 7, majority respondents were university graduates/undergraduates (40%) and postgraduates (39%) while the rest (22%) had completed tertiary, technical or vocational education. The high literacy rate among respondents creates confidence that the data provided for this research was valid since all respondents could read and understand the contents of the questionnaire. The above findings are consistent with Tan (2015) who found that literate respondents provided more valid and reliable data than those who were illiterate and semi-literate.

4.1.4 Duration of Work/Contact with MINICOM

The study investigated the duration that respondents had spent working or interacting with MINICOM. This was aimed at determining their familiarity with the institution's translation and communication handling procedures. Table 5 shows the findings.

Table 5: Duration of Work/ Contact with MINICOMs

Duration	Frequency	Percent
0-2 Years	18	9
2-4 Years	38	19
4-6 Years	87	43
6+ Years	61	30
Total	204	100

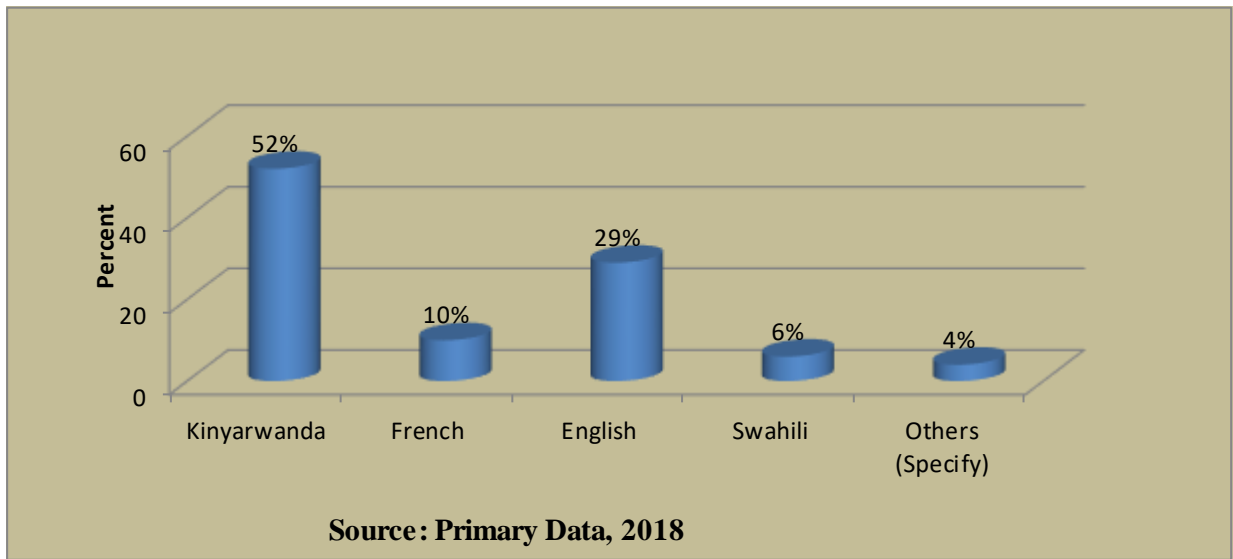
Source: Primary Data, 2018

As indicated in Table 5, 9% of the respondents had worked for MINICOM for 0 – 2 years, 19% had worked with the organization for 2 – 4 years, 43% had worked for the organization for 4 – 6 years, and 30% had worked for the organization for 6 and above years. The findings suggested that most of the respondents had worked for the organization for at least 4 years, which signified that they possessed important information regarding the organization’s communication structure and modes with stakeholders as well as the nature of translation practiced. Hence, the researcher was confident regarding the validity and reliability of the data provided by the respondents. This is corroborated by Pierre, B., Damien, C., Michel, G. and Antoine, V. (2003) who argued that the more a worker or client works and interacts with the organization, the better he/she is able to understand that organizational process and policies, thus indicating that the respondents understand the importance of translation in MINICOM.

4.1.5 Language Proficiency

Language proficiency involves the ability of an individual to read, write and speak a particular language. Further the study examined the proficiency of respondents in speaking various languages. Figure 8 shows the findings.

