Five Years of Instructing the Graduation Project (GP) in translation and interpreting at OJU

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大阪女学院大学での通訳・翻訳の卒業プロジェクトの5年間の成果

友野百枝

Abstract

It is almost five years since Graduation Project (GP) for the four-year program students began at OJU (Osaka Jogakuin University). Among the four classes in the International Communication Course is a class dedicated to interpreting and translation. For this class, a unique program has been developed. Without any prior model in other institutions, the development has been a journey without a map. This paper reviews the progress that has been made so far and discusses the challenges that need to be overcome in the future.

Key words: Graduation Project (GP), interpreting and translation, transcription, voice-over

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抄録

大阪女学院大学の4年制が発足し、第一期生が4年生に進級した2007年から卒業プロジェクト（GP）が始まった。GPは卒業のための必修科目で、一年にわたり、4年間の学習を集大成する科目として学生、指導教官ともに力を入れる科目である。通訳・翻訳を専門とするクラスでは、他大学に例を見ないユニークなプログラムが開発されてきた。5年目を迎えた今、今までに積み重ねてきた成果とともに今後に残された課題を考察する。これを受けに他大学で教える同僚にも呼びかけて、経験、知見を共有しながら、研究を行ない、更に良いプログラムの開発を目指していきたい。

キーワード：卒業プロジェクト、通訳・翻訳の技術、トランスクリプション（テープ起こし）、ボイスオーバー（アフレコ）

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Five years of instructing Graduation Project (GP) in translation and interpreting at OJU

Graduation Project (GP) in OJU’s four-year program is a year-long course required of every student for graduation. The program started in April, 2007 when the first class of four-year program students reached their fourth year.

In the International Communication Course, four teachers advise the GP students every year. Though teachers in other specialties in the Course have rotated over the years, I have been the sole advisor for the students who wish to specialize in translation or interpreting (TI) for the entire period. Without a prior model in other institutions or prior program developed elsewhere, I have been struggling to develop, from scratch, a GP program that is effective, meaningful, suitable to the learning environment of OJU, and also fun for the students (Brown, 2009. Richards & Renandya, 2002). The five years really has been a journey without a map. Now in the middle of the fifth year of the journey, I feel that there have been some achievements as a result of much trial and error. At the same time, there remain a great number of challenges. In this paper, I will review what I have been instructing in the program and summarize the views of the students this year. Appendix 1 shows the results of the survey and Appendix 2 shows the GP themes of students from 2007 to this year.

At OJU, there have been quite a number of courses offered in translation and interpreting areas. During the 2011 academic year, there are 10 classes that are related to TI: Tsuyaku [Interpreting], Honyaku [Translation], Translation and Interpreting in Business, Business of Interpreting, Studies in English Interpreting in Business, Studies in Court Interpreting, Translation as Professions, Business of Translation, Translation of Literature and GP. The first two are senmon kisogun (primary specialization) subjects and all the rest are senmon tenkaigun (advanced specialization) subjects.

The formal instruction of interpreting in Japanese universities began in 1960s, but the real conditions had been little known. A survey conducted by the Japan Association of Interpreting and Translation Studies (JAITS) in 2007 showed that there were more than 105 college-level institutions (including graduate courses) in Japan that offered more than one class of interpreting alone (Tanaka et al., 2007). Though the data have not been updated since then, OJU is by far number one, as far as the number of the TI-related courses offered is concerned. This fact indicates how popular these subjects are to the students and how much emphasis has been placed on teaching interpreting and translation at OJU.
Program framework of GP in translation and interpreting at OJU

Part one: Product

GP, or Graduation Project, is positioned as special, because it is regarded as the culmination of studies in many disciplines that students have been pursuing in the last three years.

Students apply to this class after hearing about the contents of the program in the explanatory meeting held in February for the third year students. Many of them have already taken at least one or two TI-related classes mentioned above, and therefore have some understanding of what they will be asked to do in this GP class. In the explanatory meeting I ask students to start thinking about the topic that they want to focus on for the project, but only about half the students come to the first class in April with concrete ideas (Appendix 1. Q4). The average TOEIC score of my 2011 GP class was 649 as of April, 2011.

