

大 ON CUE

Newsletter June, 1994

Contents

	<u>Pg.</u>
<u>Announcements</u>	
Call for Contributions	The Editor 2
From the Chair	Gillian Kay 3
CUE Committee Members	6
Treasurer's Announcement	Gail Jackson 7
Statement of Purpose	8
Generic N-SIG Constitution	Steve McCarty & 9 Tim Newfields
<u>Features</u>	
Sharing and Caring Applied Linguistics	Yasutaka Yano 12
Student Watching (1)	Stephen Ryan 13
U.S.-Japan Student Exchange Programs	Willettta Silva 15
Of National Interest	Joshua Dale 17
Letter from Lafcadio Hearn	Alan Rosen 19
Useful Addresses	21
A Taxing Issue	Joshua Dale 22
Conference Announcement	23
Networking Questionnaire	24

ON CUE is edited and produced by Gillian Kay for the Japan Association of Language Teachers National Special Interest Group for College and University Educators.

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 any aspect of their work.

Possible areas might include:

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

Please send contributions or abstracts to me in September, for publication in October or November. I will also be editing a special edition of The Language Teacher on 'University Teaching' (October 1995 issue), and would be pleased to hear later in the year (from October) from members who are interested in contributing to this.

Gillian Kay

FROM THE CHAIR

Farewell and Thankyou

CUE's Treasurer, Gail Jackson, will be giving up her position this July, when she will return to the U.S. Gail is a founder member of the committee, and has been the group's Treasurer for two years, since before official recognition by JALT in January '93. She worked with me on drafting the Statement of Purpose which was presented to our Founding Meeting at JALT '92 in Kawagoe. She also represented the group, while it was forming, at the annual N-SIG convention in Osaka in autumn '92, and at the N-SIG symposium at Kobe in '93 with Wayne Johnson and myself. She represented us again at the Excom meeting in Kobe this June - the first time that N-SIGs have been invited to send representatives to Excom. Gail has also done an excellent job of keeping CUE's books in order. This newsletter includes her Treasurer's Announcement outlining CUE's current finances.

CUE's Annual Meeting at JALT '94 in Matsuyama

All CUE members, and those interested in its activities, are encouraged to attend our annual meeting. We plan to discuss a Constitution for the group, and appoint new officers. The meeting is a chance to let your ideas about the group and its direction be known, and for you to take an active part in decision-making. It is also a good opportunity for face-to-face networking with other CUE members. Details of date, time and place to be announced in The Language Teacher. See you there!

CUE at Conferences

We'd like to hear from members who are willing to man the CUE hospitality desk at Matsuyama for one or two hours during the conference. This is a great way to meet people! ON CUE would be pleased to receive reports or reviews of presentations at the conference related to college and university teaching or those given by CUE members. Subject to approval by JALT's conference committee, there will be a CUE-organised colloquium at Matsuyama, on how we can initiate innovation within our institutions. The title is 'On the Edges of Change - Japanese Colleges and Universities', and it will be chaired by CUE committee member Greta Gorsuch. Greta will also be organising a sponsored presentation for the Annual N-SIG Symposium at Tokyo on the third weekend of November. If you are interested in giving this presentation, or manning the CUE Hospitality Desk, please contact Greta or Tim. For further information, see the conference announcement at the end of this newsletter.

The CUE Constitution

Steve Mc Carty, the National N-SIG Liaison Officer, and Tim Newfields, Deputy Chair of CUE, and National Recording Secretary for JALT, have recently drafted a 'Generic N-SIG Constitution', which is reproduced in this newsletter. Each SIG would create its own constitution from a blending of this model, and its Statement of Purpose. CUE's Statement of Purpose, which was the basis of our official recognition by JALT in January '93, is also in this newsletter. The Constitution would give expanded detail on how the four goals of our Statement of Purpose - the networking database, translation resource, the newsletter, and contribution to JALT conferences - should be practically achieved. CUE members are invited to share their ideas about the creation of our Constitution. Any suggestions for a Japanese name for our group? Please contact Tim Newfields with your feedback.

