

# 異文化間・異言語間コミュニケーションの視点から見た 通訳教育の多面的効果

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## Abstract

This paper summarizes the result of action research conducted by this writer between academic years 1999 and 2001. The purpose of this research is to verify the hypothesis that students can gain multiple skills and knowledge through the subjects designed from the view point of inter-cultural and inter-linguistic communication.

Subjects related to interpreters' training taught at universities tend to focus either on the interpreting skills themselves or adapting interpreters' training methods to English language education. The subjects this writer teaches, originally designed as the subjects not related to interpreting, however, aims to bring a multiple effect rather than focusing only on interpreting or English language skills.

This writer's observation, analysis of the students responses to the questionnaires and their essays recognize a wide range of positive by-product in the subjects. It includes public speaking skills, both in English and Japanese, as well as inter-personal skills in both Japanese and English cultures. Also identified were an increased interest in current affairs, both domestic and international, and the theory of communication between high-context and low-context cultures. Awareness of lack of English proficiency required to interpret was suddenly a matter of great concern for the students, which led them to study English eagerly and make it a habit.

In conclusion, it was found that the students' interest in cross-cultural communication as well as motivation to study English from different perspectives have been greatly enhanced because of interpreters' education designed from the view point of inter-cultural and inter-linguistic communication.