Figure 8: Language Proficiency



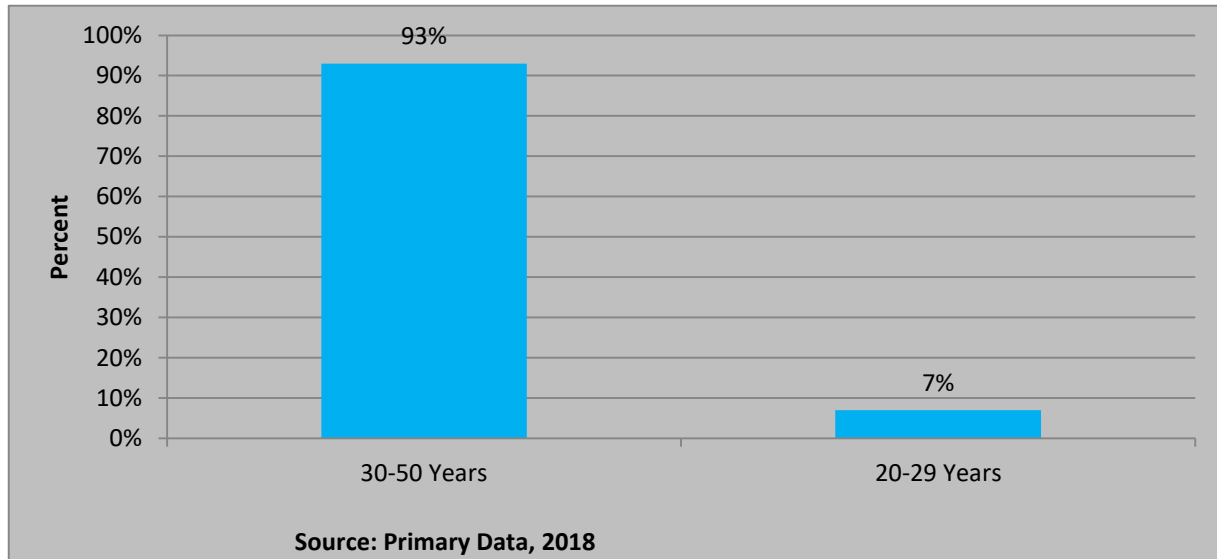
As Figure 8 shows, majority (52%) were proficient in writing, speaking and reading Kinyarwanda. This can be attributed to the fact that Kinyarwanda is a mother tongue in the country and most respondents were Rwandan citizens. English language came second with 29% of respondents who were proficient in the language while French had 10% proficient respondents. Swahili was represented by 6% who were proficient while 4% were proficient in other languages which included Indian, Arabic, Luganda, Runyankole, Spanish, Chinese, Russian, Japanese, Mandarin, etc.

While French was the official language alongside Kinyarwanda, it was interesting that English had surpassed French in terms of having many proficient speakers despite the fact that it was recently made an official language in the country. The high number of Kinyarwanda and English speakers in Rwanda indicates that most people in Rwanda require Kinyarwanda and English translation services if they were to understand other minority languages wherever they are spoken in the country.

4.1.6 Respondents Age Category

Figure 9 demonstrates the dispersion of respondents as indicated by their age category. Age was a significant factor in deciding the capacity of the respondents to have attained the age of consent, which improved the validity of the data.

