Team Teaching for Simultaneous Interpretation and How It Affects Teaching and Learning*

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ABSTRACT

This paper examines the benefits of team teaching in the field of simultaneous interpretation with an introduction and discussion of the successful eight-day Simultaneous Interpretation Summer Intensive Course (Summer Course) offered annually by Okinawa Christian Institute, which is comprised of Okinawa Christian University (OCU) and Okinawa Christian Junior College (OCJC). Each of the four instructors addresses an area where he or she is principally engaged in order to give a clear picture of the program. Section I provides an overview of the program including a brief history of the Summer Course and its curriculum. Section II details some of the specific lesson elements, such as shadowing, sight translation, pair work and total performance. Section III discusses translation techniques and how they contribute to the simultaneous interpretation program. Section IV discusses the evaluation process.

Introduction

Since 1993, the Simultaneous Interpretation Summer Intensive Course has been held every year at the beginning of August. It is unique in that it offers intensive instruction continuously over the course of eight days from highly-qualified instructors, two professional simultaneous interpreters, and four university faculty who teach and perform interpretation and translation on a regular basis. The Summer Course has also achieved a certain level of recognition not only among residents of Okinawa Prefecture, but also those living or working in other districts of Japan. Comprising a variety of teaching methods including shadowing, sight translation and written translation, this course is able to provide beginning students a firm foundation in the art of simultaneous interpretation while at the same time offering more advanced learners worthwhile and demanding training to hone their skills so they are able to actually undertake work doing simultaneous interpretation. The authors intend for this paper to give readers a sufficiently broad overview of the Summer Course, how methods of team teaching affect instruction methods as well as program evaluation so as to aid the reader in understanding the importance of having the teachers of a team evaluate the students' classwork from their respective points of view (Kato et al. 1998).

Section I
Overview of the Simultaneous Interpretation Summer Intensive Course

The Summer Course has been offered annually for 15 years to students of Okinawa Christian Institute, students of other universities, as well as the general public. The program was coordinated by Okinawa Christian Junior College until 2005, after which it has

been sponsored by Okinawa Christian University, which was founded recently and will have its first graduating class in the spring of 2008. The four-year university was felt to be the more appropriate organizing body for the program. From data collected in 2006, this paper will demonstrate the extent to which the program has an effect on its students as they cope with language expressions in two different languages and undertake consecutive interpretation and simultaneous interpretation.

1. Summer Course in OCU Curriculum and OCJC Curriculum

The program consists of two courses: Simultaneous Interpretation I for beginning students and Simultaneous Interpretation II for advanced learners. Both courses are listed in the curriculums of OCU and OCJC. Both offer two credits (OCU and OCJC Regulations, 2006) as a regular subject of study, which requires 60 hours of lessons in order to meet the regulations governing academic standards issued by the Ministry of Education, Culture, Sports, Science and Technology (University Establishment Standards, 2006).

Besides this Summer Course, there are several other courses offered in the field of interpretation and translation within the OCU curriculum, for which OCJC students may also register. They are Simultaneous Interpretation Basic, Beginning, Intermediate, and Advanced; Translation from English to Japanese I and II; Translation from Japanese to English I and II; International Relationship and Practice. The Summer Course is so intensive that any student who wants to participate is asked to take at least one of these courses as a prerequisite.

2. Brief History of the Summer Course

The Summer Course was started in 1993. At that time, the only school at OCI (Okinawa Christian Institute) was Okinawa Christian Junior College, although the establishment of the four-year university was a new project under consideration. In addition, the local Okinawan Prefectural government was looking for any possibility that would enable it to host international conferences in the future. It was in that context that, the former president of OCJC, Dr. Kimi Hara developed a plan for a new program which would allow the college to serve the needs of local community. This program would complement the local government's plan. A decision was made to propose a program to provide training in simultaneous interpretation to raise awareness not only among college students but also people in the community as is the duty of college education (Kagawa, 2004).

The program began with one course for students as well as people from outside the school. Both groups learned how to use the same materials in this very stimulating course. At the request of those who were attending from outside OCJC, an additional class was opened for more advanced students in 1997 to administer more appropriate instruction in accordance with their English ability and interpreting skills, which were far better than those of college students. The Summer Course has offered two courses ever since: Simultaneous Interpretation I (for beginners, primarily for college students) and Simultaneous Interpretation II (primarily for those with advanced skills). There are usually about 30 people who attend in the former group and roughly 20 in the latter. The learners of each course seem to be satisfied with the class and its size. Principle coordination of the program was transferred to Okinawa Christian University in 2006 with the understanding that Okinawa Christian Junior College would also share in the administration.

3. Instructors

The main instructor when the program first began was the late Dr. Mitsuko Saito, professor emeritus of International Christian University and renowned expert in the field of simultaneous interpretation (Saito, 1991). She established a tradition of dispatching well qualified instructors from Communicators, a company that she had founded and which is now run by her successor Ms. Takako Nakayama, to help make the Summer Course more practical and meaningful. This company provides training for simultaneous interpreters as well as translators. The instructors who have participated in the Summer Course are as follows: Dr. Mitsuko Saito (1993~1999, 2002), Ms. Kumi Inoue (1993), Ms. Etsuko Okada (1993, 1997~2000), Ms. Yoko Mitera (1993~1998, 2003~2004), Ms. Asako Yamamoto (2001), Ms. Chieko Michishita (1999~2001), Ms. Keiko Hiyoshi (2002~2007), and Mr. Teruaki Miyata (1994~2007). The last two instructors (Ms. Hiyoshi and Mr. Miyata) have been attending regularly for the past few years.

