



ON CUE

Newsletter
September, 1993
Vol 1, Issue 2

CONTENTS

Page

From The Chair	Gillian Kay	1
Call for Contributions	Editor	2
Committee Members - Contact Information		3
Announcements		4
Conference Report	Gail Jackson	5
Feature: Electronic Mail	Thomas Robb	6
Pull-out Feature: Graduate Study	Monty Vierra	10
Feature: Plight of Foreign Teachers	Steve McCarty	14
Found in Translation	Michael H. Fox	16
Book Review	Gail Jackson	18
Book Review	Willetta Wyatt Silva	20
Conference Announcement		22

From the Chair

JALT '93 in Omiya

CUE ABM

CUE's first annual business meeting will be held at the JALT '93 conference at Sonic City in Omiya on Saturday 8th October in Room 701. All members and anyone interested in the group's activities are encouraged to attend. We will introduce the group to newcomers, review the year's activities and discuss the agenda for the coming year.

JALT Annual General Business Meeting

This will be at 6.00 pm on Sunday 10th October in the Hall. At this meeting, it will be decided whether or not the SIGs get a vote at ExCom. At last year's AGBM, the motion to give N-SIGs representation at ExCom was narrowly defeated, so please come and vote for the N-SIGs.

N -SIG Hospitality Room

CUE members who can volunteer to help staff the CUE desk in the N-SIG Hospitality Room for one or two hours during the conference, please put your name on the sign-up sheet in the Hospitality Room as early as possible. Staffing a desk is a good way to meet other college teachers, and is also very effective in encouraging new people to join the group. CUE N-SIG has also been given responsibility for clearing up the room on Monday afternoon, and any help offered will be greatly appreciated.

Presentations

CUE will not be sponsoring a speaker for Omiya, but there no doubt will be many presentations relevant to CUE members. Reports on these will be welcome for the next issue of ON CUE.

CUE Representation at Tokyo JALT Conference

On Sunday, 21st November, CUE will be represented by Carl Adams, of Tokyo International University, who will be giving a one hour workshop on 'Reflective Teaching in University Classes'. This will explore the roles learners and teachers often take in language learning / teaching that may help or hinder effective language learning in the University setting. A few short activities will demonstrate the objectives of reflective teaching and learning. Practical suggestions on ways of creating a more open communicative approach even in large university classes, as well as how to develop and evaluate learner centered tasks will be considered.

CUE Representatives Wanted For JALT Regional Conferences

It would be good if CUE members attending JALT mini-conferences in their area could volunteer to represent CUE by taking sample copies of our newsletter, posters, etc., available from our publicity officer, Jeffrey Jones, for the hospitality room where there is one, and helping to staff it if possible. Members who would like to represent CUE by speaking at regional conferences or JALT '94, please contact the Programme Chair, Michael Fox.

Visit to Mombusho

In April this year, I visited the Ministry of Education, and spoke with Mr. Sato, Kenshû Kôryû Kakari cho, of the Kôtô Kyoiku Kyoku, Kikaku Ka. (Bureau of higher education, planning department, training exchange section chief) Mr. Sato has very kindly offered to be contacted by foreign teachers at Japanese national universities for advice and information relating to their position. Mr. Sato is volunteering this service unofficially, out of goodwill, so please keep requests clear and brief. He is able to answer queries only from those employed in national universities, and prefers to communicate in Japanese. I will be meeting Mr Sato again on Friday 7th October, to present him with a copy of this newsletter, and discuss ways in which Mombusho and CUE might cooperate.

If any CUE members are willing and able to offer advice to college teachers in English, ON CUE would be glad to hear from you with information for our readers on how you may be contacted.

Gillian Kay

From the Editor:

CALL FOR CONTRIBUTIONS

Our work at college level includes a variety of tasks. Members are invited to contribute articles or information on topics which will help other teachers in their work.

Possible areas might include:

1. Contract, salary, retirement pay given when you leave your position, insurance and pension.
2. The administrative structure of Japanese colleges.
3. Research, holiday, sick, maternity and home leave.
4. Research Grants.
5. Articles by members on the theory and practice of teaching language at college level.
6. Abstracts of your own or other authors published work.
7. Teaching ideas useful for college level classes.
8. News of relevant presentations, conferences, meetings in your area.
9. Offers / requests for cooperation with research, giving presentations, writing articles or sharing of teaching materials.
10. Reviews of relevant books, videos, teaching materials, presentations.
11. Relevant newspaper or magazine articles, to be reproduced as they are, or with commentary.

Please send contributions or abstracts to me. I will also be editing a special edition of The Language Teacher, and would like to hear from members who are interested in contributing to this too.

Gillian Kay

**Committee Members' Contact
Information**

Tokyo 206
Tel: (0423) 31-1911
Fax: (0423) 31-1919

Chair & Newsletter

Gillian Kay
English Department
Toyama Medical And
Pharmaceutical University
2630 Sugitani
Toyama City 930-01
(H) tel/fax: (0764) 41-1614
(W) tel/fax: (0764) 34-5043

Committee Positions Open

- Newsletter producer/distributor
- Membership Secretary (requires
knowledge of databases)
Please contact Gillian by mail,
phone or fax or come to the ABM in
Omiya.