Figure 9: Age Category

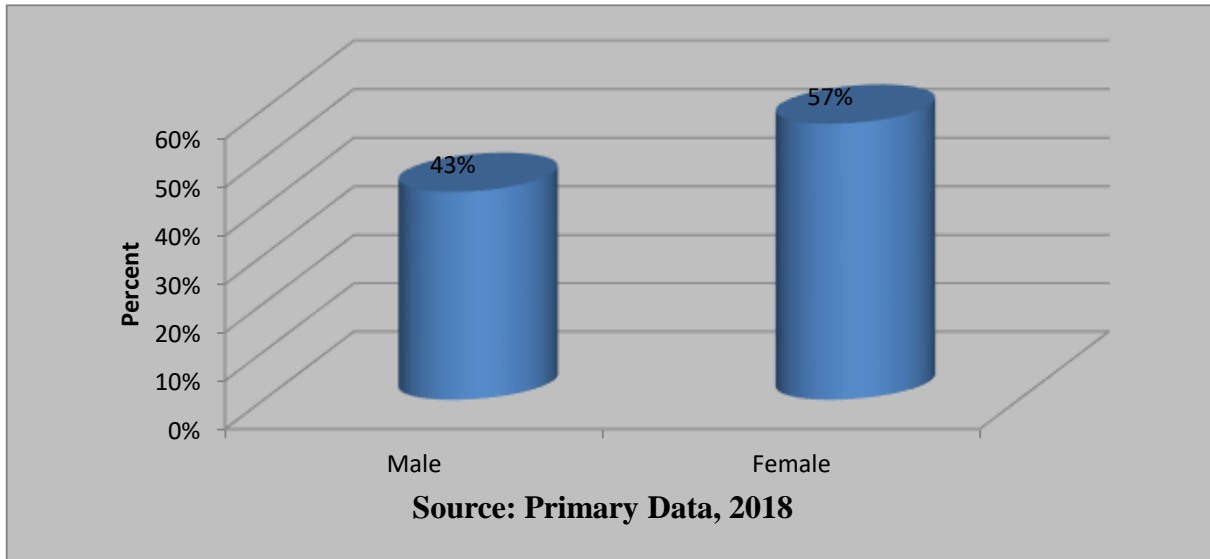


As Figure 9 shows, the study found out that 190 (93%) were in the age category of 30-50 years while only 14 (7%) were between 20 and 29 years. This indicates that all respondents were above the age of independent consent which gives significance to the validity and reliability of primary data presented in this report.

4.1.7 Sex of Respondents

Figure 10 illustrates the sex distribution of the respondents.

Figure 10: Sex Distribution



Based on Figure 10 which presents respondents gender, 89 (43%) were males while 115 (57%) were females. The high percentage of female respondents was because of the expanded contribution of the female gender in social-monetary and political governance as opposed to playing the housewife role. It also indicated that they have interest alongside men in learning multi-lingual cultures, a reason why they actively participated in the research on translation.

4.2 Translation Activities in MINICOM

This section covers the perceived importance of translation process in linguistics, identifies whether translation activities are perceived as complete and important as analyzed below.

4.2.1 Perceived Importance of Translation Process

The study sought to identify respondent thoughts regarding translation as an important process in linguistics and communication in MINICOM. Table 6 shows the responses.

Table 6: Perceived Importance of Translation Process

Response	Frequency	Percent
Yes	156	76
No	12	6
Don't Know	36	14
Total	204	100

Source: Primary Data, 2018

Table 6 indicated that, 76% of the respondents agreed that they perceived translation as an important process in linguistics and communication. This was attributed to the fact that the process enabled cross-cultural interaction, communication and cooperation. This is relevant in the Rwandan setting where there are four official languages, three of which are foreign. The findings are consistent with Coulmas (1997) whose study on social linguistics found out that translation had helped the Asian migrants in Britain who spoke foreign languages to easily interact with the British and develop intercultural diffusion.

4.2.2 Whether Activities in the Translation Process are Completed

Respondents were additionally approached to state whether they accepted that exercises in the translation process of MINICOM documents were completed. Table 7 shows the responses.

Table 7: Whether Activities in the Translation Process are Completed

Activity	Yes	Don't Know	No
Translation planning	83%	14%	3%
Information analysis	79%	8%	13%
Translating	94%	4%	2%
Editing and proof-reading	87%	10%	3%
Reviewing	78%	16%	6%

Source: Primary Data, 2018

As shown in Table 7, 83% agreed that among the translated documents of MINICOM successfully passed through the translation planning process. Only 14% reported that they didn't know and 3% disagreed. This was because majority of respondents were able to access all the information they needed from the documents. The findings are consistent with Schaffner (2004) who argued that the process of planning in translation involves the identification and definition of the needs, scope, and standards of the translation task.