In 1999, OCJC professors began to assist these instructors in teaching the course. The OCU faculty who have worked in the Summer Course are: Prof. Keiko Yamazato (1999~2007, assistant 1993~1998), Prof. Kaoruko Miyakuni (1999~2003), Prof. Senko Shiroma (2004~2007), Prof. A. David Ulvog (2005~2007), Prof. Hitoshi Hamagawa (assistant, 2006~2007).

4. Student Backgrounds

One of the reasons why the Summer Course has continued to be offered is to serve the community as well as the needs of college students. A brief glance at the background of those attending the course will illustrate how well the program has been acknowledged by the community.

(1) Simultaneous Interpretation II: 26 students

Table 1 : Occupations

		Number
Number of students		26
1. Interpreter		2
2. Non-regular employee		2
3. Teacher	College	2
	Senior high school	7
	Junior high school	2
	School for challenged students	1
	English conversation school	2
4. US Base employee		1
5. Defense Facilities Administration Bureau employee		1
6. Office worker		5
7. Student	From other colleges	1
	From OCI	0

The first item "Interpreter" in Table 1 indicates that two of the learners in this course work as "Interpreters." The fifth item indicates "Defense Facilities Administration Agency-Naha Bureau employees." The seventh item "student" demonstrates that some students have been allowed to enroll in the advanced course if their English ability is sufficiently high. Students' English ability is shown in their TOEIC scores: 990, 975, 930, 920, 919, 910, 855, 790, 780, 755, etc.; TOEFL scores: 627, 550, 533, 524, 500, etc.; Step Test: 1st grade (3 people), Pre 1st (7), 2 grade (1) (Application form information, 2006).

Table 2 : Special Experience in an English-Speaking Environment

	Number
Number of learners	26
1. Overseas	13
2. Interpreting	13
3. Attending interpreting school	9

The second item "Interpreting" means that of the 26 learners, 13 already had experience

in interpreting at such international events as the United Nations University Global Seminar, 2000 Kyushu-Okinawa Summit, Inter-American Development Bank conference, trade goods exhibitions, etc. (Application form information, 2006). Learners were allowed to check more than one item.

Table 3: Number of Times Enrolled

	Number
Number of learners	26
1. 1st time	16
2. 2nd time	6
3. 3rd time	1
4. 4th time	3

Of the 26 learners, there were 10 who had registered more than once and are referred to as "repeaters." Given the number of returning participants, it is possible to say that this course has been highly evaluated and is regarded as very useful for improving language ability and interpreting skills.

(2) Simultaneous interpretation I: 30 students

The first item "student" in Table 4 is made up of three groups: 4 students from other universities, 16 from OCU and 10 from OCJC.

Table 4: Occupations

		Number
Number of learners		30
1. Student	From other Universities	4
	From OCU	16
	From OCJC	10
2. Teacher	Senior high school	0
	Junior high school	0
3. Others		0

Although this course is primarily designed for college students, people who are currently working as teachers and other adults have desired to enroll in this course and receive training in simultaneous interpretation. In 2006 though, there were no participants with this status. The students' English ability in this

course varies from TOEFL scores of 770 to 470 as well as from Grade 2 to Pre2 on the STEP test (Application form information, 2006).

Table 5: Special Experience in an English-Speaking Environment

	Number
Number of learners	30
1. Overseas	4
2. Interpreting	0
3. Attending interpreting school	12

The third item indicates that 12 students took a specialized course or courses at their home school (OCU and OCJC).

Table 6: Number of Times Enrolled

	Number
Number of learners	30
1. 1st time	25
2. 2nd time	5
3. 3rd time	0
4. 4th time	0

The second item demonstrates that some of the students have wanted to come back to the program to receive this training. The program was sponsored by OCJC (two year program). So far, only five students have enrolled more than once.

Data for these six tables going back to 1997 are included in the Appendix.

Section II
Specific Elements of the Course

This section introduces the specific elements of the Simultaneous Interpretation Summer Intensive Course: 1) text materials for the course, 2) training methods, 3) introduction to the new language laboratory, and 4) the significance of total performance.

1. Text Materials for the Course

In simultaneous interpretation training, it is important to encourage students deal with a wide variety of topics. Except for a limited

number of top-level professional interpreters, most people working in this profession have to deal with a wide range of subjects. In 2006, the Summer Course employed and introduced 16 different course materials including audio/-video data. Among these topics were materials related to IT, business, politics, international relations, sports and more. In 2006, the total number of pages for all of the material reached 81.

2. Typical Training Methods

There are conventional methods commonly used in both the advanced and beginners' classes. A typical class undertakes all or some of the following: (1) shadowing, (2) quick response, (3) sight translation, (4) pair lessons, (5) interpretation with pauses, and (6) simultaneous interpretation. Of these six methods, shadowing and sight translation are especially noteworthy.

