

From College Interpreting Courses to TILT: What can we learn from the model of Kansai University?

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【摘要】

本文旨在介紹一個崛起中的外語教學法—TILT(Translation and Interpreting in Language Teaching)，TILT 又稱「應用口筆譯學」(Applied T&I Studies)，正日益受到矚目，並且在日本是一個崛起中的新領域。有鑑於台灣的大學口譯課目前的需求，本文介紹了日本此領域的先鋒—關西大學（以下簡稱關大）外國語學部 TILT 學程的課程規劃及其線上口譯訓練課程和軟體。為了檢驗該線上訓練課程是否能有效提升使用者的英語程度，本研究以關大外國語學部大一學生兩個班共 54 人為對象進行實驗。其中一班為實驗組（19 人），而另一班為對照組（35 人）。在 80 分鐘的實驗當中，所有參與實驗的學生都使用同一篇教材，唯一的差別在於對照組接受傳統教法，而實驗組則透過線上口譯訓練軟體接受 TILT 訓練法。研究結果顯示實驗組在後測的翻譯表現有明顯的進步，而且進步的幅度明顯大於對照組。在 TILT 訓練法“input+output”的輔助下，後測的克漏字測驗實驗組也顯示較強的語言意識，因此受試者也認為 TILT 教學法較能有效提升英語程度。以上這些正面的結果點出了 TILT 和關大線上訓練課程的潛力，但這些效果能否轉化為英語能力的提升還須要較長時間的研究進一步確認。

【關鍵字】

應用口筆譯學，外語教學，口筆譯

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【Abstract】

This paper aims to usher the practice of TILT (Translation and Interpreting in Language Teaching) as an alternative approach for foreign language teaching. TILT, also called “Applied T&I Studies,” is gaining increasing global attention. It is an emerging academic discipline in Japan. In the light of the current needs of college interpreting courses in Taiwan, the curriculum and e-learning courseware of Kansai University (關西大學), a pioneer on this front, were presented. An experiment was conducted to examine the effectiveness of the courseware in boosting users’ English proficiency. Two KU freshman classes participated in the study; one (n=35) served as the control group while the other (n=19) as the experimental group. In one 80-minute session, all participants used the same training material; the control group received traditional English instruction and the experimental group underwent the TILT training using the e-learning courseware. The results showed that the experimental group demonstrated statistically greater improvement in their post-test translations. The scaffolding of the “input+output” approach of TILT also appeared to heighten their language awareness as reflected in their cloze test scores. As a result, the TILT pedagogy was perceived as significantly more effective in elevating one’s English ability. These positive results highlighted the potential of the e-learning courseware and TILT. Longer-term studies are warranted to examine whether the favorable effects can be translated into enhanced English proficiency.

【Keywords】

TILT, translation & interpreting, language education, Applied T&I Studies

1. Introduction

CEFR and TILT

With the backdrop of globalization, the needs for cross-cultural communication are growing rapidly; hence, interpreters are in demand. In Taiwan, over the past decades, the number of professional interpreting programs has been increasing; thus, interpretation teaching in the universities is also on the rise (Hu & Liao, 2009; Lee & Liao, 2010). In 2012, 175 higher education institutes in Taiwan were surveyed, a total of 1,055 Translation and Interpreting (T&I) courses were offered by 112 programs (Chen, Ho, Lin, Lin, & Peng, 2017). One of the contributing factors may well be the establishment of CEFR (The Common European Framework of Reference for Languages: Learning, Teaching, Assessment) in 2001. It is a guideline put together by the Council of Europe to describe achievements of foreign language learners across Europe.

The CEFR comprised not only the traditional notion of acquiring competence in listening, speaking, reading, and writing, but also a ground-breaking element to language activities: mediation which includes both translating and interpreting (Someya, Kawahara, & Yamamoto, 2013). Translation/interpreting have been marginalized or even excluded from foreign language methodologies and classrooms for decades, their benefits to the process of learning a second language and its cultural context are being re-evaluated. In 2010, the term “TILT” (Translation [and Interpreting] in Language Teaching) came into existence calling for a trailblazing reassessment of the role translation plays in English language teaching (Cook, 2010). Hence, a new chapter is unfolding.