Treasurer

Gail Jackson
Takayama College
1155 Shimobayashi-cho
Takayama City, Gifu 506
Tel: (0577) 32-4440
Fax: (0577) 32-4081

General queries or comments, and
contributions for the newsletter
to Gillian. Completed membership
questionnaires also to me.
Michael would like to hear from
CUE members interested in
speaking on college-related topics
at regional and national
conferences, and from the
programme chairs of conferences
wishing to feature SIG speakers.
Members who can volunteer to
staff the CUE desk at regional or
national conferences please
contact Jeffrey. Our Treasurer,
Gail has an announcement in this
issue about renewing CUE
membership. The Chair would like
to thank all committee members
for their hard work in helping to
make CUE an active and effective
organisation.

Programmes

Michael H. Fox
Hyogo Women's College
2301 Shinzaike
Hiraoka-cho
Kakogawa
Hyogo 675-01
Tel: (0794) 24-0052
Fax: (0794) 26-2365

Publicity

J.B. Jones
Komazawa Women's College
Sakahara 238
Inashiro-shi

Treasurer's Announcement

A word on renewing your CUE membership.

The December 1992 issue of T.L.T stated that "current N-SIG members are reminded that the ¥1000 fee paid towards newsletter expenses and so on is annual, and should be renewed when paying regular JALT dues".

Aligning our JALT and N-SIG dues is an efficient, practical suggestion. Paying JALT and N-SIG memberships at the same time will always ensure our current membership status. Also as college and university educators, we may be able to submit our receipts for JALT and N-SIG dues to our college for reimbursement, calling everything 'annual dues'. At the very least, there will only be one expiry date to remember!

Gail Jackson (Treasurer)

Membership Database

CUE now has about 100 members. Professional details of 43 of these appear in the current Membership Database. An updated issue is being planned, so if you haven't yet filled in the membership questionnaire, please consider doing so. (There is a copy in this newsletter.) This will bring you in closer

touch with other CUE members. If you would like to change any of your details, fill in only your name and the parts to be changed.

Research Queries

I am interested in writing an article for ON CUE about contracts for *gaikokujin kyoshi* at national universities. I would like to hear from other *gaikokujin kyoshi* with copies of their contracts and questions they would like answered. I would also be interested in hearing from anyone who would like to cooperate in the writing of the article.

Gillian Kay

Ed: Members are invited to use this column to seek collaboration with their research or writing.

CUE-Tips

IRS Never Forgets

The American Internal Revenue Service announced it is allowing Americans living abroad to file delinquent back tax returns without losing the US\$70,000 per annum exclusion or having to pay penalties and/or interest. To qualify, write "filed pursuant to rev. proc. 92-85" at the top of your return. Contact the American Embassy in Tokyo for more information. *Sharon Vaipae*

CUE AT KOBE

A Report on the JALT Spring '93 Conference in Kobe

On May 8th and 9th, the CUE N-SIG was represented at the JALT Spring '93 Conference in Kobe by Gillian Kay, Wayne Johnson and Gail Jackson. The beautiful city of Kobe was the ideal location to hold a spring conference. The profusion of azaleas lining the streets and the cosmopolitan atmosphere of the city was revitalizing.

Among the Saturday afternoon presentations we attended were Richard Smith's 'Japanese for Lazy People: Independent Learning', where a number of suggestions were given to combat the sometimes frustrating experience of learning Japanese, and Peter Wanner's 'Extended Family Relational Effects on a Bilingual Child', where the effects of using both Japanese and English in the presenter's home on the linguistic development of his young son were presented. The afternoon ended with a well attended N-SIG Roundtable where a number of N-SIG Coordinators gave brief talks on the purpose and activities of their special interest group. CUE N-SIG was presented by Gillian. For those who opted to participate, Saturday evening was topped-off with a Mexican buffet at a nearby restaurant. The N-SIG Coordinators also met over dinner to discuss the role of the N-SIGs in JALT.

On Sunday, much of our time was spent at the CUE N-SIG Hospitality Room table. We are pleased to report that CUE gained nine new members! It was exciting to see so much interest in the CUE N-SIG, and to have a chance to talk with so many CUE members. Also, it was extremely helpful to talk with other N-SIG Officers about the various duties involved in handling N-SIG affairs. We are all learning from each other.

Kenneth Rose's 'Using Authentic Video in the Classroom: The basics', and Everette Toombs' and Alex Shishin's 'Non-Traditional Graduate Study for Language Teachers in Japan' were among the presentations we attended on Sunday. The conference concluded with a well-attended panel discussion.

In addition to the many good presentations, other positive features of the conference were the excellent publishers' displays, informational displays set-up by JALT National, Chapters, N-SIGs and University programs, and the excellent coffee sold during the conference- a real life saver!

But perhaps the most valuable aspect of the JALT Spring '93 Conference was the opportunity to talk to (and laugh with) colleagues in a relaxed atmosphere about the issues we all encounter as language teachers in Japan. These contacts enrich the CUE N-SIG. Actually, some of the articles written for this newsletter come from contacts made at the conference!

JALT gives us the opportunity to come together as a profession, and the N-SIGs give us the vehicle to explore our areas of special professional and personal interest. Future conferences will only be made better by our commitment to attendance and participation to show our support and enthusiasm for the professional umbrella that JALT and the N-SIGs provide us.

Gail Jackson Takayama Junior College

Sharing Information through Electronic Mail

Thomas Robb (aka trobb@ksuics.kyoto-su.ac.jp)

Kyoto Sangyo University

The purpose of CUE is to share information about teaching at the university level in Japan and this newsletter is one means of achieving that goal. Here, I would like to introduce yet another means -- electronic mail, or "e-mail" for short.

