College of Arts and Social Sciences

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IMPACT OF CODE SWITCHING ON THE QUALITY OF INTERPRETING:

THE CASE OF RWANDAN PARLIAMENT

By

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DECLARATION

I, Telesphore TWIZEYIMANA, do hereby declare that this dissertation stands as my own work and no similar work has been previously submitted for the award of any other degree at the University of Rwanda or any other. Where material from other sources was used, it was duly specified and the work has been checked through anti-plagiarism system and became compliant.

Name: Telesphore TWIZEYIMANA

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Signature…….

Date……..

Supervisor: Dr Pierre Canisius RUTERANA

Signature……

Date…….

DEDICATION

To

My wife,

My children,

My mother, brother and sister,

My Late father, brothers, sister and aunt,

My friends and relatives,

This work is dedicated.

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ABBREVIATIONS, ACRONYMS, SYMBOLS AND TYPOGRAPHICAL PRESENTATIONS

ABBREVIATIONS & ACRONYMS	SYMBOLS	TYPOGRAPHICAL PRESENTATIONS
%: Percent **Acc. & app.:** Accuracy and appropriateness **Add.:** Addition **AIIC:** International Association of Conference Interpreters **APF**: *Assemblée Parlementaire de la Francophonie* **BA:** Bachelors of Arts **CASS**: College of Arts and Social Sciences **Coh.**: Coherence **Comp.:** Completeness **Compreh.**: Comprehensibility **CPA**: Common Wealth Parliamentary Association **CS:** Code Switching **Dist.**: Distortion **EALA**: East-African Parliamentary Assembly **Eng.:** English version **EU**: European Union **Expl.:** Explicitness **F:** Female **Fig.:** Figure **Fr.:** French version **Gen.:** General **Gr:** Grammar **Hes.:** Hesitation **IPU**: Inter-Parliamentary Union **L1**: First Language **L2**: Second Language **Lge**: Language **M**: Male **MA**: Masters of Arts **MP**: Members of Parliament **N.B**: Nota bene **Nr**: Number **O**: Located within the object	#: Message distortion **(.)**: Incomplete or skipped message **(./)**: Normal silence **(.//)**: Long or abnormal silence	**Bold italicized and underlined items**: CS items **Items in capital, italicized and underlined letters**: CS items from French **Items inside (=):** Translation of language other than English **Items in a grey background color**: Impact of CS or CS which caused impact

O: Object **Om**.: Omission **PAP**: Pan-African Parliament **PhD**: Philosophiae Doctor **QI**: Quality of Interpreting **RCAA**: Rwanda Civil Aviation Authority **–S**: Located in pre-subject position **S**: Subject **Sec.:** Seconds **SI**: Simultaneous Interpreting **Sil.**: Silence **SL**: Source Language **SQAS**: Shlesinger Quality Assurance Scheme **ST**: Source Text **TA**: Target audience **TL**: Target Language **TT**: Target Text **TV**: Television **–V**: Located in pre-verbal position **V**: Verb **WC:** Word choice		

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ABSTRACT

This study is about code switching use in Kinyarwanda, the phenomenon which is referred to as the alternate use of two or more languages, language varieties or styles within one segment of sentence or conversation. Even if code switching seems to be a normal way of efficiently expressing ideas among bilingual persons, the big challenge may arise when the message involving code switching has to be relayed to another audience through interpreting, especially when code switching users are not continuously bearing in mind that it can adversely impact what interpreters render. The study targeted Members of the Rwandan Parliament (MPs), specifically in the Chamber of Deputies. It was realized that by using code switching, MPs' major objective is to express their ideas or respond to other needs with language resources available to them and they know that interpreters, as language engineers, will always find a way to relay the communication-which is not the case all the time. In this study, it was hypothesized that the more the source text producer uses code switching items, the more difficulty the interpreting task becomes and the more quality of the output diminishes. The quest for solving this situation increases levels of quality offered by interpreters at the Parliament and provides interpreters with a better working environment.

The study sought to answer the following questions: What kind of code switches are used by Parliamentarians speaking Kinyarwanda? To what extent does code switching affect the interpreting quality from Kinyarwanda into either English or French? and which strategies can be used to handle code switching while interpreting from Kinyarwanda into either English or French?

To respond to these questions the study used a sample population including MPs and interpreters. The latter were selected from those working at Parliament permanently and those who interpret for the institution on a part time basis. Different data collection methods were applied: questionnaire, interview, skimming through MPs' contributions containing code switching items and recordings of interpreters' outputs. The researcher's participation through observation and provision of clarification where necessary also contributed a lot.

MPs understudy proved to use code switching items from both English and French, where out of 826 code switching items analyzed, 74% were from English and 26% from French. No single

MP proved to stick to using code switching items from only one language. Three code switching types were employed disproportionately: intra-sentential code switching was predominantly used, 57.4% compared to inter-sentential code switching, 39.3% and tag switching, 3.3%. Such code switching items were made with various linguistic items including nouns, verbs, adjectives, abbreviations and interjections and so on. Impact of code switching on the interpreting quality appeared not negligible as code switching items in STs lessened the interpreting quality by between 10 % and 26%. This impact was weighed intertextually, intra-textually and instrumentally, as worked out by Shlesinger (1997: 128). Quality factors looked at were equivalence (1), accuracy and appropriateness (2), and comprehensibility (3). Errors made by interpreters involved in the study showed the impact of code switching items in the SL and they manifested themselves through omissions and distortions for the 1st quality factor, via hesitations, pause-fillers, bad use of grammar, lack of coherence and wrong choice of words for the 2nd quality factor as well as through lack of explicitness and completeness for the 3rd quality factor. Findings of the study showed that code switching in Kinyarwanda STs constitute jeopardy to the quality of interpreting. Some alternatives to deal with this situation were proposed, and these require efforts from both interpreters and interpreter-mediated events' organizers or clients.

Keywords: Code switching, impact, interpreting, output, quality of interpreting and

strategies

CHAPTER I: GENERAL INTRODUCTION

This research focuses on code switching in the Rwandan Parliament and its impact on the quality of interpreting. Special focus is put on code switching impact on the quality of interpreting from Kinyarwanda into English or French. This chapter provides details about the background with emphasis on both code switching and interpreting, the research problem statement, the research objectives, significance, questions and methodology as well as the structure of the study.

1.1. Background to the Study

1.1.1 Overview on Code Switching

Code switching is a phenomenon which came into research literature in the 1950's (Tunaz, 2016). At the beginning, code switching was assigned a negative consideration because, as Martin-Jones & Romaine (1986), cited in Tunaz (2016) note, it was believed, at that time, to be triggered by problems in terms of language proficiency in either language. However, the same author specifies that the perception of code switching evolved and that nowadays it has, contrary to the past considerations, become a communication strategy employed by bilinguals to increase the quality of interaction.

Research in code switching gained further recognition in the period that followed where, for example, Blom and Gumperz (1972), quoted in Nilep (2006:5-8), established that members of a given community may select the dialects or codes to use in specific situations they are in. These two researchers, analyzing shifts in terms of code usage, referred to the situation as metaphorical and situational switching. Since that time, code switching has been researched on by a variety of writers. Some of them tried to understand its typology including but not limited to Gumperz (1982); Hoffman (1991), cited in Wibowo et al. (2017:16) and Poplack (1980), reported by Abdollahi et al. (2015:1). Whereas the first writer classifies CS as metaphorical and situational, the second categorizes code switching as being inter sentential, emblematic and the one establishing continuity with the previous speaker. For the third scholar, code switches are effected in three ways, i.e., tag switching, inter sentential and intra sentential types of switching.

Others authors described reasons why a given speaker or group of speakers need to code switch. Salazar (2011), for example sees it as a remedy to hardship of someone to express their ideas in another language due to competency level, thus echoing the belief of Martin-Jones & Romaine (1986) referred to above. In trying to account for code switching, Sodden and Mooney (2011) hold that it may occur following extra linguistic motives and that a person may intentionally or unintentionally switch between languages.

In almost all corners of the African continent research on code switching was conducted. In the Southern Africa region the phenomenon was also researched. For instance in South Africa, not only the contact of local languages and foreign or international languages such as English was subjected to analysis but also code switching has been investigated in terms of contact and interplay between local languages as well. Finlayson and Slabbert (1997) analyzed two languages with similarities in terms of both morphology and syntax, that is, Setswana and Southern Sotho. Apart from the fact that these two languages are similar morphologically and syntactically, the same researchers noted that they belong to the same language family, i.e., the Sotho Group which is made up with Tswana, Southern Sotho and Northern Sotho, sharing the feature of being mutually intelligible. Other linguistic families that this source mentions include Nguni group comprising languages such as Ndebele, IsiSwati, IsiXhosa and IsiZulu, the Shona group located in Zimbabwe and Venda group. In some countries in this region, like Namibia for instance, code switching was studied. Lipinge (2019) found out that despite the fact that members of the Namibian Parliament use English as an official language, they also mingle it with other languages.

In the central parts of Africa, cases of code switching have been looked at in Gabon, for example, around 75% of Gabonese people communicate in French, younger generations employ local languages mingled with certain lexical or grammatical resources from French. Likewise, in Cameroon, as starting by the 1960's, local languages or vernaculars' users especially those living in urban places find code switching either to French or English as a strategy they cannot do without whenever they want to communicate, Kamwangamalu et al. (2013).

In Eastern part of the continent, Mazrui (1995) indicated that code switching was finding neat expression in a local language used in urban areas in Kenya and referred to that language as Sheng. Later on, code switching involving Ekegusii, Kiswahili, English and Sheng was investigated

(Ogechi, 2002). In Rwanda, too, cases of code switching involving French, English and Kinyarwanda was researched on by Karekezi (1989), Gafaranga (1992), Munyazikwiye (2003), Kagwesage (2013), Habyarimana (2017), Niyonsenga (2019) to name but a few. However, code switching was not explicitly linked with interpreting.

In the horn of Africa, as well, Seligson (1986) and Zelalem (1998) studied at different intervals code switching involving English and Tigrinya in Eritrea and the Northern Ethiopia and realized that certain linguistic items mainly verbs were switched from English into Tigrinya.

In Northern Africa, too, code switching was dealt with in the 1980's by Bentahila and Davies (1983) who established that switching was involving French and some colloquial Arabic and forming a separate linguistic communication tool. Also in this area, particularly in Maghreb States such as Algeria, Morocco and Tunisia, it was noted that in Arabic varieties employed in such places one could find interplay between English language and Arabic (Bassiouney, 2009).

On code switching and interpreting, Aziza (2017) observed that when it is used, bilingual or multilingual listeners do not encounter any problem because they directly get the message communicated by the speakers. However, the same researcher indicates that for the case where the speaker and audience have different code(s) or language (s) for that matter, conscious translation- and or interpreting- can keep the target text audience in the same atmosphere of the source text with the speaker and the other audience. He warns that the interpreter's task may not always be easy and to some extent successful communication between two interactants. It can be jeopardized especially when it comes to the situation involving the use of untranslatable switch. Code switching can exert a considerable impact on the interpreting quality unless proper strategies are advised and applied.

As earlier said, not much research work has linked code switching with interpreting from Kinyarwanda into either French or English. Furthermore, in a multi-lingual community like it is the case in Rwanda where English and French are languages with official status alongside with Kinyarwanda, code switching is inevitable, and its relation with the profession and activity of interpreting would not be neglected. Mere observation of how the Parliament of Rwanda operates shows that code switching is often used.

1.1.2 Code Switching Use in Kinyarwanda

Code switching has been used in Kinyarwanda since the time of language contact started to surface in Rwanda. As was shown by the literature, Kinyarwanda has had to cohabitate with French, English and Kiswahili (Ngoboka, 1984; Fatake, 1984; Karekezi, 1989; Ndikumwami, 1998; Munyazikwiye, 2003; Hakorimana, 2003; Kagwesage, 2013; Habyarimana, 2017 and Niyonsenga, 2019). Gafaranga (1992) expresses this contact in an analogy to a marriage between Kinyarwanda and foreign languages. These authors talked about code switching from different angles and settings, linguistic and sociolinguistic perspectives. For instance, Ndikumwami (1998) studied this phenomenon among the military community where he found out that the switches involved were being drawn from Kiswahili, Luganda, Lingala, English and French. For Munyazikwiye (2003), the target area of his study was language choices reflected in political speeches. He found out that code switching was driven among other things by the need to bridge up linguistic gap and to cater for technical terms.

The contact between Kinyarwanda and foreign languages can be traced back to various era of the history of Rwanda. According to Habyarimana (2017: 8-9), before colonizers got in the country late in the 19th century, Rwandans only spoke Kinyarwanda. During the German rule, that is, from 1889 to 1916, Kinyarwanda had to co-exist with German and Kiswahili with this Kiswahili enjoying the status of official language while German was taught in class as a subject. Under the Belgians colonial rule, from 1916 to 1962, Kinyarwanda and French were used, with the country ushering in bilingualism. This bilingualism was also dominated by Kinyarwanda and French during the post-colonial era, more particularly from 1962 to 1994. The sociolinguistic situation kept evolving, and after 1994, Rwanda officially adopted the use of Kinyarwanda, French and English to which has been added Kiswahili in recent years moving thereby from tri-lingualism to a four-language driven multilingualism.

1.2. Statement of the Problem

Parliamentarians, whether at the Chamber of Deputies or at the Senate, conduct most of their debates and discussions relating to lawmaking process, in Kinyarwanda. This is part of the implementation of the Rules of Procedures in the Parliament of Rwanda. However, owing to language contact or other reasons such as communication strategy, Members of Parliament choose to code switch. They may not necessarily be aware of the hardship and risk the language

professionals particularly the interpreters, are being put to just due to failure to get the meaning behind the switched words or concepts used or to misinterpret them. There is a need to raise, in parliamentarians, awareness about the consequences of using code switching.

When it comes to interpreting the bearing of code switching presence in Kinyarwanda can also mislead the interpreter in his or her task to understand the meaning the speaker is expressing and in turn to convey the same in the target language (TL). For example a code switch "presentation" in sentence like "mubanze (=we would like you to start by) presentation (French) ntoya **(**=short**)** tubone kujya mu kiganiro cy'uko muri Canada bimeze (=before we look at what is done in Canada**)**" may mislead the interpreter who interprets it as "introduction" while the sentence producer who pronounced the code switching item in French did not mean "introduction" but rather "exposé" or presentation in English.

Code switching presence in Kinyarwanda poses a serious threat to interpreters when it comes to providing quality output. They force the interpreters to deal with more than one language system and the more the SL contains code switching items, the more difficult interpreting activity becomes and the interpreter's output quality diminishes. Awareness and due attention need to be paid to code switching presence in the SL, otherwise communication in the TL may suffer. The research sets to investigate the impact that code switching can exert on the interpreting quality and searches for possible solutions or strategies to downplay or reverse consequences stemming from such a phenomenon.

1.3. Significance of the Research

This research is a contribution to the quest for solutions to many a problem that language professionals at the Parliament of Rwanda in general and particularly interpreters encounter when dealing with language inputs containing bits of other languages. Thus, it helps interpreters identify strategies they can use in case they encounter code switching instances in order to uphold and safeguard the quality of the service they provide. In fact, this is a way of language use they will expect to encounter in their interpreting activities from Kinyarwanda. The research, too, creates and increases awareness in code switching users, particularly MPs, that if such a way of expressing themselves is not given due care, can render difficult or impossible the task of processing the information they wanted to convey through the voice of interpreter, which affects the quality of communication.

Also, since research is evolving, this study brings another building stone in terms of expanding knowledge in the area of language contact, more precisely in the domain of code switching coupled with the field of interpreting. As a result, the study findings constitute both a resource and encouragement for future researchers in the area. Finally, results from the present study benefits the researcher personally since they represent a kind of response to various interrogations he had before concerning the efficient use of interpreting where code switching is also employed as a communication strategy.

1.4. Objectives of the Research

The study is geared at understanding code switching and relating it to successful interpreter-mediated communication in the Parliament of Rwanda, more specifically in the Chamber of Deputies. It intends to raise interpreters' awareness at the Rwandan Parliament, especially those working from Kinyarwanda into English and French, that code switching will always be there whether intentional or unintentional. The phenomenon should be taken as one of the realities of language communication strategies and language use in the country's context, which calls for strategies to handle it while interpreting from Kinyarwanda. The study's objectives are of two types: general objective and specific objectives.

While the general objective of this study is to determine the impact of code switching on the quality of interpreting from Kinyarwanda into English or French, the research specific objectives include the following:

- To identify and describe the code switching types used by Kinyarwanda speakers in the Rwandan Parliament.
- To assess the extent to which code switching presence in Kinyarwanda affects the quality of interpreting into English or French;
- To investigate the strategies that can be used to deal with code switching while interpreting from Kinyarwanda into English or French.

1.5. Research Questions

For the researcher to achieve what the above objectives, the study was guided by the following research questions: What kind of code switches are used by Parliamentarians speaking Kinyarwanda? To what extent does code switching affect the quality of interpreting from

Kinyarwanda into either English or French? Which strategies can be used to handle code switching while interpreting from Kinyarwanda into English or French?

1.6. Structure of the study

The thesis is structured around five chapters. This General Introduction consists of the study background with an overview on code switching and interpreting as well as a snapshot of code switching use in Kinyarwanda, the problem under study, the study's importance and objectives.

The second chapter reviews the literature on both code switching and interpreting in general and interpreting quality in particular. In addition to the research theoretical framework, the chapter explores interpreting and the interpreting quality as well as the approach and model for evaluating the quality of interpreting and the impact code switching can exert on it as well as how interpreters can strategize to efficiently deal with the SL which contains code switching.

The third chapter concerns the methodology employed to conduct this research including the sample population, data collecting tools and variables checked in this research. The fourth chapter provides the analysis and discussion of the findings: the data on code switching and its impact on the quality of interpreting from Kinyarwanda into English or French as well as their implication. The fifth chapter is about general conclusion and recommendations.

CHAPTER II: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter is divided into two major sections. The first section defines the concept of code switching and aims at grasping the meaning of some–concepts connected with code switching. These are bilingualism, code-mixing and borrowing. It also explores different code switching forms and uses as well as reasons behind it. The second section discusses the interpreting quality. It also presents various features of the quality of interpreting, actors and factors involved in its assessment and the framework within which this assessment can be conducted.

2. 1. Defining Key Concepts: Code Switching and Quality of Interpreting

2. 1.1. Code Switching

In history of research on code switching, the latter was referred to as not belonging to linguistic field but as a psychological phenomenon and was believed to be triggered by extra-linguistic factors (Hans Vogt, 1954, quoted in Belarbi, 2012-2013). Furthermore, during the early period of literature, code switching was neglected but starting with the 1970's this phenomenon gained more attention of a variety of scholars and researchers. For instance in the third quarter of the 19th century, Hymes (1974) as quoted in Ayeomoni (2006) was seeing code switching as a common term to designate the alternate use of two or more codes. That is, languages, language varieties or styles.

Kitouni and Aliouche (2016) hold that code switching is the practice of shifting back and forth between two languages, dialects, or registers of the same language. For Wardaugh (1986), two distinctions of code switching have to be made. First, he suggests that there is a code switching which is a conversational strategy employed to establish boundaries, go beyond them or destroy them, or to create, evoke or change interpersonal relations and second, he identifies metaphorical code switching that occurs in case of a change as regards the perception, or the purpose, or the topic of the conversation.

A general look at the definitions presented under this concept suggests code switching has to do with the use of at least two codes. It can also be learned that code switching is found more with bilingual or multilingual speakers. However, the concept of code switching has certain connection with other terms such as Bilingualism, Code-Mixing and Borrowing.

2.1.1.2. Code switching and bilingualism

With bilingualism, Nguyen (2014) notes that this phenomenon has become a standard practice in the modern times. He points out that bilingualism is a result of contact between people of different nationalities and adds that its roots may be forced circumstances or a deliberate choice by an individual or a community. Factors of bilingualism as identified by this researcher include close proximity which can be geographical in the event an individual or a group of people stays in a border area between two countries, various forms of displacements, marriages for couples belonging to different nationalities and colonialism.

In understanding bilingualism, Blomfield (1935:56) refers to it as a native-like control of two languages. For Myers-Scotton (2003) quoted in Nguyen (2008: 8), it broadly refers to the ability to use two or more languages sufficiently to carry on a limited casual conversation". However, for Macnamara (1967a) as reported in Hamers and Blanc (2000), a bilingual is that individual with a minimal competence to either read, write, speak or listen in a language different from his or her mother tongue.

The definitions above suggest that bilingualism has to do with the competence or capacity to employ two languages or at least their skills in order to respond to a person's communication needs.

Liddicoat (1991) observes that it is quite natural that bilinguals code switch from one language to another in a segment of sentence or conversation. He further indicates that bilingualism is, in most cases if not in all, connected with code switching because normally code switching takes place in a conversation with bilingual participants and its use is mostly seen as smoothening communication than impeding it.

2.1.1. 3. Code switching and Code Mixing

Like code switching, code mixing is rooted in the influence of linguistic multiplicity and takes place in a community where individuals or groups of people share various life experience despite

their using different languages. Sharing brings about the necessity to mix codes or languages. In Anindya (2011:14)'s understanding, this phenomenon refers to a mixing of two codes or languages, typically within the same topic. It occurs inside one sentence where one component is said in one language while another element is expressed through another language.

There are two types of code-mixing (Sumarsih and Sanjaya, 2014: 1). These are inner mixing and outer mixing. While he established that the code mixing ingredients are drawn from different variations of the original language for the first type, the second one involves the use of elements from a foreign language.

For Anindya (2011) three categories of code-mixing were found. First he describes an intra-sentential code-mixing as that which takes place inside a phrase, a clause or a sentence boundary. The second type is intra-lexical code-mixing which he locates within the boundary of a word. The third category of code-mixing occurs at phonological level. In this case, a word in a given language is pronounced differently in another language.

Concerning the link between code-mixing and code switching, one has to mention that these two phenomena, apart from resulting from language contact, are employed on purpose. They are used as techniques or strategies to achieve a healthy and effective communication among speech community members with certain levels of competence in two languages or more. Moreover, two scholars reported by Anindya (2011), that is, Hoffman (1991) and Saville-Troike (1986) highlighted reasons behind using code switching or code-mixing. While the former outlined 7 major grounds for which such phenomena are employed by bilinguals or multilinguals, the latter scholar supplemented the list of these reasons by adding three more. The first sub-set of reasons for code switching and code-mixing include topic particularity, quoting somebody else, expressing solidarity, marking interjection, repetition for clarification, intention to clarify the speech content for the listener and expressing group identity. The second sub-set of reasons is comprised of the need to soften or strengthen request or command, meeting the real lexical need and the need to exclude other people where the audience for which content is intended is limited.

2.1.1.4. Code switching and Borrowing

Borrowing is also one of the language contact phenomena. Gumperz (1982) emphasizes on the fact that a borrowed item is assimilated to the recipient language system. He refers to a Borrowing as

"*incorporation of single words or short, frozen and idiomatic phrases from one variety into another with morpho-syntactic adaptation*."

Thomason and Kaufman (1988, 37), too, define the term borrowing as " the incorporation of foreign features into a group's native language by speakers of that language where the language contributing these features is referred to as the donor or source language, while the language they travel to is called the recipient language. Items concerned with Borrowing include words, sounds, or grammatical elements and according to Haspelmath (2009), from the donor language to the recipient one where they are incorporated, such items undergo in most cases changes at various levels such as morphological, phonological, syntactic and semantic. Borrowing is of two major categories, that is, cultural borrowings and core borrowings for Myers-Scotton (2002). Cultural borrowings are those words that designate new objects or new concepts whereas core borrowings refer to words which, to some extent duplicate or compete with the existing words.