2. Literature Review

Studies have demonstrated translation/interpreting as a valuable tool and resource in foreign language teaching (Kerr, 2014; Laviosa, 2014; Liao, 2003; Witte, Harden, & Harden, 2009; Someya, 2010). It is noteworthy that translation as a teaching technique or activity is not equivalent to the traditional Grammar-Translation Method, i.e., simply a transcoding that focuses on form rather than meaning (Someya, 2010). In fact, TILT incorporates translation/interpreting with the communicative approach (Liao, 2003). Take the tour guide interpreting course for

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example, the teaching can feature interpreting the interactions between a tour guide and his/her foreign tourists roled played by students in class. Translation can also be incorporated by letting students translate the description of a tourist attraction as homework. Cummins' language interdependence hypothesis states that through the translation of an L1 to an L2 or vice versa, deep processing of both languages becomes possible; therefore, as one's common underlying proficiency is strengthened, one's L2 will also be enhanced (Cummins, 1980; Someya, Kawahara, & Yamamoto, 2013).

Recent years have witnessed the growing role of TILT in western countries. However, in Asia, only the academia in Japan is pursuing the development of this young field. TILT is also an academic discipline known as “Applied T&I Studies” which aims to apply relevant T&I theories and methodologies to foreign language teaching (Shimoyoshi, 2018). Figure 1 outlines the relationship between Applied T&I Studies and foreign language education, as well as its position in the field of T&I studies (Shimoyoshi & Someya, 2016).

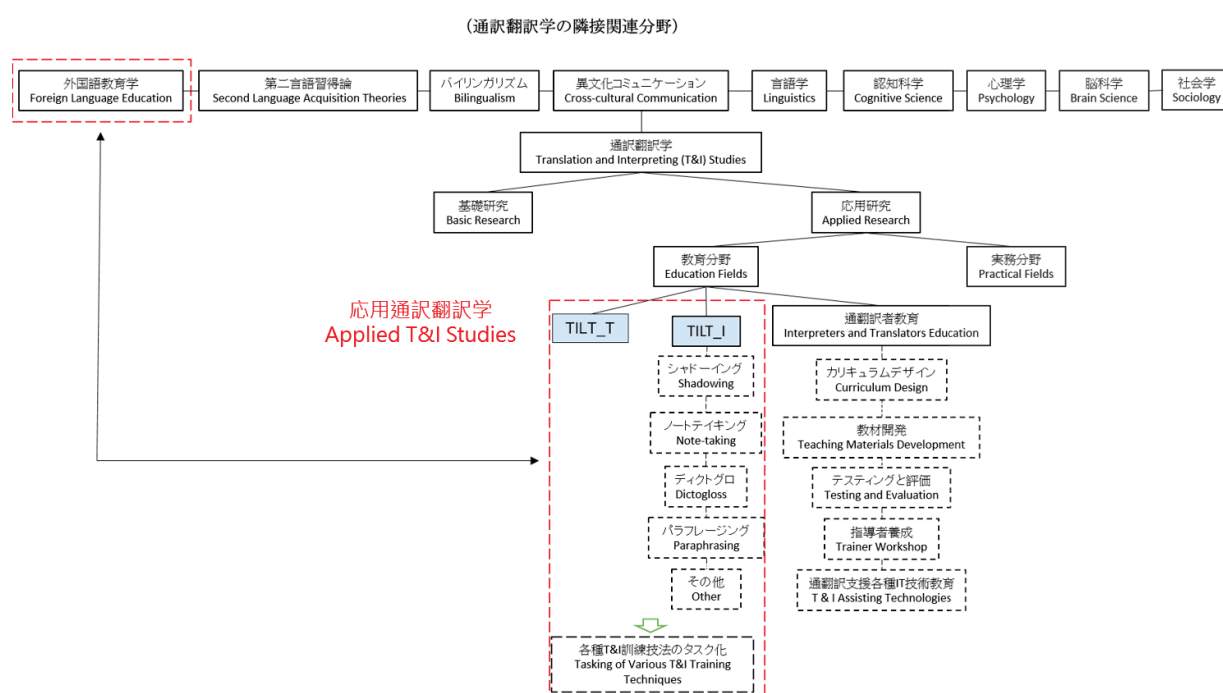


Figure 1. Emerging Discipline of “Applied T&I Studies” Connecting Translation/Interpreting with Foreign Language Education. Adapted from

Ouyou tsuuyaku honyaku gaku to wa nanika gaikokugokyouiku to tsuuyaku honyaku gaku no setten, by M. Shimoyoshi, 2018, *Senri he no Michi*.

TILT in Taiwan

TILT has not been either discussed much in the literature or granted with enough attention in Taiwan. Liao (Liao, 2003) discussed the emerging roles of T&I training in foreign language education, their pros and cons, as well as how to incorporate T&I into language teaching. Among all the interpreting training techniques, shadowing, which is the most studied, has been wildly adopted to facilitate various skills including listening, speaking, intonation, and pronunciation (Chuang, 2016; Hsieh, Dong, & Wang, 2013; Lee, 2010; Lin, 2009; Ma, 2014). A couple of studies have touched upon other interpreting techniques, such as reading aloud, summarizing, and paraphrasing, in the EFL classes (Hsu, 2014; Wu, 2012). As TILT is gaining attention globally, this topic should be pursued further in a more systematic fashion in Taiwan.

