# A Critical Evaluation of New Challenges Pertaining to the Activities of Translation and Interpretation in Sub-Saharan Africa

## The Case of Uganda

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**Abstract:** This article aims to critically evaluate the new challenges pertaining to translation and interpretation (TI) in Sub-Saharan Africa (SSA) characterized by great linguistic diversity. It hopes to identify and suggest methodologies that can be applied to close the new encounters between SSA and the rest of the world. It further identifies the need for SSA to implement policies and practices that should promote multilingualism, mainly based on the plurality of languages with adequate space for international languages considering that the topic of school curricula in a multilingual space still seems to be crucial on this continent. In today's fast-paced dynamic work environment, different institutions are identifying the important role played by TI in achieving and supporting individual and organizational efficiency. This article is based on a logical framework depicting the importance of translation in socio-cultural and linguistic spheres, for knowledge production about Africa. It argues that translation should be seen as a means of exploring the diverse possibilities in African literature. It concludes by outlining possible methodologies and new directions.

**Keywords:** translation; interpretation; new challenges; Sub-Saharan Africa; multilingualism; methodologies; school curricula.

**Résumé :** Cette contribution vise à évaluer de façon critique les nouveaux défis liés à la traduction et à l'interprétation (TI) dans une Afrique subsaharienne caractérisée par sa grande diversité linguistique. L'auteur espère identifier et suggérer des méthodologies pouvant être appliquées pour rapprocher cette région du reste du monde. Il identifie, en outre, la nécessité pour l'Afrique subsaharienne de mettre en œuvre des politiques et pratiques qui favorisent le multilinguisme. Elles sont principalement basées sur la pluralité des langues, avec un espace adéquat pour les langues internationales, étant donnée le rôle crucial des parcours scolaires sur ce continent. Dans l'environnement de travail dynamique d'aujourd'hui, différentes institutions reconnaissent le rôle important joué par la TI dans la recherche et le renforcement de l'efficacité des individus comme des organisations. L'auteur s'appuie sur un cadre logique illustrant l'importance de la traduction dans les sphères socioculturelles et linguistiques, pour la production de connaissances sur l'Afrique. Il soutient que la traduction devrait être considérée comme une occasion d'explorer la diversité des possibles dans la littérature africaine. Il conclut en décrivant les méthodes envisageables et les nouvelles orientations.

**Mots-clés :** traduction ; interprétation ; nouveaux défis ; Afrique subsaharienne ; multilinguisme ; méthodologies ; programmes scolaires.

## 1 Introduction

This article describes and analyses how TI practices can sometimes be misguided in SSA. It seeks to critically evaluate professional TI practice in the light of business development, information communication and technological (ICT) development, health development, access to quick justice, and social services development; it will also offer some recommendations. It uses among other theoretical tools, Nida's (1964) formal and dynamic equivalences, and a sociolinguistic point of view to further highlight the eminent challenges within TI. It is an acknowledged fact that translation and interpretation are rapidly changing due to the impact of globalization, social change and new technologies, therefore it is important to understand the recent progress made in the field and in related research (Matthews and Bharat Thakkar 2012). The assumption here is that policy-makers and various public and private sectors in SSA need to develop a broader understanding of current and future challenges associated with translating and interpreting different genres in a multilingual universe. According to Zarate et al (2008: 18), a multilingual continent is a space where people can talk, communicate and act in multiple languages within several cultural and socio-cultural contexts. Thus, in the case of Africa, UNESCO currently estimates that more than 2000 languages are spoken, which makes Africa the most multilingual continent in the world. SSA is a region which reflects this linguistic diversity. Fundamentally and crucially, the people of this region practice a multiplicity of languages in diverse cultural contexts which reflect a range of interests; although a certain cultural unity suggests a long history. The languages of the region show similarities. Their speakers (orators) work, exchange, discuss, create and act with each other; which shows that Africa is a continent where multilingualism forms part of the socio-cultural realities. It should therefore be borne in mind that while the diversity/and richness of languages present on the continent may well be an asset, they are also often a source of division and misunderstanding between populations (Gorter 2006).