As for the purpose of Borrowing, there to fill the gaps in the lexicon of the recipient language because the means of designating newly introduced products or notions are unavailable in that language (Showqi, 2015:12).

Borrowing, especially lexical borrowing and code switching belong the same family of broader concept of borrowing and the latter, for Trask (2000: 44), as quoted from Angeliki (2018), refers to *transfer of features of any kind from one language to another as the result of contact.* The same source adds that lexical borrowing encompasses two categories: *loanwords* and *loan shifts*. In efforts to explain these subcategories of lexical borrowing, Angeliki (2018) indicates:

> Loanwords are lexical items in which all or part of the morphemic composition of the loan derives from the source language. Loan shifts are lexical items whose morphemic composition is entirely native and whose meaning derives at least in part from the source language.

Lexical borrowing has to do with words and words have their particular internal structure. Levelt (1989) suggests that internally, a lexical item has two components: a lemma and a lexeme. He specifies that a lemma comprises properties belonging to semantics and syntax like information about the meaning of a lexical item and word-class and that a lexeme encompasses information about morphological and phonological properties of a given word.

Again establishing relationship between code switching and lexical borrowing, Angeliki (2018) realizes that the former serves as a vehicle for language resources to travel to the recipient language. On the link between these two language contact phenomena, Hakibou (2017:53) highlights that one of the causes of lexical borrowing, i.e. lexical shortage, may also lead the language user to switch between codes. Other major reasons of lexical borrowing this researcher identifies include lexical concision and personal convenience. Hakibou (2017:57) compares lexical borrowing and code switching and establishes the former appears more formal than the latter.

Before leaving this concept of borrowing, it is worth noting that it has some connection with code switching. While Borrowing is prompted by language contact and language change, code switching, as noted by Thomason (2001), serves as means by which language features or materials are transferred from the donor language on to the recipient language.

2.1.2. Quality in Interpreting

Understanding quality in the field of interpreting has since the 1980's been undertaken by several professionals, trainers and scholars. However, this concept has not yet been thoroughly stripped of the AIIC (1982)'s consideration that it cannot be successfully defined following its elusive character. Furthermore, Angela and Bercerra (2015) reports Shlesinger (1997)'s consideration of the nature of the quality in interpreting: coming up with a single and comprehensive understanding of quality is a difficult task.

As the same source explained, this difficulty lies in that the quality in interpreting is of a multifaceted, complex and dynamic nature so to use the author's terminology. Another factor which turns uneasy the task of defining the concept of quality in interpreting is connected, as noted by Garzone 2003:23), with the fact that aspects coming into play are utterly different and stakeholders involved are diverse with their respective considerations of what quality refers to. Despite this, though, in the today's world, with its globalization way of thinking geared by ever growing competition patterns in the daily life, professionals in interpreting need and have to offer neatly good quality service to their varied customers if they are to remain relevant in the setting.

Pöchhacker (1994) establishes that interpreting is viewed in terms of how well the listener had understood the message conveyed. To investigate the levels of this wellness, an array of variables which can exert influence on the listener or end user's understanding of the message conveyed

through interpreting have to be looked at. They include but are not limited to, speed, pauses, hesitations, intonation patterns, fluency, speech errors, repairs, register and style, cohesion and structure of individual propositions. Furthermore, the same author (2000) refers to good interpreting quality as achieving largely successful communicative interaction, which entails attributes like accurate rendition of SL, adequate TL expression and equivalent intended effect. In the same line, Kalina (2012), refers to the quality as an interpreter's reliability, compliance with principles of professional ethics, empathy and trustworthiness.

Moser-Mercer (1996:46) highlights that depending on the function the communication involving interpretation is to be put to, it can be looked at from the perspective of trainers, employers, and users or from the intermediaries 'viewpoint.

Still on the perspective from which quality is considered, Moser (1995) indicates two options of looking at quality in interpreting. The first one is to take into account norms, standards or rules set and with which interpreters must comply and the second one which is informed by the users' opinions, needs and expectations. Kalina (2012) who agrees with the latter perspective adds that even this perspective may be impacted by setting variations.

Kurz (2001:394) also considers users as the most valuable variable in understanding the interpreting quality. However, certain other scholars maintain that this quality cannot be best understood unless it becomes comprehensively assessed. Vuorikoski (2004:54) as cited by Kalina (2005) posits that what is expected from interpreters is to transfer the original message content with its semantic, connotative and aesthetic aspects and employ the TL vocabulary, syntax and style. As inferred from this, the interpreting quality has to be evaluated by considering all these elements. And quality interpretation should be looked at and considered as a whole. Garzone (2002:5) expresses it as follows:

> (…) a construct embodying the norms which are deemed appropriate to guarantee the intrinsic and extrinsic properties considered ideal for an interpretation performance in a given social, cultural and historical situation.

2.2. Forms and Typologies of Code Switching

According to Didem (2012), code switching has been studied in terms of three dimensions: grammatical, sociolinguistic and interactional. In this study, the researcher's attention is drawn on only two perspectives i.e., the grammatical or linguistic and the sociolinguistic. This is due to the context and settings in which code switching instances are used at the Parliament.

2.2.1. Linguistic Code Switching

Under linguistic code switching fall a variety of code switching types looked at by a number of researchers and scholars. Whereas Hoffman (1991, quoted in Wibowo et al. (2017:16), basing on the place of occurrence, identifies three code switching types namely inter sentential, emblematic and continuity. Establishing forms of code switching, Poplack (1980)'s classification of code switching, as reported by Didem (2012:1175), is comprised of also three types: extrasentential, inter-sentential, and intra-sentential. Still on categorizing code switching. The same author holds that of these types of codeswitching, the intra-sentential code switching is the most challenging when it comes to describing it linguistically. It should also be indicated that the above referred to Hoffman's code switching of continuity establishing may be equated with the extra-sentential code switching proposed by Poplack or simply tag switching.

For Didem (2012), inter sentential code switching occurs when a switch or language variety is drawn from one language and exported to another outside the sentence or the clause level. In the same angle, Wibowo (2017) realizes that inter sentential code switching occurs where the speaker first starts in a language and then switches into another. In this case, the switch is located between the clause or sentence boundaries. A speaker may start a sentence in Kinyarwanda and then shift into either French, or English or any other language.

Another form of linguistic code switching is intra-sentential code switching. Unlike inter-sentential code switching, intra-sentential code switching is involved when this switching occurs at the clause, phrase or word level but inside the same utterance. Wibowo (2017:17) notes that this type of code switching can shape the syntactic and morphological interactions which may occur between the languages involved. He, however, cautioned that code switching is not a matter of neither integrating nor inserting words or sentences from one code to another.

In addition, Habyarimana (2017:32) indicates that intra sentential code switching uses grammatical and semantic items such as a variety of phrases like adverb, adjectives and nouns.

Tag switching is another type of linguistic code switching. As Romaine (1995), quoted from Wibowo (2017:16) views it, this code switching merely involves using in one language statement as a tag that is drawn from another language. This tag may be words such as right, you know, I mean, and so on. Again as noted by Habyarimana (2017), some researchers like Hakorimana (2003) and Karekezi (1989) establishes that, in terms of what he termed multi language switching where Kinyarwanda-English-French code switching is involved, fall in agreement that extra sentential code switching may involve fully-fledged language items such as proverbs and idioms.

2.2.2. Sociolinguistic Code Switching

When closely looked at, code switching can be taken as concept which has to do with more than linguistic dimension. Gumperz (1982) holds that code switching is caused by a change in topic and other extra linguistic context cues which feature the situation. As a result, code switching certainly has aspects belonging to sociolinguistics as well and any other more. As understood by Nontolwane (1992:12) code switching may either be situational, i.e., having to do with change in terms of topic or metaphorical whose shift is emphasis centered.

Differentiating situational from metaphorical code switching, Nontolwane (1992:13) notices that while the latter is described as short term, involving emphasis and linked with the use of abstract understanding by the interlocutors, the former is about, to use researcher's terms, the establishment of a new social event or situation determined by topic, status, role, purpose (…) of interaction.

As noted by Nicole (2013), situational code switching occurs in case bilingual communities are involved in communication and this switching is induced by a shift in terms of place, topic, speakers and many other factors or because one of the languages involved in the communications lacks a certain linguistic resource needed whether a word or a phrase. In this case, a speaker may shift from a less standard or less formal variety of language to a standard or formal one because of, for instance, a change in the situation which triggers the interaction.

On metaphorical code switching, also termed conversational code switching, the same author holds it is particularly driven by internal rather than external motivation. She further indicates this kind

of code switching induces or accommodates for change in terms of power or solidarity levels or degrees among interlocutors.

2.3. Motives for the Use of Code Switching

Code switching use is reflected, for the purpose of this study, by the reasons underlying occurrence of switches in another language or the importance they are employed for**.** Language is a tool of communication. The latter has to be effective and necessitates at the least two players involved in exchanging a number of information. In this regard, a speaker may need to adjust his or her language use depending on the listener's status, age, social background, level of education and many other factors. A speaker can employ resources from another language or language varieties to make sure the listener processes efficiently the content of his utterances used to drive home communication.

Malik (1994) identified a ten-items set of reasons behind it. He realized that speakers could revert to code switching as a way of remedying a certain gap or lack in terms of facility or register, where speakers may shift from their first language (L1) to their second one (L2) because L1 lacks a term or word needed to achieve communication (lack of facility) or when L1 lacks a language resource better expressing their intention (lack of register).

This author holds that depending on the speaker's mood, which may be of varying types such as being angry, happy, tired and so on, his or her language communication might involve code switching. Other reasons of code switching use this scholar identified include the need to assign a certain emphasis to a statement, express *habitual experience*, mark a *semantic significance*, signal solidarity or existence of identity with a specific social community or group, indicate a change of the audience targeted, call attention for specific parts of conversations, i.e., for pragmatic purpose and to catch the attention of the audience like in case where code switching is used to attract a certain newspaper's readership attention. In the same context, Grosjean (1982) indicates that code switching is motivated by other reasons like the need to quote from somebody else, highlight one's group identity, specify the receiver and to qualify that which has been said or talk about past experience or events.

Still on the reasons and functions of code switching, Modupeola (2013) notes that it is employed, on one hand to give a personal touch to a situation or to exert an influence on or manipulate it and,

on the other hand, to communicate specific nuances. For him, too, code switching is a tool for cementing relationships between and among people with a same code, thereby bringing closer linguistic solidarity particularly for those with ethnographic and cultural sameness. This author indicates that code switching can be a means of excluding an individual or a group of individuals from a certain conversation. This view is espoused by a vast community of researchers admitting that code switching is mainly explained by the need to express or negotiate solidarity and identity between interlocutors (Gumperz (1982), Myers-Scotton (1995) and many others). For them code switching is also explained by deficiency or a gap in terms of linguistic resources for the language involved in the communication. Code switching can, as well, be triggered by aesthetic reasons. Ayeomoni (2006) holds that among other motivations code switching allows to express modernization and poetic creativity.

In a nut shell, there has been and still there is this quest to look for the motivations of code switching or the functions of its use. Scholars and researchers such as Muthusamy (2009), Skiba (1997) Malik (1994), Grosjean (1982), Wei (2005), Auer (1998), Kagwesage (2013), Habyarimana (2017) and many more brought in their contribution but the common ground for them is that code switching is employed to convey a certain message where either one language or language variety does not have any or enough material to achieve this goal or for some other purposes including but not limited to sociolinguistic or pragmatic ones. As referred to earlier, code switching is used by bilingual persons but a further understating it can be achieved through describing how a bilingual's mental lexicon operates.

2.4. Code Switching and Bilinguals' Mental Lexicon Functioning

Existence of code switching strikes a number of questions with regard to how a bilingual's mental repertoire looks like or functions. Do bilinguals have two separate mental lexicons or they possess one confounded lexical store resources are fetched from to express whatever they intend to?

Penelope (2009) posits that the possibility to switch between codes and to carry out translation activities is a clear indication that languages stores in the brains of bilingual speakers are not neatly or entirely separate. If not in this way, as she notes, bilinguals would completely lose their capacity to use their languages in a monolingual fashion and mix them all the time.

The issue of structure has been approached by a number researchers. As Weinreich (1953) realizes, bilingual mental lexicon was described as organized into three manners: *coordinate, compound* and *subordinate* types of organization. For the compound organization, the author understands that conceptual representation is shared while in coordinate fashion, the lexicons involved represent concepts separately. Concerning subordinate way of organizing the mental lexicon in a bilingual, concepts representation is out of reach unless through the first language. For the current study, the Penelope (2009) view of how the bilingual mental lexicon is structured is preferred.

Defining bilingual mental lexicon, Wei (2005:694) indicates that it is internal representation of language-specific knowledge about the surface forms. He adds that the speech production process in a bilingual runs through the following steps: conceptual level, lemmas level, functional level and the positional level. It should be noted that this process is driven or set in motion by activation from the speaker's pre-verbal message or stimulus.

Also worth noting is the fact that the way bilinguals employ their mental lexicons to acquire or store lexical resources and use them at the performance step has been investigated by many authors such as Dong et al. (2005) with their shared asymmetrical model (SAM). The model assumes that the two languages lexicons are connected to each other and share in common elements whether at the conceptual level or at each language level. Another model is the modified hierarchical model (MHM) by Pavlenko (2009). This model fits for the current study because it accounts for code-switching use. It is comprised of two languages (L1 and L2) connected by lexical links. In their turn, lexical items in each language possess conceptual links and each language has a number of categories peculiar to it and the two language, too, have areas of commonality. With this model, transfer, and hence possibility of code switching, intervenes where there is no link or no straightforward link between elements from one language to another. In explaining how a bilingual's mental lexicon produces speech in general and with code switching in particular, Pavlenko (2009:147) suggests that:

> (…) the formulation of a message begins in the conceptualizer (…) and might activate lexical links in both languages of a bilingual (…) only one language may have the necessary word forms, while activation of lexical links in the other language would fail, producing breakdowns in fluency (…). To use lexical concepts

> of one language (…) in another language, bilinguals may resort to codeswitching, lexical borrowing or loan translation (…).

The author holds that in the brain of a bilingual, lexicons are activated at the same time when the speech production process is set in motion and that the speaker might make options or apply controls or inhibitions to some resources in order to convey his or her communication. Using certain linguistic resources from one language into another can be effected through code switching but where this communication input needs to be conveyed via interpretation, issues of the quality of interpreting hence done have to be looked at.

2.5. Quality of Interpreting

2. 5.1. Features of Interpreting Quality

The discussion over the meaning of the interpreting quality specified earlier in this work reveals that this quality presents a variety of characteristics. The review of literature on the concept of quality in interpreting reflects that such a concept has a number of features whose understanding can shed more light on how the interpreting quality is viewed. Those features include the concept's elusiveness, the lack of consensus over the concept and the fact the concept is social construct.

2.5.1.1. Quality of Interpreting, an Elusive Concept

As Amini et al. (2013:89) reports AIIC considers the quality as that « elusive something » which is certainly recognized by everybody though its definition cannot be successfully attained. The elusiveness nature of the concept of quality suggests that it is not easy or even impossible to some extent to come up with a totally clear description of quality in interpreting. In other words, the interpreting quality is difficult to depict as various variables come into play when assessing it. For instance, interpreters and clients may view it differently or factors linked to settings in which interpreting is performed or the use the interpretation product is put to can lead to a variety of description or definition of quality. This is the reason why, as said above, to clearly catch what the concept of quality means, the consideration of the assessment's beneficiaries, modalities and circumstances needs to be made. Another element that explains the elusiveness of the concept is that it applies to the product whose life lasts too shortly to be remembered.

2.5.1.2. Quality of Interpreting, a No-consensus Concept

Consensus still remains a problem as to what quality is and how it is determined. The difficulty to specifically come up with its straightforward understanding stems in the fact that the process of identifying it involves many elements. In this context, scholars such as Pöchhacker (2004:155), Kalina (2005:38), Kurz (2001: 399), Pradas Marcias (2006:38) hold that the quality assessment by the listener can be influenced by *home language*, *gender* and *experience* of using interpreting services respectively. Another example of consensus divide would be that one of the quality assessed, on one hand by an interpreter who is considered to be a language engineer and who understands all the underlying subtleties both in the SL and in TL and on the hand, the quality appreciated in eyes of the listener who bases almost solely on the interpreter's output. Chances are that the interpreter and the listener apprehend quality differently and henceforth lack consensus over the assessment result since the second evaluator may, in some instances, not be able to know the problems the first evaluator went through to yield the product put to evaluation.

Variations in terms of quality definition may, too, be triggered by differences among actors involved in the assessment endeavor and by the ones entertained by individual members of a given group of stakeholders in the evaluation of quality. Parties involved in the evaluation of quality are described under the subtitle of interpreting quality assessors.

2.5.1.3. Quality of Interpreting, a Social Construct

A right way of comprehending the concept quality is to view it as, Grbić (2008) quoted in Zwischenberger (2009:128), does: of an extrinsic nature, that is as social construct framed time-, context- and culture. This author, too, goes on to specify that –this social construct is subject to variations depending on viewpoints considered. Moreover, she establishes that quality as a social construct has a threefold dimension: quality is regarded as an *exception, a perfection and* fitness *for purpose.*

Viewing quality as exception, Zwischenberger (2009:129-130) permits to note that it can be attained only by talented persons. In other words, the interpreting quality does not belong to the "common man and woman". The author describes this way of looking at quality as a traditional one. Further, he indicates that it is cherished by those who pioneered conference interpreting with Jean Herbert taking the lead. Also the requirement to judge quality basing on the extent to which

sufficiently high professional standards are met like is the case for what is done at AIIC falls within the consideration of quality as an exception even if the compliance with these profession-oriented criteria brings certain mitigating impact thereby putting, to some extent an end to exclusiveness of such a dimension.

Another way of looking at quality is considering it as perfection. This consideration does not allow any abnormality or errors in what is done by interpreters whether they are in the training or in the profession already. To use the words of Zwischenberger (2009: 130), it requires zero-defects performance. This view of quality is advocated by researchers such as Moser-Mercer (1996). While the former author relates the possibility to achieve flawless or optimum quality to those interpreters in service provided external conditions are met, for the latter measuring perfection needs to be dealt with in the context of interpreters' training.

Another dimension of quality as labelled by Grbić (2008) is fitness for the purpose. With this dimension, quality is benchmarked basing on the extent to which the expectations of using the interpreters' product have or had before they hired interpreting professionals.

2.5.2. Interpreting Quality Assessors

Many scholars and researchers helped to identify those who may take part in the process of evaluating the quality in interpreting (Bühler, 1986; Garzone, 2003; Kalina, 2005 and Amini et al., 2013). With Amini et al. (2013: 89), the interpreters' performance can be weighed by actors like other colleague interpreters, users, and clients. The researcher also indicates that the intention of quality evaluator importantly shapes the result. Equally, while Garzone (2003) holds that stakeholders in the assessment of quality are interpreters, clients, and users plus how they perceive quality in a particular context, Kalina (2005: 669) establishes three groups of quality assessors. Her first group is made up with potential employer, client and formal examiners, the remaining two categories being the researcher and the interpreter, respectively. For Bühler (1986), those involved in appreciating the interpreting quality include teachers, professional organizations, the employer and the end-users.

Look at these actors of quality assessment, one notes that quality evaluation can be operated from as many perspectives as there are types of quality assessors. There can be quality evaluated from users' perspective, interpreters' perspective, employers' viewpoint, etc. There might be nuances in

terms of what kind of quality the assessment comes up with depending on who is conducting the activity. Thus, like Bühler (1986) realized, accreditation or selection-oriented evaluation of potential interpreters or interpreting students would result into non-realistic or artificial quality while it turned out that it is not certain whether the academic examiners or professional organizations make their selection basing on a clear picture of what the end-users look like.

2.5.3. Factors of the Quality of Interpreting

The need to have concerns as to the interpreting quality can be traced back to after World War II. At that time, however, quality measurement criteria used were lacking, to a large extent, uniformity as Kalina (2005) noticed. After Bühler's pioneering efforts to identify a 16 set of quality evaluation benchmarks in 1986, a certain number of these were subsequently studied by some scholars (such as Kurz, 1989, Kalina 2005; Garzone, 2002, and son), whose objective was to carry out experiments and surveys in order to come up with finer ways of weighing the interpreting quality in relation with various situations and perspectives. It is worth noting that as Garzone (2002) points out, Bühler (1986) drew categories of quality criteria, that is, *linguistic* factors and *extra-linguistic* ones.

Coming back to pre- Bühler's period, the need to employ interpreters that would provide quality service is believed to have importantly been felt shortly after World War II. With the Nuremberg Trials, Koch (1992:2) as quoted in Kalina (2005) notes that to make sure those who were to serve as interpreters meet quality requirements, such potential personnel was recruited basing on certain set of criteria or factors. These include *mental concentration*, *fluency*, *composure*, *alertness* and *clear enunciation*. The same author, too, realizes that as time went by, international organizations such EU also found sound employing people who would produce quality interpreting. In this regard, successful candidates were chosen from university graduates where responsiveness was measured over their skills to interpret in two modes, i.e., simultaneously and consecutively and their general knowledge about EU. She further indicates that the move was followed nationally by several other public organizations or institutions throughout the globe and all along, the motive had to do with staffing their relevant bodies with quality providers in terms of conference interpreting.

As Kalina (2005) goes on to note, the backbone for quality appreciation was the ST, reference with which the product or output by the interpreter was weighed based on whether it can be accepted by potential users. As a result, factors that were taken into account by assessors were smooth delivery,

communicative speaking and voice quality. However, she cautions that, at that time, quality evaluation was made on the spot and neither recordings nor transcripts were made.

As indicated above, with Bühler (1986)'s efforts, a new turn toward consideration of the quality assessment factors was ushered in. Apart from intensive verification of her criteria of quality, research in this field flourished outstandingly. For instance, Kurz (1989) investigated 8 of 16 Bühler's quality criteria and found out quality factors are viewed differently depending on whether they are assessed by interpreters or listeners or users. Quality factors looked at are sense consistency with original message (1), logical cohesion of utterance (2), correct grammatical usage (3), completeness of interpretation (4), fluency of delivery (5) correct terminology (6), native accent (7) and pleasant voice (8).

Furthermore, after Buhler's pioneering discovery, some trends as to determining quality factors were outlined (Shlesinger, 1997; Zwischenberger (2009), Pöchhacker, 2001; Vuorikoski, 2004); etc). One of these trends is centered around what Pöchhacker (2001) refers to as the product and the service rendered, valuing much the success of the communicative interaction and then *equivalence of intended* effect (1), *adequacy of expression (2)* and accurateness (3) vis-à-vis the source text. For Vuorikoski (2004), the prime factor when it comes to judging the interpreting quality is the input's *sense consistency with the original.* However, as Kalina (2005:771) helps to notice, both authors consider quality as that not straightforward and absolute standard that has to be always met by the interpreter. Instead, he or she has to sway between being faithful to ST and being useful to the user or listener where this usefulness evolves around the product comprehensibility the interpreter achieves through language correctness, style appropriateness, and accuracy as well as message completeness.