Current Needs of TILT

As aforementioned, in Taiwan, undergraduate interpretation courses have grown rapidly in recent years. Several researchers have examined the outcomes (Li, 1996; Ho, 1999; Hu & Liao, 2009; Lee & Liao, 2010; Liao & Hsu, 2004-2005; Liu, 2002) and suggested that college interpreting courses should be more diverse and specialized. For instance, lower level trainings, such as liaison interpreting, tour-guide interpreting, business meeting or community interpreting, were recommended (Lee & Liao, 2010; Hu & Liao, 2005). In addition, students who had taken interpreting courses reflected that there should be opportunities for observation and internship (Lee & Liao, 2010). Hu and Liao (2009) surveyed interpreting instructors regarding course objectives, interpreting techniques taught, material selection, teaching activities, as well as make-up of instructors with their teaching difficulties and needs. The results, based on 42 returned questionnaires, indicated (1) the biggest teaching difficulty was students' inadequate language proficiency and background knowledge; (2) a lack of appropriate teaching materials and activities burdened most teachers; and (3) instructors called for more teaching workshops, academic

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conferences or journals so that they could share more diverse and effective teaching activities.

The result of a large-scale survey (Chen, Ho, Lin, Lin, & Peng, 2017), with 146 teachers interviewed, reflected that 63.7% of the respondents believed in enhancing language skills should be the priority of T&I courses; while 61% emphasized boosting T&I techniques. Upon further examination, honing language skills was also the de facto focus of undergraduate T&I courses. Therefore, a more systematic understanding of TILT is urgently needed. Zheng and Mu (2007) contended it is essential to first define the position of T&I studies in the curriculum. For instance, rather than cultivating professionals, boosting English proficiency should be the primary goal for the department of applied English (Lee & Liao, 2010).

In Asia, TILT is only implemented among the academia in Japan, and Kansai University (KU) stands at the front line offering one of the leading curricula. In the next section, the practice of KU will be discussed in order to address some of the current needs in Taiwan including (a) systematic application of TILT; (b) diversification & specialization of training; and (c) teaching materials and activities.

3. TILT at Kansai University Curriculum

In 2013, the Faculty of Foreign Language Studies (FFLS) introduced a new undergraduate curriculum featuring five programs: (1) Language/Communication Education, (2) Language Analysis, (3) Area Studies Program in which students learn about different world languages and cultures, (4) Intercultural Communication, and (5) Interpretation and Translation. During their third and fourth years, students will study in one of these programs.

Courses in interpreting and translation have been offered for years at KU, but the establishment of the Interpretation and Translation Program as a specialized field makes more systematic learning possible. Figure 2 shows the layout of the curriculum. At the undergraduate level, this program aims to enhance students' foreign language proficiency through TILT. If interested, inspiring students can further pursue professional training in the graduate program.