This multiplicity of languages is also the primary reason for the non-transmission of knowledge between different parts of the region, and also between the region as a whole and the world at large. For instance, all written works produced in SSA remain inaccessible to the world at large, if they are not translated. This implies that there is need for translators and interpreters in SSA to demonstrate an understanding of translation and interpreting in the context of both globalization and the various contacts which take place between different individuals, social groups and (local) institutions. Further, as exemplified by Bowen (2001), it is crucial for professional translators and interpreters in the region to display competence in a range of skills such as advanced analysis and synthesis of arguments, presentation, independent research, and the speedy and efficient processing of complex information from English or French and the African languages while observing standards of impartiality and equivalence. The use of community interpreting (Tiayon 2017) is advocated here as a means to simplify understanding during important negotiations with French-speaking neighbors

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– of business contracts, in crisis and conflict situations, of investment opportunities, while deciphering intelligence information or international employment opportunities, and during other forms of regional cooperation. It can be argued that on many occasions businesses lose competitive advantage and harm their chances of success because of misunderstandings or misinterpretations in the different administrative frameworks within regions which lack genuine TI infrastructure. This is clearly an obstacle to progress. Therefore CI should form part of the everyday realities of TI given that CI guarantees communication between a public service and the people who do not understand the mainstream language (ibid). The need to develop knowledge in specialized genres or subject areas and the command of terminology or vocabulary is crucial given the diverse socio–cultural context of SSA.

## 2 Conceptual and methodological orientations

It is important to specify at the outset which definitions of translation and interpretation I am drawing on in this article. According to Tiayon (2017), interpretation provides a unique opportunity to explore novel ways of relating to the world above and beyond specific languages. It is also, according to Tiayon, the process by which a spoken or signed message in one language is relayed, with the same meaning, in another language. He further argues that interpretation is carried out, as a matter of right, from and 'into minority languages in order to ensure communication with all citizens and residents of a country and empower minority language users by giving them access to information and enabling them to participate in society' Translation, on the other hand, is the written conversion of one language into another (Umberto Eco 2004). Translation always represents a shift not only between two languages but also between two cultures; and can be perceived, for instance, as an occasion for exploring the diverse possibilities of African literature and life in general, as espoused by Katwiwa Mule (2002) and Polo Belina Moji (2015).

Mule (2002 : 30) argues that 'translation may also be viewed from another perspective' when considered in the context of socio-political genres. He highlights what he sees as Peter Newmark's 'view of the translator as a facilitator of understanding among peoples of the world. Newmark's observation is important. But at the same time, it is necessary to underscore that we live in a world where cultural imperialism is the norm, in a world "where 'development' often follows in the footsteps of the West" (Chau 234). In this case, one is inclined to agree with Chau that the role of translation takes a different, more activist turn when it assumes the role of "a catalyst to action which is of benefit to the society as a whole" and when "notions of equivalence become less important than social effectiveness" (233). How often, for example, have we heard African politicians and academics alike use terms like "appropriate technology" without any recognition of how absurd it can be to seek to impose such technologies on African contexts. Such resonant concepts as these are a constant reminder that translation has both political and ideological dimensions since it often takes place in a situation of power exchange. Whether in relation to technology or literary issues, this transfer of power can easily pass unnoticed.'

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Translation is therefore essential given the overabundance of indigenous languages in SSA.This implies that 'a translator must take into account factors that are linguistic or semantic as well as, broadly speaking, cultural and socio-cultural', as emphasized by Helen Glanville and Murtha Baca (2014). The same scholars further argue that 'every translation is, to a greater or lesser extent, also an interpretation'. Considering the multiple African languages characterized by their own cultural contexts, translation becomes an essential process if one is to enable intercomprehension and intercultural discourse among non-Africans and among Africans, as I hope to elucidate in this article.