Another way of looking at the interpreting quality was worked out by Shlesinger (1997:128). For this scholar, the assessment of the interpreter's output should be approached using factors she classifies as intertexual, intratextual and instrumental. While intratexual consideration refers to the product which can be assessed on its own, the intertexual evaluation has to do with comparing the two elements, i.e, the ST and the TT. Concerning instrumental aspect of quality assessment, this looks at, as notes Tiselius (2013:116), the *usefulness and comprehensibility* of the output or TT. This trend is built around three components including the speaker's input, the interpreter's output

and the significance or importance in the eyes of the users. It should be indicated that the interpreting quality understudy in the current research has to be weighed taking into consideration code switching use in the SL. Also, code switching and interpreting may have some common elements which need to be explored.

2.6. Code Switching and Interpreting as Communication Tools

Both code switching and interpreting are used to solve a problem of communication. They are in a way or another alternatives to responding to the gap posed either by language differences or culture dissimilarities. The two modes or strategies of achieving communication may, however, be important differently.

2.6.1. Importance of Code Switching

In showing importance of code switching, Trudgill (2000:105) indicates that people switch between codes to *manipulate or influence or define the situation as they wish, and to convey nuances of meaning and personal intention*. In the same line, Auer (1998) refers to code switching as that strategy helping a given speaker to achieve his or her communication goals through *violating or building on what are commonly seen as unchanged boundaries*. In the same perspective, Othman (2015:33) holds that code switching appears as that conversational strategy persons use to create or eliminate group boundaries *and to create or bring about* relationships amongst themselves.

From all these authors, one can say code switching use has a significant stake in helping interlocutors to drive home their communication and as a result achieve their desired feedback or relationships among them. Code switching is perceived as a strategy to efficient communication. And as a matter of fact, it is taken as a very important communicative strategy, at least from the user's perspective, i.e., the speaker in this case.

2.6.2. The Role of Interpreting Profession and Activity

Like code switching, interpreting is considered as a communicative strategy, too. Needless to say that interpreter's job applies where there is a linguistic or cultural divide between the speaker and his or her audience and vice versa. In this case, absence of interpreting professional means impossibility of communication. Pignataro and Velardi (2013) echoing the skopos approach by

Nord (2006:59)-which holds that interpreting is carried out for communicative ends, consider the prime goal or purpose of the interpreting professional is a *communicative one.*

Capturing the role of interpreting may also be achieved through looking at how an interpreter is perceived in any communication event or situation. Here, two are among other concepts used by several people to refer to an interpreter or a translator. Certain persons designate interpreters or translators as conduits while others call them cultural brokers.

In some setting, referring to interpreter as a conduit is, like notes Cox (2015) considering an interpreting professional as an individual whose role is invisible, who works as a machine with no involvement in the communication event he or she is called to enable. As this author puts it, the above viewpoint allows communication directness between interlocutors and promotes *neutrality.* Interpreter has to merely convey the messages in another language. This may apply in various settings, e.g., in hospital, courts, etc., where dialogic conversations are involved. However, some recent scholars label this consideration interpreters as out fashioned (Napier, 2011).

With cultural brokerage, Cox (2015:164) indicates that the interpreter assumes a more pro-active role as he is involved in a communication where cultural dissimilarities pose a threat or constitute barriers. The same author values the fact that interpreter's visibility should be there and interpreters' human side has to be recognized in what they do and they should not be taken as *ghos*t. Despite this importance though, Gustafsson et al. (2013) cautions that interpreters need to meet pre-requisites: training, self-awareness and reflecting on their role for them to efficiently serve as cultural brokers without encroaching on their profession rules. Such pre-requisites are very essential and help interpreters to make sure the quality of interpreting is not strongly negatively impacted by varied factors including but not limited to code switching use in the SL.

2.7. Impact of Code Switching on the Quality of Interpreting

As indicated earlier, only Niyonsenga (2019) treated issues of code switching and interpreting in Rwanda. Among the setbacks of code switching use vis-à-vis the interpreting activity, this author identified can be found SL miscomprehension, interpreter's confidence reduction, increase of delay in speech, creating annoyance in some listeners and increase of interpreter's fatigue to name but a few. Again talking about the side effects of code switching, Aziza (2017) holds that (…) *it is not easy to convey the speaker's imbedded message in code switching via translation.* He adds that

the activity of rendering the ST content in its equivalent TT becomes more difficult when the interpretation applies to a ST involving two systems. Thus, one of the influence that code switching may have on the interpreting quality is reducing the level of message equivalence.

Other consequences of code switching in an interpretation mediated communication may be the disruption of attention that an interpreter normally pays to a SL structure and message. Furthermore, the message extraction process can require much more efforts since the interpreter is dealing with at least two language inputs in the same communication unit. Some speakers may use code switching as self-translation and this, as well, may, due to the quality of this translation, require extra efforts on the side of interpreter to access the right meaning to convey. There are times where the interpreter may fail to extract the meaning behind a certain word or concept because the item is drawn from a language of which the interpreter has no knowledge at all. In this extreme case, the interpreter is forced to sacrifice the quality of his or her input. To deal with inputs containing code switching obviously needs a number of strategies.

2.8. Interpreters Strategies in case the Source Language Contains Code Switching data

Three categories of strategies are employed by a competent interpreter (Kalina, 2005). These are comprehension strategies, text production strategies and global strategies. As she notices, comprehension strategies are linked with mental modeling while global strategies relate to adapting the interpreter's mental model.

While the author shows the first set of strategies is made of strategies such as segmentation of input, anticipation, inferencing, accessing previously stored knowledge, building relations between stored and new information, the second category of strategies comprises restructuring, paraphrasing, condensing or expanding information, and the use of prosodic or non-verbal features. The third group of strategies which, to the author, are of a more general and comprehensive nature, consists of input memorizing, adapting one's mental model, self-monitoring to check on one's interpretation shortcomings and monitoring the input producer to ensure redressing errors.

A general belief is that the said strategies apply to various types of inputs meant for interpretation including the language communication where code switching is involved. The data collected in

this research-whose framework is described below help to know whether there are some other strategies which may be peculiar to interpreting the message involving code switching.

2.9. Theoretical Framework to Interpretation Quality Assessment

2.9.1. Approach and model to Quality of Interpreting

There exist varied approaches and models as to viewing the interpreting quality. Approaches include, for example, comparative linguistic, target group's typology and integrated to name but a few. For models to the interpreting quality, these are classified into two, which are, unidimensional and multi-dimensional models despite the fact the literature on models for evaluating the quality of interpreting revealed that there is up to now no one agreed upon road to satisfactorily access the picture of quality in the field of interpreting.

The current study explores the integrated approach for the purpose of its suitability and applicability to the case understudy. With regard to the model also applied to this research, a multi-dimensional model was opted for because it can yield better results.

2.9.1.1. Integrated Approach

As shown earlier, even if the assessment of the interpreting quality has proved to involve consideration of both the SL text and the interpreter's product, the two may reveal insufficiency if the quality is to be thoroughly appreciated. An integrated approach can help as it recognizes quality as depending on several other elements not necessarily accounted for in comparing the ST and the TT.

According to Kalina (2005:770-775), integrated approach contributes to underpinning those quality shaping aspects which are not necessarily, to use her terms, *obvious to the eyes of those involved*. This linking quality with a variety of interrelated factors or elements is espoused by scholars such as Pöchacker (1994), Shlesinger (1997) and Viezzi (2003). They consider the interpreting quality assessment from an integrative perspective for they go beyond a mere matching of TT with the ST to take into account other factors that are key to determining this quality.

While for instance, Viezzi (2003) notes that relating the ST to the TT can reveal the quality levels achieved by the interpreter in terms of equivalence and accuracy whereas the product users signal

which quality extent the interpreter has produced as to appropriateness and usability. For Shlesinger (1997), as well, it is not sufficient to solely look at both the ST and the interpreter's product and come up with a conclusive decision on the interpreting quality. The latter has to do with internal factors helping to weigh the quality of the TT, the comparison between both texts, i.e., ST and TT, as well as with the output relevance as to the purpose the interpretation is serving for.

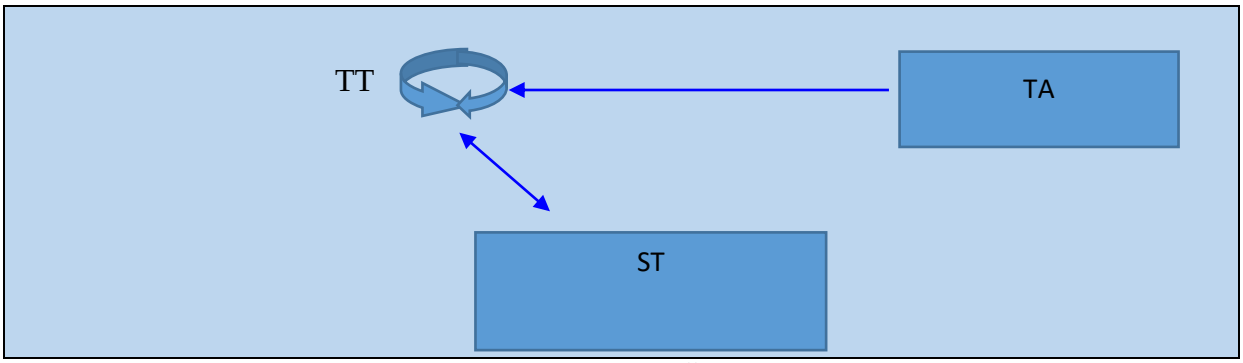
The above leads to realization that integrated approach not only looks at the SL text and TL text but also considers the role the users or listeners can have influencing or deciding the interpreting quality. This approach aspires to providing a full picture of what the interpreting quality may refer to. However, given the nature of quality discussed earlier in this work, an approach that can ideally and thoroughly achieve this purpose has not yet been crafted. It has to be noted that integrated approach calls for a multi-dimensional model to the interpreting quality.

2.9.1.2. Model for Assessing the Quality of Interpreting

As indicated above, so far, there not yet one agreed upon model for evaluating the interpreting quality, which can satisfactorily access the picture of quality in interpreting. Garzone (2002) notes that this is due to the fact that the concept of quality is equated to a result of amalgamated and diverse aspects that, in some cases, have to do with different actors and who, in turn, may look at it differently. It entails that instead of applying unidimensional model to assessing the interpreting quality, specifically SI, and a rather multidimensional model can yield better results. As already specified, for this study, the model used falls in the second category and is termed "the Shlesinger Quality Assurance Scheme".

In this model or scheme as both Kalina (2005:775) and Garzone (2002) indicate, Schlesinger (1997:128) highlights that quality consideration has to view the interpreter's product or output, through comparing the ST and TT, appreciating the *TT on its right* and looking at its usefulness and c*omprehensibility.* As a result, as these two authors help to note, the scheme is structured around three components or levels: assessing the quality of interpreting intertextually, intratextually and instrumentally. Furthermore, each of the components highlighted comprises elements or factors that need to be looked at to assess the quality. Garzone (2002:2) and Shlesinger (1997) give account of them and probably the diagram below visualizes the Shlesinger Quality Assurance Scheme (SQAS):

Fig. ***: Visualization of Shlesinger Quality Assurance Scheme (SQAS)***



1. Comparison TT and ST= elements such as similarities and differences;
2. TT on its own right= the acoustic, linguistic and logical aspects of interpreted text;
3. Comprehensibility and usefulness as a customer service to TA.

As the diagram above shows, the scheme considers the interpreter's output as a hub of all the relationships taken into account when assessing the interpreting quality. The TT is first considered intrinsically before being weighed in terms of how it reflects the ST and then is subjected to the analysis taking into account its usefulness as to its comprehensibility.

Discussing the merits of the above scheme, Garzone (2002:2-3) points out the model appears more preferable than others in terms of coherence and effectiveness in that it is prone to using unambiguous terms, and adds that:

> is based on theoretically sound criteria: it looks at the (oral) texts involved in interpretations, i.e. focusing on the relationship between the original material to be processed and the finished product, the intrinsic merits of the latter, and the actual use and function for which it is intended.

This chapter dealt with various aspects of code switching and the interpreting quality as well as its impact on such quality. It was realized that both code switching and interpreting are communication strategies and apply to a bilingual/multilingual setting. Code switching is commonly used by bilinguals while interpreting intervenes to break linguistic or cultural barriers. Various characteristics of quality as to interpreting as well as criteria for measuring the interpreting quality were discussed. At the end, integrated approach and the Schlesinger Quality Assurance Scheme (SQAS), as the theoretical framework for the current study, were presented.

CHAPTER III: METHODOLOGY

This chapter discusses the types of data that were collected and used the research, the methodological tools and considerations linked with data collection. It also describes the sample population, its size and different roles by participants to the study and hints on how the data were analyzed and findings and results presented and discussed.

3.1. Research Setting

The current research was conducted in the Parliament of Rwanda as the title suggests. The data for the study were collected mainly in the parliament of Rwanda and, as earlier indicated, were from two major groups: MPs and interpreters. The Parliament of Rwanda is located at Kimihura, Gasabo District, in the City of Kigali. After the transitional period- from 1994 to 2003, the Parliament of Rwanda became bicameral, i.e., with two chambers: the Senate and the Chamber of Deputies. The two are in their third and fourth legislature respectively. The third legislature started in 2018 and will end in 2023 while for the fourth these dates are 2019 and 2024.

The data were collected from the Chamber of Deputies due to reasons described above. This Chamber is made of 80 MPs from different backgrounds. Its missions are spelt both in the Constitution and in the rules of procedure and they include making laws and performing government oversight. All of what MPs do is conducted on behalf of the population they represent. In Rwanda, official status is recognized for various languages including Kinyarwanda, English and French (Constitution, 2015: article 8). Even if Kiswahili is recognized in the country by the law, further enforcing instruments will determine its use for administration purposes. The biggest chunk of discussions and deliberations in the Chamber of Deputies are conducted in Kinyarwanda endowed with two types of language status: official and national.

Before describing the research site, a brief mention of the structure of the Chamber of Deputies. From top down this institution is made by: plenary assembly comprising all 80 MPs, Bureau, Conference of Chairpersons, and parliamentary committees. The Chamber of Deputies is headed by a Bureau comprising the Speaker and 2 Deputy-Speakers. For parliamentary Committees, each one is led a Chairperson and a Vice-Chairperson who acts as a Committee rapporteur. It has to be indicated that the Parliament has support staff amounting to 77 under the coordination and

supervision by the Clerk. Such a personnel is assigned to various departments including but not limited to Legislative Services in which translation is housed, with 6 permanent staff.

3.1.1. Plenary Session

As referred to above, the plenary assembly is the top decision making organ of the Chamber of Deputies. It operates through a series of plenary sessions or sittings held in the plenary hall, a place with 80 seats for MPs and another space which can seat around 600 people who can, subject to the rules of procedure follow discussions in this area. Plenary sessions are chaired by the Speaker and deal with the agenda approved beforehand by the same organ. Deliberations and discussions relating to the missions of the Parliament, particularly the Chamber of Deputies are conducted in this hall. Most of the discussions in this hall are made in Kinyarwanda but as observation has led to note, instances of code switching are used. Worth mention is that such deliberations are subjected to preparation of minutes and verbatim reports and the former helped to obtain the data on code switching.

3.1.2. Plenary Activities

Specific activities conducted in the plenary session include consideration and adoption of laws, examining reports by several institutions required to report before the Parliament by the Constitution, government oversight assignments, activities relating to parliamentary diplomacy and many more. It is within parliamentary diplomacy that the Rwandan Parliament establishes and maintains ties with other parliaments and parliamentary institutions such IPU, CPA, EU-Parliament, APF, PAP and EALA to name but a few. In addition, various delegations reach out to the Rwandan Parliament to see how it operates. These are students, staff members from other parliament and so on. Interpreting helps in sessions where MPs meet visitors in the above referred to context. In most cases, interpreting is held in the plenary hall and is conducted simultaneously from Kinyarwanda into English or French and vice versa. There are times, interpretation is effected by people from the 6 permanent staff in translation or by other interpreters outsourced for a specific part time period.

3.1.3. Interpreting

It is in the plenary hall where interpreting system is installed. Interpreters involved in the study were working the booths mounted as part of this system and their output were recorded for

generating the data used. However, some other interpreters, especially those who are outsourced interpreted from their home.

3.2. Types of Data

Data employed in the study belong to two sets: secondary and primary data. The first type of data were accessed through documentation linked with the literature review and largely used in the previous chapter. The second category is of the data drawn from participants in the study as is described in the current chapter, and helped to develop the remaining part of the research.

This study looked into a series of contributions by parliamentarians. 88 contributions by 10 MPs identified from 34 verbatim reports were subjected to scrutiny. It has to be noted that these contributions were made in the plenary sessions during deliberations in Kinyarwanda as the base language. Moreover, statements analyzed for identification of code switching data were from the same MPs throughout the period of 2018-2019. Other types of data were collected through semi-structured interview which targeted also 10 MPs.

Other primary data were obtained from 11 recordings of the interpretation of 7 contributions by 5 MPs because these contributions constituted STs and were interpreted by 6 interpreters into either English or French and recorded as output and subjected to analysis for looking at the impact of code switching on the interpreting quality. Such 11 recordings well dealt with in various options turning them into 35 TTs.

3.3. Research Participants and Sample Population

As far as the research participants involved in this study are concerned, two major groups of people took part, totaling 35 individuals. On one hand, the study targeted Members of Parliament (MPs) who, in their daily work, contributed to discussions and deliberations where instances of code switching could be identified. On the other hand, it also targeted interpreters who provided interpretation from Kinyarwanda into English or French, at the Parliament.

These participants were described basing on factors that may, in a one way or another, have link with either the production of code switching or the interpreting quality. Such factors include but are not limited to participant's age, gender, level of education, field of study and work experience.

3.3.1. Parliamentarians

Two groups of MPs totaling 20 people were involved in this study. First, 10 parliamentarians, including 4 and 6 men and women, whose contributions were analyzed for and from these 10 contributors, 5 who proved to use code switching more often than others provided materials worked on by interpreters to allow consideration of code switching impact on the interpreters' output quality. Second, again, 10 MPs were designated to respond to the interview meant for obtaining the data for the study. Men and women were represented at equal propositions of 5 on each side. All MPs were selected purposively to include elements of frequency of code switching use and background of contributors. Participants were only from the Chamber of Deputies, because during the target period, that is, October 2018-October 2019 there was no published verbatim reports for the Senate. New entrants in the Senate began their term of office in October 2019.

3.3.2. Interpreters

The study targeted 15 interpreters subdivided into two categories as well. First of all the entire group of interpreters were subjected to the questionnaire whose details are provided in Appendix V. In addition, from these interpreters 6 interpreted some selected contributions with code switching items by the above referred and had different experience range. Involving in the research interpreters with different experience helped to check whether experience can make a difference as regards the interpreting quality or coping with communication in which code switching is involved.

Of interpreters involved in the study, 13 were men while 2 were women. Interpreters included 5 who work at the Parliament while the rest were providing services outside the institution but could, from time to time, be asked to work for it on a temporary basis. Among the 6 interpreters who interpreted the recorded materials and provided the data employed to gauge the impact of code switching on the interpreting quality, 5 work at the Parliament and are men.

Interpreters were selected taking into account the advice by some authors as to conducting research in the field: Williams and Chesterman (2002) suggest that prior to conducting study in interpreting, one needs to gain a certain practical touch or experience of translation. They suggest this experience can be drawn from various settings including class and work places. In this regard, interpreters involved in this research had varying degrees of experience and in different settings.

Some of them dealt with translation- and interpretation for that matter, at school, others combined both school and professional experience regarding the field while others, though self-made stakeholders, had outstanding professional share to the career. Consideration of experience not only did apply to those who interpreted the recorded materials but it also drove the choice of those the questionnaire was administered to.

3.4. Data Collection Techniques and Procedures

Apart from documentation, other methods used include observation or eye approach, questionnaire, interviews and recordings. These sets of methods helped the researcher to get two types of data: secondary and primary data. While documentation contributed to obtaining materials linked with the literature review and theoretical considerations, the rest of methods or approaches helped to collect data for the study.

3.4.1. Observation

The researcher observed a number of code switching items in what MPs contributed as ideas in Kinyarwanda. This aroused his curiosity which led him to go through several Hansard reports housed in the library of Rwanda's Parliament to take cognizance of code switching phenomenon. He also attended a number of plenary meetings to check whether code switching is employed in discussions and realized that, at times, code switching items used by MPs competed with their Kinyarwanda equivalents and or were not existent in this language.

3.4.2. Questionnaire and Interview

As earlier shown, 15 interpreters and 20 MPs were involved in this research. The study employed a questionnaire with open and closed-ended questions-thereby combining both characteristics to strike the balance between the risk to obtain too many dissimilar responses to score in a clear-cut way and that one of being very restrictive.

The above questionnaire comprised four major parts. The first one constituted an introductory letter to potential respondents explaining to them the researcher, the rationale behind the research and some research ethics. The second part provided a series of instructions to prospective informants on how to give the needed data. The third part is aimed at collecting the data about the respondents' identification and the fourth one included both closed and open questions on code switching, code switching experiencing, those who are likely to produce code switching while

communicating, causes of code switching, its advantages or bearing on the quality of interpreting and suggestions the respondents found fit to improve the quality of their work.

Concerning the interview, this was also structured around an interview guide comprising several parts including an introductory letter to prospective interviewees and a series of questions designated to obtain the data on their code switching use.

The questionnaire and interview for this study were aimed at getting from responsive informants the data on what kind of impact code switching use has on the interpreting quality and strategies they can use or suggest to handle interpreting with code switching presence in the S.L., Kinyarwanda for this matter. 2 interpreters did not return their copies of questionnaire while all the 10 MPs the interview targeted responded.

3.4.3. Recordings

Recordings mentioned above allowed to check on the bearing of passages involving code switching on the interpreting quality. The researcher used recorded materials about MPs' interventions at the plenary meetings. The products by interpreters in French and English were recorded and recordings were subjected to transcription. Analyzing these empirical data led to gaining implications of code switching on the interpreting quality. Recorded materials were evaluated in three different steps following the model described in 2.9.1.2 to weigh the levels of the quality of interpreting and to check on how the latter is linked with code switching use in the SL. Such steps include assessing the quality in terms of comprehensibility of the interpreter's output, assessing its accuracy and finally weighing the output's usefulness or usability in the eyes of the audience.

While still on recordings, the ones involved in the study were of two categories: one set of recordings is of the contributions by MPs selected from among 88 contributions which were made by 10 MPs as reflected earlier. MPs' 7 audio recorded contributions produced by 5 MPs targeted following their code switching use and noted during the analysis of the 88 contributions referred to earlier. Another category of recordings is the one which contains interpreters' output. These are 11 recordings coming from the interpretation of the said contributions made by 5 MPs because the materials on such 7 recordings are turned into SL each and interpreted by 6 interpreters into either

English or French. The output was recorded and subjected to analysis as referred to earlier to look at code switching impact on the interpreting quality.

3.4.4. Researcher's Participation

The researcher's presence is also noteworthy for he provided, where necessary, clarifications to avoid obtaining confusing feedback. The researcher's participation is also considered part and parcel of the methods this study applies to the gathering the data needed. As indicated earlier, where respondents or interpreters would be hesitating to participate in either answering the questionnaire or getting recorded while interpreting, the researcher provided explanations and assurance that collecting data is only for research or academic purposes and even confidentiality about their particulars and other sensitive data would be highly observed.

Furthermore, conducting research using audio recordings, questionnaire and interview required the researcher contact prospective participants in the study, make appointments with them and readjust schedules where any changes so dictated.

3.5. Data Analysis Procedures

It is worth indicating that after obtaining the data, the researcher devised strategies to familiarize himself with them. He assigned to them certain classifications or themes for appropriate processing. Participants were described based on factors such as age, gender and level of education while the research data were analyzed and discussed keenly taking into account elements such as age, gender, education level and linguistic exposure for code switching users. For interpreters, factors such as working language compared to the source of code switching materials, working experience as well as interpreter's familiarity with institution were considered.