Before going into specifics, a general introduction to e-mail is in order for those not familiar with it. First, e-mail is not the same as a fax! A facsimile is a picture composed of numerous small dots. Probably close to 100 dots are needed just to transmit the letter "A" by fax. E-mail sends raw computer data. The letter 'A' is sent as a simple 8-bit code. Further, faxes are sent over regular telephone lines, while e-mail is sent over a completely separate network that links virtually every major university, library, company and governmental organization in the world. Faxes cost money while e-mail, believe-it-or-not, is FREE to many users, perhaps even you!

Each university pays a flat fee for a dedicated telephone line connecting their computer to that of another university, which, in turn, is connected to yet another university, *ad infinitum*.. In this manner, a worldwide network universities and other institutions are connected to each other permanently. There are actually two independent networks, BITNET and the Internet, but they are interconnected; messages easily move from one network to the other. Many universities are connected to both.

To use e-mail you sign up at your computer center for an account, which gives you 'mailbox' space on the computer and an account number (often your first or last name) which serves as your address. All incoming mail waits in your mailbox until you 'log on' to read it from a terminal somewhere in your school, or from your own personal computer via a modem. It costs nothing to transmit a message from a school terminal, but from home you will have to invest in a modem (about ¥30,000) and pay the normal telephone connection costs to your university's mainframe computer.

But what can e-mail do that faxes or regular mail (called "snail-mail" by e-mail users)

cannot do? One advantage is that you can send mail virtually instantly to anyone who has an e-mail account. Secondly, you can share information with a vast number of like-minded individuals by sending a single message to a special "list." For example, TESL-L is the name of a service that emanates from City University of New York, to which some 1500 ESL/EFL professionals in 49 countries subscribe. In a nutshell, the computer at CUNY keeps a list of all of the subscribers. Anytime someone wants to ask something, reply with their own opinion on a current issue, etc., they need only send one message to TESL-L in New York. The CUNY computer then relays the message to all 1500 users, who can then read it and reply if they have something to contribute to the conversation.

Recent discussions have focussed on evaluating writing, optimal class size, student e-mail penpal exchanges, ways to teach vocabulary, grammatical correctness, using cartoons in class, and world literature in English.

For people looking for jobs or wanting to discuss employment issues, there is another list called "TESLJB-L" which is the "Jobs and Employment" sub-list of TESL-L. There are other sublists for CALL, Materials Writers, Intercultural Communication, Intensive English Programs and several other specialized areas.

A survey of TESL-L subscribers was recently carried out by Jozef Horvath, a member in Peçs, Hungary. Some of the replies reveal how networking can benefit teachers, particularly those isolated from other professional contacts.

One subscriber answered the question "What do you like best about TESL-L" thus:

- I like the networking aspects better than the pure discussions. Networking gives us a fast, cheap way to exchange information. For example, last year and this year many people were able to arrange roommates for TESOL and other conferences through contacts on email. It is also a good way to learn about conferences, new textbooks, bibliographic references, new software, and on and on...

The answers of three subscribers, to the question "How has being a member changed your teaching?" are also instructive:

- I have modified some of my techniques in teaching writing as a result.

Also, since I teach graduate courses in TESOL, I have been able to learn about many valuable resources through the list.

- For me it's the difference between being all alone, and having a chance to ask for and get advice and ideas. ALL the new ideas I've put into practice in my classroom have come from here.

- I'm not so sure how much it's changed my teaching, but it does sharpen one's interest in research, both personal and professional. I'm also inspired to write on some topics after reading a discussion. In the case of plagiarism, I had started a paper last June, but after the discussion on the list, I changed the focus to what I see as being a more critical problem.

In addition to being a resource for teachers, e-mail can also be used by your students.

The students in my composition classes at Kyoto Sangyo, for example, have electronic penpals in New York, Texas, Hawaii and Hong Kong to whom they write on a regular basis. For those who want to know more, there's a file called "PENPAL ADVICE" on TESL-L which contains basic information on setting up a penpal exchange.

People who do not have access at their own institution are not necessarily left out.

The Private University Computer Association (Shijoukyou) sponsors a service that allows you to receive an account number. You can access your account from home or school using your personal computer with a modem, often connecting to a local telephone number through one of the national commercial packet data services. There are also commercial services which are linked to the Internet such as CompuServe which you can subscribe to through NiftyServe. Major computer stores sell a sign up kit for about ¥8000.

Learning to use e-mail is not without its frustrations, mind you. There are many different types of computers, and the software that you must learn to deal with in order to send and receive mail varies considerably in its ease of use. If you have difficulties, just ask someone else in your school who is more experienced for help. We were all beginners at one time or another!

Once you have access to either the Internet or Bitnet, you can subscribe to TESL-L or any of the branches by sending a message to: LISTSERV@CUNYVM.CUNY.EDU

with the following message: SUB TESL-L my-full-name. Be sure to enter your own full name. Leave the "subject line" blank. Also note that LISTSERV lacks a final 'e' -- that isn't a typo!

See you on-line soon!

--00000--

Thomas Robb has been using e-mail for about three years but has been fiddling with computers for about twenty years. He is past president and executive secretary of JALT and is currently on the Executive Board of TESOL. He teaches English majors at Kyoto Sangyo University.