## 3 Possible emerging difficulties in TI

According to some scholars, sociolinguistics and translation form a natural partnership since 'Sociolinguistics deals primarily with language as it is used by society in communicating' and 'the different ways in which societies employ language in interpersonal relations are crucial for anyone concerned with translating' (Nida-1964). From the sociolinguistic perspective, this entails language use, that is, what can be said in a particular language by whom, to whom, in whose presence, when and where, in what manner and under what social circumstances. This obviously becomes more difficult as we cross not only geographical and linguistic frontiers but also temporal ones (Helen Glanville and Murtha Baca 2012). Common sense indicates that translation demands a deep understanding of both grammar and culture (ibid), plus language competence and the cultural intelligence it brings with it. Glanville and Baca further argue that translators need to know the rules of a language as well as the habits of the people who speak it. And even for the most experienced professionals, confusion and frustration are familiar feelings. One of the evident challenges of translation resides in the fact that every language has a well-defined structure with its own established rules. The difficulties and distinctiveness of this framework directly correlate to the complexity of translation as a discipline. As a result, translators frequently have to add, remove, and rearrange source words in order to effectively communicate in the target language.

For instance, idioms and expressions figure prominently in genres where figurative speech dominates. The meanings carried by these unusual phrases cannot be predicted by the literal definitions of the words they contain. Research and experience have shown that idioms represent the toughest challenge for translators. In fact, idioms are routinely cited as a problem machine translation systems will never fully solve. Many linguistic scholars and professionals claim that idiomatic expressions are potentially puzzling phrases, and that for this reason familiarity with the culture must be _a priori_ty in translator recruitment. Furthermore, the issue of homonyms and heteronyms poses a challenge in translating and interpreting. In other words, the element of multiple meanings (MM) arises for both the foreign languages and the languages spoken in SSA. By MM, we understand the phenomenon whereby the same word holds multiple meanings depending on where it is placed and how it is used in a sentence and in a given context.

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A study was undertaken by H Pembe (2010) on the challenges of translating poetic texts; it focused on Paul Sozingwa's wimbo wa Lawino and revealed that to some extent the translator had succeeded in maintaining the structures of the source language text, especially in terms of chapters and subchapters. The translator however failed to maintain the structure of stanzas, verses and the number of words within these structures due to a number of factors, including variation between English and Kiswahili, overtranslation, undertranslation and mistranslation (Mule 2002). Such factors can often cause disastrous and literal misunderstandings. We had an opportunity to read the translated versions of Chinua Achebe's text 'Things Fall Apart' translated into a local Ugandan language, and the translator mainly used direct translation, which led to misunderstanding of the SLT in the TLT. Similar difficulties can be caused by sarcasm in literary source texts. When this is not correctly apprehended and translated, the text can lose meaning. Sarcasm is a sharp, bitter, or cutting style of expression that usually means the opposite of its literal phrasing. According to the *Cambridge English Dictionary*[1] sarcasm is the use of remarks that clearly mean the opposite of what they literally state; it is used in order to hurt someone's feelings or to criticize something in a humorous way. It is therefore crucial for the translator of literary texts to be well equipped with literal/poetic forms of both source language text and target language text.

Learners of a foreign language such as French often fail to achieve a native-like competence as a result of nativisation. For instance, a study undertaken by Atcero (2013) that focused on the role of technologies deployed in oral technical presentations (such as the use of Microsoft Power Point) to enhance French students' oral skills in French for specific purposes (FSP) demonstrated some lexical and morphological gaps as well as some methodological challenges on the phonological, lexical and grammatical levels, and attributed these factors to nativisation as evidenced by Andersen's Nativisation Model (2000). This model sees second language acquisition as the result of two general forces, which it labels nativisation and denativisation. Nativisation consists of assimilation; the learner makes the input conform to his own internalized view of what constitute the second language (L2); denavitisation is apparent in depidginization (i.e. the development of a pidgin language which occurs through the gradual incorporation of forms from an external language source) and also in later first a second language acquisition. The acculturation and nativist models focus on the power mechanism of SLA. They provide explanations of why L2 learners, unlike first language learners, often fail to achieve a native-like competence.