When the class first meets in April, I show them an annual schedule from April to February, covering the two-part project. From April to the end of June, students explore possible topics that they want to adopt for their GP theme. In the meantime, they basically have to make two decisions. First, if they want to do translation or interpreting (voice-over on a video clip), and second, what the subject of their project will be. Often students get very frustrated because they do not have much focus on any specific subject at this point. To help them narrow down their topic, I require two assignments from them; one for translation of an article (ca. 500 words) and the other for a voice-over of a 5-minute video clip. Through these tasks, they learn the procedures of how to do translation and bilingual video production. At the same time, they find out whether they want to do the written translation work or voice-over interpreting. To explore possible topics, I ask them to submit three video review reports on documentary films that they have watched, with a summary and some comments on whether they could find any part that they might be able to do the voice-over. The documentary films that they watch during this period are mostly those stored in the Learning Resources Center (LRC)’s video library, but they can also find materials elsewhere, for instance documentary films that are commercially available in stores or on the Internet. They can even produce their own documentary video clip if they want to.

Students who decide to do written translation work must search for a source book in English. I recommend that they do something related to social issues or global issues that they have learned about, during their three years in OJU (see, for example, Spiri, 2011). Thus, fiction and poetry are ruled out. By the middle of the first semester, students complete a preliminary search and are ready to present the material (video or book) they have chosen. They prepare a proposal and based on it, present their ideas in front of the class in English.

In 2011, the International Communication Course introduced a mini poster session in
early July. This is to share students’ project plans with other Communication Course members. By telling students and teachers of their own and other classes, students confirm their determination and raise their motivation.

From then on, individual work begins. Those students who have chosen translation read the whole book, do research on the author and the background of the book, and finally select the part they want to translate. It should be 15-20 pages depending on the difficulty level of the text, the word count on one page, and the student’s skill level. Students have a tendency to select more than they can handle, so they need to be told to value quality rather than quantity.

Those students who decide to do the voice-over constitute a majority (80-90% of the class) every year. Their work begins with selecting and editing the part of the video that they want to interpret. They need to compile several segments into a master tape. The rule of thumb has been to compile a 15-20 minute clip, but again this also depends on the difficulty level and the student’s listening skill. In the past there have been students who did a 30 minute-long clip, but some of the slower students have had to cut back on the time to 15 minutes. I basically leave it to student’s decision, because this project must be self-regulated.

The procedures of the voice-over are demonstrated in the recording room by a member of the LRC staff. The LRC of OJU has created a simple mixing device for my GP class that combines two video (VHS) monitors. Students learn steps of the operation quite easily by the time they finish the voice-over exercise on the 5-minute video clip.

Then the sound is taped onto a cassette. By listening to it over and over again, both at home and in school, students try to listen to every detail of the discourse, whether it is a narration, interview conversation or dialogue, and so on. Now they must complete a transcript. It is not easy for the students to transcribe all the details of these authentic English sounds, so it takes a huge amount of time. Students work on the transcript in two to three parts, and turn their drafts to me. I correct and return them, so they can gradually fill in the blanks and figure out what was actually said in the video. For the students, this is almost a deciphering process, but by doing so they gradually get the coherent meaning of the story.

As soon as they have completed the transcript, they now have to translate it into Japanese. After the correction by the adviser, they are now ready to do the voice-over. The deadline of product submission is the second week of the fall semester.

**Part two: Research paper**

After students have completed the production part, they must begin to prepare the final paper. The paper must be about the same (or related) topic as their product. The paper need not be an academic dissertation, but a research paper of 10 plus pages on what they have learned through watching video films, reading books, magazines and articles on the
subject. Some students choose to do a small survey by a questionnaire or interviews, but such research methods are not obligatory. The emphasis is on the organization, good grammar, and coherent paragraph writing. They have learned APA style, writing procedures etc., in their previous classes, so this is a chance to put their knowledge into practice.