Seventy-nine per cent (79%) of respondents also revealed that MINICOM conducted information analysis. Thirteen percent (13%) answered no while 8% did not know. This was because translated documents were logical and coherent thus making it easy for readers to understand the contents and link between various chapters. Orengo (2005) corroborates this finding by arguing that information analysis involves assessing the source language and the planned translations as well as the matching schemes for the translated product to produce a coherent document.

Furthermore, 94% reported that translating was completed effectively. Such response was credited to the fact that the documents were fully translated into their favorite languages. Only 4% didn't know while 2% disagreed. The findings are consistent with Niranjana (2002) who argued that translating involves the implementation of approaches that had been selected for the interpretation item and changing the source language into an objective language that meets the necessities of the readers.

In a related development, 87% agreed that the documents were edited and proofread. Only 10% did not know while 3% disagreed with the statement. The overwhelming positive response stemmed from the fact that the materials were free from errors that usually come with translation. Ali (1999) defines editing as the process of removing translation errors from the document while

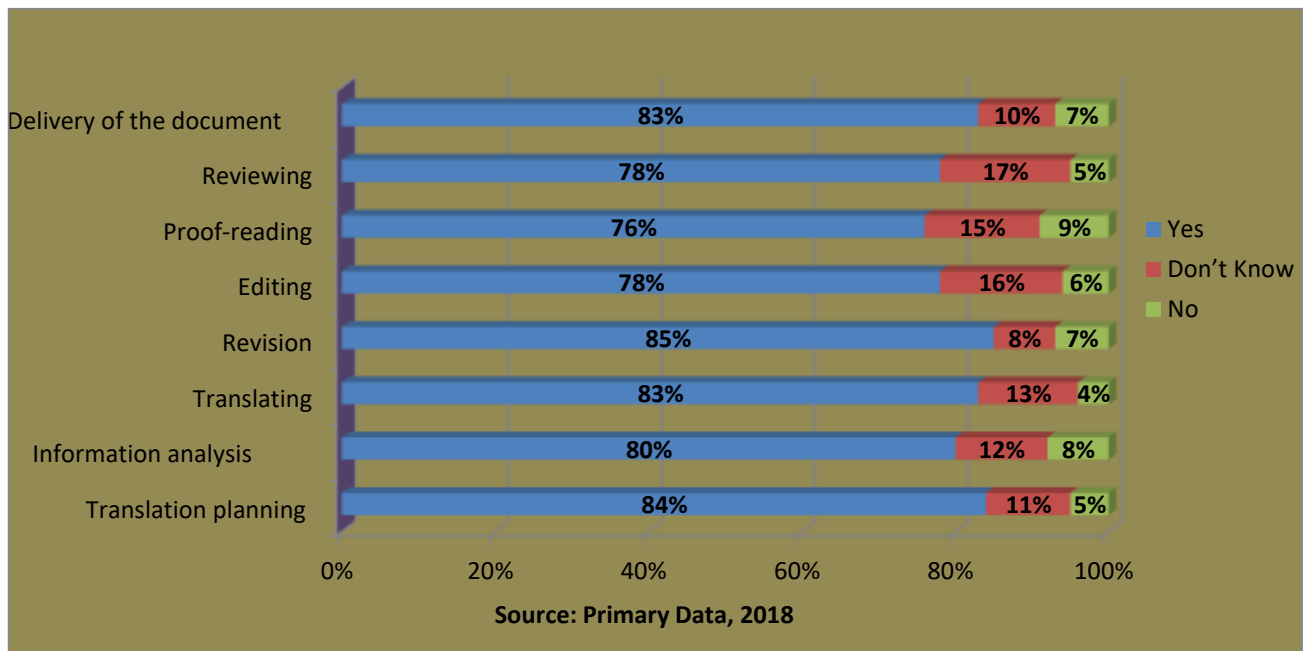
proofreading involves re-reading the text to establish whether all errors have been removed by the editor.

Lastly, 78% also noted that the documents appeared properly and carefully reviewed by competent translators. Only 16% didn't know while 6% disagreed with the fact that reviewing was carefully done. The high response in support of reviewing process can be credited to the fact that the reviewed documents contained reliable information. Mason (2009) agrees by arguing that reviewing ensures that the uprightness of data substance has not been undermined.