The phenomena of diglossia and pluriglossia or plurilingualism need be considered in the activities of translation and interpretation in SSA. One of the SSA countries, Uganda, is multilingual and diglossic as a consequence of its history and geography. 65 indigenous languages are spoken in Uganda by 56 different tribes (see the Ugandan Constitution of 1995 amended in 2005). These figures highlight a possible diglossia (diglossia can be seen as a context in which a given community uses two languages, one of which is vernacular, as explained by Bertin et al). Diglossia is a fairly well-known phenomenon, it consists of a combination of one language that is used in the dialect (vernacular) and a second which may be an elaborate version of that dialect

1. https://dictionary.cambridge.org/dictionary/english/sarcasm.,

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(*cf.* Arabic, Czech), or a distinct yet closely related variant (e.g. Hochdeutsch) (Causa 2002). The *Dictionary of Linguistics* (Larousse 1973) defines the concept of diglossia as follows: 'Sometimes diglossia is given the sense of a bilingual situation in which one of the two langages has an inferior socio-political status.'

This definition of the phenomenon can be used to demonstrate the dominant status of English over other foreign and local langages in Uganda. It alludes to the substitution of one language for another, or the concomitant use of several languages, or the influence of a prestigious language or dominant language on minority languages. The argument here is that diglossia ushers in the phenomenon of contact between languages and its consequences, one of which can be linguistic conflict.

The contact of langages has two consequences which manifest themselves in two forms. On the one hand is the concept of code-switching, which is mainly characterized by two fundamental aspects (interferences and borrowing); and, on the other hand, coding interchange which can be referred to as nativisation by Andersen's Nativisation Model (2000). Nativisation is the phenomenon that makes the learner perceive and analyze any new linguistic data in L2 according to criteria already in place, which are personal to him (these criteria obviously vary as he progresses in his learning). These two phenomena will make it possible to show the practices of code-switching and assimilation. Furthermore, from the diglossic point of view, Georg Kremnitz states that each diglossic situation contains elements of inequality and therefore elements of conflict. The conflict potential is inextricably linked to job inequality. These conflicting elements are not continually updated, but they are always present, updatable, so to speak (1991).

## 4 What needs to be done in relation to the pressing need to render texts into the indigenous languages?

### 4.1 The need for 'community-based interpretation', which can be of interest to business development

Many businesses in Uganda with 'growth potential'are those that recognise opportunities abroad, and seek to expand and grow beyond the Congo DRC and Southern Sudan. Such businesses will have proven their expertise in product development and receptiveness to customer insights. These newcomers and would-be global brands have what it takes to grow and put in place the strategies necessary for success. But in one crucial area many Ugandan businesses might face linguistic challenges. Most Ugandans use English as their official language of business transaction. Although I cannot refute that English is the official language, as declared by the Ugandan Constitution of 1995, English knowledge alone is not sufficient.

### 4.2 The need for 'community-based interpretation', which can be of interest to ICT development

In Uganda, the installation of broadband in villages has dramatically improved thanks to the expansion of mobile phone ownership, the use of village phones and the setting up of wireless broadband networks. Thanks to the different private telephone