(1) Shadowing

Shadowing is a well-known method of simultaneous interpretation training, in which students repeat, literally following like a shadow after a continuous stream of narration, such as a speech or news story. Usually these materials are spoken by native speakers of English, and the speeches serve as models. Students have to concentrate on listening very carefully in order to catch every single word that is said. If they shadow their mother tongue, they are better able to predict the upcoming words in a stream of consciousness (Saito, 1972). On the other hand, it seems very difficult for them to predict what comes next in English unless their English ability is very high. However, concentrating on listening seems to help them improve their listening ability (Yamazato, 2004). After successful training in shadowing over a specified period

of time, students are expected to have gained:
- ✓ Proper accent, rhythm and intonation
- ✓ Improved articulation
- ✓ Concentration and improved listening comprehension

(2) Sight Translation

Sight translation is also a typical method used in simultaneous interpretation training and at the same time a useful way for interpreters to prepare for real work. It is an effective training method for understanding a language without chopping and changing the word order. Students are asked to translate a sentence from the beginning, which is sometimes very difficult when the language structure is as different as those of English and Japanese. By putting slash marks to create reasonable chunks of meaning in the sentence, however, the speed in which the meaning of the whole sentence is comprehended and the efficiency and effectiveness of translation/interpretation are improved.

3. New Laboratory

In 2005, one of the two language laboratories (LL) underwent a complete renovation. The school had been utilizing conventional LL machines with cassette tapes. However, with the passage of time, several problems arose. First, it had become more difficult to maintain the conventional type LL machines. Even worse was the fact that the manufacturer had stopped producing such machines and decided to withdraw from the market. The second problem faced was that fewer and fewer students had cassette tape players/recorders. This meant that most students would have to come to school to practice and the LL was virtually the only place for them to practice. It was a natural progression then to shift from an analog-based platform to a digital computer-
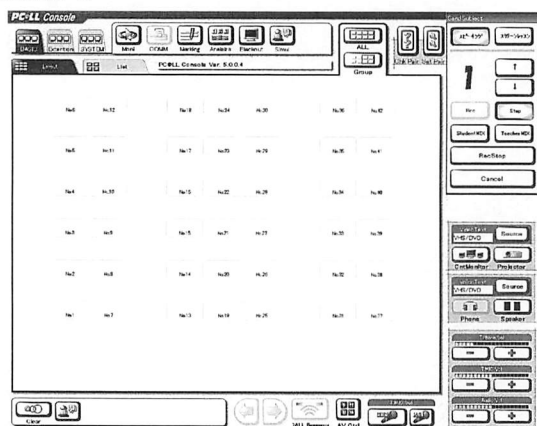
based one.

What makes the new laboratory unique is an application called PC@LL, which has been specifically designed for simultaneous interpretation training.

Picture 1
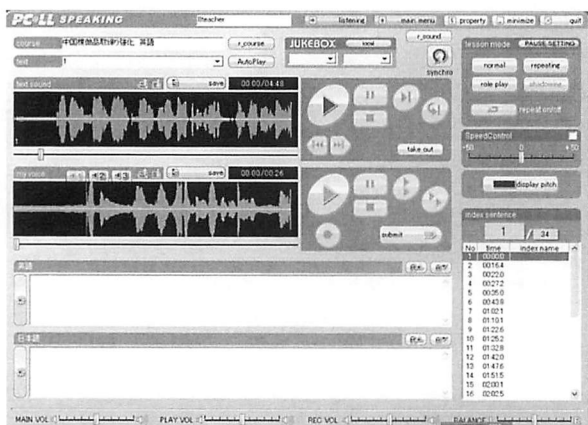
PC@LL: images seen on students' screen

Picture 2

PC@LL: teacher's console screen

(1) PC@LL Features

① Headset voice sound

It is critical when training for simultaneous interpretation to ensure that students do not hear their own voice through the headset. Students must concentrate only on the speaker's voice. In other words, if a student hears her own voice when trying to do interpretation, it would become very difficult to concentrate.

The new feature has made it possible for students to control the sound: they now can shut out their own voice from what they hear

through the headset when necessary.

② Digital computer-based platform

On each desk, the student has a Windows XP computer. For auxiliary storage, the computer has two universal serial bus (USB) drives on the right side and two more on the back. It also has a super-drive that can read/write DVDs and CDs. Recently, students have been able to take audio data home with them on a USB memory stick.

③ Server

A server having a reasonably large capacity was installed in the new LL room. It allows storage of a large amount of material for the class.

Picture 3

(2) Advantages

A few advantages derived from the new platform, custom-made application and the server are as follows:

① Easier distribution of material

With the old LL system, if a student came late to class, she would miss the recording of the material, which was distributed simultaneously to all student terminals. The student would later ask the instructor for the recording. With the new system, however, a student can retrieve the data anytime at her convenience. Of course, both the teachers and the students benefit from the digital data processing efficiency: easier deletion, reproduction,

modification and data migration.

② Ease of collection & evaluation

Monitoring students was possible in the old LL system as well, but the new system also enables teachers to keep track of attendance, students' performance and evaluations over the duration of the course. If a teacher has an account in the local area network (LAN), she can transfer the data concerning the students' performances to her folder on the network in order to check and work on the evaluation in her office.

4. "Total Performance"

What is "total performance"?

"Total performance" is a concept often associated with consecutive interpretation. The concept describes the variety of challenges that interpreters face when asked to perform in front of an audience. Before going into the specific elements of total performance, we will briefly outline the tasks that the consecutive interpreters are required to fulfill in order to achieve a successful performance.