At the first step, analysis of empirical data on code switching followed a descriptive method, i.e., an account of characteristics of code switching items was made. Then, the entire data were analyzed qualitatively and quantitatively. Due importance was given to certain statements or sentences obtained from data providers while a vast consideration was made to statistical frequency and amount of the data. Computation of code switching items, their components as well as errors made by interpreters was made and while for code switching use the highest number of frequency signaled predominance in terms of use, for errors, high frequency or number was

denoting the low level of interpreting quality and the big or strong impact of code switching on the interpreter's output.

Furthermore, the researcher was guided, at each step of analysis, by the research questions described in the general introduction. In addition, findings were discussed being linked to what the information and knowledge the researcher accessed through literature review.

Efforts were made not to reveal particulars of the data providers for the current study. No name of data provider was disclosed. A combination of certain letters-keeping at least one or two pertaining to data provider's names- was used for confidentiality purposes. In this line, MPs were referred to as KRA, MOT, AVM, MDA, ODU, NUT, ENV, MAT, SUN, and TFE while interpreters were designated as CLA, AEL, MBG, YAS, TIV, and CAH.

Several packaging tools such as tables, figures, charts and symbols as well as typographical format and abbreviations to name but a few were used to present the data discussed. For instance, code switching items were presented in bold italicized and underlined, for English while for French such items were, in addition italicization and underlining, put in capital letters. Translation of language other than English was inside (=): Translation of language other than English whereas items in a grey color background signaled the impact of code switching or code switching caused a certain impact. At the end a number of conclusions and recommendations were made and presented in a separate chapter.

Chapter III dealt with the methodology used to collect data for the current research. It described the target population. The selection of the participants was keenly purposive. For interpreters, the participants' varying experience in the profession was considered while for MPs the extent to which they use code switching was taken into account. It also discussed about data collections and analysis procedures.

CHAPTER IV: DATA PRESENTATION AND ANALYSIS

This chapter presents and analyses the data collected for the current study. After giving details on research participants, different aspects linked with the code switching use in the Parliament of Rwanda are looked at. The researcher discusses the impact of code switching on the interpreters' output quality before coming up with strategies to uplift this quality.

4.1. Participants

As pointed out in Chapter III, participants in the study are of two types: 20 MPs and 15 interpreters though among the latter 2 did not responded. Each category is in turn divided into 2 subgroups. 10 MPs provided contributions employed to study code switching use while 10 others responded to an interview. For interpreters, 13 answered the research questionnaire whereas 6 of them interpreted the recorded materials where MPs used code switching items. At this level, four factors helped to identify participants: age, gender and level of education.

4.1.1. Distribution of Participants According to Age

Looking at participants' age pattern, interpreters belong to two age brackets, i.e., 4 are below 40 years of age and 9 are aged between 40 and 59. Within this group, those who interpreted for the purpose of this study are classified in two age ranges as well where 1 and 5 interpreters are aged below 40 and are between 40 and 59 respectively. For MPs, however, age groups involved are three: 2 MPs are below 40, 1 is beyond 60 while 17 are aged between 40 and 59.

4.1.2. Distribution of Participants According to Gender

With regard to gender, all the sample population involved both male and female participants though at varying extent. In this regard, out of 10 MPs whose contributions were analyzed 6 were women compared to 4 men. For interview, this involved 5 MPs on each side.

Concerning 13 interpreters who responded to the questionnaire, 11 were males whereas females were 2. Out of 6 persons who dealt with interpreting 5 were males against only one female interpreter.

It should be said here that gender configuration in this study reflects the reality on the ground since in the Parliament of Rwanda, particularly in the Chamber of Deputies, women MPs represent

slightly over 60% compared to their men counterparts. Also in the world of interpreters, especially those working with the Parliament of Rwanda, the number of women interpreters is meagre. The study involved 2 female interpreters.

4.1.3. Distribution of Participants According to Level of Education

Out of 13 interpreters who responded to the questionnaire, a big number of them, i.e., 11 hold a Bachelor's degree while only 2 studied up to Master's level. As regards the field of study, 9 interpreters studied translation and interpreting while the remaining 4 pursued education in other areas where 2 studied science and 2 others law and education, respectively.

For those interpreters who were involved in the interpreting task, 2 studied translation and interpreting and half of them were still pursuing their studies in the same discipline at Master's level, 3 were holders of Bachelor's degree in English whereas 1 interpreter studied languages with education and held a Bachelor's degree, too. It should be indicated that all those who were assigned to interpret in this research had a Bachelor's degree.

On the side of MPs whose contributions were subjected to the study to check on code switching materials, 4 were MA holders in various fields while the rest of them, i.e., 6 were holders of a BA. Concerning those MPs who were interviewed in this study, 3 and 7 were holders of MA and BA respectively. This suggests that of 20 MPs involved in the current research 7 were holders of MA whereas 13 held BA.

4.2. Data Analysis and Discussion

The data analysis concerns the data on code switching use by MPs and the interpreting quality with special focus on the impact that code switching use in the source texts exerts on the interpreters' output quality. Furthermore, efforts were made not to reveal particulars of those who provided the data used in the current study.

4.2.1. Use of Code Switching in the Parliament of Rwanda

With regard to code switching use, the data taken into account was collected from 20 MPs including 10 who made 88 contributions analyzed for code switching items and 10 others who responded to an interview. While the data from the second category of informants reveal the views of MPs about who and why to use code switching in Kinyarwanda, the first subgroup of MPs

provided the data which showed code switching use in real situation, i.e., in the Parliament of Rwanda.

The analysis of these data took into consideration diverse variables believed to be connected with code switching use. These include age, gender, education level and linguistic exposure.

4.2.1.1. Code Switching and Gender

On code switching and gender, the data provided by 10 MPs indicated various views. One MP showed that male MPs use code switching more predominantly than women MPs while those who think the other way round are 2.This is greatly due to the fact that women MPs form the majority at the Parliament. Still on gender, a big number 7 indicated that there is no connection between gender and code switching use. The data thus presented leads to the conclusion that gender, in the Parliament of Rwanda, has no implication in terms of code switching use. Despite the result, Poplack (1979) established that "*Women favour intra-sentential switching*". Probably gender alone cannot justify predominance regarding code switching use. It can be done in association with other variables.

4.2.1.2. Code Switching and Age

Code switching can be viewed in the lens of user's age. From the data collected, the majority of informants, that is, 7 think that code switching use is predominantly seen in people who are below 40 while 6 believe that the age bracket which is much more involved in alternating between codes is made persons who are in their forties or fifties. Perhaps those who hold this view base their understanding on the fact that this age group is more publicly active than the first category. In other words, people aged between 40 and 59 have attained their fully fledged extent of being assigned and playing different roles in the community: organizing debates, preaching, lecturing, speaking at different meetings dealing with various settings and topics, etc. Parliamentarians belong, in majority, to this age bracket.

However, within interviewed MPs, no single person linked code switching use with age. Normally, referring to relation between age and code switching use, there are beliefs that generally persons below forty are in a better position to code switch because they are permissible when it comes to adapt to new languages and new cultures. Furthermore, these people are very creative with languages or linguistic resources-including code switching items. In this regard, Jorgensen (2005),

as reported by Giovanna (2014:3) describes this phenomenon saying that : *Young people use these fragments for fun: they like playing with languages, treating the linguistic materials as toys to manipulate, mix, turn around, take apart and put together again in new combinations.*

Equally, the data provided by interpreters above signal that old adults try to stick to one code while speaking. No one respondent reported a person aged 60 and beyond who frequently uses code switching in his or her spoken communications. This shows that the more a person grows old, the lesser instances of code switching in his or her speech appear.

4.2.1.3. Code Switching and Level of Education

The current research, too, looked into how code switching use might entertain connection with its producer's level of education.

Very few interpreters, that is, 2 maintained that the more you attain higher level of education, the more you are likely to express yourself through code switching. 4 did not indicate their choice. However, the biggest number of interpreters i.e. 7 considered those who are BA holders to contribute to the usage of code switching more than the rest can do. This trend was also exhibited by interviewed MPs where 8 hold that those holding BA code switch more frequently than MA and PhD holders, with 1 respectively on each side. The clear link between education and code switch use needs to be further identified.

However, it should be indicated that most of the users, if not all, study their academic disciplines not in their mother tongue but in foreign languages such English and or French, for the case in study. Therefore, when trying to express certain concepts and realities in Kinyarwanda, finding proper terms without making recourse to code switching becomes a riddle. Yet, we remember, as said above, these persons, play an important role in how the community evolves. One MP did not specify their choice as to linking code switching use with the speaker's level of education or not. It can be indicated that, under this section, the data obtained showed education has, to some extent, to do with code switching use. Furthermore, with education MPs entertain varying levels of bilingualism (See Table 4) and their code switching use is in line with Liddicoat (1991) view that in most cases if not in all, code switching takes place in a conversation with bilingual participants for the purpose of smoothening communication.

4.2.1.4 Code Switching and Linguistic Exposure

Even if Al-Zoubi (2018: 154) mainly understands language exposure as *contact outside the classroom,* what is described here is comprehensive and only geared toward the use of language as a result of the context in which one grew up or studied and which entails entertaining contact with a certain language. For the current research, this is referred to as linguistic exposure. The latter may have linkage with how certain participants code switch or provide quality interpreting.

In this regard, out of 20 MPs involved in the current research, 20% lived in places where the use of English language was a must in official settings like schools and conferences. However, this is not the same for the other 80% for whom French was much more favored than Kinyarwanda or any other language, which may partly be connected with the reason why both groups use code switching when they hold meetings or conduct debates in Kinyarwanda.

4.2.1.6. Types of Code Switching Used in Parliament of Rwanda

The contributions of MPs were analyzed and this allowed to identify the classification of code switching used. Such an analysis was carried out for 88 contributions by 10 MPs and it turned out that 626 sentences employed different forms of code switching totaling 826 items. Also codeswitching users were identified in terms of their gender. As summarized in Table 1 below, code switching that MPs use can be categorized into three types.

Types of code switching used by MPs in the Parliament of Rwanda

No	CS user	Gender	N. sentence	Total CS	Intra-sentential CS	%	Inter-sentential CS	%	Extrasentential (tag) CS	%
1	KRA	M	167	279	146	52%	124	44%	9	3%
2	MOT	M	80	97	81	84%	16	16%	0	0%
3	AVM	M	37	44	33	75%	11	25%	0	0%
4	MDA	M	59	35	20	57%	14	40%	1	3%
5	ODU	F	81	125	79	63%	42	34%	4	3%
6	NUT	F	83	97	45	46%	52	54%	0	0%
7	ENV	F	63	68	31	46%	28	41%	9	13%
8	MAT	F	39	43	27	63%	13	30%	3	7%
9	SUN	F	9	20	11	55%	8	40%	1	5%
10	TFE	F	8	18	1	6%	17	94%	0	0%
TOTAL			**626**	**826**	**474**	57.4%	**325**	39.3%	**27**	3.3%

Table 1: Types of Code Switching Used by MPs in the Parliament of Rwanda

As can be read on the above table, out of 626 sentences that the current study analyzed, the total of 826 code switches were made by 10 contributors. This means that there is a certain number of sentences in which more than one code switching were involved. Furthermore, it is noticed from the same table that men and women did not use code switching at equal levels. Men employed 455 code switching items whereas women contributors used 371. In these two groups of contributors KRA ranks top code switching user in men with 279 code switching items while contributor number one in the female group is ODU with a total number of 125 code switching items. Contributors who used the least quantity of code switching elements in men and women are MDA and TFF who respectively employed 35 and 18 code switching elements. Other code switching users include MOT and AVM who employed 97 and 44 code switching elements respectively on the male side and NUT, ENV, MAT and SUN who used 97, 68, 43, 20 and 18 code switching elements respectively in the females group. As will be shown later, the more a person uses code switching, the more it becomes difficult for an interpreter to render a high quality interpretation.

Further, the Table 1 signals that code switching used are of various types. In this regard, contributors used 474 intra-sentential code switching, that is, 57.4%, 325 (39.3%) inter-sentential code switching while tag code switching or extrasentential code switching employed are 27 (3.3%). Contributors used intra-sentential code switching more than they did for tag code

switching. Details about these three types of code switching as well as they respective examples are provided in the sections which follow.

4.2.1.6.1. Intra-sentential Code Switching

According to Table 1, intra-sentential code switching was more employed than the rest of code switching items involved in Kinyarwanda sentences under study. The total number of intra-sentential code switching elements is 474, i.e. 57.4%. Female contributors used 194 code switching items whereas male contributors closely doubled this number for they employed 280 intra-sentential code switching items. Again, among the female contributors, TFE used the least number of intra-sentential code switching, that is, 1 code switching item while her male counterpart is MDA with 20 code switching items. The largest contributor of intra-sentential code switching in men's group is KRA with 146 code switching items while his female counterpart is ODU who used 97 code switching elements. Other intra-sentential codeswitching elements were used by two males MOT and AVM with 81 and 33 cases of code switching and four females, i.e., NUT, ENV, MAT and SUN who employed 45, 31, 27 and 11 code switching cases respectively.

As defined earlier in the study, intra-sentential code switching is involved when items from another language are used in a given single sentence through which a major communication was being made in another language. Abdoulaye and Minkailou (2019:6-8) acknowledge that two languages or codes involved in code switching are of different status and size: the one serving for the medium for conversation being base language and bigger while the smaller and from which switches are drawn being embedded language. In the current case the base language is Kinyarwanda. Following are three instances of Kinyarwanda sentences in which contributors used intra-sentential code switching.

1. (191) **Ikintu cya** (=the issue of) ***carpooling***(525) **bibe umuco** (=should be the culture);
2. (433) **Ndashimira** (= I thank) ***CNLG*** (=National Commission for the Fight against Genocide) (220) **imaze kuduha** (= which has just presented to us) ***report*** (221) **nziza** (=good);
3. (334) **Murakoze** (= thank you) ***Speaker*** (234) **kumpa ijambo** (= for giving me the flow).

While in the first example, the code switching item drawn from English functions as subject of a Kinyarwanda verb (kuba=to be), in the two other examples, switched items constitute the object of Kinyarwanda sentences. Code switching in the second example involves two different items, one

being an abbreviation from French (CNLG) and another one (report), noun which is drawn from English. The third instance involves a code switching from English (Speaker) which functions as an object for Kinyrwanda verb (gukora=to deserve thanks). It is worth noting that Code switching involves various elements. By virtue of code switching use frequency, Younas et al. (2020:63) highlights that common nouns are followed by proper nouns, adjectives, verbs and abbreviations.

4.2.1.6.2. Inter-sentential Code Switching

According to Table 1, the inter-sentential code switching which involves using alternating codes between two or more sentences or propositions emerged second since 10 contributors employed 325 code switching items representing 39.3% of the entire number of code switching identified throughout the three types, i.e., Intra-sentential, Inter-sentential and Tag code switching. The biggest number of inter-sentential code switching was used by KRA with 124 whereas the person who used the fewest code switching items of this type is again TFE with only 1 code switching case. Other persons who employed inter-sentential code switching include MOT, AVM, ODU, NUT, ENV, MAT and SUN with 16, 11, 42, 52, 28,13 and 8 code switching items respectively. In terms of gender, KRA used the biggest number of inter-sentential code switching elements in men with 124 (44%) code switching and AVM employed the least number of code switching, i.e.,11(25%) in the same group while ODU and TFE contributed 42(34%) and 17(94%) code switching items respectively in in women. Examples of inter-sentential code switching employed by the contributors are the following:

1. (60) **ukabona biri** (=and you realize that it is) ***À LA MERCI*** (=according to the will) (231) **y'umu** (=of the) ***EXÉCUTIF*** (=the Executive) (232), **yaba atabishatse bikaba bihagarariye aho** (=if he or she does not want it, nothing goes on). In this sentence code switching items used originate from French and are made up by an idiom (être à la merci de) and an adjective standing in lieu of noun (exécutif). In addition, after using code switching items, the contributor explained what the elements meant in the base language thereby serving metalinguistic purposes.

2. (209) **Iyo** (=that) ***system*** (536) **ahandi irakora** (=elsewhere operates), **rwose mu Rwanda dukwiriye kuyikoresha** (=indeed in Rwanda we should use it). In this second example the code switching items is inserted in the first sentence of the two propositions involved and serves as subject of the verb in Kinyarwanda, gukora (= to operate).

3. (279) **Murakoze Madamu** (=Thank you Madam) ***Speaker*** (513)**, reka nanjye nshimire ikiganiro cyiza rwose duhawe** (=Let me, too, thank for the good presentation we indeed received). For this example, the element which is code switched (Speaker) is part of the object of the Kinyarwanda verb gukora (=to deserve thanks) which is also in the first sentence of the two sentences making up the user's statement.

4.2.1.6.3. Extra-sentential Code Switching or Tag Switching

As for Tag switching, Table 1 suggests that this code switching type accounts for only 3.3% of the entire code switching identified in all the contributors. In other words, out of 826 code switching items, only 27 belong to extra-sentential or tag switching category. Among the 10 contributors, two, that is KRA and ENV emerged as the largest code switching user since they each employed 9 tag switching items while the rest of contributors totalled the remaining one third of tag switching used, i.e., 9 tag switching items. Concerning those who used fewer number of tag switching, MOT, AVM, NUT and TFE are ranked on the top since they did not use any tag switching, followed by MDA and SUN who employed only 1 tag switching each, MAT who used 3 tag switching items and finally ODU with 4 tag switching elements. As the data in the table highlight, extra-sentential or tag switching is the least used by the contributors. In this regard, in Kinyarwanda parliamentary discourse, this code switching type is not employed as extensively as it is the case for the two other code switching categories, i.e., intra-sentential and inter-sentential code switching representing 57.4% and 39.3% respectively. Examples of tag switching are reflected in the following three sentences drawn from the statements by the contributors described above.

The first one is "(524) **Nyakubahwa** (=Honorable) ***Speaker*** (364***)***, **iyi SECTEUR** (=Sector)(365) **y'ubuhinzi n'ubworozi itunze Abanyarwanda barenga 60%"** (=this sector of agriculture and animal husbandry supports the lives of over 60% of Rwandans). In this sentence, the first part contains a term in English "Speaker" which serves as an extra-sentential code switching; the second part of the same sentence has a term "secteur" which was drawn from French into Kinyarwanda.

The second example of tag switching is provided in the sentence beginning with a tag drawn from English and runs as follows: (626) ***Yes***(465***)***, **na byo ni icyizere niba** (=which also gives hope if) ***big fish*** (466) **batari** (= are not) ***corrupt[ed]*** *(467).* With this example, emphasis is put on the

word “Yes” which is a tag switching item rather than stressing on “big fish” that appear to be an instance of intra-sentential code switching dealt with earlier.

The third example of tag switching is in the sentence “(558) ***Sorry*** (538) **Madamu** (=Madam) ***Speaker*** (539)”. In this example, the tag switching is represented by an English word “Sorry” located at the beginning of the sentence. It is worth noting that this example is portrayed by sentence with no ordinary syntactic structure, i.e. the sequence “ subject-verb-object (S-V-O). A close analysis shows that the sentence lacks subject at least at the surface structure level. It also has an object where there is another code switching type reflected by an English term “Speaker”. The sentence, too, has a borrowed and localized word “Madamu” whose source can probably be traced back to English or French.

The data on the use of various code switching under discussion show that tag switching is the least employed compared to the remaining two code switching forms and contributors proved this at varying degrees. Different positions code switching items occupy in the sentence or sentences they are involved in reveal a lot as to categorizing them. However, another deepdive can look at their composition.

4.2.1.7. Components of Code Switching Items Used

A quick look at different code switching types shows they are not made of the same or similar components. Instead, depending on how they are formed, they are neither structured around the same components linguistically nor do they carry the same functions syntactically. Variations in terms of code switching composition reflect also what Habyarimana (2017: 32) noted specifying that intra sentential code switching was made of *grammatical and semantic items* including *adverb, adjectives and nouns*. One of these situations may be depicted in the following examples: In the three tables (Table 2, Table 3 and Table 4) presented below, the structure and the nature as well as the function of code switching employed in the Parliament are dealt with.

4.2.1.7.1 Linguistic Items Involved in Code Switching in the Parliament of Rwanda

Table 2 below describes various linguistic items used by MPs. It considers the types of code switching components and identifies the code switching use frequency as well as the code switching users and the gender these users belong to.

Linguistic Items Used by MPs

	Ordinary words										Abbreviations and interjections	%
No	**CS used**											
	CS user	**Gender**	**N. sentence**	**Total CS**	**Nouns**	**%**	**Verbs**	**%**	**Adjectives**	**%**		
1	KRA	M	167	279	230	82%	0	0%	20	7%	29	10%
2	MOT	M	80	97	71	73%	3	%	11	11%	12	12%
3	AVM	M	37	44	25	57%	0	0%	3	7%	16	36%
4	MDA	M	59	35	23	66%	0	0%	2	6%	10	29%
5	ODU	F	81	125	98	78%	1	%	4	3%	22	18%
6	NUT	F	83	97	79	81%	0	0%	3	3%	15	15%
7	ENV	F	63	68	55	81%	0	0%	2	3%	11	16%
8	MAT	F	39	43	33	77%	0	0%	3	7%	7	16%
9	SUN	F	9	20	15	75%	0	0%	0	00%	5	25%
10	TFE	F	8	38	16	89%	0	0%	1	6%	1	6%
	TOTAL		**626**	**826**	**645**	78%	**4**	0%	**49**	6%	**128**	15%

Table 2: Linguistic Items Used by MPs

This table makes it possible to note that code switching elements as employed in the Parliament of Rwanda are made up with linguistic items such as nouns, verbs and adjectives belonging to the category of ordinary words on one hand and with abbreviations or acronyms on the other hand. It is also realized from the data in the table that a vast majority, i.e., 645 code switching items used by the contributors is comprised of nouns, followed by abbreviations and interjections with 128 code switching cases, then adjectives which account for 49 code switching items while the lowest number of code switching linguistic items used is for verbs since only 4 code switching items are verbs. For verbs, 75% of this code switching type were used by men while women employed only 25%. With regard to adjective code switching instances, women contributed 13 code switching items and males brought into Kinyarwanda sentences 36 code switching elements from other languages. Concerning abbreviations and interjections, female contributors used 61 code switching cases while the male ones employed 67 code switching items.

It can be inferred from the above data that among the 10 contributors, men use code switching more often than do their women counterparts and this is reflected across all the linguistic items which form code switching. However, it has to be said that in addition to the use of verb code switching items which shows a sharp difference between the goups of contributors, the use of other

types of linguistic items in code switching also shows code switching frequency does differ outstandingly. For instance, men MPs employed in total 67 code switching under abbreviations and interjections while their female counterparts totalled 61 code switching items under the same category. The divide between the two code switching users groups, in this regard, is made by only 6 code switching items. For noun and adjective code switching elements, this divide is constituted by 23 code switching items on each side. Examples of linguistic ingredients that contributors used as code switching are listed below.

1. (24) **Aha natanga urugero nko mu ngingo ya 7 aho bavuga urwego rureberera** (=Here, I can give an example referring to Article 7 which stipulates that the supervising authority of) ***RCAA*** (6) **ko ruzagenwa n'Iteka rya Minisitiri w'Intebe** (will be determined by a Prime Minister's Order).

2. (39)**Amabuye ni ayacu tuba twayabahaye** (=the quarries belong to us), **za** (=the quantities of) ***LATÉRITE*** (=marrum) (77) **ziraboneka** (=are available).