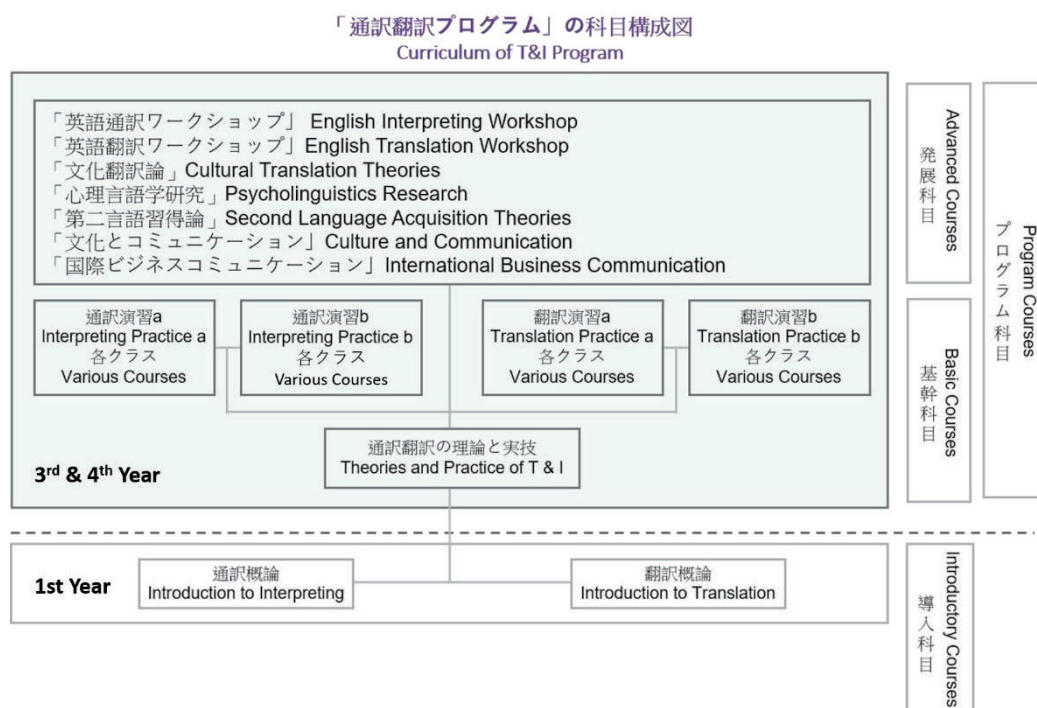


Figure 2. Curriculum Outline of the Interpreting and Translation Program at Kansai University (compiled by the Faculty of Foreign Studies, Kansai University)

In the freshman year, students take introductory courses including Introduction to Translation (翻訳概論) and Introduction to Interpreting (通訳概論). In their second year, all the students at the FFLS participate in the study abroad program in which they spend an entire academic year in one of the affiliated universities in English speaking countries. Progressively, for the third- and fourth-year students, besides the core course “Theories and Practice of T&I” (通訳翻訳の理論と実技), practically oriented courses such as business interpreting, tour guide interpreting, community interpreting, literature translation, AV subtitle translation, non-fiction translation, and so forth, are offered as part of “Translation Practicum” (翻訳演習) and “Interpreting Practicum” (通訳演習). In order to be certificated with the T&I track, a total of seven courses (14 credits) including two core courses (four credits) are the requirement. The abovementioned practicum courses in various themes, such

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as business interpreting, AV subtitle translation, and community interpreting, embody training specialization and diversification which can serve as a model for T&I programs in Taiwan.

In the relatively short history of CEFR and TILT, KU is one of the universities in Japan first to follow this global trend to put in place a systematic T&I training program that starts from the undergraduate through the graduate level. This paper focuses on college interpreting courses; therefore, the graduate curriculum is beyond the scope of discussion. Furthermore, as stated in Figure 1, when applied to foreign language education, TILT can be further divided into TILT-I (TILT-Interpreting) and TILT-T (TILT-Translation). The discussion below will be zeroing in on TILT-I.

E-learning Materials

Along with the growing interest in the fairly young TILT field among the universities in Japan, there are great demands for both teaching materials and teaching methods. Professor Someya (染谷) of KU, a veteran interpreter and interpreter trainer, developed an e-learning software as an attempt to respond to such needs. Two modules have been created and deployed: (1) Introduction to Interpreter Training (approximately 1.5 GB) used by juniors in the two-semester core course “Theories and Practice of T&I,” and (2) Interpreter Training Database (about 9.7 GB) which covers a wide array of topics with various levels of difficulty are used by seniors. Both modules can be accessed anywhere anytime through internet connection. Therefore, students can practice both inside and outside the classroom.

Introduction to English Interpreting Training Courseware. Figures 3 and 4 show the top page of the online courseware and the first page of the table of contents, respectively. The courseware consists of four sub-modules: the Theory Module, Language Enhancement Module, Interpreting Skill Honing Module, and Basic Mechanical Training Module for Interpreting Skill Upgrade. There are a total of 21 units in three parts for the skills training modules: Part 1 (Units 1 to 6) focuses on listening, reading, and vocabulary building; Part 2 (Units 7 to 12) consists of introductory training in simultaneous interpreting (SI); and Part 3 (Units 13 to 21) in consecutive interpreting (CI) including note-taking.

The SI and CI sections are designed to be completed in one semester. The target learners are sophomores or juniors who have TOEIC scores at approximately 800 levels and without any prior interpreting training. Each unit provides succinct instructions for practice interwoven with concise theory-based introductions and, from time to time, research evidence. The audio or audio-visual files in every unit are accompanied with transcripts for learners' reference. In addition, an e-recorder has also been developed which allows users to record their outputs with ease. Dual-track recording is possible so that learners can download the audio or AV file on one track and record their SI output on the other.