The key to understanding the situation in which simultaneous interpreters are placed is to consider certain functions that come into play when in the public view. In case of simultaneous interpretation, the interpreter is inside a booth where he/she concentrates on the speaker's voice over headphones while notes are taken down by the interpreter or her partner(s). When interpretation is performed in the consecutive fashion, however, the interpreter is asked to stand in front of an audience from the start to the end of the session. While simultaneous interpreters regularly take turns every 15 to 20 minutes, consecutive interpreters may be required to remain standing on a stage for the entire duration of the public speech that they are interpreting. A session may last for over an hour. For these reasons,

consecutive interpreters face a number of unique challenges. It is, therefore, not without reason that the professional career of an interpreter is said to "begin and end with consecutive interpretation."

(1) Check Points

Mr. Teruaki Miyata, an experienced instructor in consecutive interpretation, always begins his lessons with warnings about signs which characterize a weak performance. What follows is some of the "don'ts" he regularly draws attention to. Students are advised:

① Not to make unnatural body movements. When nervous, people tend to reveal their inner tension through a number of unnatural body movements, "habit of self-confidence" (The Owl, 2007), which may include: slightly bouncing on their heels up and down (this habit is observed among Japanese men far more often than women), touching hair frequently (observed among women more often than men), shifting one's weight to one leg and not standing upright (this is a tendency observed among Japanese more often than other nationalities), and waving notes rapidly side to side or up and down. This is often accompanied by an awkward movement of the other hand which is supposed to be placed by the side when interpreting and not taking notes.

② Not to raise their voice tone at the end of each phrase. This habit, often observed in people from Okinawa, goes against the pronunciation rule of standard Japanese, which demands the speaker drop his or her tone slightly at the end of each phrase. Failure to follow this rule will result in a performance that appears unskilled, unprofessional and unconfident.

③ Not to blink too often. Women tend to blink more often than men. Women are, therefore, advised to be aware of this tendency and

make a special effort to control it.

④ Not to avoid eye contact with the audience. Before each performance, the student is usually asked to identify two individuals in the audience with whom eye contact will be directed throughout the performance. These two are usually sitting far apart at opposite corners of the audience section in the classroom. If interpreters maintain good eye contact with these two individuals, the rest of the audience will feel that they are also being given individual attention.

⑤ Not to hold notepaper with both hands. This posture blocks the interpreter's stomach from audience view, creating the unwelcome impression of emotional distance and psychological defensiveness on the part of the interpreter.

The concept of "total performance," therefore, involves a number of challenging aspects, so interpreters are required to pay attention at the same time to many different areas associated with oral presentations and speech delivery in general: fluency, pronunciation, clarity of expression, eye contact, posture, standing location, manner of delivery, and so on. In all those areas, the consecutive interpreter is asked to focus his/her full attention and try to rid himself/herself of these poor mannerisms and unconscious behavioral peculiarities which, more than likely, no one around has dared to point out so far.

To give a successful consecutive interpretation performance is, therefore, to be constantly aware of the audience's eyes and to make a sincere effort to identify with the audience. That is the reason why instructors make sure that throughout the lesson, the performance of each student is constantly monitored by a digital video camera and students are able to watch their own performances live on the TV screen located in the back of the

room.

Section III
1. Instruction for Developing Translation Skills

Translation and interpretation are similar in that both processes are used to render what is said in one language into another language. However, the methods used by each, particularly as far as the Japanese language is concerned, vary greatly. For instance, in Japanese-to-English simultaneous interpretation, it is not possible to render every Japanese word into its English equivalent. The difference in syntax and other factors, such as the focus on linear structure instead of a subject-oriented approach as used when translating, make such preciseness so time-consuming that a simultaneous interpreter would almost immediately fall behind the speaker of the subject language (in this case the original Japanese language speaker). On the other hand, accuracy or preciseness is one of the main goals, if not the main goal, of translation. Translators may spend over an hour searching for the best word(s) to use in rendering a given expression into the target language. In this sense, this process is close in degree to consecutive interpretation. So, the challenge in developing the materials and lesson plans for the translation classes is to show how the study of translation will improve the students' simultaneous interpretation skills.

As far as scheduling is concerned, in the Summer Course, two class periods are set aside for instruction in translation skills with the advanced class, and two or three class periods are scheduled for the beginning students. These classes are arranged for the middle of the course after the students have been introduced to simultaneous interpretation and prior to their preparation for the graduation ceremony where they actually give a performance of simultaneous interpretation.

Both the advanced and beginning classes start with an introduction to translation work, including information about computers, software, reference books and so on. With such short classes, it is not possible to measure the students progress in developing skills and knowledge as in, for example, a one-semester college course. So, there is a short section on self-study methods. Students are encouraged to read as much as possible everyday not only in their own language, but also the language they are translating/interpreting from/to, which in this case is English. Computer search engines, such as Google and Yahoo, have made this process convenient for anyone who wants to view the top news stories listed on the news section of English and Japanese websites. By doing so, the student becomes familiar with terms commonly used in daily news and, by extension, in daily conversation.

Another way that students can study on their own is to read a book originally published in either Japanese or English, and its accompanying translation paragraph-by-paragraph. Because these students tend to have more difficulty rendering Japanese into English than vice versa, they are encouraged to read novels originally written in Japanese, such as Murakami Haruki's *Norwegian Wood* (ノルウェイの森) or / *Kafka on the Shore* / (海辺のカフカ), so that they will learn how Japanese expressions or idioms are rendered in English, which is one direction that they will be working in.