Some snippets of messages from a single day

Date: Thu, 23 Sep 1993 09:31:33 EST
From: EJ7921 <EJ7921AD@ROOT.INDSTATE.EDU>
Subject: some musical suggestions

I've had a few queries about what music I actually use in my comp. classrooms and how I use it. So I thought I'd send out a list with a hopefully brief explanation. . .

Date: Thu, 23 Sep 1993 13:35:00 EDT
From: Nicole Keshav <nicole@RESEARCH.ATT.COM>
Subject: Evaluations

Charlotte, please tell us about your project to develop a new student evaluation of ESL teachers, and I would like to see the results when they are ready. Has Butte Community College always had an evaluation form, or are you creating a new one?

Date: Thu, 23 Sep 1993 14:16:00 CDT
From: Larissa Zakletskaia <LARISSAZ@MACC.WISC.EDU>
Subject: 3 language acquisition

I am a graduate student and I am interested in writing a paper about the third or fourth language acquisition. Is it the same as a second language acquisition? Can anyone on a list please give me some references from the available literature that can be applicable to this topic?

Date: Thu, 23 Sep 1993 13:52:45 -0500
From: Michele <MSHEA@SMCVAX.BITNET>
Subject: Summary Writing Synopsis

Hello, and thanks to all those who sent replies to my query of last June for help in teaching summary writing. There were several replies, and many helpful comments. I was able to use some of your ideas in the classroom, and I have saved the others for future use.

I had been particularly interested in the use of video as text. I developed an outline technique (derived from more than

Sources of Information For Graduate Study

Compiled by Monty Vierra

To help those teachers who are interested in pursuing further academic study, particularly in EFL, I have prepared the following list of information sources. Of course, it is only a partial listing. If you send other sources, care of the Editor, they will be compiled, and published in a future issue.

This list begins with traditional programs that usually require full-time study and goes to part-time programs, and then to non-traditional and distance learning programs. Remember, these are only sources, and listing them doesn't mean that anyone is endorsing them. *Caveat lector.*

1. For ESL/EFL programs in the U.S.:

Directory of Professional Preparation Programs in TESOL in the United States. TESOL, 1989, ed. H. Kornblum.

Available through: TESOL, Inc.

1600 Cameron Street, Suite 300

Alexandria, VA 22314 USA

Tel. 703-836-0774

2. For ESL/EFL programs in the U.K.:

English Language Information Unit

The British Council

10 Spring Gardens

London SW1A 2BN, England UK

3. For information on traditional programs in other countries, contact your respective consulates or you undergraduate alma mater. For non-traditional programs by country see #9 below.

4. For non-traditional programs throughout the world:

Bear's Guide to Earning Non-Traditional College Degrees, 11th edition, by John Bear. ISBN: 0-89815-248.8.

It can be ordered through Kinokuniya & Maruzen, or directly from Ten Speed Press, P O Box 7123, Berkeley, CA 94707 USA.

Also: John Bear's Consulting Service¹

P.O. Box 3533

Santa Rosa, CA 95402 USA

Tel. 707-539-6466

5. For programs in Japan run by accredited² U.S. colleges and universities:

Columbia University Teachers College

c/o Simul Academy

1-5-17 Roppongi

Minato-ku, Tokyo 106

Tel: 03-3582-9841

Georgetown University

c/o Kawaijuku (Attn.: Ms. Yamamoto)

International Education Center

5-2-13 Sendagaya

Shibuya-ku, Tokyo 151

Tel: 03-3350-7681

c/o School for International Training
Edmonds Community College Japan
4-3-5 Ohashi-cho
Nagata-ku, Kobe 653

Tel: 078-631-0860

Temple University Japan
TESOL Program Director
3-35-2 Takadanobaba
Shinjuku-ku, Tokyo 169

Tel: 03-5330-6288

6. For RSA diplomas in Japan that are run under British auspices:

The Assistant Director
The British Council
Cambridge English School
2 Kagurazaka 1-chome
Shinjuku-ku, Tokyo 162

Tel: 03-3235-8011

Language Resources
Taiyo Bldg. 6F
1-2 Kitanagasa-dori, 5-chome
Chuo-ku, Kobe 650

Tel: 078-382-0394

7. For other programs in Japan:

Japan Times
Educational Programs
Central P.O. Box 144, 352
Tokyo 100-91

Tel: 03-3453-0210

Newport University Japan
Shiga Bldg.
18-1 Shinjuku, 2-chome
Shinjuku-ku, Tokyo 160

Tel: 03-359-7635

McKendree College Japan
2-12-3 Yoyogi
Tokyo

Tel: 03-3373-8071

8. For external studies in linguistics or teaching EFL:

University of Surrey
Department of Linguistic and International Studies
Guildford, Surrey GU2 5XH, England UK

Tel: 0483-571281

University of Southern Queensland
Department of Higher Education
Post Office Darling Heights
Toowoomba 4350
Queensland, Australia

Tel: 61-76-312100

9. For other external programs:

AUSTRALIA

Deakin University
Student Administration
Geelong, Victoria 3217
Australia

Tel: 052-27-1190

CANADA

Open Learning Agency
PO Box 82080
Burnaby, BC V5C 6J8
Canada

NB: Undergraduate only;
Canadians only

COSTA RICA

Universidad Estatal a Distancia
Calle 23 B 25, Av. 108
San Jose, Costa Rica

Tel: 25-8788

GERMANY

Fernuniversitat
Feithstrasse 152
D-5800, Hagen
Germany

Tel: 02331-8041

The NETHERLANDS

Open University of the Netherlands
PO Box 2960
NL-6401, Heerlen
Netherlands

Tel: 045-713334

NEW ZEALAND

Massey University
Centre for University Extramural Studies
Private Bag 11555
Palmerston North
New Zealand