Figure 3. Top Page of the Online Courseware, n.d., Retrieved from www.someya-net.com

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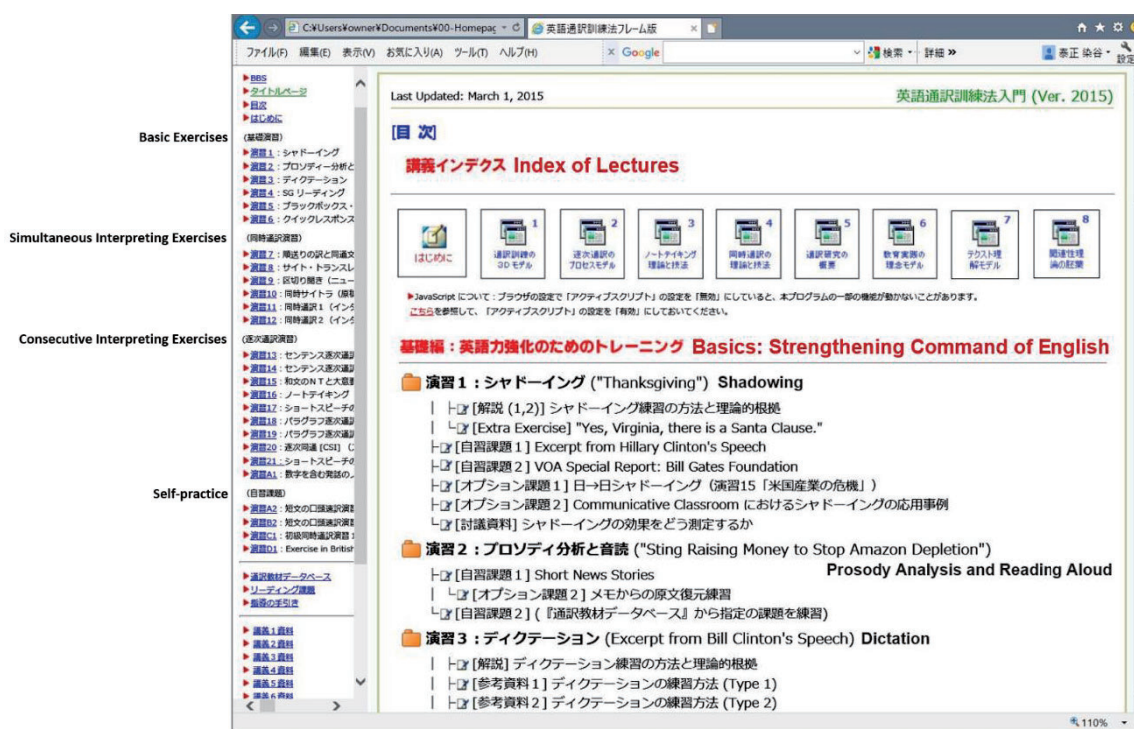


Figure 4. Table of Contents, n.d., Retrieved from www.someya-net.com

It is obvious that painstaking efforts have been devoted into the development of the contents which are the accumulated assets of Professor Someya. Unfortunately, the instructions and explanations are written in Japanese, learners not well versed in Japanese may not be fully benefited from this giant project. However, the software is designed for English-Japanese language combination, most exercises are in English; therefore, learners in Taiwan and elsewhere still can find those beneficial. To examine the efficacy of the E-learning program, the next section will delineate a study conducted to attest its effectiveness.

4. Methodology

Participants

Two freshman classes in the Faculty of Foreign Language Studies at KU participated in the experiment; class one ($n = 35$) served as the control group while class two ($n = 19$) the experimental group. It was conducted during their regular Introduction to Interpreting class in the computer assisted language laboratory. The

average TOEFL score of students tested into KU was 473 (i.e., an equivalent to 505/990 in TOEIC). This proficiency level (453-497) is characterized as modest users (http://en.wikipedia.org/wiki/Test_of_English_as_a_Foreign_Language). The freshman class was chosen for exploring whether users with very average English proficiency level can also benefit from the training of TILT. Due to limited seats in the laboratory, the freshmen had chosen one of the two classes according to their time preference. Such assignment was random; the two classes can be assumed homogeneous in terms of English proficiency. The only difference between the two classes was the teaching method employed.

Procedures

Pre-test. (20 minutes) Students in both groups each received a hard copy of a 247-word Japanese short speech taken from the Introduction to Interpreter Training website entitled “日本人は働きすぎか” (“Are the Japanese Workaholics?”, see Appendix A). They translated the passage into English within 20 minutes to establish the individual baselines.

Intervention. (20 minutes) The researcher served as the instructor for both groups; students were blind to the experiment. The abovementioned passage was taught to the control group in a traditional method with minimal input involving vocabulary explanation in English. The English equivalent of ten potentially difficult vocabulary, such as 仕事中毒, 生きがい, 神聖, and 割り当てられた from the Japanese text (Appendix A) were explicitly discussed. Then the usages of these words such as workaholism, sacred, and assigned were explained and students were encouraged to practice putting these vocabularies in sentences. This was followed with a “Question and Answer” section regarding the topic of Japanese workaholism. The process was to mimic reality in the conventional Japanese teaching scenario in which English input was minimal.