Due to differences in the level of ability between the beginner and advanced classes, the purpose established for each class is quite different. The beginners' class is organized to principally develop language skills and introduce the students to certain translation techniques as well as to provide an introduction to translation work. The advanced class is presented with advanced techniques for transla-

tion and shown how some of these advanced techniques can be used in simultaneous interpretation.

2. Beginning Class Content

The content of the beginners' class starts with the presentation of a few translation maxims. The first is to analyze and understand the original Japanese sentence, and then express it in natural English. A common sentence used for this exercise is: "私のところは三世代同居です." Although the sentence may be rendered using the expression "three generations," the students are encouraged to focus on the meaning and to express it in a natural English sentence. One such example is to put themselves in the place of "私" and write a sentence such as "I live with my parents and grandparents."

Another translation rule is to create a natural English expression by grasping the substance of the Japanese sentence and rendering it concisely in English. One example used is: 「今までに、こんないい映画は見たことがない」. A literal translation would be: "I have never seen such a good movie as this before." However, a better rendition would be to avoid the negative sentence and use a positive one, such as: "This is the best movie I have ever seen." By working through these exercises, students are able to experience and learn different ways of rendering Japanese into English, which invariably improves their language skills and ability.

The students are also given a few practical exercises taken from current events, so that they can see the direct benefit of reading daily news reports in both English and Japanese. One common topic in the news is the arrest of a suspect. Such stories follow a common format whether written in Japanese or English. One story used was from the Yomiuri

Shimbun's website and part of the headline read: 「テレ朝関連会社課長を脅迫で逮捕」(Yomiuri Shimbun, August 3, 2006). The article uses such common expressions as 「～容疑で逮捕していた」 and 「女性が同署に被害を訴えた」. The students are asked to read similar articles in English to find suitable English translations. News articles addressing this subject are not rare, and they were able to come up with translations such as "arrested on suspicion of" for the former and "woman reported the incident to the police" for the latter. Such practical exercises have the effect of instilling confidence in the students by rewarding them for their effort to find a natural English equivalent. The exercises also show students how to develop their knowledge of natural English expressions on their own.

3. Advanced Class Content

The focus of the advanced class is on finding a sentence subject within the Japanese sentence that will allow construction of a sentence in the active voice. With many Japanese sentences using the passive voice or not having a clear subject (or lacking a subject), this exercise calls on the student to fully grasp the meaning of the Japanese sentence. It is also beneficial for learning not to rely exclusively on Japanese syntax, but to be ready to actively change the sentence structure, a technique that can be applied to simultaneous interpretation. One example used was: 「ウィンドウズビスタの発売を受け、パソコン専門店では年末にかけて間違いなくパソコンが売れるとの期待が広がっている」. While the Japanese sentence has 期待 as its subject, it is difficult to use because this word as the subject of an English sentence is expressed in the active voice. The term selected here for the subject of the English sentence was "computer retailers," which allowed the formation of the sentence: "Computer retailers

are confident the Windows Vista operating system will boost sales of personal computers during the year-end sales season." Some students voiced concern that this was not an accurate translation of the Japanese or that the nuances of the Japanese sentence were not fully rendered into English. While there are obviously other ways to translate the above-mentioned Japanese sentence into English, the emphasis in the advanced class is to teach techniques that can be applied to simultaneous or consecutive interpretation, which will make the students' English seem more natural to native speakers. Thus, strict accuracy is sacrificed to a certain extent in favor of this goal. Another example sentence used was: 「財務省は銀行局幹部を米国に派遣し、郵政三事業の民営化などを米財務省当局に説明する」. This sentence is an excellent example for showing students how to change the passive voice of the first part in the original Japanese sentence into a better English translation in the active voice that can smoothly integrate the latter half of the sentence: "Senior Banking Bureau officials of the Finance Ministry will head for the U.S. to explain the privatization of all three branches of the postal service to U.S. Treasury officials." (Negishi, 1998)

It is even more important for the students of the advanced class, many of whom are working as translators and interpreters already, to have a good working knowledge of the terms commonly used in both Japanese and English for current events. During the summer of 2006, the conflict between Israel and Hezbollah was headlined daily around the world and provided an excellent topic for learning how certain expressions or terms are commonly rendered in Japanese and English. By reading news stories listed on the Google and Yahoo search sites, students were asked to find words appropriate for rending the

following sentence into English: 「レバノン攻撃を続けるイスラエル軍は4日、ベイルートのヒズボラ拠点や同市北方の四つの橋を空爆した」(Yomiuri Shimbun, August 4, 2006). After a computer search of news stories, the students used "Israeli military" for 「イスラエル軍」 and 「レバノン攻撃」 became "attack on Lebanon"; and ヒズボラ拠点 was "Hezbollah strongholds" rather than "bases." Using these terms, the following translation was constructed: "The Israeli military kept up its attack on Lebanon, conducting air strikes on Hezbollah strongholds in Beirut and four bridges in the northern part of the city." As with the beginners' class, the students were able to see the direct benefit of reading daily Japanese and English news stories and using the acquired knowledge in their translation work.

Of course, the objectives for this translation portion of the simultaneous course are limited, but achievable. By actually doing translation exercises and work, the students become aware of their ability, which hopefully in turn motivates them to improve their skills further.