The Networking Database

Details of members current at the end of 1993 were sent out to all members in February. Many thanks to Tim Knowles, who created the database structure, updated the original list sent out last year, and revised the questionnaire. If you wish to add or change some of your details, please write your name on the questionnaire in this issue, fill in the places to be added/changed, and send to Tim Knowles, who will be collecting questionnaires until we find someone to take over from him. Members who have not yet filled in their questionnaire are encouraged to do so. Assisting our members to network with each other is one of the basic goals of the group, as outlined in our Statement of Purpose. I hope CUE can provide its members with at least two newsletters and two networking updates per year. We would like to create a position on the committee for someone who would keep the database up-to-date, and produce the updates. It would be good if we could send out the next update before the conference in Matsuyama, so that members may arrange to meet those with similar circumstances and interests at the conference. Anyone interested in this position please contact Tim Knowles, Tim Newfields or myself.

E-mail Networking

Thomas Robb ('Sharing Information through Electronic Mail', ON CUE Sept '93) has offered to set up an initial forum on his university's computer for the use of the CUE membership. If you have access to e-mail, you can subscribe to this 'list' by sending a request to Tom at : <trobb@cc.kyoto-su.as.jp>. Once registered, you can distribute your messages to all other subscribers by sending them to <cue@cc.kyoto-su.ac.jp>. Many thanks to Tom for setting up this service.

Translation Resource

CUE member Michael Fox has kindly offered to accept documents sent in by members relating to their work, for translation from English into Japanese. Please send to Michael at: Hyogo Women's College, 2301 Shinzaike, Hiraoka-cho, Kakogawa, Hyogo 675-01. Work fax (0794) 26-2365. Home tel (078) 928-0308.

CUE Chair's Visit to Monbusho

In October, I visited the Ministry of Education to present the September issue of ON CUE to relevant sections, and to discuss potential cooperation between them and CUE. I spoke with Mr Sato, the Section Chief of the Bureau of Higher Education, Planning Section and suggested to him that Monbusho might appoint an official ombudsman to help foreign teachers working at Japanese universities. He said that at present, this was not possible, but renewed his offer (made during our meeting in April last year) to be available for general advice and information to CUE members. Please keep requests brief and clear, and if possible, in Japanese. He is not able to intervene in cases of a problem between a university and its employees.

Help!

I regularly receive requests from CUE members for information or advice relating to their employment. Almost all such queries have so far come from foreign teachers employed at national universities. I would like to ask any other member who is willing to help field these requests to contact me.

What's in a Name?

Steve McCarty, the National N-SIG Liaison Officer has recently suggested to N-SIG chairs that we propose changing our name to 'Interest Networks'. Thus CUE N-SIG would become CUE IN. Look out in The Language Teacher if this idea was accepted by JALT Excom in June. If somehow it isn't, I suggest using this acronym for our networking database (College and University Educators Information and Networking).

Feedback from members on CUE's activities is always welcome. Please contact me or the relevant officer.

Gillian Kay

CUE Committee Members

Chair

Gillian Kay
406 Chateau Yasunoya
1-5-12 Yasunoya-cho
Toyama-shi 930

tel/ fax (H) 0764-41-1614

Deputy

Tim Newfields
1-5-7 Kusanagi
Shimizu-shi
Shizuoka-ken 424

tel/fax (H) 0543-48-6613

Treasurer/Membership

Gail Jackson
1155 Shimobayashi-cho
Takayama-shi
Gifu-ken 510

tel (W) 0577-32-4440
fax (W) 0577-82-4081

Newsletter Editor

Gillian Kay
as above

Newsletter Distributor

Matthew Shak
Hakuoh Women's Jr. College
1117 Daigyoji
Oyama-shi, Tochigi-ken 323

tel (W) 0285-21-0603
fax (W) 0285-22-0800

Member at Large

Stanley Davies
Miyazaki Koritsu Daigaku
1-1-2 Funatsuka
Miyazaki-shi 880

tel/fax (H) 0985-20-2984
fax (H) 0985-20-2986
tel (W) 0985-20-2000
fax (W) 0985-20-4807

Member at Large

Greta Gorsuch
Korutaju #601, 1452 Oazasuna
Omiya-shi
Saitama

tel/fax (H) 048-688-2446

From the Treasurer/Membership Secretary

The CUE account balance, as of May first, stands at ¥44,610. In December we received a ¥93000 deposit from the Central Office for memberships collected from July through November last year. This figure reflected the many new members gained at the conference in Omiya. A new deposit is expected soon.