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companies such as MTN, UTL, Orange and Airtel, Ugandans are able to subscribe to the services that accrue due to the existence of these infrastructures. Related to the mobile money innovation is the impact of digital innovation in the education sector. We have seen that an educational technology enabling learning environments and emerging technologies are also present in the universities and schools in Uganda. ICTs are facilitating the learning process in education, e.g. SESMAT is one area in which ICT is helping teachers to improve the teaching of sciences and mathematics in secondary schools. So ICTs are driving education beyond the classroom environment. Broadband has been seen to facilitate e-health through mobile health delivery. The connectivity has also helped with the establishment of cyber cafes, e-commerce, e-learning and e-governance systems, to mention but a few. Interconnectivity is helping Ugandans to transfer from a reliance on traditional ways of doing things to modern methods and practices. Uganda is finding success to some extent because the government has realised how important ICT infrastructure is to the development of the country, and has decided to open up to privatization and liberalization policies. Although ICT broadband infrastructure implies better connectivity, it has been observed over the years that the connectivity is low in most cases. In addition, the proportion of the population that has access to the Internet is quite restricted, even though ICTs are crucial to development. In the minds of most citizens, the broadband policy seems not to carry much importance; it does not have a direct link to their most basic concerns. Yet broadband affects other areas which are critical for development. Since the majority of citizens are not engaged in the discourse about ICTs, and since civil society is not represented in policy discussions, a significant section of the population is left out of broadband policy development. The challenge here is that all these innovations are in English and the grass-roots men and women are mainly ICT illiterate. In order to engage a larger section of the population in broadband policy development, there is a need for information repackaging from SLT to TLT in order to benefit the different clientele, since people need to know about the challenges of using ICTs in the rural areas.

### 4.3 The need for 'community-based interpretation', which can drive developments in health care

In its bid to enhance economic development, the government of Uganda has recognized the importance of information and communication technology (ICT) as an enabler in the delivery of services to its citizens and the business sector, health being one of the key services needed by the population. The Ministry of Health has recognized eHealth as a key enabler in the delivery of good health to the population. The National eHealth Policy will provide guidance on how to use ICT to facilitate improvement in the flow of information through electronic means, to support the delivery of health services and the management of the health system. It will also facilitate the achievement of the longer-term health goals such as universal access to care, health sector efficiency, and social transformation. The National eHealth Policy has been developed through an inclusive, participatory and consultative process of engagement with a wide range of multisectoral stakeholders. Stakeholder identification was based on their influence, knowledge, expertise and interest in eHealth. This is to ensure an informed national eHealth policy that is relevant to, and supported by, stakeholders from the health

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sector, the ICT sector, relevant government ministries, health development partners (HDPs), UN agencies, the private sector, civil society and research organizations, local governments and academia. Other stakeholders include individuals, health service providers, managers and administrators from urban and rural and areas. According to Namyalo (2010: 1) 'Despite this successful deployment of information and communication technology, Uganda like other African countries still faces several challenges which directly or indirectly affect HIV communication. Among these challenges is the question of translating HIV/AIDS materials in the absence of a standardized terminology and disseminating them in multilingual and multicultural communities.' She argued that 'The challenges associated with HIV/AIDS message dissemination in indigenous languages of Uganda cannot be understood without reference to its linguistic and ethnic diversity which to quite an extent shapes its historical and present political, economic and socio - cultural aspects. With a population of over 32 million inhabitants (Uganda Bureau of Statistics 2010)' (*ibid.*). She concluded by highlighting the fact that 'Given this situation, there is perhaps a lot of ground to be covered before an effective HIV/AIDS communication strategy in Ugandan indigenous language can be fully realized.' (*ibid.*).

### 4.4 The need for 'community-based interpretation', which can improve access to quick justice

There will always be a need for translation and interpretation services in the justice system (Lawrie, 1999). As alluded to by Namakula (2014: 121), in her article entitled 'Language Fair Trial Rights in Uganda's Criminal Justice System', the author 'analyses the impact of language diversity on the right to fair hearing in Uganda. She also reveals historical and systemic language complexities as well as structural deficiencies that inhibit the capacity of the courts to ensure trial fairness. An elucidation of the position of language in the guarantee of minimum fair trial rights presents an existing and priority framework for promoting, protecting and reinforcing linguistic warranties.' She argues that 'the language(s) of the people of Uganda is a key dynamic in the exercise of judicial power.' She further contends that 'It is the means through which the rights of accused persons are secured and exercised hence constituting the core foundation for justice.' She concluded by advancing that 'There is need to foster a professional standard of judicial interpreting, allocate adequate resources to courts of law, facilitate modern and reliable mechanisms of making the court record, and tackle national language reform.' She observes that 'the challenges faced by the courts of Uganda in assuring the language fair trial rights of trial participants represent systemic problems in the judiciary and the nation, hence requiring an holistic approach, Among others, there is a need to foster a professional standard of judicial interpreting' (Namakula 2014: 150), which is where our interest lies.