Section IV
Evaluation

"Evaluation" is usually understood as being the job of the teachers, but recently at the end of each semester, students have also been asked to evaluate the classes they are taking. How students evaluate this course and the instructors' evaluations are shown in this section.

1. How Have the Instructors Evaluated the Students' Work?
(1) Classwork

All of the students' work, such as shadowing, simultaneous interpretation, consecutive interpretation, translation from Japanese to English, is always monitored and evaluated by their teachers, who share the responsibility of teaching (Kato, 1998).

To evaluate the students "total performance" while performing consecutive interpretation, we divided students into small groups made up of three individuals. For each exercise, two of the three persons form a working pair. One delivers a speech either in Japanese or in English, and the other interprets that speech. During the course, each student is asked to give a speech as well as interpret. Also, each area of performance is further divided into two parts depending on the language the student uses, either Japanese or English. One student gives a speech in English and then in Japanese, and the other does consecutive interpretation of both parts.

The students' performances are evaluated on the following sheet. Below is the sheet used for evaluating the consecutive interpretation class.

As can be seen, a student receives up to 5 points for the content of his or her Japanese-to-English interpretation, and another 5 points for the English to Japanese interpretation. The student also receives up to 5 points for satisfactory delivery of the Japanese to English

Evaluation Sheet

Name:		Class: Advanced/Beginners		Division: First/Second
Japanese→English		Speech		Comments
Content (5)		Content (5)		Speech
Delivery (5)		Performance (5)		
English→Japanese		Delivery, eye contact,		
Content (5)		posture, mannerisms,		Interpretation
Delivery (5)		etc.		
Points:		Points:		Total:

interpretation, and another 5 points for the English to Japanese interpretation. In terms of speech, however, the performance is evaluated as a whole without taking into consideration the different languages used. A student receives up to 5 points for the content of his or her speech. There is also an additional maximum of 5 points for overall performance. Under the item "comments," the remarks given by Mr. Miyata to the performers in front of the class are noted.

For a Japanese person, Mr. Miyata has a very straightforward teaching style. Throughout the lesson, the performances are constantly interrupted by a number of sharp observations, small pieces of advice, useful tips, mild warnings, and other general comments. While this style may be due to his open and candid personality, it might just as well be the result of a deliberate choice to best serve the needs of the students, most of whom are Japanese. Mr. Miyata, thus, perhaps prefers to conduct his lesson this way to "break the ice," so to speak, and quickly break the students out of their usual shyness.

(2) Results

For the "total performance" lesson, both classes, advanced and beginning, are further broken down into two sections, first and second, so that each section will have only 10 to 15 people. Since each class of students receives only a 90-minute lesson, each student must try to make the best use of the hour by carefully listening to Mr. Miyata's advice about his or her performance and also by attentively watching the performances of other classmates and hearing positive or negative comments they receive.

For such a short class, the results are remarkable. Students quickly learn that they must somehow overcome their usual shyness

and timidity, and immerse themselves, even momentarily, in the challenging world of professional interpretation. Those who have experienced the class in a previous year are quick to remind themselves of the important check points to follow. Even the students without any previous knowledge of what "total performance" is are able to pick up some of the important skills required for the consecutive interpretation by the end of the session. The improvement is probably more pronounced in the beginners' class where people have never been exposed to this type of challenge.

(3) Critical Review

While the overall results are positive and the mood of the classroom warm and active, some of the students seemed to feel that it is unfair to have their performances evaluated on the very first attempt. Some in the beginners' class seemed too embarrassed even to make a speech, not to mention attempting interpretation. Particularly among the younger students and those whose speaking skills were not quite good enough for professional interpretation, a few were hardly able to begin their performance due to the embarrassment. Others couldn't contain their nervous giggling. Evaluating them on their first and only total performance class for consecutive interpretation does not help to reduce their discomfort. The students' anxiety is rather intensified by their awareness of being closely watched during the evaluation.

The instructors are trying to mark the students' performance for almost every class hour in all areas of interpretation. This requires the two professional instructors, three university teachers and one teaching assistant, to sit down and exchange opinions on the final grading, which is a long and complicated process. However, the process gives a more

meaningful and valuable evaluation of each s tudent's classwork towards his or her final grade. This process reflects the real meaning of team teaching, which means the teachers have to share their responsibility of the teaching for each individual student (Kato et al. 1998).

2. How Have the Students Evaluated Each "Course"?

It is a custom of any college to ask its students to evaluate the courses they are taking each semester.

(1) Questionnaire

The courses in the Summer Course in 2006 were also evaluated by the learners using the following 17 questions:

Q 1. Did the teacher clearly explain the purpose of the course?

Q 2. Did the teacher explain how homework, exams, and course work would be evaluated?

Q 3. Did the teacher teach enthusiastically?

Q 4. Could you understand the lectures well?

Q 5. Did the teacher adequately prepare for class?

Q 6. Did the teacher try to help the students to understand the lecture better?

Q 7. Did the teacher begin and finish the class on time?

Q 8. Were you given a chance to ask questions?

Q 9. Did the teacher manage the class well advising students not to use cell phones or chat?

Q10. I want to recommend other students to take the course taught by the same teacher.

Q11. I have participated in this course

enthusiastically.

Q12. I have referred to the course syllabus often to learn about the course.

Q13. I have not disturbed the class by chatting with friends or using my cell phone.

Q14. I have always tried not to be absent from this course.