3. (105) **ese ntibizaba imbogamizi zo gushyira mu bikorwa iri tegeko mu buryo buri** (will not it be an obstacle to enforce this law in a manner which is) ***effective*** (11)**?**

It is worth indicating that the sentences above used code switching drawn from French and English language into Kinyarwanda and each of the three examples employed one type of linguistic item as code switching. The first sentence used an abbreviation in English, RCAA referring in full to Rwanda Civil Aviation Authority. Abbreviarion can be used as show in example sentence number 433. The material is drawn from an embedded code into the base code. Furthermore like in the sentence here, the abbreviation keeps the same same wording and the same sounding. For insertion and integration into the base code, and thereby leaving the sphere of code switching, an imported item has to undergo morphophonolocal change. RCAA was pronounced and spelt in English though the base code is Kinyarwanda. Distinguishing borrowing from code switching, morphophonological integration has been considered as pivotal (Stefano et al., 2015: 286). The same source indicated that while borrowing involves the concerned material morphophonological integration in the recipient language, code switching does not involve it.

Coming back to the above examples, the second sentence had as code switching a French term " latérite" meaning one the materials extracted from quarries and meant for roads construction. The

concerned code switching is a noun. In the third example, the code switching item employed an adjective which is from English.

Another thing deserving attention is the fact that not only code switching is made up of a certain number of linguistic items but also do the latter play diverse syntactic functions.

4.2.1.7.2 Linguistic Functions of Code Switching Items

Table 3 which follows accounts for how linguistic items involved in code switching creation give a sentence or sentences a certain shape in the pattern S-V-O. It describes further the extent to which linguistic elements employed by MPs to form code switching are used in a sentence. The data suggest also languages from which code switching items are drawn.

Linguistic Functions of Code Switching Items

No	User	Gender	N. sentence	Total CS	S	%	V	%	O	%
1	KRA	M	167	250	15	6%	0	0%	235	94%
2	MOT	M	80	85	32	38%	3	4%	50	59%
3	AVM	M	37	28	7	25%	0	0%	21	75%
4	MDA	M	59	25	5	20%	0	0%	20	80%
5	ODU	F	81	103	19	18%	1	1%	83	81%
6	NUT	F	83	82	2	2%	0	0%	80	98%
7	ENV	F	63	57	8	14%	0	0%	49	86%
8	MAT	F	39	36	7	19%	0	0%	29	81%
9	SUN	F	9	15	2	13%	0	0%	13	87%
10	TFE	F	8	17	2	12%	0	0%	15	88%
	TOTAL		**626**	**698**	**99**	**14%**	**4**	**1%**	**595**	**85%**

Table 3: Linguistic Functions of Code Switching Items

According to Table 3, out of 626 sentences, only 698 code switching items were used to serve a certain purpose in the sentence structure S-V-O. In this regard 99 code switching linguistic items emerged as subjects in their respective sentences, 4 code switching items were used as verbs representing the lowest number of code switching employed to form sentences while the largest number of code switching linguistic items contributing to the sentence syntax formation, that is, 595, were involved in the object part of the sentences constructed by the contributors. Again in terms of gender, male contributors predominantly use code switching as verb subjects compared to female ones. Three fourths of such code switching items are used by one male contributor, that is, MOT whereas the remaining one fourth is employed by also one female contributor, ODU. For code switching items which operated as verb objects, men contributed only 326 while female

contributors employed 269 code switching items, with a difference of 57 code switching items separating the two groups.

As can be drawn from these data, men contributors are once again those who code switch the most. This means that if one is to deal with their statements or speeches in any language professional capacity in general and as an interpreter, in particular, they have to expect them to code switch and get prepared accordingly. Women, too, do use code switching though not at the same level as their counterparts.

Another element is that fewer people showed to employ code switching as verbs and this is to some extent positive for language professionals, more particularly translators and interpreters who have to understand or decode first the idea in the statement or sentence before embarking on their activity to render the same in the TL. It is of general beliefs that actions or what the sentence subject does is expressed in the verb, and the lesser code switching is used, the easier the decoding task becomes. Hence, the task to understand what is communicated may depend a lot on how many code switching items are used in the sentence or sequence of sentences. However, this does not suffice in itself because how such items are used in terms of complexity degrees also matters significantly.

4.2.1.7.2. Same Sentence, Multiple Code

Some sentences may bear several code switchng items of the same language or depending on the choice by the user, have various code switching items drawn from different languages. In the case of this study, code switching elements were either from French or English or from both at the same time. As said above, the level of code switching complexity may toughen the task of pinpointing the message or idea carried out in the sentence in which such code switching is found. The following table describes how different contributors employed sentences with more than one code switching items.

Complexity of Code Switching

No	User	Gender	N. sentence	Sentences with >1 CS	Total CS	Lge involved in CS			
						English	%	French	
1	KRA	M	167	77	279	274	98%	5	2%
2	ODU	F	81	29	125	91	73%	34	27%
3	NUT	F	83	17	97	58	60%	39	40%
4	MOT	M	80	9	97	57	59%	40	41%
5	TFE	F	8	7	18	11	61%	7	39%
6	ENV	F	63	6	68	19	28%	49	72%
7	MAT	F	39	5	43	30	70%	13	30%
8	SUN	F	9	3	20	17	85%	3	15%
9	MDA	M	59	2	35	25	71%	10	29%
10	AVM	M	37	1	44	27	61%	17	39%
TOTAL		**10**	**626**	**156**	**826**	**609**	**74%**	**217**	**26%**

Table 4: Complexity of Code Switching

Table 4 shows on one hand that out of 626 sentences the current study dealt with, 156 have at least 2 code switching elements in each and on the other hand, indicates that contributors do not stick to one language from which these code switching items are sourced. KRA appears to be the largest code switching user in the same sentence since his 77 sentences out of 156 carry more than one code switching items. He is followed by ODU with 29 sentences and NUT who used 17 sentences with more than one code switching item. The remaining contributors sway between using 9 and 1 sentences with more than one code switching element, the lowest number of sentences being made by AVM.

Unlike the general belief that people tend to code switch using items from the language they were exposed to or had contact with the most, this table which mingles those contributors whose strong linguistic exposure through education or residence was either French or English provides a different picture. All the contributors code switch in both languages even if this is done at varying degrees. According to table 1, out of 626 sentences bear 826 code switching items out of which 74% against 26% are from English and French, respectively. A deeper analysis also identifies that those contributors who had plenty of linguistic exposure to French switch more in English that in French. 6 contributors including NUT, MOT, ENV, SUN, MDA and AVM whose education background was in French totalled 203 code switching items in English compared to 158 code

switching items they used in French. The remaining 4 contributors, i.e., KRA, ODU, TFE and MAT whose linguistic exposure was English employed 406 code switching from English and 59 code switching elements drawn from French. At individuals' level, KRA employed the highest number of code switching in English, i.e., 274 and the lowest number of code switching in French, that is, 5. The fewest code switching items in English were used by TFE with 11 code switching items while her counterpart in French was, as has just been said, KRA who employed 5. On using code switching items from French, ENV is the largest contributor for she used 49 code switching items.

What emerges from the above data is that some individuals use code switching more frequently than others whether from English or from French. Another thing is that even if certain individuals tend to predominantly employ code switching from one language or the other, everyone try to code switch in both English and French. This may be an indication of integration of one language users' group into another. In other words, each group of contributors tries to reduce or eliminate the boundaries, thereby identifying themselves with those ones of another group, which reflects the view by scholars like Gumperz (1982) and Myers-Scotton (1995) who claim that code switching use is prompted by the need to express or negotiate solidarity and identity among interlocutors.

Furthermore, as pointed out above, code switching items from English are prodominantly employed. This state of affair can be justified, in addition to integrative purposes, by the status English language enjoys in Rwanda. This language is not only recognized as an official language, used in the administration but also as the medium of instruction. Further, as noted by Samuelson and Freedman (2010:203), in Rwanda, many people consider English language as a valuable tool to achieve prosperity and stability. English language role is viewed, in the author's terms, as *a ticket to better communication with the rest of the world and better knowledge transfer*. Analysis of sentences with more than 1 code switching element each whether in a fashion of one language or multi-code switching, i.e., code switching items from more than a language, is described through the folowing three instances.

1. (89) ***Boards*** (469) **zo mu Rwanda ntabwo ari** (= in Rwanda are not) ***legal representatives*** (470) **muri** (=before) ***court*** (471).

2. (368) **Nakoze muri** (= I worked in) ***RÉGIE DES AÉROPORTS*** (=Airport Services) (688)**, uyu munsi yitwa** (=which is called today) ***Civil Aviation Authority*** (689).

3. (51) **Ariko ndagira ngo bijye muri** (= but I would like it be in) ***private sector*** *(528)***, Polisi ize nka** (=Police intervene as) ***regulators***(529) **ari bo bareba ngo baramonitaringa niba bikorwa neza** (=they become those who make sure they monitor whether it is done smoothly).

Whereas the first example contains 4 items including "Boards" (1), "legal" (2) "representatives" (3) and "court (4)" and all of them are from one language, English, the second example has code switching made by two groups of words belonging to two different languages. This is an instance of multi-code switching since the first code switching instance "Régie des Aéroports" is drawn from French while the second one, i.e., "Civil Aviation Authority" is from English. For the third example, this one also involves more than one code switching items within one sentence but such items come from the same language, that is, English.

4.2.1.8. Reversing Base-code or Reverse Direction

Analysis of the data on code switching use reveals another reality: there are times where the phenomenon of code changing or code switching reverse direction is involved. In this regard, it was noticed that for some sentences the base-code is reversed. On reverse direction, Abdoulaye and Minkailou (2019:13) indicate that a speaker may at times reverse the direction of the conversation alternating the roles of the two codes, i.e., base-language and embedded language. They say: "*The speaker only changes the direction and uses the other code instead as the medium of the conversation*." The language user who was code switching from Kinyarwanda to another language, for this case, English or French (embedded code), starts alternating from that other language to Kinyarwanda, the latter becoming in its turn, embedded code, while formerly it was serving as base-language. This largely occurs where the language user is excited or is extremely unhappy with what is taking place. Examples of base-code reversal are provided hereunder.

1. (622) ***We can't go with Executive Directors, Board members*** (549) **batagira icyo baryozwa** (=who cannot be held accountable). This example is made with 2 sentences or propositions separated by a comma and while the first sentence is entirely in English, the second one begins with a code switching in English and ends in Kinyarwanda. In this case Kinyarwanda is no longer base-code since it has been overwhelmed and this role is taken over by English. The structure for this statement is S-V-O, S-V-O. It is worth noting that the first S-V-O is in English whereas the in second S-V-O, the last 2 components are in Kinyarwanda.

2. (88) ***Board members should also be accountable*** (550) **rwose** (=indeed); **na ho ubundi** (=or else) ***it will be a rubberstamp Board (551)***. In this example, too, the statement is comprised of two sentences which both contain instances of code changing. While the first sentence is almost entirely in English-except for "rwose" (=indeed), the second sentence shortly starts in Kinyarwanda before shifting, for the rest, into English. The structure for the statement is S-V-O; - S-V-O where in the first sentence code switching, the then base-code item is located at the end of O while in the second sentence, the then base-code appears in a pre-S position.

3. (107) **haba habaye** (=if there is) ***opportunity*** (552), **duhe** (=let's give) ***Board powers*** (553) **zo kuba** (=of being) ***legal representative entity*** (554) **mu kigo** (= in the institution). Again this example involves base-code reversal and particular depicts how the language user switched back and forth using Kinyarwanda and English linguistic items. Both sentences involved in the statement contain code switching from English. The first sentence begins in Kinyarwanda and ends in English. Considering its structure, S-V-O, the code switching element intervenes only in O. For the second sentence, the starting point is in Kinyarwanda where both S and V are in Kinyarwanda-duhe (=let's give) and then in the O, the remaining part of the sentence evolves in a sequence English-Kinyarwanda-English-Kinyarwanda. The statement structure can be summarized as S (Kinya.) -V (Kinya.)-O (Eng.), S (Kinya).-V (Kinya.)-O (Eng. +Kinya. +Eng. +Kinya.).

4.2.1.9. Causes of the Use of Code Switching in the Parliament of Rwanda

The heading above summarizes the data obtained from MPs who were interviewed to check on the factors or reasons for their code switching use, which was the objective of question 3 in the interview guide. MPs were asked: "Why do you think you and other MPs use code switching while communicating ideas?"

In this regard, 4 MPs out of 10 indicated that code switching use is prompted by filling a linguistic gap while the topic dealt with is accounted for by 2 respondents. These two reasons are supported by Malik (1994) who sees the speaker's making recourse to code switching as a solution where a given *facility or register* is missing.

For the remaining 4 respondents, 1 MP specified that code switching is employed to adjust one's language in order to accommodate meeting participants whereas for 3 other MPs, code switching use stems from other grounds. These include conforming to other language users in the speech community, identifying ones 'self with certain public officials, showing that someone is a learned

figure, clarifying one's statements or messages, feeling always that Kinyarwanda falls short of resources to express one's ideas efficiently. Again this tallies with Malik (1994)'s view of what prompts code switching use.

4.2.1.9.1. Code Switching vis-à-vis Meeting Subject Matter and Speaker-Listener Relationship

In this regard, a big number of code switching users do so because they want either to meet the meeting subject matter or topic needs or to satisfy the meeting participants. 2 MPs and 1 MP supported these two respectively. This can be exemplified by the fact that some topics or fields of knowledge particularly those using scientific and technical discourses require the speaker to resort to language alternation or switching in order to drive home his or her the communication.

4.2.1.10. Motivation for Using Code Switching

Question 4 of the interview guide is aimed at inquiring for what purpose or function code switching is employed by Parliamentarians. A big number of respondents, i.e., 34.7%, established that MPs use code switching because they want to make themselves well understood and feel integrated in the discussion. For 17.4 % of MPs, code switching enables to express one's ideas where the base language has no linguistic resources ready for use. One of interviewed MPs said "*It [code switching] helps to have quick response, to use scientific theories in discussion and to be more clear and precise rather than using only Kinyarwanda communication*".

On the same issue, Chivero (2012) highlights that Parliamentarians can employ code switching as a strategy to arouse emotions either positively or negatively. Another motivation put forward by this researcher is that they may resort to code switching to make appeals to their colleague MPs. An array of motivations as to using code switching in the discourse was provided by Holmes (2001) and Smit (2011) and they include but are not limited to expressing of one's identity, changing the topic, quoting someone, showing respect, easing tension and bringing humor into the conversation, clarifying/emphasizing a point or meaning, reinforcing a request, solving a problem of lack of a word or phrase in a language, repairing a meaning lost in translation and interjection usage.

Also sentences collected from verbatim reports signal some motivations do govern such a use. Examination of code switching items used by Rwandan MPs points out that in some instances, this use corroborates with what is posited by the above scholars since MPs sometimes employ code

switching on the grounds of clarification or emphasis or because they have to remedy a situation of linguistic gap which needs to be filled only but by such a strategy. While the first type of motivation is geared by metalinguistic purpose, the second category of reasons for code switching has to do with response to linguistic needs.

4.2.1.10.1 Metalinguistic Purposes

As indicated above, code switching can be used in order to avoid confusion. In this case, it intervenes to help the user clarify a meaning he or she has put forward. The following two examples depict this metalinguistic motivation to use code switching.

1. (220) **Kandi ni bo** (= and those ones are) ***final decision makers*** (472). **Ni bo bafite ijambo rya nyuma** (= they are the ones with final decisions). In the sentence, code switching is immediately followed by its translation in Kinyarwanda to serve for metalinguistic ends and thereby bring in clarity.

2. (466) **njye numva ubwo bwisanzure cyangwa iyo** (= my opinion is that such an autonomy or that) ***autonomy*** (720) **twayirekura neza ntihagire ibyinshi bisigara ku rundi rwego** (= we can grant it properly without leaving a bigger part to another level). Also in this sentence, code switching comes in to clarify what the language user is expressing in Kinyarwanda.

4.2.1.10.2. Filling in Linguistic Gap

This motivation to use code switching, too, reflects what Holmes (2001) and Smit (2011) pointed out. In their view, code switching can be there to remedy the lack of a word or phrase in a language. The data from verbatim reports also provide indication that MPs switching between codes was prompted by the need to fill in a certain linguistic gap for some topics or fields of knowledge. Examples of such circumstances are the following.

1. (195) **Dushyire hirya no hino** (=let's put in place everywhere) ***toll roads*** (517). It is estimated that despite paraphrasing, there is no way that Kinyarwanda can express in proper terms what is communicated through code switching in this first example.

2. The sentence "(1) I**nzego zisobanukiwe** (=well informed institutions) (...) **zagombaga gufatanya gushyiraho uru ruganda rwa** (=had to teamup to establish a factory of) ***AMIDON*** (=

starch) (392)", does not have the term "amidon" in Kinyarwanda, which required the language user to employ code switching.

3. (39) **Amabuye ni ayacu tuba twayabahaye** (=the quarries belong to us), za (=the quantities of) ***LATÉRITE*** (=marrum) (77) ziraboneka (=are available). In this sentence, too, the term that is code switched has no equivalent in Kinyarwanda, namely "latérite".

4.2.1.10.3. Linguistic and Time Economy

In addition to what was identified as motivation to employing code switching and linked with what the scholars above highlighted, new functions are suggested by the data collected in the current study. Code switching may be used for a twofold economy: it can be used to respond to linguistic and time economy. Parliamentary discussions, especially in plenary deliberations are conducted with a time framework set in the rules of procedure. This in turn may dictate the choice of words that the floor taker employ to expressing his or her ideas. It is logical for him or her to go for the strategy which serves time. Here are examples of code switching use for linguistic and time economy.

1. (290) **Murakoze Madamu** (=Thank you Madam) ***Vice Speaker*** (140). Substituting this code switching item with its equivalent in Kinyarwanda, Vice Speaker becomes Visi-Perezida, which is two-syllable longer. The switch uses fewer linguistic symbols.

2. (398) **Ndabashimiye Nyakubahwa** (=I thank you Honorable) ***Speaker*** (344). For the same purpose of saving time, the floor taker in the sentence opted to avoid Kinyarwanda way of expressing the code switching content because it would lead his or her floor be cut off following time elapsing. The code switched term, "Speaker" could not be substituted for its Kinyarwanda equivalent which is the whole expression " Nyakubahwa Perezida w'Umutwe w'Abadepite" and still be economical whether linguistically or in terms of time management. It is worth noting that a floor taker uses the term " Speaker" at least two times in his or her turn to speak.

The use of abbreviations is also in the same logic. Table 2 referred to earlier shows that in 128 code switching items (15.5 %), mostly abbreviations were used and this was for the big part, for the purpose of economizing time. While on the use of abbreviations, though in a medical sphere, Kuzmina, et al. (2015:551) recognize they are undoubtedly popular beacuse they offer *economy in space and time.*

Before moving to another subsection of data analysis, it is worth indicating that this part had searched enswers to one of the major research qustions, i.e knowing the kind of code switches used by Parliamentarians speaking Kinyarwanda.

4.2.2. Impact of Code Switching on the Quality of Interpreting

This part looks at the weight of code switching elements brought mainly from French and English into Kinyarwanda which is the SL in relation to the work of interpreters or to their output quality. Gauging this impact was based on good interpreting quality criteria commonly depicted in the literature review that is, the one reflecting the interpreter's faithfulness to the SL, sense consistency and language accuracy. Further, such an interpretation has to be comprihensible. Even if the first and fourth criteria have both to do with the message, the first criterion concentrates on the level of the message completeness whereas the fourth criterion focuses on the degree of message receivability by the audience. Also such criteria require considering both the ST and the TT. The second and the third criteria look at the TT intrinsically. While the former takes into account the output's language naturalness and compliance in accordance with the rules and standards governing the TL, the latter considers the logical sequence within and between the output components. The analysis under this subsection respond to another main research question which has to do with identifying extent to which code switching affects the quality of interpreting from Kinyarwanda into either English or French.

4.2.2.1.Negative and Positive Impact of Code Switching on the Quality of Interpreting

The questions 4, 5 and 6 of the questionnaire, and question 5 of the interview provided the data that suggest code switching has broadly a positive impact on one hand and a negative one on the other hand. While 2(8.7%) among MPs believe code switch use is helpful as it facilitates interpreters, 3(13%) of interpreters indicate this language use positively impacts their performance. For them code switching eases finding out the right terminology especially for those cases where Kinyarwanda lacks equivalent term and would resort to paraphrasing and explaining.

Unlike the above, a big number of both interpreters and MPs showed that code switching impacts negatively the performance by interpreters more particularly their output. 6 and 10, respectively MPs and interpreters believe that the more code switching is employed, the more difficulty the

interpreting task becomes and the more the output's quality is diminished. Aziza (2017) notes achieving content equivalence is not easy when interpreter deals with a ST involving two systems. Table 5 below indicates the opinions of interpreters and MPs about the code switching impact on the quality of interpreting and the extent to which such impact is felt.

Impact of Code Switching on the Quality of Interpreting and the Level of this Impact

Type of impact/Nr. Of Data providers	**Positive**	**Negative impact**	**Facror impacted**	**Level of impact**			
				Slightly bad	Bad	Very bad	Extremly bad
Interpreters	**3**	10	Faithfulness	**0**/3	**0**/5	**0**/2	**0**/0
MPs	4	6	Making sense	**0**/2	**0**/3	**0**/5	**0**/0
Total	7	16	Language accuracy	**3**/4	**0**/2	**0**/3	**0**/1
			Comprehensibility	**0**/5	**0**/3	**0**/1	**0**/1

Table 5: Impact of Code switching on the Quality of Interpreting and the Level of this Impact

Note: figures in bold refer to positive impact

As the data in Table 5 shows, the positive code switching impact is by far outweighed by the negative one. Out of 23 people, 16 confirmed code switching items in the SL negatively impact the work of interpreters while 7 believe that such a presence is helpful. Of these 7 respondents, 3 interpreters specify that the criterion which positively impacted is language accuracy. Only interpreters were able to indicate the quality criteria affected negatively by code switching and specified the extent to which such impact is felt.

For most interpreters 5, faithfulness is badly impacted, sense consistency is very badly impacted by code switching for 5 interpreters, for 4 interpreters, it affects slightly badly language accuracy as interpreting quality criterion while for 5 interpreters the impact on comprehensibility is also slightly bad.

Since the aim of the interpreter is to ensure smooth communication between the speaker and his or her audience, the next section of this research focuses on what code switching poses as huddle or challenge to interpreters. Also on code switching negative bearing Aziza (2017 and Niyonsenga (2019) confirmed this harm to interpreting. For the latter, code switching use results among others

into SL miscomprehension, interpreter's confidence reduction, and interpreter's fatigue increase to name but a few; on the former's side, code switching reduces message equivalence levels.

4.2.2.2. Quality of Interpreting with Focus on Impact of Code switching

The data for this part come from the outputs by interpreters in this research. After such outputs by all the 6 interpreters, the study compared the quality offered taking into account factors such as working language compared to code switching items source, interpreter's working experience and interpreter's familiarity with institution. Each time, a code switching negative impact was identified.

It has to be specified that 7 STs were interpreted by 6 interpreters making 11 TTs whose outputs' quality evaluation was based on the critera put forward by Shlesinger (1997: 128) and which require to look at them intertextually, intratextually and instrumentally. In this regard, the evaluation considered the TTs intrinsically, compared both output and input and asssed the output usability or comprehensibility by the audience. The above 11 TTs, representing the duration of 2310 seconds or 38 minutes and a half, were compared in various options making them in total 35 TTs. The data presented below are about the quality provided by interpreters who dealt, in their STs, with code switching. Major factors: equivalence, accuracy and appropriateness, and completeness were considered.