Copying and postage costs of producing and disseminating the newsletters and networking database are the N-SIG's major expenditures. Other expense include those incurred by committee members in performing their duties for the N-SIG, mainly for telephone and postage. However, committee members often are absorbing the costs themselves.

According to the May 1994 Central Office database CUE membership included 185 names! Of course this figure fluctuates according to how many people have rejoined JALT and the N-SIG. In the Mar/Apr issue of "bilingual Japan," the newsletter of the N-SIG on bilingualism, Steve Mc Carty made some comments concerning memberships that I feel apply to CUE as well. Steve wrote, "N-SIG membership totals are very volatile, with members dropped when their JALT dues expire. The Central Office is not ready to handle N-SIG expiration dates, so members would do well to rejoin JALT and N-SIGs BEFORE their dues expire." Although many of us may not be that proactive (this writer included), this approach would certainly help to avoid some of the membership glitches that arise.

Now, on a more personal note ... It has been my pleasure to have served CUE as treasurer since the fall of 1992, and more recently also as membership secretary. I am glad that Gillian invited me to be active in the early process of forming the N-SIG, and I am grateful to CUE for the opportunity to grow professionally and personally. It's with a great sense of confidence in CUE's future that I can leave these duties with Stanley Davies (Miyazaki Koritsu Daigaku), who has kindly volunteered to take over me. Stanley will assume the treasurer/membership duties from July 1st until the next election of officers.

In closing, I wish CUE all the best in its future growth and definition as an important contributor to JALT, and as a professional network for college and university educators in Japan.

*Gail Jackson
Takayama College*

College and University Educators **STATEMENT OF PURPOSE**

Through discussion with other foreign language instructors, we have come to recognize the need for a professional network linking instructors of foreign languages employed at colleges and universities in Japan, to help them understand and meet the goals of Japanese higher education.

NEEDS

The College and University Educators N-SIG proposes to address the specific needs of foreign language teachers in Japanese college and universities. To do this, we plan to: (1) offer a base for mutual support, networking, and professional development among the group's members, (2) disseminate information about current research relating to language teaching at Japanese colleges, (3) help members understand Japanese language information related to teaching at Japanese colleges and universities, (4) provide a forum for the exchange of information and opinion between educators.

GOALS

1. Create a database of members' research interests, and circulate these to members.
2. Produce a newsletter to report on research projects and current practices, and print articles written by members.
3. Provide a translation resource in English of forms and notices commonly circulated in Japanese colleges.
4. Organize regional meetings, mini-conferences, and College and University Educators N-SIG activities at national JALT conferences.

We believe that working toward these goals will not only benefit the College and University Educators N-SIG members, but also their students and institutions.

* * * * *

Generic N-SIG Constitution

Prepared by Tim Newfields and Steve McCarty. Ideas on how this can be adapted for CUE to Tim Newfields (address on P.6). Help your SIG define itself!
GK.

Thanks a lot to Tim Newfields for his hard work on this "Generic N-SIG Constitution." I've edited it and now the ball is in your court. Based on this model, it should not be too difficult to draft a Constitution for your N-SIG by the June 18-19th ExCom. Your N-SIG Coordinating Committee can edit this model to a large extent, erasing or adding freely. Please erase this introduction, too, when you finish.
Steve McCarty

THE CONSTITUTION OF THE _____ N-SIG OF THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

1. NAME:

The name of the organization shall be the Japan Association of Language Teachers - _____ N-SIG and in Japanese, _____, hereinafter referred to as the _____ N-SIG.

2. AFFILIATION:

The JALT _____ N-SIG is an affiliate of JALT (The Japan Association of Language Teachers).