Q15. I usually spent a few hours preparing for this class.
(Choose one of the following items.)
5 (more than 3 hours), 4 (about 2 hours), 3 (about 1 hour), 2 (about 30 minutes), 1 (less than 30 minutes or non)

Q16. Please evaluate this class as a whole using one of the following grades.
5 (A), 4 (B), 3 (C), 2 (D), 1 (F: fail), 0 (cannot judge)

Q17. I want to take other classes taught by the same teacher.

The evaluation scale ranges from 5, the highest number of points, to 1, the lowest. The students were asked to choose the most appropriate number of points for each question.

(2) Analyses

Table 7 below shows an analysis of the answers given by university students (students of OCU and the four students from other universities).

Table 7 shows that the OCU students + 4 in Simultaneous Interpretation I were satisfied with the course. They gave high grades to all questions except Q15 and Q17. The relatively low average of 3.84 for Q15 indicates that they did not have much quality time to prepare for class. The average of 3.89 for Q17 means that they did not have a strong desire to take another course taught by the same teachers. The students did not seem to be

Table 7: OCU Students + 4 from Other Universities in Simultaneous Interpretation I (Descriptive Analysis a)

	Number	Min	Max	Average	SD
Q 1	19	3	5	4.79	.535
Q 2	19	3	5	4.68	.582
Q 3	19	5	5	5.00	.000
Q 4	19	3	5	4.75	.562
Q 5	19	3	5	4.84	.501
Q 6	19	3	5	4.84	.501
Q 7	19	2	5	4.16	1.119
Q 8	19	3	5	4.74	.562
Q 9	19	2	5	4.58	.838
Q10	19	3	5	4.79	.535
Q11	19	3	5	4.79	.535
Q12	18	0	5	4.00	1.528
Q13	19	3	5	4.79	.535
Q14	19	4	5	4.95	.229
Q15	19	2	5	3.84	.898
Q16	19	3	5	4.63	.597
Q17	16	0	5	3.89	1.853
Valid number	15				

accustomed to the highly intensive nature of this kind of class.

Table 8 gives a comparison of the average points for each question according to the three groups of people: OCJC students, OCU students + 4, and the advanced group.

Table 8: Comparison of Three Groups of Students

	OCJC	OCU + 4	Advanced
Q 1	4.86	4.79	4.32
Q 2	4.43	4.68	4.59
Q 3	5.00	5.00	4.95
Q 4	4.86	4.75	4.91
Q 5	5.00	4.84	4.86
Q 6	4.86	4.84	4.91
Q 7	4.29	4.16	4.55
Q 8	4.71	4.74	4.73
Q 9	4.43	4.58	4.59
Q10	4.86	4.79	4.91
Q11	4.86	4.79	4.64
Q12	4.29	4.00	3.68
Q13	4.86	4.79	4.86
Q14	4.29	4.95	4.50
Q15	1.71	3.84	4.23
Q16	4.17	4.63	4.77
Q17	4.29	3.89	4.73
Valid Number	4	15	17

The number of OCJC students who enrolled in the course was 10. Seven students answered the questions but not all of them responded to every question so that the number of valid responses was 4. The number of OCU students + 4 in the class was 20. Of these, 19 students responded, and the number of valid responses was 15. The number of learners in the advanced course was 26, but the number of valid responses was 17.

(3) Interpretation of Table 8

The Simultaneous Interpretation I (for beginners) course consists of two groups of students. One of them is a group of OCJC studens and the other is OCU students+4. The two groups' answers were analyzed separately following our school custom. Simultaneous Interpretation II is the course for advanced learners. Using these three groups, some items are compared in order to point out the characteristics of the program.

Q3 had the highest average (5.00, 5.00, 4.95) for each group of learners. This means that the students realized the extent to which the instructors prepared for each class. Q4 also was given high points (4.86, 4.75, 4.91) in spite of the intensive and time-consuming work. It is indicative of how well and patiently the instructors taught the learners. Q5's points were 5.00, 4.84 and 4.86. The learners felt the teachers' preparation for lessons was very good. Q6's points were 4.86, 4.84 and 4.91, which shows that the teachers were regarded as making an earnest effort to teach the students. The points for Q10 were 4.86, 4.79 and 4.91. The learners seemed to be satisfied with the course and would recommend others take it. It is obvious that Q1 through Q10 are items concerning the evaluation of the teachers' teaching attitude. Not only Q3, Q4, Q5, Q6, Q10 but also other Qs have very high points

above 4.00. Those points show how well the teachers' work was recognized by each group of learners.

The students were also asked to perform a self-evaluation of their attitude toward the class. Q11 through Q15 concern the learners' attitude. Q11 (4.86, 4.79, 4.64) indicated that the learners also had a strong desire to attend each class. Q13 (4.86, 4.79, 4.86) showed that the learners focused on learning to a great extent. Q14 (4.29, 4.95, 4.50) also showed the learners' concentration on learning. Q15 received different averages from the three groups (1.71, 3.84, 4.23). It is very interesting to see that the advanced group put in much more time preparing for the class. OCJC students spent much less time in their preparation despite the very difficult learning materials which required careful reading.

Q16 represents the learners' general evaluation of the course. Averages of 4.17, 4.63, 4.77 are quite good. Q17 (4.29, 3.89, 4.73) indicates that OCJC students and the advanced group were willing to take other courses in simultaneous interpretation. OCU students + 4 did not have such a strong desire to study simultaneous interpretation.