### 4.5 The need for 'community-based interpretation', which can contribute to the development of social services

Another key priority related to ICT development in Uganda is the telecommunications sector, which will encourage investment in value-added activities to raise levels of efficiency in the industry. The undersea cables on the East African coast will enhance

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connectivity by improving the broadband width in the country, leading to fast Internet. The establishment of the national backbone infrastructure for data transmission is also key in this sector. Uganda's national ICT policy is premised on components such as the liberalization of the telecommunications industry, an increase in mobile use, the recognition of ICT as an enabler in broader socio-economic development, enhanced computer applications, information processing, storage and dissemination. Developments in ICT4D are anchored in Vision 2040 of 2013, the National IT Policy (2012), the National E-Government Framework (2013), the NITA-U Act (2009), the E-Waste Policy (2010), the National E-Government Framework, the Digital Migration Policy, the Uganda Communications Act (2013), the Rural Communication Development Fund (RCDF) Policy (2010/11-2014/15) and the National Development Plan (NDP) (2010/11-2014/15). These policies were established through government understanding of the critical role that information plays in national development. To achieve the strategic objectives of these policies, government has formulated different strategies including promoting the use of ICT in business and service operations (e-commerce and e-government), building competent human resource capacity across government sectors, developing and implementing a policy together with a legal and regulatory framework for systematic sector development, developing broadcasting infrastructure, promoting the use of library services and postal services.

The ICT industry requires an excellent enabling infrastructure. Gradually, Uganda is shifting away from dependency on satellite technology to connect to the rest of the world; this is however a slow and costly process. The private sector has led the race to connect to the undersea cables at Mombasa. There are several initiatives in Uganda where the public and private sectors are coming together to promote ICT for socio-economic development, including I-network Uganda, U-connect, the Community Knowledge Worker Initiative, Reflect ICT Resource Centre, E-Network, the solar-powered Internet project. There are also several other initiatives which aim to reach out to communities and support the government in efforts to integrate ICT into the provision of government services such as e-government, e-health, e-education and e-business. The following domestic factors will greatly affect ICT application development and adaptation in Uganda: access to Internet for ordinary citizens, access to ICT for Uganda's population, the level of digital literacy, the sophistication of e-governance, the adequacy of ICT legislative and regulatory frameworks. All the aforementioned will contribute to the social appropriation of these technologies. Social service development in SSA and in Uganda therefore requires 'community-based interpretation', and professionals who can display competence in a range of skills including the advanced analysis and synthesis of arguments in the area of ICT presentation, and the speedy and efficient processing of complex information in English and local languages.

In addition, ICT innovations, including the Internet and mobile technologies, will pervasively influence the e-tourism industry. The growing field of m-tourism is closely linked to the increasing worldwide penetration of smart phones and related mobile applications. These smart phones and apps feed directly into tourist behaviour by fundamentally influencing their choices and movements. The significant potential of smartphone (or tablet) and mobile app use in tourism will be of great value for the

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management of Uganda's tourist attractions. While Uganda has enormous tourist potential, the number of people actually visiting the country remains disappointingly low. For instance, France is the fourth biggest tourism spender in the world, with some 1.6 million French nationals visiting Africa every year. However, only 15,000 of these people choose Uganda as a destination, compared to the 60,000 who visit the United Kingdom. It can be deduced that such a disproportion occurs as a result of language and cultural barriers. Yet, given Uganda's geographical location next to Rwanda, Burundi and the Democratic Republic of Congo, there should be more French interest in the country. This can be attributed to the fact that the French language is used much less than English in Uganda's tourist industry. It is clear that more linguistic diversity must be injected into the tourist industry if it is to unlock its full potential.