3. PURPOSE:

The JALT _____ N-SIG is a not-for-profit organization whose primary purpose is to _____. The organization shall foster research, issue publications, hold periodic meetings, and carry out other activities to further its aims.

4. MEMBERSHIP:

Individual voting membership shall be open to any JALT member upon payment of the 1,000 yen annual membership fee currently set by JALT.

5. ANNUAL MEETING:

a. The _____ N-SIG shall hold an Annual Meeting during the JALT International Conference at a time and place announced to all _____ N-Sig members at least one month in advance of the meeting. Members present at this meeting shall constitute a quorum.

b. All JALT members are welcome to attend this meeting, but only members of the _____ N-SIG as ascertained by Membership-related officers shall be entitled to vote.

6. OFFICERS AND ADMINISTRATION:

a. The _____ N-SIG Coordinating Committee is the policy-making body of the _____ N-SIG and is comprised of the officers listed in the Bylaws below, Section 1.

b. Terms of Officers elected at the Annual Meeting or thereafter shall start immediately and be effective as a rule until the election at the following year's Annual Meeting. This is not to alter post-election responsibilities previously planned, however.

7. NOMINATIONS, ELECTIONS, AND REMOVALS:

a. Elections shall be held at the Annual _____ N-SIG Meeting. Voting shall be by secret written ballots when there are contested positions.

b. Nominations for Officers may be submitted in writing prior to the election or proposed from the floor at the Annual Meeting. Any member of the _____ N-SIG may nominate members in good standing for any office.

c. Before announcing the results of an election, ballot results, if any, shall be examined by at least two _____ N-SIG officers or three _____ N-SIG members who are not candidates for office.

d. In the event of a tie vote, the members of the _____ N-SIG Coordinating Committee shall cast the deciding votes. In the event that there is a tie by the Policy Board itself, the deciding vote shall be cast by the incumbent Chair.

e. If an officer resigns or vacates his/her position, all _____ N-SIG Coordinating Committee members shall know of the vacancy for over a week while nominees are sought. They then shall elect a successor to serve in that position until the next Annual Meeting. Ballots in the case of a contested position may be sent by fax or mail to the designated elections officer, a Coordinating Committee member not contesting the position.

f. An officer who fails to perform his or her duties under the Constitution or By-Laws may be removed from office by a two-thirds vote by secret ballot of the _____ N-SIG Coordinating Committee (excluding the officer in question) if a petition signed by at least 5% of the membership is submitted to the Committee. The officer in question shall be notified of the petition and offered the option to officially resign.

g. A notice announcing the Officers of the _____ N-SIG shall be mailed to all N-Sig members in the first newsletter after the election.

8. AMENDMENTS:

a. Amendments to this Constitution must be proposed by at least three members of the _____ N-SIG Coordinating Committee or by at least 5% of the _____ N-SIG members.

b. The proposed amendment(s) must be ratified by two-thirds of the members voting by mail or at the Annual Meeting to become effective immediately, by a clear procedure detailed to all _____ N-SIG members in writing beforehand.

BYLAWS OF THE _____ N-SIG

1. DUTIES OF OFFICERS

(1) CHAIR: The _____ shall have general responsibility for coordinating the activities of the _____ N-SIG Coordinating Committee and for directing the affairs of the JALT _____ N-SIG. S/he shall preside at the _____ N-SIG Annual Meeting and at other _____ N-SIG-sponsored events. In the absence of the (Chair or Coordinator), another Officer appointed by the (Chair or Co-ordinator) shall chair the meeting. S/he shall submit an annual report to the JALT President through the N-SIG Representative.

(2) TREASURER: The Treasurer shall keep all financial records, and collect and disburse all funds of the JALT _____ N-SIG. S/he shall present an account of the financial status of the organization at the _____ N-SIG Annual Meeting, and submit regular financial reports to the National N-SIG Treasurer Liaison. The Treasurer shall prepare the financial documents for an internal audit, to take place after the books have been closed at the end of each calendar year.