4.2.3 Importance of Translation Activities in MINICOM

The researcher also sought to establish how respondents perceived the importance of the translation activities in communication process. Figure 11 shows the findings.

Figure 11: Whether Translation Activities are Important



As Figure 11 shows, 84% agreed that translation planning was an important activity in the translation process. Only 11% did not know while 5% disagreed. The high response in support of

planning was caused by the fact that this process enables the translators to mobilize resources and design strategies needed to make translation a success. This finding is consistent with Ali (1999) who found that translation planning was very crucial in preparing translators to harmonize their strategic approach.

It was also observed that 80% agreed that information analysis was important activity in the translation process. Twelve percent (12%) did not know while 8% were in disagreement with the view that information analysis was important. Giles (1998) concurs with the majority respondents by indicating that the analysis information helps the person translating to comprehend the source language and their style in which the text can be converted from the source to the target language.

Translating is the real routine with regards to changing the SL into the TL and 83% agreed that this activity was important in the translation process of MINICOM documents. Thirteen percent (13%) were not aware of the importance of this activity while 4% disapproved its importance in the translation process. Fairclough (2001) indicated that this activity makes it easy for cultural diffusion between various nationalities thus promoting effectiveness of communication.

In the same vein, 85% and 75% agreed that revision and editing respectively were important activities. This was caused by the fact that these activities help to eliminate translation errors, such as poor style, poor grammar and inappropriate punctuation which make the text to lose meaning or give misleading understanding to the readers. The findings are corroborated by Enrique (1996) who argued that text editing and revision helped to eliminate mistakes in the translated documents by 78% compared to those where such proof-reading was not done.

It was also agreed by 76% and 78% of respondents that proofreading and reviewing respectively were critical activities in the translation process of MINICOM documents. This was attributed to the fact that proofreading by third party helps to identify some errors that come as a result of monotony editing by one translator while reviewing helps to remove such errors and replace them with suitable translation text characters.

Lastly, 83% of respondents agreed that delivery of the translated document to the owner was an important activity in communication. Ten percent (10%) didn't know while 7% disagreed. This was attributed to the fact that the action helps MINICOM to publish the translated documents to various stakeholders for easy communication and decision making. This is corroborated by Schaffner (2000) who found out that translating the document without delivering the output to the owner who authorized the translation is as good as no work done because it deviates from the purpose of translation.

4.3 Importance of Translation in Communication

Respondents were asked to rate the importance of translation in the effectiveness of communication between MINICOM and stakeholders. The response statements were constructed on a 4-point Likert scale, where 1=very important, 2= important, 3=slightly important and 4=not important at all.

Table 8: Rating the Importance of Translation in Communication

Statement	1	2	3	4
Consulting Citizens	89%	7%	2%	2%
Raising awareness about programs	90%	5%	2%	3%
Public relations	86%	9%	3%	2%

Source: Primary Data, 2018

As indicated in Table 8, most (89%) respondents rated the role of consulting citizens through translation as very important, 7% rated it as important while 2% said it was slightly important. The trend was due to the possibility that majority citizens understood the local language and therefore MINICOM has to translate its documents into the local language for easy consultation. The findings are corroborated by Beckham and King (2008) who found out that the government can achieve effective consultation using the language that all people can speak and understand.

Similarly, 90% revealed that translation was very important in raising people's awareness about programs. This was credited to the fact that most programs are designed in foreign languages especially if they are funded by donors. Therefore, making translation is important for citizen awareness about what the government is doing. Research by Dordevic (2010) corroborates the above findings with accuracy and clarity.

Lastly, 86% said that it was very important for public and international relations. This can be explained by the fact that MINICOM deals with people from various countries who don't understand the local language and therefore translation helps to bridge the communication gap. Similarly, Rwanda is a member of international and regional organizations such as the United Nations, African Union, East African Community, etc., where multiple languages are used in communication. Therefore, the local language has to be translated into foreign languages for the foreign partners to understand.

4.4 Issues Affecting the Translation Processes

The study also investigated the respondents' level of agreement in regard to whether the perceived issues were affecting the translation processes in MINICOM. Respondents were asked

to select from 4 response options including Strongly Agree, Agree, Disagree and Strongly Disagree. Table 9 shows the responses.