NB: Mainly for New Zealanders

SOUTH AFRICA

UNISA
The Registrar (Academic)
University of South Africa
PO Box 392, Pretoria 0001
South Africa

Tel: 012-4290 4121
(postgraduate)

UNITED STATES

California State University - Dominguez Hills
1000 E. Victoria Street
Carson, CA 90747

Tel: 213-516-3743
(MA program in humanities)

Edison State College
101 West State Street
Trenton, NJ 06808-1176

Tel: 609-984-1150
(undergraduate degrees only)

10. Correspondence study through U. S. universities, colleges and high schools:

The Independent Study Catalog. NUCEA's Guide to Independent Study Through Correspondence Study

4th Edition, 1989, eds. J.H. Wells & B.C. Ready. ISBN: 0-87866-757-1
Possibly available through the National University Continuing Education Association, One Dupont Circle, Washington, DC, USA

Kawaijuku (Attn: Ms. Yamamoto)
International Education Center

5-2-13 Sendagaya
Shibuya-ku, Tokyo 151

Tel: 03-3350-7681

11. For possible computer access to the Open University (UK):
Open University
Walton Hall
Milton Keynes MK7 6AA, England UK
Telnet to ACSVAX.OPEN.AC.UK (137.108.48.127), log in user name
ICDL

12. For Ph.D. programs:
The Fielding Institute
2112 Santa Barbara Street
Santa Barbara, CA 93105-3538 USA

The Union Institute
Admissions Office
The Graduate School
440 East McMillan Street
Cincinnati, OH 45206-1947 USA
Cf. Bear's Guide and note ² below.

Notes:

¹ I have seen a copy of the kind of information provided by this consulting service. It is detailed, covering much more ground than does the Guide. The report also included information on financial aid. The recipient and I agree that it is a pretty good deal for the money, approximately US\$50. Remember, the more the specific question you ask, the more specific the information you will receive.

² "Accreditation" is the system used in the United States to make sure that colleges and universities meet certain standards. This system is not run by the government, but by regional associations, made up of the member colleges and universities. With accreditation generally goes wider acceptance of a student's work. Note, though, that while some schools may not be accredited, they may have good programs.

Acknowledgements

The following people contributed to this list: Nelson Einwaechter, Hirsoshima JALT; Greg Jewell, Shizuoka JALT; Paul Stapleton, Hokkaido JALT; Alex Shishin and Everette Toombs, Kobe JALT; The British Council, Tokyo.

The compiler, Monty Vierra, taught on the English conversation circuit for five years in Japan. During that time, he worked on an external MA through Cal State, Dominguez Hills. He recently moved to Taiwan, and be be reached at the following address for further information: Kang Ning Street, Lane 91, No. 12-3, Chutung 310, Taiwan, ROC. Monty Vierra will be giving a presentation entitled 'Distance Learning Serves Teachers and Students' on Sunday 10th October 3 - 4pm in Room 701, JALT '93.

The Plight of Foreign Teachers at National Universities

Translation and Commentary by Steve McCarty

Kagawa Junior College Professor JALT Bilingualism N-SIG Chair

An article entitled "National Universities not Internationalizing" (国際化進まぬ国立大学 *Kokusaika susumanu kokuritsu daigaku*) was seen by millions of readers on May 12, 1993 in the "Bunka" (文化) column of the vernacular daily *Asahi Shimbun* (朝日新聞). The translation below consists of direct quotations and paraphrase of the main points. Commentary on the situation, as it pertains to the role of foreign faculty in Japanese education generally, is identified as such.

"Ten years have transpired since public universities embarked on the road to open regular faculty positions of *Kyoju* (教授), *Jokyoju* (助教授) and *Koshi* (講師) to foreigners. Regular faculty (教員 *Kyoin*) have increased to 201, but the road to internationalization remains distant," according to staff writer Yoichi Uemaru. The accompanying graph shows that *Gaikokujin Kyoshi* (外国人教師), casually hired foreign instructors, often on a one-year contract basis, have also increased from 311 to 364 in that time.

Comment: Regular foreign faculty are called *Gaikokujin Kyoin*, so there is no escaping categorical treatment based on nationality, but the non-classroom roles of an educator are denied by the title *kyoshi* or teacher even while professorial credentials are demanded.

The article goes on to say that nine universities such as Todai and Kyushu U. have all 201 of the regular foreign faculty: 30 *Kyoju*, 115 *Jokyoju* and 56 *Koshi*. Among these are 55 Americans, 35 Chinese and 34 Koreans [including those born in Japan]. Yet the other 45 out of 54 national universities and research institutes have none.

"From inside as well as outside Japan the criticism has been raised that scholarship has always been something universal transcending national borders."

Comment: If this recognition were to imbue the mission of Japanese universities, it might not be necessary, as the title of the article implies, to equate foreign faculty with internationalization.

Though the above consideration inspired the 1982 law, Uemaru writes, inequality remains, particularly with regard to the terms of employment. At only a few national universities is the tenure track open to foreigners, which has provoked strong criticism.

Comment: A contract is not to be welcomed in this country, as it provides not for job security but for the next turn of the revolving door.