In contrast, the experimental group received an “Input + Output” training which involved shadowing, reading aloud, and note-taking practice. During the 20-minute intervention, students went through a 6-step procedure. Step 1: they shadowed the online recording of the English version of the abovementioned passage twice. Step 2: they were provided with the English transcript to do shadowing the third time (Appendix B). Step 3: they practiced reading aloud for five minutes. Step

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4: they did shadowing the fourth time without looking at the transcript. Step 5: the instructor read the English passage for the students to take notes. Step 6: they paired up to reproduce the English original based on their notes. At the end, the English transcript was collected by the instructor.

Post-test translation. (20 minutes) Both groups translated the same Japanese passage into English once more within 20 minutes.

Cloze test. (10 minutes) In order to assess students' language awareness as the result of the intervention, the English passage was made into a cloze test (Appendix C) with a total of 12 fill-in-the-blanks focusing on grammar, such as plurality and English expressions like "vary from generation to generation." Both groups were given ten minutes to complete the test.

Post-experimental questionnaire. (10 minutes) In the last 10 minutes of their class time, students were asked to fill in a post-experimental questionnaire with one multiple-choice and one open-ended question regarding the effectiveness of the respective teaching method. They were asked to rate the effectiveness of the teaching method they received on a scale from 1 (strongly disagree) to 5 (strongly agree). The open-ended question was an attempt to elicit students' reactions to the respective pedagogy (Appendix D & E).

Raters and rating system

Two third-year graduate students majoring in interpreting from a university in Taiwan served as the raters of the students' translations. Raters A and B achieved the TOEIC score of 900/990 and 950/990, respectively. To minimize biases, they were blind to the study, and all the pre- and post-tests from the two groups were randomly mixed together. Each translation was assigned a score of 1 (poor), 2 (fair), 3 (good), or 4 (excellent), based on the overall sentence structures, expressiveness, and the coverage of content.

5. Results

Homogeneity

A two-sample *t*-test was performed on the pre-test scores with the α -level set at 0.05. The non-significant result ($t = 0.96$, $df = 52$, $p = 0.3406$) indicated that the two groups were homogenous regarding their pre-test scores.

Improvement

An improvement score, for each participant, was calculated as the difference between the post-test and pre-test scores. A two-sample *t*-test (α -level set at 0.05) was performed to compare the two groups' means on the improvement scores. The result ($t = -2.57$, $df = 52$, $p = 0.0129$) indicated that the averaged improvement of the experimental group (= 1.26) was statistically significantly greater than that of the control group (= 0.57).

Cloze Test

A two-sample *t*-test was performed on the cloze scores for the two groups. The result ($t = -7.30$, $df = 52$, $p < 0.001$) indicated that statistically the average cloze score of the experimental group (= 76.79) was significantly higher than that of the control (= 39.26). This reflected that the experimental group exhibited greater language awareness as the result of the intervention.

Effectiveness Ratings

Regarding the effectiveness of the teaching method, on a scale from 1 (strongly disagree) to 5 (strongly agree), three students (out of 35, or 8.5%) in the control group responded 3 (neither agree nor disagree), three (8.5%) chose 5 (strongly agree) and the rest 29 (83%) replied 4 (agree). Surprisingly, the control group responded more positively than expected as most students (83%) perceived the teaching as effective in enhancing their English. As for the experimental group, eight (out of 19, or 42%) responded 4 and the rest (11 or 58%) chose 5 (strongly agree). In other words, all the students in the experimental group either agree or strongly agree with the efficacy of the TILT pedagogy using the e-learning program.

The two-sample *t*-test result ($t = -4.49$, $df = 52$, $p < 0.001$) indicated that statistically the average effectiveness rating for the experiment group (= 4.58) was significantly higher than that of the control group (= 4.00). Although both groups felt their respective teaching method was effective in enhance their English proficiency,

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the TILT training incorporated both input and output was perceived as more effective than the traditional method with minimal input.

Open-ended Question on the Post-Experimental Questionnaire

An open-ended question was used to find out how the students felt about the teaching method adopted. For the control group, the question was, “Do you think today’s teaching method helps improve your English? Specifically, which parts are helping you and which parts are not?” (Appendix D). The traditional method was supposed to be boring, but unexpectedly, majority of the control-group students (91.5%) agreed or strongly agreed that it was effective. To get a better understanding of how the teaching was perceived, the following are some of the students’ responses:

S1: “So so, I can understand important thing (e.g., phrase and vocabulary), but less sentence and vocabulary on handout.”