I require students to write and submit an outline first, in early October, so that they are always aware of much they have done so far and how much more needs to be done before they can finish. Students usually write one or two sections at a time and show me, so I can keep track and advise them on a regular basis. Typically students spend about two months or so to complete their draft and bring it to me after the New Year's vacation. From then on, spending about a month, they revise their writing till they can complete the work and upload the manuscript to the web-CT as designated by OJU.

Achievements over the past five years

Looking back over the past five years, it seems that each year marked some progress. I think there are basically two reasons for this. One is that as an advisor, I have grasped the capabilities of the students and therefore do not ask them to do more than they can handle. In other words, the level has been adjusted. Two, students have an opportunity to refer to the works done by previous graduates, and have a better idea about what they must do and what they can do, from a relatively early stage. Thus, in many ways, the assignment has become less of a pressure for everyone, though this does not mean they have less work. By no means should the graduation project be an easy work, but an unnecessarily demanding work would deprive students of their motivation. It took me some time to find out what students can/cannot do to make adjustments. In the next section, I would like to elaborate on what I think are the achievements so far.

Improved listening ability

The video clip that students have chosen has no English subtitles (with a very few exceptions). Frankly speaking, to listen to and transcribe every word that is uttered in the video clip is a challenge. The questionnaire survey conducted on Sep. 27, 2011, indicates that all students find this task very challenging (Appendix 1, Q5, 5-4). Though students try to exclude unintelligible segments during the editing process, some difficult parts are indispensable to make the story line cohesive. Usually high-speed conversations, dialects and accents, and poor recording in the original video, are the common challenges for students (Appendix 1, Q5, 5-4). The students are advised to use various strategies to improve their listening such as inference from the context, guessing from the background information, exploring some clues in the pictures in the video, and even guessing English words from
the Japanese subtitles if there are any. They are basically advised to use all possible means to decipher (Nation & Newton, 2009. Rost, 2002). Sometimes it works, but often it does not help. But these efforts to try to listen deeply over and over again help them improve their listening skills. The survey shows that GP has helped improve their listening skill (Appendix 1, Q7, 7-1). Unfortunately there are no chronological data to prove it, but I feel that year after year, students’ first draft of the transcript has been substantially improved. At least they have learned not to give up after just one time listening. One student of this year turned in her manuscript with a note, ’I listened to the tape numerous times. This is my limit. Please help me.’

**Improved translation skill**

This applies to both translation of the transcript for the students who have chosen the video voice-over, and the students who have chosen to translate parts of a book. I advise them to complete the translation, especially in the latter case, by taking the following steps: Step one is to do a draft translation. In this stage the main focus is to get the basic meaning right. Students who want to pay too much attention to style and register in this stage, often miss the true meaning. It may sound paradoxical, but to make sure that they have comprehended the grammar and syntax right, I even advise students to translate literally at this point. There are many sentences and paragraphs that students have difficulty in comprehending due to lack of grammar, vocabulary or background information. When students show me the literal translation of such parts, I know where exactly they have a problem. Often I explain to students face-to-face. Though it is a time-consuming process, problematic parts need to be made clear before they go to the next step.

Step two is to revise and edit the Japanese translation to make it more readable. ’Natural Japanese that flows into the mind of the reader’ is the key point. Often the translation done by students is redundant and difficult to understand unless the reader twists and edits in their own mind. This is not translation but just a high school level exercise of ’putting English into Japanese’. The following is one example of such case where the translation may be grammatically correct, but too redundant and hard to understand.