Out of about 37,000 national university faculty, the above-mentioned 201 represent a mere 0.5%. By comparison, at private universities almost 3% of 1,466 regular faculty members are foreigners. "At Jochi Daigaku (Sophia U.) which has cosmopolitanism (国際性 *kokusaisei*) as its distinctive feature, 118 out of 533 regular faculty are foreigners."

At national universities foreigners enter a system where the number of slots is limited by law. The question has always been whether posts would be passed to foreigners at Japanese universities where

the sense of factional affiliation and cultivating connections based on common academic origins (学閥や人脈 *gakubatsu ya jimmyaku*) is strong. Prof. Kazuyuki Kitamura is quoted as saying, "unless the predisposition to hire mostly their own graduates is broken down, letting in a breeze from outside, universities will not internationalize."

Comment: The next subheading uses non-standard Japanese, perhaps ironically, in emphasizing "Even now, 'hired gun' treatment." The word *suketto* is a bit outdated but is sometimes applied to foreign pro baseball players. The Chinese character for assistance is normally followed by hiragana (助っと), but here the final syllable is changed back into the character for person (助っ人), as is standard for example in the word *shiroto* (素人) or amateur.

Further comment: Part-time instructors (非常勤講師 *Hijokin Koshi*) including Japanese nationals are also a kind of *suketto*, hired to teach courses the regular faculty cannot cover. There is no alternative but to hire outside people of lower status to play a limited role, hence the irony of elevating the *hiragana* to a person.

Mombusho decides the quota for each national university, Uemaru continues. Among the temporary hires are not a few Japan veterans. Their experience and achievements are valued, so their contracts are extended. But centering around these veterans, Mombusho sent shock waves through national universities by requesting concrete hiring plans, that is, to specify when contracts terminate.

Foreign instructors hearing of this asked, "Why can't we be seen as anything but *gaijin* (ガイジン)? Isn't internationalization to see people as individual human beings?" Domestic sources added that it could have international repercussions to cut foreign intellectuals familiar with Japan in order to save on personnel costs."

Regarding this a Mombusho spokesman said, "With budgets limited, if the same educational outcome results, we want them to hire young people" who cost less. It is not a directive to terminate contracts, he explained, but rather to scrutinize automatic extensions.

The reporter finally asks whether or not the *suketto* role of foreign teachers unchanged since the Meiji Period is suitable to the present age.

Concluding comment: All public universities (国交立大学 *kokkoritsu daigaku*) were enabled by the 1982 law to grant tenure to foreign faculty, but the option has been implemented at only nine top national universities. Foreign educators need to articulate the case, preferably in Japanese, that experience does result in better education as well as professional and community level involvement. Nevertheless, the article reviewed here could be important as a sort of *gaiatsu* (外圧) embarrassing the government into doing the right thing or discontinuing the wrong thing.

Found in Translation

SPECIAL PROVISORY LAW FOR THE EMPLOYMENT OF FOREIGN FACULTY IN NATIONAL AND PUBLIC UNIVERSITIES

Enacted September 1, 1993. Law #89

Article 1:

This law is to permit the employment of foreigners as faculty at national and public universities for the purposes of education, the advancement of research and contribution to international exchange in academia.

Article 2:

Clause 1:

National and public universities may employ foreigners- those not possessing Japanese nationality, as kyôju <professor>, jokyôju <associate professor> and kôshi <lecturer>; here on all shall be referred to as kyôin <faculty>.

Clause 2:

Kyôin who are employed in accordance with clause 1 may not be obstructed from participating in the kyôjukai or other administrative and decision making bodies of the university for the given reason that they are foreigners.

Clause 3:

The employment period of kyôin employed in accordance with clause 1 is to be determined according to the administrative organisation of the university.

Article 3:

Clause 1:

Institutions governed by the National University Establishment Law (Kokuritsu Gakko Secchi Ho) may employ foreigners as staff to offer advice or answer enquiries to the staff or chiefs of bodies within the institution regarding important matters of administration.

Clause 2:

The provisions mentioned in Article 2; clause 3 shall apply to those hired as staff in the preceding clause. In this case, 'the administrative organisation of the university' mentioned in Article 2; clause 3 shall be read to mean 'those possessing appointive powers according to Mombusho Law'.

Article 4:

Foreigners pursuing education or research shall not be obstructed from gaining employment according to the contractual terms of the Government Officials Act (Kokka Komuin Ho).

ADDENDUM

- These laws shall be enacted from the date of publication.
- The 'administrative organisation of the university' mentioned in Article 2; clause 3, shall be assumed for a given period of time to be the gakucho in accordance with the hyogikai <Board of Trustees>.

Translator's notes

- These laws have been amended since their first introduction in 1993 and its present contents are current from July 1st, 1992.
- Regarding Article 3; clause 1, this clause is rather vague and seems to imply that foreigners may be employed outside the scope of kyôin. My guess is that this probably refers to research institutes attached to the university.
- Regarding Article 4, all employees of national and public universities are considered to be government employees. To work for the government, one must be a Japanese citizen. The purpose of this clause is to circumvent this law.

The translator and the newsletter welcome any questions, quandaries, comments, criticisms or rumours regarding this translation and any known application of its contents. These laws appear to be an abbreviation of a longer law. Please be advised that from the standpoint of jurisprudence, the laws written in the Japanese language carry weight in the courts.

Translated by *Michael H. Fox*, Hyogo Women's College.