As noted earlier, since interpreting becomes of good quality when it keeps the momentum of its role and importance and that quality has varied features, see Pöchhacker (2000), this research took a good quality interpreting output as the one which ideally is flawless. The higher the number of errors or mistakes in the output goes, the lesser the output quality becomes. Even if error and mistake can be distinguished like in the view of Vančura (2017) where mistakes are " *errors of performance* which are in fact mistakes are due to *slips of the tongue, memory lapses, physical states such as tiredness or psychological conditions* and *'real'errors* those *errors of competence (...)which(...)reflect the learner's acquisition of the second language",* this study looks at the two interchangeably.

Again because the study concerns itself with interpreting and code switching, not only errors were looked at in a general view but also code switching share in such errors was identified for each factor contributing to the assessment of interpreter's performance. Each of the following tables(6-10) described the quality as a combination of factors that helped to apply the quality assessment scheme by Shlesinger (1997).

Furthermore, each criterion of the scheme was subdivided into various components and each time code switching impact was indicated. Equivalence was evaluated under 4 types of errors including omissions, additions, distortions and change of meaning while the types of errors taken into account to measure accuracy and appropriateness relate to grammar, hesitation, choice of words and silence. For comprehensibility, errors on which the interpreting quality was evaluated relate to coherence and completeness. The following table contains a variety of TTs whose quality was assed.

Quality of Interpreting and Code Switching: Presentation of STs and TTs source texts employed

N°	Quality measurement		Equivalence								Acc. & App.								Compreh.						TOTAL		%
	Speakers		Om.		Add.		Dist.		Change		Gr.		WC		Hes.		Sil.		Coh.		Comp.		Expl.				
	SL	TL	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	
Quality of Interpreting and CS: French																											
1	MOT2	CLA	6	0	3	1	8	0	2	0	13	2	11	1	3	0	0	0	1	0	2	0	2	1	51	5	10
2	MOT2	AEL	12	5	2	0	4	0	1	0	5	2	3	0	15	2	2	2	1	0	2	2	10	0	57	13	23
3	MOT1	MBG	8	1	0	0	3	0	0	0	3	0	4	0	3	2	0	0	1	0	1	0	1	0	24	3	13
4	KRA1	YAS	6	1	2	0	5	1	1	0	17	3	9	4	36	3	0	0	1	0	7	0	5	0	89	12	13
5	KRA1	TIV	4	2	6	2	3	0	1	0	15	1	8	2	6	0	1	1	3	1	4	1	3	1	54	11	20
6	MAT3	CAH	4	0	0	0	5	0	1	0	8	2	2	2	52	5	2	2	3	0	3	1	3	1	83	13	16
7	MAT3	CLA	2	2	2	0	4	0	1	0	5	0	6	1	2	1	0	0	3	0	2	0	1	1	28	5	18
Quality of Interpreting and CS: English																											
1	ENV2	CAH	19	3	4	0	8	0	1	0	7	1	2	0	37	2	6	2	0	0	6	1	10	1	100	10	10
2	MOT1	CLA	6	2	4	2	12	0	0	0	9	1	2	1	15	2	1	1	3	2	3	1	5	2	60	14	23
3	NUT	TIV	4	2	6	2	3	0	1	0	4	0	3	1	0	0	0	0	1	0	0	0	0	0	22	5	23
4	MAT2	CAH	8	1	2	0	3	0	0	0	4	0	3	1	38	4	1	1	3	2	3	1	5	2	70	12	17

Table 6: Quality of Interpreting and Code Switching: Presentation of STs and TTs source texts employed

Table 6 presents the STs and the TTs employed here were evaluated on the basis quality factors described in 4.2.2.2. It presents a general picture of the interpreters performance and the extent to which code switching presence in their respective STs negatively impacted their outputs.

On STs involved, the table shows those for French were 4 including MOT2, MOT1, KRA1 and MAT3 while for English the STs were also 4, that is ENV2, MOT1, NUT and MAT2. The STs both in French and English were worked on by 6 interpreters but in various combinations, which resulted into 11 TTs including 7 (1596 Secs) in French and 4 (714 Secs) in English. While for French, most of the STs, i.e., 3 out of 4, were worked on by at least two interpreters each, interpreters who worked in English dealt with separate STs each. Those who interpreted into French were CLA interpreting two STs, AEL, MBG, YAS, TIV and CAH. Interpreters who worked into English included CAH working on 2 STs, CLA and TIV.

For STs producers, the table highlights that STs in French were from 3 MPs, that is, MOT, KRA and MAT while English STs were produced by 4 MPs including ENV, MOT, NUT and MAT.

On the performance French, the table indicates that of the 3 pairs of interpreters, CLA and AEL provided the best quality outputs because they made the fewest errors: when interpreting MOT2, they made 51 and 57 mistakes in total respectively, where code switching accounts for 10% and 23%. This pair of interpreters is followed by CAH and CLA who interpreted MAT3 and made 83 and 28 errors, respectively while code switching share is 16% and 18%. The last pair of interpreters, i.e., YAS and TIV working on KRA1's ST, made 89 and 54 errors respectively and among such errors those attributable to code switching represented 13% and 20%. MBG who worked alone on MOT1 in French made 24 errors in total of which 3 were attributable to code switching presence in his ST. The extent of code switching impact on the quality he provided was 13%.

Those interpreters who worked into French were negatively impacted at the degree ranging between 10% and 23%, with an average of 16.1% (See Table 6).

Keeping in mind that the fewer the errors made, the better the interpreter's output quality becomes, it is noted that YAS and TIV perfomed poorer than the rest of those who worked into French in

this table and that the quality MBG offered was the best when interpreters'performances are considered individually.

The above performance is evaluated in the eyes of integrated approach and SQAS. The total picture of the quality was reflected in the sequence "Intertexually-Intratexually and Instrumentally". The results presented for each pair of interpreters and its individual members, the whole reflection of factors such as equivalence, accuaracy and appropriateness, and comprehensibility. However, efforts to understand such results needs to proceed with the performance breakdown. This is the task of this chapter in subsequent tables (7-10), which also took into account other factors -individual interpreters' difference, effects of code switching source language, interpreters'experience and the degree of interpreters' familiarity with the institution, that can relate to quality offered.

4.2.2.2.1. Code Switching Impact on the Interpreting Quality: Individual Interpreters' Difference in terms of Output Quality

Table 7 below is aimed at checking on individual interpreters' difference as regards output quality and code switching. It is about the quality provided by 3 pairs of interpreters who worked only in French. Members of each pair interpreted one speaker from the same language into the similar version. A pair of interpreters was interpreting the same ST into the same TT and the results, with focus on the extent of impact code switching are presented below.

Individual interpreters' difference in terms of output quality

N°	Quality measurement		Equivalence								Acc. & App.								Compreh.						TOTAL		%
	Speakers		Om.		Add.		Dist.		Change		Gr.		WC		Hes.		Sil.		Coh.		Comp.		Expl.				
	SL	TL	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	
French																											
1	KRA1	YAS	6	1	2	0	5	1	1	0	17	3	9	4	36	3	0	0	1	0	7	0	5	0	89	12	13
		TIV	4	2	6	2	3	0	1	0	15	1	8	2	6	0	1	1	3	1	4	1	3	1	54	11	20
2	MOT2	CLA	6	0	3	1	8	0	2	0	13	2	11	1	3	0	0	0	1	0	2	0	2	1	51	5	10
		AEL	12	5	2	0	4	0	1	0	5	2	3	0	15	2	2	2	1	0	2	2	10	0	57	13	23
3	MAT3	CAH	4	0	0	0	5	0	1	0	8	2	2	2	52	5	2	2	3	0	3	1	3	1	83	13	16
		CLA	2	2	2	0	4	0	1	0	5	0	6	1	2	1	0	0	3	0	2	0	1	1	28	5	18

Table 7: Individual interpreters' difference in terms of output quality

The table above visualizes that the output was negatively impacted to the extent varying between 10% and 23%, with 16.6% in average. In this regard, YAS and TIV, interpreting KRA1 from Kinyarwanda into French made 89 and 54 errors respectively and among such errors those attributable to code switching represent 13% and 20%. TIV offered a better quality interpreting than his colleague. However, when the pair's performance is broken down, you realize that YAS and TIV made each 14 errors of equivalence, 62 and 30 errors of language accuracy and appropriateness, and 13 and 10 errors relating to comprehensibility. On code switching share of errors of equivalence, YAS and TIV made, 2 and 4 respectively were caused by code switching, those of language accuracy and appropriateness included 10 and 4 from code switching while of those of comprehensibility, only TIV made 3 due to the code switching phenomenon. As was just said, the table shows TIV generally performed better than YAS in all the factors under study. However, YAS solved better the problems caused by code switching presence in the ST. For instance, while YAS committed 2 errors of equivalence, TIV made 4. Also, while TIV made 3 errors of comprehensibility as a result of code switching, YAS made none. For language accuracy and apporpriateness, however, TIV who better knew to handle code switching challenges than YAS did, TIV and YAS made respectively 4 and 10 errors as result of code switching presence in the ST. Thus, one interpreter might be stronger in one aspect of quality and be weaker in another aspect due to code switching.

With regard to CLA and AEL interpreting MOT2, the table indicates that these interpreters made, in total, 51 and 57 errors including 10% and 23%, respectively, resulting from code switching presence in their ST. A breakdown of this perfomance establishes that the two made 19 errors each in terms of equivalence. It shows further that CLA and AEL made 27 and 25 errors of language accuracy and appropriateness, as well as 5 and 13 of comprehensibility. They achieved better results for comprehensibility factor, which was not the case for language accuracy and appropriateness, and even for equivalence. Code switching presence in ST impacted their performance quality more as to language accuracy and appropriateness where CLA and AEL made 3 and 6 errors respectively due to code switching. As to equivalence and comprehensibility, code switching impact was also felt though on a lesser degree because for the former, CLA and AEL made 1 and 5 errors caused by code switching while for the latter, the pair made 1 and 2 errors due

to code switching. The data lend themselves to an interpretation that CLA is stronger than AEL in terms of both producing quality interpreting and solving problems caused by code switching.

The table also shows performance for CAH and CLA, interpreting MAT3. They respectively made 83 and 28 errors where those caused by code switching represented 16% and 18%. Details of these results indicate that CAH and CLA made 10 and 9 errors as regards equivalence, 64 and 13 errors as to language accuracy and appropriateness, and 9 and 6 errors relating to comprehensibility. Concerning how code switching impacted their performance, CAH and CLA made 0 and 3 errors of equivalence, 11 and 2 of language accuracy and appropriateness, and 2 and 1 as to comprehensibility, respectively.

The data above suggest that, like in the preceding team, CLA proved to be stronger than his colleague at different factors quality. CLA provided five times better quality than CAH in terms of language accuracy and appropriateness. Also, with regard to handling code switching items, CLA outweighs CAH since the latter made 13 errors due to code switching while the former made 6. This pattern is not on all factors of quality assurance because CAH's performance was not impacted by code switching as to equivalence while his colleague made 3 errors in this regard.

4.2.2.2.2. Code Switching Impact on the Interpreting Quality: Effects of Code Switching Source Language

In Table 8 below, the purpose is to check whether code switching impact is the same when the TT language coincides or not with code switching items source in ST. We compare the performance by 3 pairs of interpreters, where each worked on the same ST into 2 different TTs : one interpreter goes into French while the other translates into English. The comparison helps to verify whether the belief of interpreters who responded to the questionnaire, that code switching items drawn from the same language as the TT poses less difficulties than the other way round is true.

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N°	Quality measurement		Equivalence								Acc. & App.								Compreh.						TOTAL		%
	Speakers		Om.		Add.		Dist.		Change		Gr.		WC		Hes.		Sil.		Coh.		Comp.		Expl.				
	SL	TL	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	
2	MOT1	MBG (fr)	8	1	0	0	3	0	0	0	3	0	4	0	3	2	0	0	1	0	1	0	1	0	24	3	13
		CLA (eng)	6	2	4	2	12	0	0	0	9	1	2	1	15	2	1	1	3	2	3	1	5	2	60	14	23
3	MOT2	CLA (fr)	6	0	3	1	8	0	2	0	13	2	11	1	3	0	0	0	1	0	2	0	2	1	51	5	10
		CAH (eng)	12	2	3	0	6	1	3	0	4	0	1	1	38	4	1	1	3	2	3	1	5	2	79	14	18
4	MOT2	AEL (fr)	12	5	2	0	4	0	1	0	5	2	3	1	15	2	2	2	1	0	2	2	10	1	57	15	26
		CAH (eng)	12	2	3	0	6	1	3	0	4	0	1	1	38	4	1	1	3	2	3	1	5	2	79	14	18

Effects of Code Switching Source Language

Table 8: Effects of Code Switching Source Language

Table 8 shows that MBG and CLA, interpreting MOT1, made 24 and 60 errors in general, of which 3 and 14 representing respectively 13 % and 23% are due to code switching. This indicates that the French version by MBG is of better quality and lesser impacted by code switching presence in the ST than the interpretation by CLA in English. Furthermore, a deeper analysis of the above performance reveals that the quality factor affected the most for MBG was language accuracy and appropriateness where 12 errors including 2 of code switching (with emphasis on hesitations and pause fillers) were made. For CLA, it was also the same quality factor with 32 errors, of which 5 were caused by code switching, with also similar emphasis (hesitation and pause fillers). The least impacted factor was comprehensibility where both MBG and CLA made 3 errors in general including none of code switching and 7 of which one was due to code switching and connected with coherence.

However, even if those two interpreters did not achieve good results concerning the same factor, there was a difference between them since for MBG, the weakness was at the level of grammar use (4 errors) while for CLA, the weakness was on the side of hesitations and pause fillers (15 errors). Another precision is that the ST producer, MOT1 switches more into English than into French (59% against 41%). With this data, interpreters' belief is not verified and corroborated because MBG who interpreted into French achieved a better quality compared to his teammate who was interpreting into English.

For CLA and CAH who worked on MOT2's ST into French and English respectively, they made 51 and 79 errors in general, including 5 and 14 from code switching and which account for 10% and 18%. With this general performance, CLA's quality is better and lesser affected by code switching than the CAH's. Details of this performance indicate that the factor impacted the most for these two interpreters was language accuracy and appropriateness where CLA made 27 errors including 3 caused by code switching and CAH 44 of which 6 were caused by code switching, the components of this factor most affected being grammar (13 errors) for CLA and hesitations (38 errors) by CAH. The factor least impacted for both interpreters proved to be comprehensibility and they both produced an output whose code switching impact manifested itself through explicitness level, with CAH taking the lead. Again, even if the ST producer switches more into English than he does into French, as referred to above, CLA who interpreted into French provided a better

quality, with lesser code switching impact compared to the performance by CAH with TT in English.

Comparing AEL and CAH who interpreted MOT2 into respectively French and English, the results show that AEL made 57 errors in general, of which 15 (26%) were due to code switching whereas his teammate made 70 errors including 12 (18%) caused by code switching. Table 8 depicts that with respect to factors of interpreting quality, AEL achieved better results in comprehensibility (13 errors), followed by, equivalence (14 errors) and language accuracy and appropriateness (25). For CAH, the pattern is also comprehensibility (11 errors), equivalence (13 errors) and language accuracy and appropriateness (46). Looking at how the pair's output quality was impacted, the strongest impact was linked with language accuracy for AEL and CAH (7 and 6 errors, respectively). The factor least affected by code switching was comprehensibility for AEL (3 errors) particularly with emphasis on completeness and equivalence for CAH (1 error), with focus on omission.

These data suggest that AEL produced a better quality than CAH. The latter, however, appears less troubled by code switching than his colleague. The two also achieved better quality for comprehensibility with emphasis on explicitness (10 errors by AEL and 5 by CAH) while they faced most problems in language accuracy and appropriateness with focus on hesitations and pause fillers. Here, AEL made 15 errors against 38 by CAH. With this pair, too, the interpreter who worked into French performed better as regards quality though with a reversed picture as to code switching handling.

The table above signals the extent to which code switching negatively affected interpretation, and this impact ranged between 10% and 26 %, with an average of 18 %. The data show that quality is not depedent of similarity between the TL and the code switching items source language. However, qualitative consideration would agreed that code switching items require less efforts from an interpreter going into their source language, which is helpful at finding equivalent.

4.2.2.2.3. Impact of Code Switching on the Interpreting Quality in relation to Interpreters' Experience

It is assumed that the interpreter with more experience provides an output with lesser code switching impact and, thereby, a better quality. For Chen and Dong (2010:716), experience counts

among elements making a good interpreter, especially the one working simultaneously. Agnieszka (2020), too, specified "*Interpreters might use anticipation to pre-activate translation equivalents in order to increase the efficiency* of interpreting, especially in the case of word retrieval". The table which follows studies code switching impact extent taking into account interpreter's experience.

Comparison of Interpreters'Output Quality vis a vis their Experience

Years of experience	N°	Quality measurement		Equivalence								Acc. & App.								Compreh.						TOTAL		%
		Speakers		Om.		Add.		Dist.		Change		Gr.		WC		Hes.		Sil.		Coh.		Comp.		Expl.				
		SL	TL	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	
French																												
10 - 15 Yrs	1	KRA 1	YAS	6	1	2	0	5	1	1	0	17	3	9	4	36	3	0	0	1	0	7	0	5	0	89	12	13
	2	MOT 2	CLA	6	0	3	1	8	0	2	0	13	2	11	1	3	0	0	0	1	0	2	0	2	1	51	5	10
	3	MOT 2	AEL	12	5	2	0	4	0	1	0	5	2	3	0	15	2	2	2	1	0	2	0	10	0	57	11	19
	4	KRA 1	TIV	4	2	6	2	3	0	1	0	15	1	8	2	6	0	1	1	3	1	4	1	3	1	54	11	20
English																												
10-15 Yrs	1	MOT 1	CLA	6	2	4	2	12	0	0	0	9	1	2	1	15	2	1	1	3	2	3	1	5	2	60	14	23
15 Yrs and beyond	2	MOT 2	CAH	12	2	3	0	6	1	3	0	4	0	1	1	38	4	1	1	3	2	3	1	5	2	79	14	18

Table 9: Comparison of Interpreters 'Output Quality vis a vis their Experience

Table 9 above indicates that for French language, 4 interpreters (YAS, CLA, AEL and TIV) have between 10 and 15 years of experience while only one interprter (CAH) has worked for over 15 years. With English language, CLA'experience is with between 10 and 15 years and that of CAH is beyond 15 years.

For French TTs, the outputs by CLA and AEL can be compared since they emanate from the same speaker MOT2 while YAS and TIV may also be compared because they worked on the same ST by KRA1. However, they belong to the same range of experience and thus might not provide significant information.

CLA and CAH interpreted one speaker though for 2 different STs. Comparing the outputs shows that CLA, interpreting MOT1, made 60 errors with code switching occupying 14 (23%) while CAH, working on MOT2's ST, made 79 errors including 14 (18%) due to code switching. Code switching impact extent was 21%. From this performance, you realize that for CAH, code switching impact was stronger in terms of language accuracy and appropriateness where this factor was affected by 6 errors. For CLA, code switching impact was felt at equal levels as to laguage accuracy and appropriateness with 5 errors and comprehensibility, with 5 errors, too. Also, even if the general performance indicates that CLA's output is better than the one by CAH and yet CAH is more experienced than his colleague, the experience isuue helped in solving code switching problems CAH proved to stand firm in front of code switching challenges (the extent of impact was 18% compared to 23% by CLA).

4.2.2.2.4. Impact of Code Switching on the Interpreting Quality in relation to Familiarity with the Institution

The table which follows aids to check whether interpreter's familiarity with institution relates to both the quality he or she provides and with the way he or she solves problems stemming from code switching. It compares performance of in-house versus out-sourced interpreters. Table 10 below presents the results therefrom.

Quality of Interpreting and Code Switching: In-house versus Out-sourced Interpreters

Category of interpreters	N°	Quality measurement		Equivalence								Acc. & App.								Compreh.						TOTAL		%
		Speakers		Om.		Add.		Dist.		Change		Gr.		WC		Hes.		Sil.		Coh.		Comp.		Expl.				
		SL	TL	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	Gen.	CS	
French																												
In-house	1	KRA1	YAS	6	1	2	0	5	1	1	0	17	3	9	4	36	3	0	0	1	0	7	0	5	0	89	12	13
	2	KRA1	TIV	4	2	6	2	3	0	1	0	15	1	8	2	6	0	1	1	3	1	4	1	3	1	54	11	20
	3	MOT2	AEL	12	5	2	0	4	0	1	0	5	2	3	0	15	2	2	2	1	0	2	2	10	0	57	13	23
Outsourced	4	MOT2	CLA	6	0	3	1	8	0	2	0	13	2	11	1	3	0	0	0	1	0	2	0	2	1	51	5	10
English																												
In-house	1	ENV2	CAH	19	3	4	0	8	0	1	0	7	1	**2**	0	37	2	6	2	0	0	6	1	10	1	100	10	10
Outsourced	2	MOT1	CLA	6	2	4	2	12	0	0	0	9	1	2	1	15	2	1	1	3	2	3	1	5	2	60	14	23

Table 10: Quality of Interpreting and Code Switching: In-house versus Out-sourced Interpreters

Unless there is a need to compare performance within interpreters of the same category, YAS and TIV were compared earlier (See Table 7). Instead, as Table 10 shows, AEL and CLA can be revealing because they are of separate categories, the first being an in-house interpreter and the second, an outsourced one. The two interpreted the same speaker, MOT2 into French. In the same vein, CAH who is an in-house interpreter and CLA acting as an out-sourced interpreter worked on ENV2 and MOT1 into English respectively.

With performance, AEL and CLA made respectively 57 and 51 errors including 13 and 5 caused by code switching, which represent 23% and 10% of the total quality impact. Code switching impact average extent was 16.5%. These data show that the out-sourced interpreter provided a better quality than the in house one did, explanation being the difference in training. Even if the two are of the same experience (See Table 9), CLA studied translation and interpreting while AEL did languages with education.

Concerning the quality factor most affected by code switching, the two interpreters had problem in language accuracy and appropriateness though at varying degrees and different focus. While AEL made 6 errors due to code switching, with emphasis on hesitations, CLA made 3 with focus on grammar use. CLA was stronger in dealing with code switching challenges than his colleague. The data here leads to the same finding: even if being an in-house interpreter can help, especially in finding proper terminology, it does not suffice in itself; training on how to solve interpreting problems more particularly those linked with code switching is very important.

With regard to the quality offered by CLA and CAH into English working on ENV2 and MOT1 respectively, they respectively made 60 errors including 14 from code switching, representing 23% and 100 errors of which 10 (10%) being induced by code switching, respectively. CAH came up with better quality compared to his colleague. Code switching impact average was 16.5%. Performance details indicate that the factor impacted the most, for CAH, was language accuracy and appropriateness, with focus on grammar whereas for CLA, two factors were impacted on equal levels: language accuracy and appropriateness (5 errors), with emphasis on hesitation and comprehensibility with focus on coherence and explicitness.

4.2.3. Toward Improving the Interpreter's Work Quality

The data provided by respondents on item 7 of the questionnaire seek to answer the third major research question. This has to do with knowing the strategies that can be used to handle code switching while interpreting from Kinyarwanda into either English or French. Responses highlighted the interpreters' two major trends. These refer to keeping learning and upgrading their skills, acquiring and improving both linguistic and cultural competences on one hand and on the other, to developing awareness in the speakers whose STs have to be interpreted that code switching may harm interpretation.