Original English in a transcript: *The fragmentation of Celtic culture and its vigorous attempts to survival can be observed most easily in Wales, where official policy threatens to isolate all who wished to remain Celtic.*

Student’s translation: ケルト文化の崩壊で、生き残るための勢いのある試みがすぐみられたのが、ケルト文化維持を願う人たちを皆孤立させようとしたイングランド政府の方針に脅かされたウェールズでした。[Keruto bunka no hokaide ikinokorutameno kokoromi ga sugu miraretanoga kerutobunka iji wo negauhitotachi wo mina koritsu saseyoto shita ingurandoseifuto no hoshin ni obiyakasareta ueruzu deshita.]
Better version: ケルト文化の崩壊と存続への努力が最も顕著に見られるのがウェールズです。ここではケルト文化保存を願う人たちが政府の政策により抑圧されてきました。[Keruto bunka no hokai to sonzoku eno doryoku ga mottomo kencho ni mirarerunoga ueruzu desu. Kokodewa keruto bunka hozon wo negau hitotachiga seifu no seisaku ni yori yokuatsu saretekimashita.]

In the student’s translation, the sentence is too long and hard to read, though I can see that the meaning has been correctly comprehended. In the revised version, the long one sentence has been split into two, and more plain words/expressions are used. Good students spend enough time revising several times to polish the text. Some students told me that they had had their family members or friends read the text and made sure that it sounded natural. Some lucky students had a chance, through the advisor’s friends, to have their translation edited by a professional translator or editor. They were thrilled to see how their own translation had been edited into a more readable and ‘sellable’ version. This process proved to be very effective.

**Improved editing skill**

Because students are asked to watch the video film in entirety and then pick out various parts and compile a 15-20 minute clip, they try to construct a cohesive story. Yet they don’t want to make it too long and difficult, considering the work that awaits them ahead. They must walk a fine line, keeping a good balance. However, the survey shows the students’ reaction regarding this point seems divided (Appendix 1, Q5, 5-3).

**Improved presentation skill**

From the first year when GP started, OJU has been conducting a poster session joined by all four classes of the International Communication Course, in the beginning of December. The session is announced to all the students and staff members. Students must stand in front of their poster and present for about 5-10 minutes each including the video show. Then they must also answer the questions from audience. It is a nerve-racking moment, but a good opportunity to show off their achievement so far, and also get some feedback from different people. My students especially look forward to hearing the views from our foreign teachers. Sometimes, useful input like what book or newspaper article to read, or just simply how their theme topics are viewed from a foreigner’s perspective adds a new dimension to their project.

In 2011, OJU also started a mini poster session held at the end of the first semester. It is designed to give students a chance to present their proposal and get some feedback from other students and teachers. It also gives them a push, as some easy-going students tend to postpone their work till the last minute, when there is not enough time to do any substantive work. Reactions have been positive (Appendix 1, Q9).
Increased interest in global issues, social issues and intercultural studies

From the first year of the four-year program, OJU curriculum emphasizes studies of global issues in peace, human (and animal) rights, environmental protection, food safety, media, cross-cultural communication and so on. For this reason, the students’ awareness in such issues is high. They watch documentary films in the library of Learning Resource Center, or on TV at home, join a field trip to developing countries, volunteer to help NGOs, and so on. The GP gives them an opportunity to combine their interest in such topics and skill training of translation and interpreting (Appendix 1, Q7, 7-6).

Improved writing skills

Writing a 10-page paper in English is a great challenge for most of the students. The survey shows students have great concerns about writing a research paper by themselves (Appendix 1, Q6, 6-3). My experiences have been that they express their concerns in the beginning, but in the end, a majority of students manage to finish a decent paper. They are supposed to have learned how to write an academic paper following APA style, by the time they enter the fourth year. However, in early years of my GP class, some students simply refused to write in English from the beginning. Since OJU is strict about this rule, they translated their paper from Japanese to English. I had to accept it, because this class is dedicated to translation study, after all. But for the last three years, students have not even argued about writing in English. The fact that previous graduates in the past could do it has given them confidence. Of course, there are many problems they must overcome before they can submit the final paper, which I will discuss in the next section. However, I can see a great progress from five years ago when most of the students in my GP class did not think they could write a 10-page paper in English.

Challenges for the future

Despite tremendous progress in many areas, there have been just as many challenges that I, as an advisor, and the students of GP still face. I should like to highlight some key issues.