## 5 Conclusion

The aim of this article was to raise some critical issues surrounding translation and interpretation services in different genres in Sub-Saharan Africa in general, and in Uganda in particular. Compelling evidence has emerged that language barriers can have an adverse effect on access to a variety of services in different sectors ranging from business, education, health, the judiciary, the media, social services, tourism, to mention but a few. Many individuals, units and organizations face significant barriers to the promotion of diverse services, and are losing out on competitive advantage. 'There is also evidence that they face significant barriers to first contact for care in a number of settings. Although limited research has been undertaken in' (Bowen 2001: 95) Uganda and SSA, significant challenges have been identified in relation to the translation and dissemination of HIV/AIDS information: the case of Uganda indicates that 'Among these challenges is the question of translating HIV/AIDS documentation in the absence of a standardized terminology, and disseminating them in multilingual and multicultural communities.' (Namyalo 2010: 1) Analysis of the impact of language diversity on the right to a fair hearing in the Ugandan justice system is consistent with studies undertaken in other countries. Our critical evaluation has shown that providing language access services may result in benefits to a number of stakeholders.

### 5.1 Recommendations

It is crucial that the translator of literary texts be well equipped with literal/poetic forms in both the source and target languages (TLT).

There is a need to develop knowledge in specialized genres or subject areas, and command of terminology or vocabulary is crucial given the diverse socio-cultural settings of sub-Saharan Africa.

Cultural familiarity must be _a priori_ty in translator recruitment if companies wish to avoid losing competitive advantage in the globalized world.

It is important to recognise the need to create Internet content in African languages, to develop African language keyboards and conduct needs assessments of local users.

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Teachers should be trained in the instruction of information literacy skills; libraries should be involved in the development of such skills, and mass information literacy programs instituted.

In order to engage a larger proportion of the population in broadband policy development, there is a need to repackage information from source language text to target language text in order to benefit the different clientele, since people need to be aware of the challenges of using ICTs in rural areas.

An holistic approach is required in the courts of Uganda in order to tackle systemic problems in relation to the provision of language fair trial rights to trial participants. There is, for example, a penury of professional standard judicial interpreting, and this is just one problem among others that needs to be addressed.

The Ugandan government needs to come up with a clear policy and strategy at national level to encourage students at all levels to learn another foreign language in addition to English. French, German or even Chinese would be very useful.

The French language in particular should be strongly developed in order to promote tourism in Uganda and in the East African community regions.

From a scholarly perspective, the following recommendations borrowed from the University of Surrey (2019) are respectfully proposed:

Professionals should be able to

— 'Produce high-quality translations in a variety of genres which are appropriate to their context'

— 'Orally present mediated messages in a clear and appropriate fashion'

— 'Confidently deal with interpreting tasks under simulated conditions, especially developing stamina and problem-solving techniques under conditions of time and cognitive pressure'

— 'Acquire a sound knowledge of the structures, procedures, code of conduct as well as the professional terminology pertinent to the area'

— 'Function professionally in all situations'

— 'Monitor levels of engagement and impartiality in translation and interpreting situations'

— 'Acquire review/evaluation skills for translation and interpreting purposes'

— 'Combine translation and interpreting skills in a market where flexibility and a varied professional portfolio is an advantage'

— 'Demonstrate a thorough understanding of the main principles that underpin translation and interpreting, as different yet interrelated activities'

— 'Demonstrate a good understanding of theoretical issues relevant to translation and interpreting'

— 'Demonstrate knowledge of the development of the areas of translation and interpreting in relation to general as well as more specific socio-political issues'

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— 'Demonstrate an understanding of translation and interpreting in the context of both globalization and the contact between different individuals, social groups and (local) institutions'

— 'Demonstrate an understanding of advanced translation techniques in relation to specialized subject fields'

— 'Demonstrate an understanding of advanced interpreting skills and preparation techniques'.

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