Education Ministry panel reviews university hiring

Yomiuri Shimbun

21st May 1993

An Education Ministry panel says universities hire too many of their own graduates and not enough women to fill teaching posts, according to a report released Thursday.

The report, issued by the University Council's Graduate School Division, says that as of 1990, 36 percent of university faculty had graduated from the school where they taught. The document charges that this situation has served to stifle criticism and competitiveness in academia, and caused research activities to stagnate on the nation's campuses.

The group urged schools to place priority on hiring graduates from other universities and applicants who had studied at more than one institution in Japan or overseas.

At the same time, the report calls on universities to work harder to hire women for teaching positions, noting that only one-in-10 university professors are female.

The report also advises universities

to increase the number of private-sector executives teaching on campuses. As of 1990, schools employed an average of 1,500 executives, a number the panel says needs to be raised if academic institutions are to keep up with the progress of society. The document says higher salaries and better working conditions would lure instructors from industry.

The group also said that the presence of foreign teachers on campus has a positive effect on academic research and student education.

The selection process for hiring new teachers should be an open one in which candidates are evaluated on their ability to impart knowledge to students in classroom situations, according to the report. The group advised schools to set up selection committees that allow third-party evaluations of applicants.

This year, Tokyo University's medical school has hired four new instructors that graduated from other universities, including one that went

to a private university. Tokyo University law school's political science section has recently hired a teacher who also works as a manager at Mitsubishi Corp.

Two departments at Keio University, meanwhile, have decided to expand their hiring policies to include graduates of other universities, foreigners and business executives. International Christian University, Asia University and other schools plan to advertise vacancies in public notices.

The advisory group also recommends that graduate schools conduct evening courses for Ph.D. students. At present, some Master's degree programs conduct such courses.

The group said such courses are needed to help students with full-time business jobs fulfill their educational needs in a changing world.

Ministry officials said the recommendations made by the advisory group could be implemented by the academic year beginning in 1995.

BOOK REVIEW

Practical Things for Improving Your Conversational Ability

by Charles I. Kelly & Lawrence E. Kerry. 1991 287pp ¥2000
(paperback, A4 size)

Reviewed by Gail Jackson, Takayama Junior College

At the JALT '93 Spring Conference in Kobe, I was fortunate to meet Larry Kelly, English conversation instructor at Aichi Institute of Technology, Toyota City. A few days later I received a copy of his textbook, "Practical Things", coauthored with his brother, Charles.

"Practical Things" is a textbook divided into fifteen sections and designed for college level beginner to intermediate English conversation classes. Although the text focuses on the interests of college age learners, it is currently being used in highschool classes to prepare students for homestays abroad, and I have used the book in a conversation class at a community education program. The book uses American English.

Larry recognises that all teaching materials require the teacher to make some compromises- that is to adapt the material to the learners' levels of ability and motivation. This text is no exception, but a topical format, rather than a lesson format, makes it easy for the teacher to be prescriptive in matching the material to the interests of the students. For example, the 'Travel Survival' section is ideal for students of any age planning to go abroad for travel or homestay. This section could be easily expanded into a mini-course, using supplementary games and activities. The back of the book is actually a checker-board which can be used to teach students an English game. A handout sheet with typed-up rules is provided.

Having grown up in Japan, Larry and Charles have used their unique perspective to tailor the activities to reflect the Japanese cultural frame of reference. For example, the activity 'American Customs' states that when meeting someone 'questions about age, weight, salary or why a person

is not married, are considered too personal'. Many of the activities refer to experiences ('Trip to Nara') and situations ('Train Station') that students can really relate to. Japanese students can really feel at home using this textbook.

The 'Discussion' section creatively presents topics such as 'Family', 'Classroom' and 'Video Rental Shop' using open ended questions as well as close ended comprehension questions to engage students at different ability levels. The 'manga'- like illustrations, contributed by the author's animation club students, are humorous, but occasionally stereotypical. However, the effect is attention getting!

There are also sections dedicated to drill and practice and basic skill acquisition. 'Getting Personal', 'Pair Practice' and 'Functioning in English' will help develop the basics. There is also a 'Writing' section for integration of writing skills into a conversation curriculum.

Finally, "Practical Things" stands up to the 'English teaching in Japan tests of fire!' We all recognise 'those moments...' before class when you need a quick plan... when you look out at your sleeping students and realise 'I need to go in a different direction with this lesson now!'... when YOU feel the need for a dose of something fresh and new. "Practical Things" has rescued me at such critical moments.

The authors developed "Practical Things" in their own search for a 'user friendly' textbook. It can be the basis for an entire conversation course, or a supplementary resource. The highly flexible array of ideas and activities allows the teacher freedom to choose. I had been searching for such an adaptable and 'fun to use' resource. Thanks to a chance meeting at the Kobe Spring Conference, my search is over.

For more information about Practical Things for Improving Your Conversational Ability please contact the authors:

Lawrence Kelly and Charles Kelly
P.O Box 94, Higashi - Ku
Nagoya, Japan 461
Tel: 052 932 4020

How High is the Glass Ceiling?

(Contributed by Willetta Wyatt Silva, PhD)

One of the motivating factors that has led to the development of CUE is the yearning of professionals to become full, contributing partners in the Japanese educational endeavour. However, it is apparent that there are many barriers that prohibit access to egalitarian participation. These barriers can severely modify professional productivity creating what is commonly known in business management as the glass ceiling.