1. Difficulty in finding materials that match the students’ interest:

Materials mean documentary films for the students who choose to do the voice-over and English books for students who choose to do translation work. Books are a lesser problem, as we have a greater choice of books than of good documentary films. The survey shows a majority of students had difficulty finding the material of their choice (Appendix 1, Q5, 5-1).
2. **Discrepancy between the students’ skills and the difficulty of the materials:**

Students naturally tend to choose the material based on their interest rather than the difficulty level of the material. Many films contain experts’ interviews, narratives, natural speed conversations etc. that are far beyond students’ listening ability. Those authentic materials recorded in natural settings are very tough even for the advisor. Since listening and transcribing is the first step of their production process, students are greatly discouraged and get stuck when they find out that the seemingly interesting film is so difficult to comprehend.

3. **Technical issues:**

There are numerous issues related to technology. For instance, the video clip that students edit from a long film has to be copied into VHS format as a master tape. And then from the master tape, students make another copy while they mix their own voice in Japanese. The mixing process may not be so difficult, but to make a master tape copy is a challenge, because there are so many media (VHS, DVD, on-line movie) and regional codes for DVDs. Most of the commercially available DVDs have, naturally enough, copy protection. These problems must be studied beforehand and individual solutions must be sought. With the upcoming plan of installing a new CALL system which will be most likely all digital, more complicated technical problems will show up.

4. **Copyright issue:**

This is a critical issue that must be solved as soon as possible. I have instructed students to write to get permission for translation from the author or publisher in case of book translation. In most of the cases, we never got a reply. Since we have no intention, whatsoever, to publish commercially, there are opinions that we should not worry about this issue as long as it is for an educational purpose and is used fairly. In case of making a copy of the film, the problem is more complex because of the rules regulated by the Copyright Law (Nagai, 2009). It seems that there exist several interpretations of a law depending on the situation. Therefore, there is really no end to this kind of argument. However, again, students are not making copies to sell or share with another person for entertainment, but purely for educational purposes. To strengthen our position, we need more legal justification lest we should be put into a trouble. It would be a great shame if a legal restriction would not allow us to continue a project that is so inspiring and exciting for students.

5. **Problems involved with paper writing:**

There have been constant problems related to students’ weaknesses in vocabulary,
expressions, grammar and syntax. Often sentences do not make a sense till I ask students in Japanese what they meant. When I get the meaning from the students’ explanation, I can suggest a better choice of word or expression. Then students would say, “Yes, exactly! that’s what I wanted to say.” This is an effective approach, but it is just too time-consuming. Also as an advisor I always wonder to what extent I should correct students’ writing. Once I asked my American colleague, and the answer was “As long as the meaning is clear, I don’t correct it as I as a native speaker would write it.” Probably this is a reasonable way to deal with this issue, but I have observed so many students’ papers that are full of incomprehensible sentences, and therefore are not clear at all.

6. **Lack of feedback from students:**

Since I have been so occupied all year around with constant work of advising students to the last minute of the academic year, I have not had a chance to hear what my GP students have really thought about the program. The responses judged from the questionnaire conducted by the Education Promotion section of OJU are generally favorable. Students have expressed their reflections such as, “It was so tough, but I learned a lot” and “With instructor’s advice, I was able to finish the work which I never thought I could finish by myself.”

Recently I conducted a survey by questionnaire. The results are summarized in Appendix 1. Because we were still in the middle of the year, questions were limited to the ones related to the already completed work. However, more in-depth, ongoing survey on what difficulties students faced in each phase, what strategies that they could use or wished to use, etc, must be studied more systematically in the future. Also, setting separate classes for interpreting and translation may even be considered in the future, as the two disciplines may seem alike, but really are quite different.

7. **Social aspects of GP:**

Since GP is a year-long program, how students can keep up their motivation is a critical issue. The survey shows that most of the students think their motivation went up or was kept at high level since April this year (Appendix 1, Q10).