S2: “I think some vocabularies are helpful. However, I want you to teach more grammar in this text.”

S3: “Vocabulary explanation helped me to improve my vocabulary skill. And it also helps me to translate the Japanese essay.”

S4: “My vocabulary is improved. It is fun for me to translate Japanese sentences to English.”

S5: “I personally think translate from Japanese to English is very effective to improve English skills.”

Most of the control-group students have commented that learning new vocabulary, such as “workaholics,” and translating from Japanese into English help enhance their English. They usually only translated English into Japanese.

For the experimental group the question was, “Do you think today’s teaching method that incorporates INPUT (shadowing & reading aloud) + OUTPUT (note-taking, reproduction, & back translation) helps improve your English? Specifically, which parts are helping you and which parts are not?” (Appendix E). As expected, the students’ feedbacks on the TILT training were overwhelmingly positive. The following are some of their responses:

S6: “I think the first part (shadowing without text → shadowing with text) is the most effective. By doing the practice I could realize what word I couldn’t hear and I could remember the word or phrases.”

S7: “It’s effective if I continue this method. Specifically, shadowing and reading aloud is very effective. We can learn new expressions from that and it makes us easy to translate again.”

S8: “I could pay more attention to small grammatical points, for example a job, spending, the Japanese and vary from.”

S9: “Yes, I do. Output part helped me because I noticed that I’m not good at remembering articles. I missed “the” and “a” many times when I did back translation.”

S10: “I think back translation help improve my English. Specially, memo→English restore is very efficient for me.”

S11: “Yes. I think back translation helps me so much. I want to do it again in my house and try on Someya’s homework.”

Almost one-third (6/19) of the students in the experimental group commented that shadowing and reading aloud helped them improve their listening or raise their language awareness. Eight students (42%) mentioned that back translation was effective given the help of the input in the first place. Two students said that both the input and output were helpful. Overall, their responses were compellingly favorable.

In sum, the results of quantitative data showed that the experimental group who have received TILT training using the Introduction to Interpreter Training Courseware demonstrated statistically greater improvement in their English translations in terms of sentence structures, expressiveness, and content covered. The scaffolding of the “Input + Output” appeared to heighten their language awareness as demonstrated in the cloze test. Thus, the TILT pedagogy was also perceived as significantly more effective in elevating one’s English ability. The qualitative data were consistent with the quantitative analyses.

6. Discussions

The results from the post-test translations and cloze test demonstrated that, with the aid of “Input + Output” based tasks, features of TILT, the experimental group was able to produce more native-like renditions. For years, there have been debates about the roles of input and output in second language acquisition (SLA). The academia has reached a consensus that input is essential for language acquisition (Zhang, 2009). Insufficient input will result in output failure. With minimal input of explicit

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vocabulary teaching, the control group's translations tended to be less native-like with more grammatical errors. Here are two samples from the control (S49) and the experimental (S24) group.

S49: "The older generations are more or less workaholic. They think working is sacrid things or reasons to live. However, the young generations have an another idea. They think working is one of the source of revenue, so they do what it is assigned to do and don't do what it isn't assigned to do." (control group)

S24: "The Japanese of older generation are more or less workaholics. Most of them view a job as sacred and the most important thing in life. The younger generation think otherwise. They consider a job as a source of income. They do what they are assigned to do, but they don't do more than they have to." (experimental group)

Even though imperfect, S24's rendition is more natural and grammatically accurate (the underlined are grammatical errors) as the result of the 20-minute intervention with ample input. This experiment attempted to demonstrate the fact that a mere 20-minute TILT intervention could effectively facilitate short-term acquisition and automatization of expressions, increase language awareness and boost learners' confidence in learning English. Taken a step further, the study could have examined the generalization effect by giving participants a cloze test and a translation text with contents similar to but not identical with the input. This indeed was a limitation in the methodology.

Sufficient input is essential; but many researches have challenged Krashen's theory that comprehensible input alone is not adequate for L2 acquisition (Harley & Hart, 1997; Harley & Swain, 1984). Swain (1985, 1995) emphasized that output also plays a part. Based on the output theory, Gass (2001) pointed out the four functions of output in SLA: (1) testing hypothesis about the structures and meanings of L2; (2) receiving critical feedback for the verification of these hypotheses; (3) forcing a shift from more meaning-based processing of the L2 to a more syntactic mode; and (4) developing fluency and automaticity in interlanguage production.