As our organisation systematically attempts to address those barriers, it is helpful to understand the difficulties that those in the corporate sector have experienced in confronting the glass ceiling. A keen observer of this phenomenon is Lester Thurow, one of America's most influential economists, and Dean of MIT's Sloan School of Management. In his latest book, "Head to Head" (1), he comments on the nature of management practices common to U.S and Japanese business. He notes the difficulties that American businessmen have in becoming team players, based on the number of managers holding top positions:

Sixty-nine percent of the senior managers of Japanese subsidiaries in America are Japanese (2). In contrast, only twenty percent of senior managers of American subsidiaries in Japan are American. American managers working for Japanese firms usually find that there is a promotion ceiling beyond which they cannot go. Even the Japanese Ministry of International Trade and Industry sees the ceiling.

The perceived exclusion from decision making and strategic planning, the absence of training and management development programs and the apparent lack of career opportunities discourage even the most loyal and determined (foreign) individuals from long-term commitment to the (Japanese) company... While it is doubtful that the full integration of overseas executives into the management infrastructure of the parent company is possible without some degree of familiarity with the Japanese language, efforts to learn the language

were not really appreciated (by the Japanese companies)... Most Japanese firms recruit U.S executive or senior managers without regard to the individual's career aspiration, or without a longterm plan as to what these individuals may do in the future. (3)

To put it bluntly, Americans aren't part of the Japanese team. (4, 5) They hit the 'glass ceiling' earlier, and even if they technically hold top positions, they often don't have the decision-making power that they would have in an American firm. (6)

Ed: It is interesting to note the parallels between the business and educational worlds. Foreign teachers in Japanese colleges may also find that they hit the glass ceiling early, or never have the opportunity to explore its heights.

References

- (1) Thurrow, Lester 1992
Head To Head
William Morrow & Company N.Y N.Y p121-122
- (2) Moffat, Susan 1990
Should You Work for the Japanese?
Fortune, December 3. p107
- (3) Pucik, Vladimir 1990
American Managers, Japanese bosses
Journal of Japanese Trade and Industry No.6: 40
- (4) Noble, Kenneth 1988
American Executives Finding out about Japanese
Management as Employees
The New York Times, January 24th.
- (5) Fucini, Joseph J & Fucini, Suzy 1990
Working for the Japanese
New York Press, New York p1
- (6) Culture Shock at Home: Working for a Foreign Boss
Business Week, Dec 17th 1990 p81

ANNOUNCING
Tokyo JALT's November Conference

TEACHER & LEARNER DEVELOPMENT

At Showa Women's University Sunday, Nov. 21, 1993, 10:00am-4:30pm

Program highlights:

- 10:00 - Virginia LoCastro (Intl. Christian Univ.) on language awareness training.
- 11:30 - Karen Love Brock (Waseda Univ.) introducing ideas for learner training.
- 1:45 - Anni Hawkinson (MAT-Japan School for Intl. Training) on teacher education.
- 3:15 - Don Maybin (Language Institute of Japan) on communication strategies training.

PLUS: Speakers on topics ranging from memory training to learning Japanese from the learner's point of view; speakers from JALT's national special interest groups (N-SIGs) including global issues, bilingualism, JSL, team teaching, CALL and learner development (forming); displays of materials and information by the N-SIGs and institutions offering teacher development programs; and presentations arranged by Tokyo JALT's JSL SIG.

All this and more for only \$1,000 (JALT members) / \$2,000 (non-members)

Location: Showa Women's University (Showa Joshi Daigaku) is 5 minutes walk from Sangen-jaya Station on the Setagaya and Hanzomon/Shin-Tamagawa Lines (2 stops west of Shibuya). At Sangen-jaya Station, after handing in your ticket, go out the South Exit, taking the stairs on the left hand side. When you reach ground level, continue walking straight, along the right hand side of the road, parallel the expressway overhead. Showa Women's University is on the right hand side, after a pedestrian overpass.

For Info Call:

Will Flaman - 03-3816-6834; or Richard Smith - 03-3916-9091

Please write legibly to ensure the accuracy of your database information. Then please return:

GILLIAN KAY
TOYAMA MEDICAL AND
PHARM. UNIVERSITY
SUGITANI 2630
TOYAMA CITY
JAPAN 930-01

Membership Database Questionnaire

Name _____

HOME Address (optional) _____

Telephone _____ FAX _____ e-Mail _____

Name of Institution _____

Faculty _____ Department _____

WORK Address _____

Telephone _____ FAX _____ e-Mail _____

Best Way to Contact You _____

Title of your position (circle)

Kyoju/professor *sennin koshi/assistant professor* *Jokyoju/associate professor*

gaikokujinkyoshi /foreign instructor other _____

Is your institution (circle) national / private / public 2yr / 4 yr

Non-Japanese sponsor or affiliation ? _____

If your institution has a particular emphasis, i.e., nursing, social work, technology, please state it: _____

Subjects/Classes taught _____

Name of JALT chapter _____ Position held _____

To what other JALT N-SIG(s), if any, do you belong, and state any official position(s) you may hold within it (them)? _____

Describe your research interests _____

Collaboration sought? _____

Are you willing to participate in surveys other members may conduct? _____

To which other professional organizations do you belong? _____

Professional journals received: _____

Please note anything else you'd like to have other members know about you, or that you would like to know about other members: _____

I have paid the ¥1000 annual membership fee. YES _____ NO _____