Table 9: Issues Affecting the Translation Process at MINICOM

Perceived Issues in Translation	Strongly Agree	Agree	Disagree	Strongly Disagree
Lack of multilingual experts	80%	11%	7%	2%
Idioms are complicated to translate	86%	9%	2%	3%
Poor reading culture	87%	6%	3%	4%
Use of multiple official languages	89%	5%	4%	2%
Limited parental commitment	8%	76%	10%	6%

Source: Primary Data, 2018

As indicated in Table 9, 91% agreed that they believed there was inadequacy of multilingual experts in MINICOM, while 9% disagreed with this perception. The findings could be linked to the possibility that all through the study, a number of respondents who spoke only one of the languages such as Spanish, Mandarin, Indian, Hebrew, etc., but MINICOM documents were not translated into these languages, signifying that there was a potential for poor communication between MINICOM staffs and the speakers of the aforementioned languages.

Similarly, 95% also agreed that they believed idioms were complicated to translate while 5% disagreed. They indicated that some idioms or proverbs are complicated to translate into the TL because such action usually makes them lose original meaning. For example, “*Throw caution to the wind*” which means to “*take a risk*” would mean something else if translated into some languages. The findings are corroborated by Garrett (2007) whose review of more than 200 translated documents found out that in all cases where idioms and proverbs were translated, they lost their original meaning which the author intended to convey.

In the same vein, 93% agreed that they perceived that there was a poor reading culture among Rwandans which was discouraging the institution to translate many documents into many languages. On the other hand, only 7% disagreed with this general perception. There was a common belief that, “even if we translate our documents into all the four languages, some people will never be motivated to read them”. The findings are consistent with Chuen (2001) and Ruterana (2012) whose studies in Hong Kong and Rwanda respectively found that poor reading culture was discouraging literacy development.

Furthermore, 94% agreed that they perceived the use of multiple official languages in Rwanda as a challenging issue as it requires experts who are proficient in all the languages. However, 6% argued that this posed no challenge to the translation process. The findings were also supported by Ali (1999) who suggested that countries with multiple tribes and languages were experiencing challenges in translating government documents into the local languages of each tribe.

Lastly, 84% also agreed that they perceived limited parental commitment to encourage students to learn different languages an obstacle to the translation process in Rwanda. On the other hand, 16% disagreed that parental commitment was inadequate. Those who agreed argued that many parents feel comfortable to teach their children Kinyarwanda and English while giving limited emphasis on the learning of Swahili, French and other languages. This can be credited to the fact that Kinyarwanda is the local mother-tongue language in the country, while English is the major instructional language in schools.

4.5 Pearson Correlation

A Person correlation analysis was determined to determine the relationship between translation and the effectiveness of communication at MINICOM. Findings were as documented in Table 10.

Table 10: Correlation between Translation and Effective Communication

		Translation	Effective Communication
Translation	Pearson Correlation	0.01	.752*
	Sig. (2-tailed)	.	.000
	N	204	204
Effective Communication	Pearson Correlation	.752*	0.01
	Sig. (2-tailed)	.000	.
	N	204	204

Source: SPSS v20

***Correlation is Significant at 0.01 (2-tailed)**

As Table 10 shows, the Pearson correlation illustrated the existence of a strong relationship between translation and effectiveness of information at MINICOM. The relationship was positive at the value of 0.752 with the significant level of 0.01 using a 2-tailed approach. The significance level ($p = 0.01$) suggested that the relationship between translation and effectiveness of communication was very significant.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summarized section as per the study findings, draws conclusions and recommendations, and finally proposes areas for future studies.

5.1 Summary of Findings

This segment condenses the discoveries as to translation activities in MINICOM, importance of translation in effective communication, issues affecting translation and the relationship between translation and effective communication in MINICOM.

It is observed that 76% perceived translation as an important process in linguistics and communication as it bridges the gap between cultures.

Eighty-four percent (84%) agreed that translation planning was a significant action in the interpretation procedure as it creates systems for the interpretation process.