Creating greater automaticity is one of the pedagogical goals in SLA. McLaughlin (1987) claimed that automatization involves "a learned response that has been built up through the consistent mapping of the same input to the same pattern

of activation over many trials” (p.134). Many researchers maintain that automaticity benefits learning on the ground that (1) automatic processing consumes fewer attentional resources; (2) when a mechanism becomes automatic it will process information very quickly and accurately; and (3) automaticity is believed to be associated with fluency (Hulstijn, 1997; Skehan, 1998; Zhang, 2009).

The beauties of TILT, which is the foundation for the e-learning program, lies in its incorporation of input and output. Through various interpreting training techniques, learners can naturally and efficiently become familiar with, or even unconsciously remember, the English text without much effort.

7. Conclusion

The traditional teaching method employed in this study (i.e., students were asked to produce output given minimal input) is an epitome of English classrooms in both Taiwan and Japan. The results of this study reflected that, even only with 20 minutes of intervention, the experimental group demonstrated significantly greater improvement than the control group. This signified that the e-learning TILT program could be conducive to boosting learners’ English output. Furthermore, the new trend of English education in Japan is to integrate teaching of the four skills to foster students’ communicative skills in the target language (Hosogoshi, Kanamaru, & Takahashi, 2016). TILT training involves both input and output, it is in line with this new trend; therefore, further efforts and explorations are merited. The e-learning program also could help solve the problems of too many students and insufficient hardware in the classrooms pointed out in Chen et al.’s survey. The average number of students in the T&I courses was 29 and language labs were most commonly used for interpreting courses (Chen, Ho, Lin, Lin, & Peng, 2017). As long as there is internet access, student can connect to the e-program which allows a large number of students to simultaneously do their practice at their own pace.

8. Suggestions for Further Research

This study was an 80-minute one-session experiment. Whether the positive effects exhibited can be translated into improvement in English proficiency requires longer-term studies. For example, one-semester or one-year efficacy studies are

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recommended. In addition, the applicability of this e-learning courseware to students of different proficiency levels should be determined. The biggest difficulty faced by teachers in Taiwan is students' inadequate language proficiency and background knowledge (Hu & Liao, 2009). Whether all levels of students can benefit from this teaching material and method is yet to be examined.

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Appendix A: Speech Text for the Pre-test

日本人は働きすぎか

よく日本人は「仕事中毒」だと言われます。オフィスや工場で大半の時間を過ごしていますから。でも、本当に日本人は仕事中毒なのでしょうか。これが事実かどうか、私なりの分析をしてみたいと思います。日本人の仕事に対する態度は、世代によって異なると思います。旧世代の日本人は多かれ少なかれ仕事中毒です。この人たちは、仕事を神聖なもの、生きがいと思っているからです。しかし、若い世代は別な考え方をします。彼らは仕事を 1 つの収入源とみなしており、割り当てられたことはやっても、必要以上のことはやろうとしません。

Appendix B: English Transcript of the Audio Passage

It is often said that the Japanese are workaholics, spending most of the time working in offices and factories. Are they really workaholics? Let me give you my analysis of whether this is true or not. I believe that the Japanese attitudes toward work vary from generation to generation. The Japanese of older generations are more or less workaholics, as most of them view work as sacred, the most important thing in life. However, the younger generation thinks otherwise. They tend to consider a job as a source of income. Thus, they do what they are assigned to do, but do not try to accomplish more than they have to.

Appendix C: Cloze Test

It is often said that the Japanese are _____ spending most of the time working in _____ and _____. Are they really _____? Let me give you my analysis of whether this is true or not. I believe that the Japanese attitudes _____ work _____. The Japanese of _____ are more or less _____, as most of them view work as sacred, the _____ in life. However, the younger generation _____. They tend to consider a job as a source of income. Thus, they do what they are _____ to do, but do not try to accomplish more than they _____.

Appendix D: Questionnaire for the Control Group

1. Is today's teaching method which involves vocabulary explanation and translation effective in enhancing your English?
 - 1) strongly disagree
 - 2) disagree
 - 3) neither agree nor disagree
 - 4) agree
 - 5) strongly agree

2. Do you think today's teaching method helps improve your English?
Specifically, which parts are helping you and which parts are not?

Appendix E: Questionnaire for the Experimental Group

1. Is today's teaching method which incorporates INPUT (shadowing & read aloud) + OUTPUT (note-taking, reproduction & back translation) effective in enhancing your English?
 - 1) strongly disagree
 - 2) disagree
 - 3) neither agree nor disagree
 - 4) agree
 - 5) strongly agree

2. Do you think today's teaching method that incorporates INPUT + OUTPUT helps improve your English? Specifically, which parts are helping you and which parts are not?

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