Meeting every week in class and having students work (though they work on their own work) in the classroom seems effective, because students feel less pressure when they work together (Appendix 1, Q11).

Sharing ideas with students and teachers of other Communication classes are viewed as very helpful (Appendix 1, Q9).

Organizing events such as lectures by prominent speakers was another thing students have enjoyed (Appendix 3). They learn a pleasure and difficulty of a teamwork
as well as satisfaction of having achieved something big as a team (Appendix 1, Q11).

**Conclusion: Plans for the future**

Japan Association of Interpreting and Translation Studies (JAITS) is an organization that is composed of teachers who teach interpreting and translation at university level, freelance interpreters and translators, and graduate students who research on academic theories related to interpreting and translation. JAITS recently had an annual meeting in Kobe and six members including myself and Mr. Tomoyuki Miyamoto, a part time instructor of OJU, announced that we would begin a joint research for establishing more effective interpreting education programs. Each of us presented our individual proposal. I chose the topic of ‘development of graduation project program in interpreting and translation’ for my ongoing research, and Mr. Miyamoto, ‘development of a more effective introductory program for interpreting students’. Though formal education of interpreting at university level has 40 year history in Japan, a systematic paradigm has yet to be built. So, there are great expectations for our research (Someya & Ino, 2005). As part of this joint research I plan to investigate graduation programs that exist inside and outside of Japan, and develop more effective approaches for students and instructors. The results will be presented in the next annual meeting to be held in 2012, in Kyoto.

**Acknowledgements**

I should like to thank Kayoko Ashida and the staff of OJU’s Learning Resources Center. Without their assistance, our GP program would not have been made possible. I also thank my colleagues, Deryn Verity and Tomoyuki Miyamoto for useful advice and encouragement. Last but not least, special thanks go to my GP students who answered my questionnaire and my GP students of the past who walked with me on the journey without a map.

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Appendix 1
Survey Results

Questionnaire conducted in September, 2011; n= 9 students
(All items and answers have been translated from the original Japanese)

Q1: Why did you choose this GP class?

7 I was interested in interpreting (and translation).
2 I took an interpreting class last year, and was interested.

Q2: Were you sure in the beginning if you wanted to interpret or translate for your GP?

5 Yes
4 No

Q3: What was your reason for choosing between translation and interpreting?

- After my study abroad, I thought how fun it would be if I could interpret from J to E and from J to E smoothly.
- After completing the voice-over exercise of ‘Working Women’, I thought interpreting suited me better and I could enjoy the process of making it.
- Thought interpreting suited me better.
- I ran into the video that I wanted to work on, while I was searching for the materials.
- Wanted to do the audiovisual production rather than written translation. (thought I would be able to deal with natural spoken English and challenge myself against high speed speech.
- Thought I would learn a lot from translation.
- Realized the joy of translation and joy of selecting right Japanese words for English words after I took the ‘Translation of Literature’ class.
- Wanted to translate in the beginning, but could not find the right book on the theme that I wanted to focus. I found the video of the theme, so I switched to interpreting.

Q4: Did you know from the beginning of the year what topic that you wanted to study in GP?

4 Yes
5 No
Q5: Rate the difficulty level of each activity from 1 to 5 (1 is the easiest and 5 is the hardest).

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<th>3</th>
<th>4</th>
<th>5</th>
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<td>11%</td>
<td>12%</td>
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<td>Choosing video segments</td>
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<td>Transcript preparation (See Note 1 for reasons)</td>
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<td>38%</td>
<td>12%</td>
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<tr>
<td>Transcript translation (see Note 2)</td>
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<td>33%</td>
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Note 1: Incomprehensible words/high speed/accents/interviews/British accent
Note 2: Strange Japanese words/lack of Japanese vocabulary/too redundant/difficult to find right words only from the sound/finding right words that match the context
Note 3: Synchronization with the original sound and picture/clear and articulate voice
Note 4: Lack of background knowledge
Note 5: Finding natural Japanese words and expressions

Q6: How much of each activity could you finish on your own without help?