Q15 and Q17 received lower average points, but other items were very high. Therefore, it can be said that the learners in each group considered the courses to be very useful. It can also be said that the program was successful in gaining a much higher evaluation from the learners.

Conclusion

The Summer Course is very ambitious in its goals. Even though its methods are adjusted to accommodate the students in Simultaneous Interpretation I, the ultimate goal of training the students to become simultaneous interpreters does not change. The fact that so many have returned to take the course again is indicative of its merit. Further more, it is the desire of the Okinawa Christian Institute to continue to offer this Summer Course every year. Even though good results have been achieved over the years, there is, as the old saying goes, "always room for improvement." The instructors review the course and the results of their teaching every year after completion of the course, and incorporate any ideas for improvements into the following year's curriculum. Through the cooperative effort of the instructors and the good relationship formed with those who come to learn in the course every year, the Summer Course will likely continue to provide quality instruction and achieve results that are satisfactory for both sides of the learning experience.

Notes

* A report of the same title was presented at the 2006 Asia TEFL in Fukuoka (August 18-20, 2006) in the form of a symposium by four instructors of Okinawa Christian Institute (Okinawa Christian University and Okinawa Christian Junior College). Modified partially, the information presented has been combined and developed into a paper by the four instructors.
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Yomiuri Shimbun, August 3, 2006 at 22:06.

Yomiuri Shimbun, August 4, 2006, at 22:20.

Appendix

Learners' Backgrounds 1

Learners in Simultaneous Interpretation II

Year	No.	Occupations												Experience			Number of Times			
		Inter-pre	Free	Teacher			Base	De-fence	Of-fice	Con-versa	Student		Over-seas	Expe-rience	Inter-Pret-S	1st	2	3	4
				Col	SHS	JHS					O	H							
2006	26	2	2	2	7	2+1*	1	1	5	2	1	0	13	13	9	16	6	1	3
2005	29	6	0	2	3	3	10	1	1	1	1	1	13	18	9	18	4	5	2
2004	27	3	1	1	10	0+1*	2	1	4	0	4	0	9	13	6	15	5	7	0
2003	20	2	0	1	6	2+1*	2	2	1	2	1	0	0	0	0	15	4	0	1
2002	30	1	0	0	8	6	5	1	3	2	2	3	22	11	1	20	8	2	0
2001	27	0	1	0	5	0	5	1	5	1	6	3	13	12	2	22	4	1	0
2000	19	0	1	2	6	3	1	0	0	0	4	2	7	3	2	12	4	3	0
1999	38	0	1	1	8	1	5	0	10	2	7	3	23	15	1	26	10	1	1
1998	34	1	0	3	4	4+1	2	0	6	1	5	7	12	8	0	24	7	3	0
1997	36	0	4	4	2	1	0	0	2	1	7	15	8	6	0	33	3	0	0

2006, Experience: UN Global Seminar, 2000 Kyushu-Okinawa Summit Volunteer Interpreter, IDB, Trade Goods Exhibition, English Ability: TOEIC: 990, 975, 930, 920, 910, 910, 855, 790, 780, 755　TOEFL: 627,524, 533, 500,
Step: 1 (3 people), Pre 1 (7), 2 (1), etc.　* school for challenged students

Learners' Backgrounds 2

Simultaneous Interpretation I

Year	No.	Occupations						Experience			Number of Times		
		Students			Teachers		Other	Over Seas	Inter Preting (Expe-)	Inter-Pret-S	1st	2nd	3rd
		Other Universities	OCU	OCJC	SeniorHS	JuniorHS							
2006	30	4	16	10	0	0	0	4	0	12	25	5	0
2005	31	1	20	10	0	0	1	1	0	10	28	3	0
2004	26	3	5	17	0	0	1	0	0	0	25	1	0
2003	29	2	0	24	1	0	2	1	1	3	29	0	0
2002	31	6	0	25	0	0	0	4	1	4	31	0	0
2001	27	2	0	25	0	0	0	0	0	0	27	0	0
2000	27	2	0	25	0	0	0	0	0	4	26	1	0
1999	34	4	0	11	4	10	1+4	7	0	3	33	1	0
1998	35	2	0	29	0	0	4	1	0	0	35	0	0
1997	35	3	0	28	0	0	4	0	0	0	35	0	0

English ability:
TOEIC: 745, 550　TOEFL: 770, 750, 650, 580, 560, 470　CBT: 190, 173　UN: B　　Step: 2 (15 people), Pre2 (6), etc.

「同時通訳訓練におけるティーム・ティーチングとその教育及び学習への影響」

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要　約

　本稿では、沖縄キリスト教学院大学と沖縄キリスト教短期大学から成る沖縄キリスト教学院が毎年提供している８日間の同時通訳夏季集中講座の概要と解説をし、同時通訳の分野におけるティーム・ティーチングが与える利点について考察する。講座の全容把握のため、講座に関わる４人の講師が、その主たる担当分野について述べる。セクションⅠでは、夏季集中講座の小史とカリキュラムに関して論じ、全体像を紹介し、セクションⅡでは、シャドウイングやサイト・トランスレーション、ペア・ワーク、トータル・パフォーマンスといった具体的な訓練内容について詳細を論じる。セクションⅢでは、翻訳の技法と、その技法が同時通訳の講座においてどのように貢献するかを考察する。セクションⅣでは、講座における評価と講座に対する評価について論じる。