Eighty-three percent (83%) agreed that translating was important in the translation process of MINICOM documents. Translating is the actual practice of converting the SL into the TL.

Eighty-five percent (85%) and seventy-five percent (75%) agreed that revision and editing respectively were important activities because they helped to eliminate translation errors.

Seventy-six percent (76%) and seventy-eight percent (78%) agreed that proofreading and reviewing respectively were critical translation activities since they helped to identify and correct errors by a third party expert.

It is noted that translation is very important in improving the effectiveness of communication in government institutions.

It was noted that it helps government to consult citizens (89%), uniting the people (78%), raising awareness about government programs (90%), closing the gap between cultures (92%) and for public relations (86%).

Translation as a profession is affected by various issues which tend to affect the way translation materials in MINICOM are delivered and received in the public.

The study finds that there is inadequacy of multilingual experts (91%), complexity of translating idioms (95%), poor reading culture (93%), use of multiple official languages (94%) and limited parental commitment (84%) to educate children on other languages besides English.

Based on the Pearson correlation value of 0.752 there was a strong relationship between translation and effectiveness of communication in MINICOM.

5.2 Conclusions

The study examined the role of translation in improving the effectiveness of communication in government institutions in Rwanda taking MINICOM as the case study. The independent variable was translation and the independent variable was effectiveness of communication.

The study's objectives were to establish translation activities used by MINICOM, the importance of translation activities in communication, issues affecting communication and the relationship between translation and communication.

Translation is an important process in linguistics and communication as it bridges the gap between multilingual cultures. Foreigners who live in Rwanda have been able to interact with local people because of improved communication that uses translation.

The translation process involved myriad activities including planning, information analysis, translation, revision and editing, proofreading and review among others.

MINICOM conducts each of the activities while translating their documents to ensure that the translation output conveys the same information as in the SL.

Translation is very important in improving the effectiveness of communication in government institutions in Rwanda and has enabled MINICOM to effectively communicate with multilingual stakeholders.

Translating documents into many languages has enabled MINICOM to effectively consult and unite citizens, raised awareness about government programs, bridged the gap between cultures and fostered public and international relations.

It is however, observed that there is inadequacy of multilingual experts, complexity of translating idioms, poor reading culture, use of multiple official languages and limited parental commitment which limit the translation profession in Rwanda.

Lastly, using the Pearson correlation test which produced a correlation value of 0.752, the study finds a positive relationship between translation and communication in MINICOM.

5.3 Recommendations

The study finds that there is lack of multilingual experts to translate MINICOM documents into many languages. MINICOM should hire experts who are well-versed in multiple languages to translate their documents into Kinyarwanda, English and French.

There is need for ICT experts to design a software that can easily translate idioms and proverbs without changing the original meaning of the author as in the source language. This will help translators to duplicate the accurate significance of content as planned by the original author. This was because the study found out that idioms and proverbs are complicated to translate.

There is a requirement for the government to formulate regular sensitization campaigns to raise the awareness of Rwandans about the importance of reading. This was because the study found out that the poor reading culture of Rwandans was a threat to the translation profession.

There is need for the Rwandan government to facilitate the teaching of all the four official languages in schools so that Rwandans may become a multilingual society that can speak all the regional official languages used in the EAC integration.

Parents and care takers of children should dedicate efforts to teach their children about the importance of learning languages besides English and Kinyarwanda. This will enable students to develop motivation and interest in learning while in schools.

The government needs to sensitize the population and the coming generation to keep learning French so that the national history is not lost in French records. This is because the study builds up that the presentation of English as the official language for guidance in schools has made French to lose appeal among Rwandans.

5.4 Suggested Areas for Further Research

Translation is an extensive topic which could not be comprehensively covered by this research. It is particularly affected by the organizational environment and policy. Future researchers need to conduct a study on the effect of organizational environment on the translation process in MINICOM.

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APPENDICES

Appendix I: Letter authorizing the researcher to conduct the research

(See on the next page the letter authorizing me to do the research within MINICOM.)