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</thead>
<tbody>
<tr>
<td>Up to 30</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>30-40</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>40-50</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>50-60</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>60-70</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>70-80</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>80-90</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>90-100</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Research paper writing (based on estimation):

<table>
<thead>
<tr>
<th>% of work</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 30</td>
<td>1</td>
</tr>
<tr>
<td>30-40</td>
<td>1</td>
</tr>
<tr>
<td>40-50</td>
<td>0</td>
</tr>
<tr>
<td>50-60</td>
<td>0</td>
</tr>
<tr>
<td>60-70</td>
<td>3</td>
</tr>
<tr>
<td>70-80</td>
<td>4</td>
</tr>
<tr>
<td>80-90</td>
<td>0</td>
</tr>
<tr>
<td>90-100</td>
<td>0</td>
</tr>
</tbody>
</table>

Q7: Rate the difficulty level of the whole project so far, on 1-5 scale (1 is the easiest).

1  2  3  33%  4  5  67%

More concretely, how do you rate the effect of GP on the development of your skills so far? (1 is low, 5 is high)

<table>
<thead>
<tr>
<th>Skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Translation</td>
<td>0</td>
<td>0</td>
<td>33%</td>
<td>66%</td>
<td>11%</td>
</tr>
<tr>
<td>Vocabulary and Expression</td>
<td>0</td>
<td>11%</td>
<td>11%</td>
<td>67%</td>
<td>11%</td>
</tr>
</tbody>
</table>
| Editing                    | 11%| 22%| 44%| 22% | 0%
| Presentation               | 11%| 11%| 33%| 44% | 0%
| Interest in Global Issues  | 0 | 11%| 0  | 33% | 56%|

Q8: The following are the preliminary exercises that the whole class tried as preparation for your individual project. Rate how useful each exercise was on 1-5 scale (1 is the least effective).

<table>
<thead>
<tr>
<th>Exercise</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-min video voiceover</td>
<td>0</td>
<td>0</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Article translation</td>
<td>0</td>
<td>22%</td>
<td>33%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>Review of 3 videos</td>
<td>22%</td>
<td>12%</td>
<td>12%</td>
<td>33%</td>
<td>22%</td>
</tr>
<tr>
<td>Review previous student work</td>
<td>22%</td>
<td>12%</td>
<td>22%</td>
<td>33%</td>
<td>12%</td>
</tr>
<tr>
<td>Proposal presentation</td>
<td>0</td>
<td>22%</td>
<td>22%</td>
<td>12%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Q9: Evaluate the mini poster session.

8 Useful
1 Not useful

Why?
- The session gave me the chance to plan the contents of my GP as a whole, so it
was easier to begin my own work.

- It enabled me to look ahead.
- It was a good stimulus for me to know what areas of study other students are interested in.
- It gave me a chance to get information from someone who knew much about the subject.
- It gave me a chance to learn how I should present.
- It raised my motivation.
- It gave me a chance in early stage to decide on my GP theme.
- It inspired me to know the interest of the students in other classes.
- It made me think more seriously about my topic.
- Learned from the way other students presented.
- I had to change my topic after the session, so the session was not useful.

Q10: Rate your motivation level as compared to April.

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Went up</td>
<td>56%</td>
</tr>
<tr>
<td>Went down</td>
<td>22%</td>
</tr>
<tr>
<td>Kept the high level</td>
<td>22%</td>
</tr>
<tr>
<td>Stayed at low level</td>
<td>0%</td>
</tr>
</tbody>
</table>

What is the reason for going up or down?

*Went up or kept high because:*

- My motivation did not go down, because I chose the topic I was really interested in. Seeing my classmates in class has kept my motivation up.
- I have been excited because I can work on the subject that I am really interested in.
- I could finish the translation of the video transcript and am ready to finish my production.
- By doing various preliminary activities and presenting in the poster session, I can realize I keep going up to the next step steadily.
- I am looking forward to the completion of my production.
- During the summer vacation, my motivation went down because I could not follow my road map. But I could restore my motivation once again when I saw my classmates in class.