The trends suggest improving the interpreting quality requires efforts from both the interpreter and the speaker. Thus, 6 interpreters out of 13 indicated they have to be aware that learning, exercising and practicing interpreting skills should be an endless experience of every interpreter. These respondents also specified that interpreters need to be sensitive vis-a-vis other cultures and inquire about speech behavior by STs' producers prior to embarking on the interpreting task.

On the speakers' side, of 13 interpreters 5 held that the key to handling interpreting a ST with code switching necessitates that speakers become aware of their responsibility to provide interpreters with conducive environment including but not limited to code switching reduction or avoidance in STs. To increase possibility of being interpreted efficiently, the speaker should ideally stick to one language.

Code switching may sometimes lead to some losses especially with regard to embedded messages. In this context, caution by Aziza (2017) is that:

> a message imbedded in code (…) may be translated successfully as plain expressions; however, (…) these embedded messages, which the source text recipients are likely to perceive, may continue to be hidden or not even noticed by the recipients of the target text.

As inference from the above statements, code switching should be used and treated with due care if interpreter-mediated communication is to be guaranteed.

In Chapter IV the data have been presented, analyzed and discussed. They were collected from different sources. Firstly, elements obtained from several verbatim reports containing contributions by the target parliamentarians were dealt with. Secondly, the data came from both the questionnaire and interview designed for interpreters and MPs respectively to get insights on code switching usage among MPs and its impact on interpreters' output. Lastly, the data used were drawn from interpreters output, recorded, transcribed and assessed to check on code switching impact on the interpreting quality.

It was established that MPs use different code switching types including intra, inter and extra-sentential code switching, with the first type being predominant. Code switching use was prompted by an array of reasons including but not limited to filling in a certain linguistic gap, time saving and responding to metalinguistic needs. On code switching impact, the interpreters' performance quality was assessed applying integrated approach and SQAS since the renditions was looked at Intertexually-Intratexually and Instrumentally. Renditions were compared considering various aspects. It has been shown that code switching lessens the interpreting quality by between 10 % and 26% as exhibited in the performance by interpreters involved in the study. They were with varying experience and from inside and outside the Parliament. It was noticed that even if interpreters should themselves play an important role in improving what they offer as service, their clients, too, need to provide them with a conducive environment including but not limited to raising awareness that code switching should be taken as an exception when it comes to a good speech to be interpreted for efficient communication.

CHAPTER V: CONCLUSION AND RECOMMENDATIONS

It has to be recognized that since the very first time Kinyarwanda had contact with other languages, the sociolinguistic situation started and now continues to evolve. After 1994, Rwanda officially moved from a tri-lingual to a four-language speech community, where Kinyarwanda, English, French and Kiswahili are assigned certain types of status. Across history, however, Kinyarwanda kept its social status of enabling communication among Rwandans all over the country.

Despite the above fact, it was realized that various levels of bilingual speakers of Kinyarwanda in different settings mingle this language with some items drawn from those other languages it cohabits with. The phenomenon which was referred to as code switching.

Parliamentarians conduct most of their debates and discussions relating to lawmaking process in Kinyarwanda. However, owing to various reasons MPs choose to code switch. They may not necessarily be aware of the fact that code switching use can result into making language professionals fail to properly decipher what is encoded in code switching items used. When it comes to interpreting, code switching presence bearing in Kinyarwanda can also mislead the interpreter in his or her task to understand the meaning the speaker is expressing and in turn to convey the same in the target language (TL). Once code switching is not given due attention, it can spark conflict and misunderstanding and thereby harm the smoothness of communication between two or more interactants. This study dealt with code switching impact on the interpreting quality, particularly when such a phenomenon is used in Kinyarwanda which has to be interpreted into French or English.

The current study is a contribution to the quest for solutions to many problems faced with by language professionals at the Parliament of Rwanda, particularly interpreters when dealing with language inputs containing bits of other languages. It helps interpreters identify strategies they can use in case they encounter code switching instances in order to uphold their product quality. The research, too, creates and increases awareness in code switching users, particularly MPs, that its use needs due care if efficient interpreter-mediated communication is to be secured. The study expands knowledge in the area of language contact, more precisely in the domain of code switching coupled with the field of interpreting. It is also a resource and encouragement for

future researchers in the area and helps to respond to various interrogations the researcher had before as regards interpreting efficiently where code switching is also employed as a communication strategy.

The major objective of this study was to determine code switching impact on the interpreting quality from Kinyarwanda into English or French. In this line, it identified and described the code switching types used by Kinyarwanda speakers in the Rwandan Parliament, assessed the extent to which code switching presence in Kinyarwanda affects the interpreting quality in English or French and investigated the strategies to cope with the phenomenon while interpreting from Kinyarwanda into the above languages.

The sample population for this research included MPs and interpreters. The latter were selected from those working at Parliament permanently and those who interpret for the institution on a part time basis. The selection of interpreters and code switching users or MPs was purposive and took into account, for interpreters, varying experience in the profession and for, MPs, the frequency a given user could potentially employ code switching. Also the researcher applied different data collection methods. These were the questionnaire and interview administered to MPs and interpreters in addition to skimming through MPs' contributions containing code switching items and recordings of interpreters' outputs from a selected number of such contributions. The period for these contributions was 2018-2019. Interpreters' renditions were assessed basing on the factors of interpreting quality worked out by Shlesinger (1997:128).

The data were collected from different sources: elements from several verbatim reports containing contributions by selected parliamentarians, the data from respondents and from recorded materials containing outputs by interpreters who dealt with code switching in their SL in Kinyarwanda. All the data were presented and discussed for getting insights on code switching usage among MPs and its impact on the interpreting quality.

It was realized that code switching use in Parliament cannot be attributable to gender and age. However, certain other factors were found to be linked to some extent with this use. They include the user's education level and linguistic exposure. It was noticed that the longer a person has used a certain language other than Kinyarwanda, the more code switching items are drawn from that language into Kinyarwanda. MPs investigated proved to code switch with items from

both English and French, where 609 or 74% of code switching materials were from English and 217 or 26% from French (See Table 4). No single MP proved to stick to drawing code switching elements from one language.

MPs make use of 3 code switching types disproportionately, where intra-sentential code switching is predominantly used (474 items or 57.4%) compared to the rest, i.e., inter-sentential code switching (325 items or 39.3%) and tag switching (27 items or 3.3%) (See Table 1). Some patterns were observed like reverse direction and multi-code switching, which increases code switching use complexity and reduces the predictability of how the speaker's communication is to look like. This denies interpreter with opportunity to prepare himself or herself to apply adequate strategies to provide quality product.

It was also realized that MPs use code switching made with various linguistic items: nouns, verbs, adjectives, abbreviations and interjections and so on. These were used differently where nouns (645 items or 78%) ranked top and verbs (4 items or 0%) were the least frequent code switching elements (See Table 2). The latter case presents an advantage for interpreters since an action is expressed through a verb and considered as very key semantically.

On functions that such linguistic elements carry in the sentence, the majority of code switching (595 items or 85%) employed came up as sentence objects. In the second position came code switching serving as sentence subjects (99 items or 14%) and code switching operating as sentence verbs (4 items or 1%) occupied the last position (See Table 3).

Concerning code switching impact on the interpreting quality, it was noticed that the level of such impact is not negligible and the interpreter's output quality is lessened by between 10 % and 26%. Language accuracy and appropriateness was the quality factor most negatively impacted by code switching elements in STs while the least affected factor was equivalence. Also, even if different interpreters were facing same problems assuring a given factor of the interpreting quality, differences on how the impact on a factor was surfaced could be seen. For language accuracy and appropriateness, the impact was expressed the most through hesitations and pause-fillers, followed by bad use of grammar and lastly through lack of coherence and wrong choice of words. Concerning comprehensibility, the impact was surfaced the most via

lack of explicitness and completeness. For equivalence, impact was shown the most by omissions and distortions.

Through all the above details the study showed that code switching in Kinyarwanda significantly reduces the interpreters' output quality into French or English. This way of forming SL can constitute jeopardy to the factors of interpreting qaulity such as equivalence, accuracy and appropriateness, and comprehensibility. As alternatives, this research suggests the following:

- Interpreters should improve their service by keeping up-to-date their skills and voicing out how code switching-linked challenges impact their job. This entails they should:

a. keep learning and upgrading their interpreting skills, acquiring and improving both linguistic and cultural competences;
b. develop awareness in the speakers whose STs have to be interpreted that code switching may jeopardize the interpreting quality;
c. be sensitive about other cultures and know speech behavior by STs' producers prior to interpreting task.

- Clients, i.e., MPs, meetings organizers at the Parliament or involving it should be aware of their responsibility to provide interpreters with a conducive environment, which requires speakers to:
    a. raise awareness that code switching should be an exception when it comes to producing a good and efficient interpreter-mediated communication;
    b. increase possibility of being interpreted efficiently, by ideally sticking to one language.

This research looked into code switching use in the Parliament of Rwanda, particularly by MPs in the Chamber of Deputies. The phenomenon was studied in terms of its impact on the interpreting quality. Worth indicating, however, is that this study cannot pretend to have exhausted all the issues pertaining to code switching. Linguistic resources employed as code switching into Kinyarwanda were the only ones discussed. Therefore, a study which could assess the impact of other forms of importing language items such as calques or own interpreting into the SL can complement this research and would highly be important.

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APPENDICES

APPENDIX I: ALL CODE SWITCHING ITEMS USED IN THE CURRENT STUDY

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163. ***policy*** **(82),** ***impilimented*** **(83)**

164. ***capacity building*** **(811),** ***rdb*** **(812)**

165. ***contradiction*** **(715),** ***rcaa*** **(716)**

166. ***drivers licence*** **(532)**

167. ***grid*** **(238),** ***CONNECTIVITÉ*** **(239)** ***QUANTITÉ*** **(240)**

168. ***Speaker*** **(17)**

365. ***culture*** **(572),** ***rubberstamping Board*** **(573),** ***Director Generals*** **(574) ,** ***Board*** **(575) ,** ***Board members*** **(576)**

366. ***office*** **(459),** ***office*** **(460)**

367. ***CEPEX*** **(690),** ***naeb*** **(691)**

368. ***RÉGIE DES AÈROPORT*** **(688),** ***Civil Aviation Authority*** **(689)**

369. ***STRUCTURE*** **(53)**

370. ***time line*** **(583)**

371. ***CNLG*** **(310)**

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373. ***PARLEMENTAIRES*** **(261)** ***FRANCOPHONIE*** **(262).**

374. **pac (171);**

375. ***OBSERVATIONS*** **(798)**

376. ***PLANIFICATION*** **(280)**

377. ***CNLG*** **(230)**

378. ***STRATÉGIE*** **(243),** ***FAISABILITÉ*** **(244)**

379. ***PRÉ-SÉLECTION*** **(51)**

380. ***RÉFÉRENCE*** **(289)**

381. ***advanced*** **(791)**

382. ***MINICOM*** **(622)**

383. ***Honorable*** **(325)**

384. ***uk*** **(722);**

385. ***Speaker*** **(144)**

386. ***Speaker*** **(152)**

387. ***Speaker*** **(163)**

388. ***Speaker*** **(166)**

389. ***Speaker*** **(168)**

390. ***Speaker*** **(169)**

391. ***Speaker*** **(174)**

600. ***business plan*** **(117) , rdb (118)**

601. ***GÉNOCIDE*** **(297)**

602. ***SCIENCE*** **(340)**

603. ***the House of Lords*** **(728),** ***members*** **(729)**

604. ***university*** **(450),** ***office*** **(451),** ***office*** **(452) ,** ***part of the office*** **(453)**

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611. ***Speaker*** **(299)**

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614. ***SPECIALISÉ*** **(64)**

615. ***legal representatives*** **(567)**

616. ***Speaker*** **(333)**

617. ***another connotation*** **(586),** ***ceiling*** **(587)**

618. ***determined by competitiveness out there*** **(588)**

619. ***data bank*** **(709)**

620. ***from A*** **(598), B (599)**

621. ***we can't go with Executive Directors, Board members*** **(549)**

622. ***African Continental Free***

169. ***MINAGRI*** **(747)**
170. ***own revenues*** **(826).**
171. ***priority*** **(71)**
172. ***National Data Bank*** **(60)**
173. ***data bank*** **(805).**
174. ***DOMAINES*** **(250)**
175. ***antibiotics*** **(632).**
176. **PAGE (26).**
177. ***decentralization*** **(215)**
178. ***chogam*** **(783),** ***topics*** **(784)**
179. ***negociation*** **(763),** ***policies*** **(764);**
180. ***Commonwealth*** **(768) ,** ***negociated*** **(769) ,** ***risk*** **(770),** ***involved*** **(771),** ***implementation mechanism*** **(772)**
181. ***budget*** **(91),** ***Speaker*** **(92)**
182. ***Speaker*** **(352),** ***BALANCE COMMERCIALE*** **(353) ni** ***DÉFICITAIRE*** **(354)**
183. ***penalties*** **(600),** ***individual penalty*** **(601)**
184. ***Speaker*** **(175)**
185. ***Speaker*** **(397)**
186. ***Speaker*** **(75)**
187. ***EXERCICE*** **(773)**
392. ***Speaker*** **(30)**
393. **Speaker (328)**
394. **Speaker (331)**
395. ***Speaker*** **(336)**
396. **Speaker (341)**
397. ***Speaker*** **(343)**
398. **Speaker (344).**
399. ***Speaker*** **(347)**
400. ***Speaker*** **(350)**
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402. ***Speaker*** **(357)**
403. **Speaker (358)**
404. ***Speaker*** **(362)**
405. ***Speaker*** **(370)**
406. **Speaker (373)**
407. ***Speaker*** **(375)**
408. ***Speaker*** **(377)**
409. ***Speaker*** **(378)**
410. ***Speaker*** **(381)**
411. **Speaker (387)**
412. ***Speaker*** **(39)**
413. ***Speaker*** **(396)**
414. ***Speaker*** **(40)**
415. ***Speaker*** **(439)**
416. ***Speaker*** **(442)**
417. ***Speaker*** **(46)**
418. ***Speaker*** **(488), COMMUNICATION (489)**
419. ***Speaker*** **(497)**
420. ***Speaker*** **(580)**
421. ***Speaker*** **(585)**
422. ***Speaker*** **(754)**
423. ***Speaker*** **(80)**
424. ***Speaker*** **(208)**
425. ***project*** **(487)**
426. ***TERRAIN*** **(153)**
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623. ***Director General*** **(568)**
624. ***Board*** **(569)**
625. ***plan*** **(486)**
626. ***Yes*** **(465),** ***big fish*** **(466),** ***corrupted*** **(467)**

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APPENDIX II: CODE SWITCHING ITEMS INTERPRETERS ENCOUNTERED IN KINYARWANDA SOURCE TEXTS

A. FRENCH

MOT1 (MBG)	MOT2 (CLA&AEL*)	KRA1 (YAS &TIV*)	MAT3 (CAH&CLA*)
1. ***Speaker****(50)* *2.* ***PRÉ-SÉLECTION****(51)* *3.* ***Speaker*** *(52)* *4.* ***Structure*** *(53),* *5.* ***STRUCTURE*** *(54)* *6.* ***Infrastructure*** *(55)* *7.* ***IT****(56),* ***CADRE ORGANIQUE*** *(57)* *8.* ***SPECIALISÉS*** *(58)* *9.* ***private sector*** *(59)* *10.* ***National Data Bank*** *(60)* *11.* ***national Database*** *(61),* ***interview*** *(62),* ***database****(63)* *12.* ***SPECIALISÉ*** *(64)* 13. ***Speaker*** *(65).*	*1.* ***Speaker*** *(66)* 2. ***PREMIER MINISTRE*** **(67)** *3.* ***PROJET DE DÉVELOPEMENT**** *(68)* *4.* ***INDICE*** *(69)* *5.* ***master plan****(70)* *6.* ***Priority*** *(71)* *7.* ***Priority*** *(720)* 8. ***CEINTURE**** *(73),* ***Esatern Province****(479)* *9.* ***Speaker*** *(80)* *10.* ***LOCAL****(76).* 11. ***LATÉRITE*** **(77)** 12. ***Breakdown*****, *(78)** 13. ***MOYENNE****(* **79)** *14.* ***Speaker*** *(81)*	1. ***Speaker*** *(398)***.** 2. ***Genocide(*** *397)** 3. ***holocaust*** **(399)** 4. ***holocaust*** *(400)* 5. ***diaspora****(401), ***Europ*****. *** 6. ***diaspora*** **(403)** *7.* ***Twinning*** *(406)* 8. ***Universities*** **(404),** ***universities*** *(405)* 9. ***University*** *(407),* 10. ***Professors*** *(408)* 11. ***Professors*** *(409),* ***experts**** **(411)** 12. ***Experts*** *(412),* ***experts****(418)* 13. ***crowning*** ***(413)** 14. **"*****TV****(414)* ***24****(415),* ***genocide deniers****(416),* ***experts*** **(417)** 15. ***Experts****(418)* **,** ***table****(419),* ***experts*** **(420)**	1. ***Speaker*** *(210)* *2.* ***FORMALITÉ*** *(211)* *3.* ***budget hearings****(212)* 4. ***MIGEPROF****(213)*, ***MINECOFIN***(214) 5. ***Decentralization*** *(215)* 6. ***health centers****(216)* 7. ***Budge t****(217),* *8.* ***Speaker*** *(218)*

B. ENGLISH			
ENV2 (CAH)	**NUT(TIV)**	**1. MOT1(CLA)**	**MAT2(CAH)**
1. ***Speaker (359)*** 2. ***Speaker* (362)** 3. **SECTEUR (366)** 4. ***Speaker (363)*** 5. ***TECHNIQUE (367)*** *6.* ***TERRAIN (368)*** 7. ***ÉTAPE(369)*** .	1. ***Speaker*** 2. ***PRESENTATION*** 3. ***TAUX (236)*** 4.**COMPARAISON (237)** 5. ***grid(238)*, *CONNECTIVITÉ (239)*, *QUANTITÉ*** 6. ***STRATÉGIE(241)*, *gender equality* (242)** 7. ***STRATÉGIE(243)*, *FAISABILITÉ(244)***	1.**Speaker(50)** 2.**PRÉ-SÉLECTION(51)** 3.**Speaker(52)** 4.**structure(53),** 5.**STRUCTURE (54)** 6.**infrastructure(55)** 7.**IT, CADRE ORGANIQUE (57)** 8.**SPECIALISÉS(58)** 9.**private sector (59)** 10.**National Data Bank (60)** 11.**national database(61), interview(62), database (63)** 12.**SPECIALISÉ(64)** 13.**Speaker(65).**	*1.* ***Speaker(194)*** 2. ***CAPACITÉ(195)*, *PLASTIQUE* (196)** 3. ***PLASTIQUE* (197)** 4. ***CAPACITÉ(198)*, *PLASTIQUE(199)*, *PLASTIQUE(200).***

N.B: Code switching ítems are presented as they followed one another in their respective sentences a given Kinyarwanda SL. Eg., MOT1 interpreted by MBG into French used 13 sentences while MAT3 interpreted into English by CAH employed 4 sentences with code switching ítems.* distinguishes code switching impact where 2 interpreters worked 1 SL out of 626 sentences, interpreters dealt with 81 containing 103 code switching items.

APPENDIX III: TARGET TEXTS PRODUCED BY INTERPRETERS IN THIS RESEARCH

A=FRENCH VERSIONS

I. MBG (Fr. MOT1/4 min33)

(7''). Merci Madame la Présidente, je voudrais remercier l'honorable qui vient de nous présenter ce rapport clair. Cependant, je me pose une question je voudrais leur demander leur point de vue. J'ai apprécié la présélection, (./) après, sur 73 personnes on présélectionne 30.000 personnes. Seuls 2700 réussissent l'examen. C'est-à-dire une personne sur 10 qui peuvent occuper les postes proposés par l'État. **(../)** D'après leur parcours, ils sont compétents. (./)vous vous, est ce que vous vous avez posés la question de savoir pourquoi sur les 10 personnes seul une personne réussit l'examen ? Est-ce que ça **c'est** pas par ce que l'éducation ne répond pas aux exigences de l'État? **(…//)** La **structure Err des postes** ; Madame la Présidente, il ya des postes semblables **Err** avec des taches différentes. (../) la **structure des postes** dans le District **deee** Nyarugenge est différente de celle de Nyaruguru., de Gasabo! Dans certains districts on a besoin **deee** des agents fiscaux, ou des experts **Err**, on peut voir dans les ministères et dans les districts **Err**. Dans les districts il y a des agents chargés de la gestion des désastres **(.)** il faut faire une recherche **Err** et attribuer des agents appropriés à chaque organe. (../) **Sss** certains employés disent que au lieu de leur donner 100 employés, il faut leur donner 20 employés qui seront mieux payés. (../) Je vais parler de salaire dans des secteurs spécialisés. Dans **la** secteur privé les agents sont mieux payés. (../) L'État n'a pas assez de fonds pour payer ses agents. **(..//)** Je vais parler de la base de données nationale. Pour quoi **aah** on ne peut pas établir un organe qui donne des examens a des candidats aux postes? (./) Il faut établir une base de données nationale et sélectionner **eee** des candidats **aah** dans **Sss** cette base de données. **(.//)**.

2. CLA (Fr.MOT2/3 min03)

(6''). Merci Madame le Présidente, j'aimerais remercier le Premier Ministre pour le programme qu'il vient de nous présenter, les travaux en cours. Je me suis posé la question sur des éléments, les études qui sont menées sur les routes et les études qui sont menées par les projets de développement. Sur base de l'indice de la réduction de pauvreté, en revenant sur ce que, les travaux sur la route, il faut que ce la cadre avec les travaux qui ont été déjà menés. Alors, si nous avons besoins de longues routes ou si nous pouvons réduire la taille, il faut rapprocher les

activités qui cadre avec notre plan directeur. J'aimerais marier tout cela ensemble. Une autre question que je me suis posée, ce les programmes quinquenna**l**, quinquennaux sur les routes et qui changent de temps en temps. Comment une priorité peut changer une autre. D'où vient la deuxième priorité qui change la première. Si un leader est changé, automatiquement les priorités changent! Alors (./) la route de ceinture Muhazi par exemple, cela montre que on aura à approvisionner de l'eau, et cela va faciliter - tourisme entre la Ville et la Province de l'Est. Ceux qui vont dans le Parc de l'Akagera. **Err**, j'ai vu ça, c'est pas du tout clair, on aurait dû faire cette route cinq ans passées. Cela faciliterait le tourisme à Gasabo et à Rwamagana. Un autre élément, Madame la Présidente, les études qui sont menées (./) et les procédures utilisées ; je vais vous- un exemple ici, la route de Muhanga- Karongi, nous savons que **Err** il y a eu des leaders qui n'ont pas été attentifs sur les travaux, c'est vraiment inutile de réparer cette route. Comment, le **nom**, reprogrammer la même route. Pourquoi ne pas enlever la **pierre** qui endommage la route? (./) **Err**, cette pierre serait utile dans un autre domaine. Alors une fois réparée sans pour autant enlever cette **pierre**, (../) J'aimerais que vous m'éclaircis**sez** comment on peut réduire le coût. Il faut avoir des études très approfondies pour avoir une route macadamisée à un bon prix, **nous les** nous leur avons donnés **de pierres**, des latérites sont disponibles mais lorsque vous analysez comment les choses ont été **comptabilisées,** cela n'est clair. Comment on peut réduire le coût? Quelles sont les procédures de passation des marchés ; il y a beaucoup de routes. Si vous **donnez** quelqu'un 10 Km et que vous lui ajoutez 100 Km, il faut qu'il y ait **Err** une moyenne qui montre la réduction des coûts. Merci beaucoup, Madame la Présidente.