Cyprien TUYISABE
Student in University of Rwanda
College of Arts and Social Sciences
School of Arts and Languages
Master of Translation and Interpreting
Tel: 0788469098
Email: tuyisabecyp@yahoo.fr

Kigali, on March 29, 2018

To : The Permanent Secretary
Ministry of Trade and Industry
(MINICOM)

Dear Sir,

**Re: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH ON TRANSLATION
ACTIVITIES WITHIN MINICOM**

In a bid to contribute to the Rwanda's Development, I am conducting a research on translation activities in line with my end-of-programme dissertation with the following topic: **THE ROLE OF TRANSLATION IN IMPROVING THE EFFECTIVENESS OF COMMUNICATION IN GOVERNMENT INSTITUTIONS IN RWANDA: THE CASE OF THE MINISTRY OF TRADE AND INDUSTRY (MINICOM).**

The results of this research will highlight the importance of translators to the Rwanda's development through their mission of rendering efficiently and effectively messages from one language into another. Through this noble mission, various documents are translated. This research will highlight the process for effective communication and how effective communication with different stakeholders can be achieved. Furthermore, I do not have any doubt that its outcomes will influence policy maker organs to take appropriate measures aimed at effective communication with stakeholders using different languages.

I rely on your permission to conduct this research and it is an opportunity to give my contribution to the nation building.

Enc: -Recommendation letter for field research from School of Arts and Languages, University of Rwanda
-Copy of national identity card
-Copy of student card

Sincerely yours,


Cyprien TUYISABE

Received and

*Approved by
HOD office on 15th May 2018
078849340*

HUMAN RESOURCES OFFICER
MINICOM

Appendix II: Questionnaire

Section 1: Respondents' background information

1. What is the highest level of education that you have attained? **(Tick one)**

- Post Graduate University Degree Tertiary/technical/vocational
 Secondary Primary Never attended school

2. Which of the following statements describe you?

- I am a staff member of MINICOM
 I am an External stakeholder/client of MINICOM

3. What is the duration of your contact/work with MINICOM? **(Tick one)**

- 0-2 Years 2-4 Years 4-6 Years 6+ Years

4. Which of the following languages are you fluent at?

- Kinyarwanda French English Swahili Others (specify)

Section 2: Translation activities

5. Do you think translation is an important process in linguistics? Yes No I Don't Know.

Give reasons/comment to support your answer above.....

6. Do you believe that these activities are completed in the translation process of MINICOM?

Give reasons/comment to support your response below.....

- a) Translation planning Yes No I Don't Know
b) Information analysis Yes No I Don't Know
c) Translating Yes No I Don't Know
d) Revision Yes No I Don't Know
e) Editing Yes No I Don't Know
f) Proof-reading Yes No I Don't Know

g) Reviewing Yes No I Don't Know

h) Delivery of the document Yes No I Don't Know

7. Do you believe that these activities are important in the translation process of MINICOM?.Give reasons/comment to support your response below.....

a) Translation planning Yes No I Don't Know

b) Information analysis Yes No I Don't Know

c) Translating Yes No I Don't Know

d) Revision Yes No I Don't Know

e) Editing Yes No I Don't Know

f) Proof-reading Yes No I Don't Know

g) Reviewing Yes No I Don't Know

h) Delivery of the document Yes No I Don't Know

Section 3: Importance of translation in communication

8. How do you rate the importance of translation in the effectiveness of communication in MINICOM (use codes, where 1=Very important, 2=Important, 3=Slightly Important, 4=Not Important at all).Give reasons/comment to support each of your responses below.....

a) Consulting citizens 1 2 3 4

b) Raising awareness about programs 1 2 3 4

c) Uniting people 1 2 3 4

d) Intercultural communication 1 2 3 4

e) Public relations 1 2 3 4

Section 4: Issues affecting the translation processes

9. State your level of agreement in regard to whether the following issues affect the translation processes in MINICOM (use codes, where 1=Strongly Agree, 2=Agree, 3=Disagree, 4= Strongly Disagree).Give reasons/comment to support each of your responses below.....

- a) Lack of multilingual experts 1 2 3 4
- b) Idioms are complicated to translate 1 2 3 4
- c) Poor reading culture 1 2 3 4
- d) Used of multiple official languages 1 2 3 4
- e) Limited parental commitment 1 2 3 4