*Went down because:*

- I had to change my topic because I had chosen the book (for translation) that was too difficult for me.
- Translation was more difficult than I had imagined.

Q11: What GP activity did you enjoy most so far?

- I have been gathering more information as I progressed, so GP is becoming more fun.
- I enjoyed doing voice-over, although I don’t feel like listening to my work again.
- Transcribing was really tough, but useful for me. I was made aware of the lack of my ability.
Preparing for Mr. Aviolat’s lecture meeting was exciting. I was a moderator. By fulfilling my duty, I gained self-confidence. It was exciting to bring such an event to success with our joint efforts.

I enjoyed preparing for Mr. Aviolat’s lecture together as a class

By sharing with other students the contents of GP, I could expand my knowledge though it is still not deep enough.

I enjoyed doing voice-over of the video clip, “Working Women”. It was my first experience. It was difficult, but I was so happy when I finished it.

I made good friends with my classmates. They are fun. It was interesting to listen to an English film, transcribe and translate into Japanese. I felt the sense of accomplishment.

I have enjoyed normal class meetings and especially a dinner after Mr. Aviolat’s lecture.

I enjoyed mini poster session. I learned the topics of other students. I found out that I could share the common interests with them. That experience gave me a push forward.

GP class is fun each time!

Q12: Your suggestions on how to improve GP program in the future:

To submit a road map and discuss the schedule in class are good to maintain motivation level high. It is important to mutually check the progress among the members.

I like the way it is now. (2 students gave this answer)

It is important to know the progress of other students. It enables us new discovery, and makes us think we should also do our best.

It is absolutely necessary to see other students and our instructor in class regularly every week.

This way we can keep our motivation up. By keeping in touch with the advisor, we can convince ourselves that we will finish this job by such and such date.

To do our individual work in class was most effective. The GP theme should be decided early, so that we can get our work going as soon as possible.

Presentation meeting in class was effective. Exchange of e-mails by mailing list was a good way of keeping in touch during summer holidays.
Appendix 2

GP Themes from 2007 to 2011

2007-2008

1. Bushido (translation E to J) 5. Americans and holocaust
   (translation J to E) Babies
   and Korean Americans Winfrey and others
4. Princess Diana and Princess 8. CNN changed the world media
   Masako 9. The Corporation

2008-2009

2. Stolen Childhood: Child labor vs. 8. Child labor
   World Bank & IMF 9. Great American Speeches: Martin
3. Mysteries around life and death of Luther King Jr. and JFK
   Amadeus Mozart 10. “The Sixth Extinction” (translation)
4. Norman Rockwell 11. “How to talk so that kids will listen
5. Anti-aging and how to listen so kids will talk”
6. Dr. Mary-Wynne Ashford Lecture / Luther King Jr. and JFK”
   Machine translation (translation)

2009-2010

1. ’The Last True Story I’ll Ever Tell’ 8. Amish: How they survive
   (translation E to J) 9. Slow Food
2. Water War 10. Global Warming in the Southern
   and Americans Pacific
4. Preschool in three cultures 12. The Corporation
5. The Day That Shook the World:
   Hiroshima
6. 14 Women: US female Senators
7. Mickey Mouse Monopoly
2010-2011
1. Water Problem and Japanese Technology
2. Soldiers for Hire
3. Nuclear Abolition
4. Nuclear Abolition
5. Child Labor in India
6. Obesity in the US
7. Secret World of Cats
8. Global Warming in Maldives
9. Starved and Stuffed (translation E to J)

2011-2012
1. Mythologies of the Celts
2. Preservation of Celtic culture and languages
3. Food Inc.
4. Japanese Americans during World War II
5. Hubble Space Telescope
6. Media and English Royals
7. African children (school, choir)
8. “Crossing Over”: One Woman’s Escape from Amish Life (translation E to J)
9. “Sensational Knowledge” ethnographic study about Japanese dance (translation E to J)