3. AEL(Fr.MOT2/3 min32)

(**7''**) Merci Madame la Présidente, je remercie le Premier Ministre pour ce **Euh** ces programmes d'activités **Euh** accordées, j'ai deux **à Sss** éléments à signaler, (.) **Err** (.//) à propos de la construction des routes, il ya **Err**, (.) ces projets de doivent être **doivent être Err** faire l'objet **d'une d'une** étude approfondie parce que ce que nous voulons, ce sont des projets de développement, (.) Parce que aujourd'hui on pose **la lala** priorité, demain on change; cette priorité **on on on** nous amène d'autres priorités selon **Err**, selon les responsables de ces projets. Si le responsable change, le projet change. Par exemple, il y a la route ceinture de la Ville de **Kig. Err** de Kigali, (.) mais cette route a été abandonnée, il ya d'autres projets dans la Ville de Kigali, mais aujourd'hui, on commence le projet, demain si le dirigeant change, le projet change

aussi. Donnons un autre exemple. Il y a la route Muhanga **Err** Karongi ; (./) mais aujourd'hui la route est déjà abimée. (./) on ne peut pas, on ne peut même pas **Err Err** réparer cette route. On va recommencer à nouveau ; par ce que l'étude de ce projet n'a pas été bonne. Parce que les **pierres** qu'on a utilisées **Err** se brisent facilement. Donc, je voudrais savoir**, les études,** comment les études de projets qui se font soient très approfondies pour que les **Err les les les infrastru** les infrastructures construites soient durables (./) par ce que nous avons **Err** ce soucis **Err** de faire des projets des **infrastuctu**, demain, la route ou bien les projets, les infrastructures sont endommagés.(.) Je **vous**, je vous remercie **Err** Madame la Présidente.

4. YAS (Fr. RKA1/3 min52)

(6'') Merci Madame la Présidente, j'aimerais compléter mon collègue, il est des pratiques qu'on constate pendant la période de commémorati**oooooo**n, les gens commenc**eee**nt à lâcher. Souvent c'est dû, **cela est dû** aux personnes qui doivent nous donner des informations. **(../)** les bourreaux, les tueurs, n'ont pas encore **Err Ss** manifesté la volonté de nous montrer là où se trouve les corps qui sont ici et là pour enterrer les gens avec la dignité. Alors, tant qu'on n'a pas encore franchi ce pas, alors c'est un problème. Ils commencent même **Err** à se faire voir **ici et là**, ils doivent faire quelque chose. Je **Err**, on demande trop aux **vul**, aux rescapées du génocide, plus que nous demand**ooo**ns aux bourreaux. Il faut franchir un pas. Alors, voyez le problème commence à se poser au niveau des enseignants. Quand on parle d'un enseignant ici au Rwanda, **(../)** un enseignant qui ne veut jamais dire la vérité sur ce qui s'est passé au Rwanda, alors qu'il est payé par le Gouvernement ! Ça **c'est**, je ne peux pas comprendre. **C'est**, un tel enseignant ne devrait pas être ici au Rwanda, il doit être ailleurs. Donnons l'exemple, **prenons l'exemple** de ceux qui sont déjà à l'étranger, ce sont des gens-là qui font **deees** des bruits, **Err** ils ne sont pas, ils ne peuvent pas s'exprimer mieux que nous le faisons! Alors, il faut que nous fassions quelque chose. Voyez, ces gents-là qui **Err**, qui écrivent **des mes**, des messages! Entant que Parlement alors, nous devons contacter **Err** les parlements d'autres pays pour leur expliquer l'histoire du Rwanda, pour que ces parlementaires d'autres pays puissent considérer notre histoire, pour qu'ils participent déjà à **fai..**la poursuite des **gens-là** qui sont dans leurs pays ! **Err Je** comme vous le savez, l'holocauste contre les juifs. **Ça Err** personne ne peut dire tout ce qu'il **veullent** mais **Err** concernant l'holocauste commis pour le Rwanda, on écrit tout ce qu'on veut, **Err j'aime, je vous**, j'apprécie l'effort que vous avez manifesté en en approchant déjà **laaa** diaspora ! Nous

devons alors approcher tous les membres de la diaspora rwandaise qui sont **ici et là** dans le monde. **Err** souvent, ils sont **iiiih iiih** ils manifestent la faiblesse. Alors, comment ces **gents-là** puissent être plus forts que nous? Non! C'est pas possible. Il faut voir **Err Err** nos universités, **Err** ces universités doivent **Err** tisser des relations avec d'autres universités qui se trouve **ici et là** dans le monde pour réaliser le jumelage! Si vous avez un ami **ici et là**, cet ami-là pourra combattre **Err** à tes cotés pour dire la vérité. Mais voyez, même les professeurs qui sont dans d'autres pays **Err eh euh** même ces **gents-là** qui sont lâches qui parlent de tout ce qu'ils veulent, qui se réclament être professeurs! Et pourtant ici au Rwanda nous avons des experts qui peuvent déjà **faire jaillir** la vérité plus que ces **gents-là**! Voyez, **Err**, très récemment, vous avez vu **err** quand on vou**uu**lait déjà élire **Err** Mushikiwabo, les gens se posaient des questions. **Err** vous **vous vous** avez vu ce qui s'est passé à **la a laa** France 24, qui, **les gens** qui se proclament être des experts sur le Rwanda! Alors, nos experts rwandais (.) doivent juste faire entendre leur voix pour dire la vérité sur ce qui s'est passé dans notre pays sans aucun problème. Je pense que peut être je suis acculé par le temps, et je m'excuse.

5. TIV(Fr.RKA1/4min26)

(**4''**) Merci Madame la Présidente. Je voudrais commencer par là où mon collègue a terminé. **Eeh** lors de la commémoration, je pense que maintenant que nous avons des retards et notre témoignage ne sont pas bons. Cela provient des personnes à qui nous posons des questions. Les promoteurs, les tueurs n'ont pas osé venir montrer là où les corps sont. Qui sont éparpillés **ici et là**, pour que on puisse les enterrer en toute dignité. Ce pas n'a pas encore été atteint. C'est un problème. Même les secteurs se promènent **ici et là** à l'étranger. C'est un problème, il faut faire un pas en avant. Nous posons beaucoup de questions aux survivants du Génocide, plutôt que-promoteurs. Il faut faire un pas.

Maintenant ce sont les enseignants, comment est-ce que vous pouvez dire qu'un enseignant au Rwanda, comment est-ce qu'il peut avoir un problème de dire ce qui est en relation avec le Génocide? Qui est cet enseignant **pour qui l'État paie**? C'est incompréhensible. Ce Professeur, cet enseignant devrait être ailleurs qu'au Rwanda.

Allons maintenant à l'étranger où beaucoup de promoteurs sont en train de faire campagne. Ils parlent chaque jour. Ils n'ont pas **beau..**mais beaucoup de **grande** fois plus que nous. Ils n'ont pas plus de vérité que nous. Regardez ce qui écrivent beaucoup, et comment nous répondons. Ce

Parlement, nous devons voir comment les autres Parlements devraient connaître l'histoire du Rwanda. Pour que quelqu'un puisse utiliser l'histoire de notre pays. Pour que quelqu'un qui est à l'étranger puisse être poursuivi contre le génocide contre **le pa..eee le génocide**. Comme ils ont peur de l'holocauste contre les Juifs, on ne peut pas écrire tout ce qu'on veut sur l'holocauste. Mais on écrit sur les Rwandais. Je suis heureux parce-que vous avez approché la **diaspora européenne**. Il faut faire un pas approcher toutes **les diasporas** du Rwanda pour qu'ils puissent dire la vérité sur ce qui s'est passé. Oui, quelque fois, comment est-ce que ces gens ont plus de forces que nous? Non, c'est impossible. C'est impossible. Il faut voir, nos universités devraient avoir des amitiés avec d'autres universités à l'étranger et faire le jumelage. Si vous avez des amis dans les universités, **cet ami** peut se battre pour la vérité. Il faut aussi contacter les professeurs **ici et là**. Mais ils ont été approchés par les négationnistes. Alors nous avons des experts qui peuvent **pas** dire la vérité parce-que ces **exp**…qui prétendent être des experts sur le Rwanda. Vous avez vu lorsqu'on a été au point de **nommer** Louise MUSHIKIWABO, les gens qui posaient des questions sur France 24, **les les** négationnistes sont plus experts que les Rwandais? Non. **(.)** Les Rwandais qui devraient être des experts pour dire la vérité. Je pense qu'il est presque temps. Merci.

6. CAH (Fr.MAT3/3 min53)

(5'') Je vous remercie Madame la Présidente, je **Err remercie également le rapport** présenté, **Err** je vais - une question sur **Err** le genre **ee** le principe de genre, c'est une question récurrente, je **Err** la question **se** porte sur essentiellement **sur** les **Err** Districts **qui neee** qui n'ont pas une connaissance profond**eee Err** sur l**eee** le problème genre, **Err iii** l**eee**, donc, le budget alloué pour ce **Err**, **donc** l**eee** ce problème de genre **Err Err** 80 millions **Err** c**eee Sss** alors je me demande **s'il n' y a** , s'ils n'ont pas de projets. (.) Donc, **à quoi ça**, alors le budget qui a été alloué dans ce cadre. **Donc** s'ils n'ont aucune connaissance sur **lee** l'utilisation de **Sss** de **Err** de **Sss** ce budget, **donc Eeii** il est question alors de **Err** recommandation. Surtout **Err** pour le **le** Ministère concerné **doivent** organiser **leees** formations **Sss Err** sur le concepte genre. Donc **Err** c'est un problème **quiii** est récurrent qui doit **aah euh**, trouver une solution. (.//) Une autre question, **Err c'eeest** sur le projet **Err** donc **Err**, soit dans les Districts **Err Sss Err Sss** dans les Ministères également, la loi **Sss** la loi **Err (.//) Donc Err** de la décentralisation ne **Err** n**'est** appliquée comme il faut ! **Donc**, ces institutions doivent aussi répondre **Err donc Err** les postes

de santé ne sont pas construits. **Donc** nous ne devons alors exiger qu'ils nous donnent une explication **Err** sur l'utilisation **deeee** de ce budget. Parce que **iiils** disent qu'ils n'ont pas de **Err donc** de parcelles pour construire ces postes de santé, Merci beaucoup, Madame la Présidente.

7. CLA (Fr. MAT 3/3 min17)

(**5''**) Merci Madame la Présidente. J'aimerais **féliciter le rapport** qui nous a été présenté. J'ai une question sur le principe d'égalité, c'est - problème récurrent comme d'autres l'ont si bien dit. Alors la façon dont on prononce ça, on a dit que les **di (.//)** ne comprennent pas bien le principe d'égalité, que des gens n'ont pas été formés. Il n'y a pas de projets qui ont été mis en place pour résoudre le problème en rapport avec le genre et il y a celui qui a dit qu'il y a quatre-vingt-cinq **millions de budget** alloué sur la question genre et trente-six **c** (./) a été utilisé, c'est-à-dire quarante-six pour cent. Alors si nous disons qu'il n'y a pas de projet sur le genre et que la population a besoin d'éclaircissement, pourquoi alors on a donné ce budget? Il fallait bien expliquer si les gens n'ont pas de connaissances sur le genre, ce serait une formalité et le budget alloué serait inutile. Alors il faut analyser ce que cette question en rapport avec l'égalité du genre, (.) nous avons proposé des recommandations, il y a des Ministères concernés, imaginez-vous les gens toujours demandent qu'ils soient formés sur le principe d'égalité du genre. Alors, je demande que les organes chargés puissent donner plus d'éclaircissement là-dessus, puisque si c'est le MIGEPROF qui est responsable où le MINECOFIN, il faut que ça soit résolu une fois pour toutes.

Également c'est en rapport avec les projets, le Ministère qui donne les marchés au niveau supérieur, nous avons une loi sur la décentralisation. Il y a beaucoup d'années nous savons nous tous cela, si nous voyons encore des organes qui ne peuvent pas décentraliser leurs activités jusqu'au niveau des secteurs, cela montre qu'il y a des problèmes. Alors, ces institutions doivent répondre pourquoi **aaa n'ont pas encore décentralisé**. Alors **jusqu'ici**, il faut que les gens commencent **aaa donc** à répondre pourquoi ils ne travaillent pas **pas** comme il le fallait. Il faudrait qu'il nous explique pourquoi on a alloué ce budget. Ce budget ne sera pas utilisé parce que **(.)** n'ont pas eu **la terre** sur laquelle ils pouvaient construire. Alors, il faut qu'il y ait des mesures en place pour faire un suivi sur les **choses** qui n'ont pas été faites. Merci beaucoup Madame la Présidente.

B=ENGLISH VERSIONS

1. CAH (Eng.ENV2/4min20)

(4''). Thank you Madam Speaker, I thank **Err** the presenter of this **Err** report, well, the **Err** (./) **Err the the** report **Err** was about **uuuh (.//)** the transformation of this produce, and also **Err** the question about **Err Ssss seed** seed selection, when we made the trip, **on the trip**, 50% of the Rwandans are **Err have** this **Err (.)**. This questions was about **Err** how **the the the** distribution of the seed, selected seeds, they **made** the land, but the land is too small, **it is,** what we need to do is increasing **Err** production by increasing also **Err** selected seeds. **Err this must be** they must do this with, in collaboration with **Err the competent person Err Kh (.//) Err** the maize seeds are not very **Err** are not **Err (.)** I wonder how this will be done, **to improve our**, to reform our agricultural process. So, we don't have **Err** livestock, **Err** (./) our livestock **Err livestock** is **(.)**, we need also to increase, the milk production, this **will be** will lead me to recommeshndation, **Err** implementation of recommendations **Err** (./) **Err** presented to **theee** Chamber of Deputies **Ssss Err** but we didn't **Err** get any **Err** tangible response from them, so we need **to to** make sure the, **wiiith** that we move to-next step **Err** in relation to questions which are in this sector of agriculture.**(.)** So, **(./)**, thank you.

2. NUT (Eng. TIV/2min7)

(6''). Thank you **Sss** Madam Speaker for the flow. I thank for the presentation which-about the explanation of two bills. My question starts by there, we understand interest of both draft laws **that they are contradictory**. One, I want to ask, but we can't do otherwise because it is for a short term (.). I want explanations about the comparison of both draft laws because the second draft law is very extensive. The question that is asked by my colleague, we have a problem about (.) connectivity because **things** are old or because it doesn't match with the quantity that we have. Is the problem solved? The Minister may have not well understood the **problem**.

The first thing I want to ask, because these projects are very good, do you have a strategy about gender equality? Do you know that women and men will equally have access to the project? Because someone who is **powerful**, someone who can bring technician to do it, may have access to the project. We can say that all women have access, I want the Minister to speak about their **stratedy of** the feasibility of the project. Thank you.

3. **CLA(Eng. MOT1/3min52)**

(6'') Thank you Madam Speaker, I would like to thank Honorable-, for his report which is very good and clear **bash** there is an issue I have that they will give us how they **feel**. I appreciate the selection that they conducted for the 73 thousand **(.)** they selected 45 thousand **(.)**, sorry 30 thousand but only 2700 **(.)** succeeded. It is one person out of 10 who were able to **do** Government services. Taking the procedure into account, it shows they are people with skills. One person per 10.000, did you ask any question about that? (./) Is it an issue about **Err** low skills? Or the services provided to the Government it **is contrary** to what is being taught **at** schools. Another issue, you will tell us on the research that was conducted some years back. The **ee Err the the** there are services that are the same but the needs are different. (.//) I will give an example. The structure that **are** needed in Nyarugenge or Gasabo **(.)** they are different from what is needed in Nyaruguru and Rubavu District **(.)**. In some district **(.)** they need more staff on revenues, others they need staff who studied **Err** tea domain, you can look even in some Ministries. I can even give an example **err on** on disasters **Err** natural disasters. If houses have been destroyed, **Err** we can **(.)**. How can we link up this? Don't you think that we need a research for us to be able to assign the required staff to the **Err** a given domain? In some domain they need specific skills. For example, the IT Department, someone will tell you this **organic charter** they gave me 100 staff, if they give 20 instead of 100, this can generate more output when compared to 100 staff. I am talking about this regarding **toooo** the specialized skills. **Err** We need people in private sector who will be well paid (./) **sometimes the Government cannot be able to pay this**. Can't we think of research that we can conduct and the laws that will govern all this? Another issue is about data bank. Why can't we put in place **Err** an entity that gives all these tests and to dispel this **suspicious**. We can use this entity **to to to** conduct the tests and interviews maybe 2 or 3 people will be interviewed. **Err**, maybe we select a specialized entity that can do this job, instead of having people doing exams but still being suspicious about how the exam is being conducted. Thank you.

4. **CAH (Eng. MAT 2/1min35)**

(5 Secs) Thank you Madam Speaker, **Err alsoo** I thank **theee** draft **present** to day, **Err** I support this bill, (./) **Err** my concern is about **theeee** is **Err ne diii Err** this **Ssss** two years, **(.//)** is it possible for this **Err** problem, issue of plastics to be **Err eradicated** in 2 years? **Err** I **iii** wonder if in 2 years it-two **iii** very short time and **Err** this **plastic** issues is **Err Err (.//)** I want him **tooo**

give a clear **Err** explanation on this eradication of plastics and **Err** that is **(.)** thank you Madame Speaker, **(.)**.

APPENDIX IV: INTERVIEW GUIDE WITH MEMBERS OF PARLIAMENT ABOUT CODE SWITCHING USE

Honorable MP,

I am a student at the University of Rwanda (UR), College of Arts and Social Sciences (CASS)/ School of Arts and Languages (SAL), on a Master's Program in Translation and Interpreting, and I am conducting a study on the use of code switching in the Parliament of Rwanda and the impact this way of using language has on the output by language professionals, especially interpreters.

Code switching has been researched on in various settings in Rwanda but not yet in Parliament. Further, that kind of research was made from different perspectives including linguistic and sociolinguistic ones. Little research has looked at such a phenomenon in relation to the field of translation and interpreting. It is hoped that the results of this study will help improve the work of interpreters at the Parliament of Rwanda. In my understanding, you are in a better position to provide reliable information in this area.

It is in this line that I am very much interested in your experiences in this field and I have enclosed an interview guide requesting you to respond to a number of questions. Items included in the interview guide are centered on knowing your experiences with regard to your and your counterparts' use of code switching in the Parliament of Rwanda, to the purpose and reasons for this use and how it relates to interpreters' work in the Parliament of Rwanda.

I would like to indicate that your participation in the study is highly valuable and that all efforts to protect your particulars and keep your information confidential will be taken. Your responses will be used only for academic purposes.

I look forward to learning from your experiences in terms of code switching use in the Parliament of Rwanda and its link with what interpreters do.

Sincerely,

TWIZEYIMANA Telesphore

INTERVIEW GUIDE

1. How often do you listen to this kind of communication in the Parliament? In which languages does code switching often occur?
2. Do you yourself use this kind communication when expressing your ideas whether in plenary or Committee discussions?
3. Why do you think you and other MPs use code switching while communicating ideas?
4. For what purpose or function do you and other MPs use code switching while expressing ideas?
5. Assume your communication in Kinyarwanda with code switching has to be interpreted into another language, how helpful/easy or difficult will it be for the interpreter to do his or job?
6. Do you think using code switching has to do with one's gender, education, age or linguistic exposure?
7. Is there anything else you want me to know?

APPENDIX V: QUESTIONNAIRE FOR INTERPRETERS

Dear respondent,

I am a student at the University of Rwanda (UR), College of Arts and Social Sciences (CASS)/ School of Arts and Languages (SAL), on a Master's Program in Translation and Interpreting, and I am conducting a study on the use of code switching in the Parliament of Rwanda and the impact this way of using language has on the output by language professionals, especially interpreters.

Code switching has been researched on in various settings in Rwanda but not yet in Parliament. Further, that kind of research was made from different perspectives including linguistic and sociolinguistic ones. Little research has looked at such a phenomenon in relation to the field of translation and interpreting. It is hoped that the results of this study will help improve the work of interpreters at the Parliament of Rwanda. In my understanding, you are in a better position to provide reliable information in this area.

It is in this line that I am very much interested in your experiences in this field and I have enclosed a questionnaire requesting you to respond to a series of questions. Items making up the questionnaire are centered on knowing your experiences with regard to who uses code switching in the Parliament of Rwanda and why as well as how it relates to your work.

I would like to indicate that your participation in the study is highly valuable and that all efforts to protect your particulars and keep your information confidential will be taken. Your responses will be used only for academic purposes.

I look forward to learning from your experiences in terms of code switching use in the Parliament of Rwanda and its link with what interpreters do.

Sincerely,

TWIZEYIMANA Telesphore

A. INSTRUCTIONS TO RESPONDENTS:

1. For those questions where you have several answer options, you either tick or circle what you suggest as an appropriate answer;
2. For those questions that are open, you will provide your comment, explanations or other details depending on the question asked.
3. Thank you in advance for your valuable contribution in the current survey.

B. RESPONDENT'S IDENTIFICATION

a. Names (optional)……..

b. Gender: Male Female

c. Age: …….

d. Work experience in the field (in terms of years)……..

e. Level and area of education……..

C. QUESTIONS

1. Have you ever interpreted, in the Parliament of Rwanda, a Kinyarwanda communication in which code switching was involved?
   - If the answer is yes, what was (were) the language(s) the switches were being drown from the most? – English…., French…, Kiswahili…, other (specify)…….....
2. Who do you think among MPs use code switching the most for each of the following category?

   1. Gender: Men……, 2.Women……,

   2. Age: a) Young adults (3-39)…., b) Middle-aged adults (40-59) …,c) Old adults (60-99)….

   3. Level of education: a) BA degree d) MA degree e) PhD degree

   4. Linguistic exposure: a) Kinyarwanda b) English c) French

   5.) Other (specify)…….
3. What are the factors which make MPs use code switching?
   1. Meeting topic;
   2. Meeting participant(s);
   3. Relationship between the speaker and the listeners;

4. Poor linguistic competence;
5. Overconfidence;
6. Any other factor,

specify……

……

4. What are the advantages of code switching in your job as an interpreter?

.....

.....

5. What are the challenges of code switching in your job as an interpreter?

.....

.....

6. To what extent does code switching by the speaker affect the quality of your work as an interpreter?

a. If there is a positive impact, to what extent are the following quality factors affected?

1. being **faithful** : a) slightly bad…….b) bad……c) very bad……..d) extremely bad…….
2. making **sense**: a) slightly bad…….b) bad……c) very bad……..d) extremely bad…….
3. using **accurate** language: a) slightly bad…….b) bad……c) very bad……..d) extremely bad…….
4. being **comprehensible:** a) slightly bad…….b) bad……c) very bad……..d) extremely bad…….

b. If there is a negative impact, to what extent are the following quality factors affected?

1. being faithful: a) slightly bad…….b) bad……c) very bad……..d) extremely bad…….
2. making sense: a) slightly bad…….b) bad……c) very bad……..d) extremely bad…….
3. using accurate language: a) slightly bad…….b) bad……c) very bad……..d) extremely bad…….

4. being comprehensible: a) slightly bad…….b) bad……c) very bad……..d) extremely

7. What would you suggest that can improve the quality of interpreting when faced with cases of code switching?.....