(3) MEMBERSHIP: The Membership Chair shall be responsible for registering and renewing membership, keeping membership information provided by members, maintaining a comprehensive and up-to-date list of the membership, databasing for internal analysis, and forwarding membership information to the appropriate JALT officers.

(4) **NEWSLETTER EDITOR:** The Newsletter Editor shall work with the _____ N-SIG newsletter staff and publications-related officers in editing and publishing at least _____ regular newsletters or special publications of this organization per calendar year.

(5) **PUBLICATIONS:** The _____ shall initiate special publications while assisting with the regular newsletter and coordinating publicity for _____ N-SIG programs. S/he shall liaise with the JALT Publications Board and keep the N-SIG membership informed of JALT publication possibilities and public relations concerns.

(6) **PROGRAMS:** The _____ shall supervise the planning and organization of all regular and special programs and provide the necessary information to publicity-related officers of the N-SIG or other JALT agencies as needed. S/he shall solicit presentation proposals from _____ N-SIG members and arrange for vetting them where necessary. S/he shall contact and arrange for speakers to present at the JALT International Conference and N-SIG Symposium, actively offering programs to JALT Chapters, special events of JALT or other L2 educational organizations.

(7) **RESEARCH:** The _____ shall foster and coordinate collaborative research projects among _____ N-SIG members, clarifying the scope of the N-SIG and academic standards. S/he shall consult with publications-related officers as to possibilities to publish the research of _____ N-SIG members. S/he shall keep N-SIG members informed about JALT research grant possibilities and other such opportunities to enhance research in the area of the N-SIG.

(8) **AT-LARGE:** The _____ shall assist other _____ N-SIG officers with projects at the recommendation of the Chair, be responsible for having minutes taken at the _____ N-SIG Annual Meeting and having them provided to the Chair and Newsletter Editor in a timely manner. S/he/They shall be responsible for the supervision of the annual election of _____ N-SIG officers or providing disinterested mediation and procedures in other contested situations.

2. CONFLICTS OF INTEREST:

_____ N-Sig officers must attempt to avoid conflicts of interest between their professional duties of office and their private interests. Specifically, a conflict of interest shall be said to exist if: (1) a person editing an _____ N-SIG publication decides whether his/her own article should be published or how it should be edited, (2) if a _____ N-SIG officer wishes to represent this organization as a speaker at a JALT event, or (3) an N-SIG officer uses the name or resources of the N-SIG (a) to promote the sale of commercial materials or services, or (b) to seek employment opportunities or elective offices.

To avoid such cases, the following measures are appropriate: All members must be informed of _____ N-SIG publishing or presenting opportunities, as early as possible before deadlines for submitting proposals, in Calls for Papers or Presentations published in the N-SIG newsletter or by mail to all members. (1) Any person(s) editing a _____ N-SIG publication may write articles for that publication. However, they must abstain from deciding whether their article(s) is published and how it is edited. The decision to accept/reject and to edit such an article must be made by the other N-SIG publications-related officers. (2) Any officer may represent the _____ N-SIG at a conference, but must abstain from the selection process. Program-related officers excluding presentation proposers shall supervise the vetting of proposals. (3) Any officer may engage in commercial activities, but must not associate the name or resources of the N-SIG or any JALT forum with commercially or politically motivated activities.

3. AMENDMENTS TO THE BYLAWS:

Amendments to the Bylaws may be proposed and carried out in the same manner as constitutional amendments. In addition, these Bylaws may be amended by a three-quarters vote of the _____ N-SIG Coordinating Committee.

* * * * *

SHARING AND CARING APPLIED LINGUISTICS

We, who are engaged in teaching English as a second/ foreign language, are applied linguists in the sense that we have continually self-evaluated our practice of teaching in reference to theories of linguistics and language teaching/ learning.

In such professional activities, however, we have not always shared our researches both in theory and practice with our colleagues in the teaching profession while we have much to share and cooperate.

Let me take this opportunity to introduce the activities and future prospectives of JACET, the Japan Association of College English Teachers. JACET is a kind of sister professional organization to JALT, especially you, CUE members, in that we both are engaged in college level instruction, are research-oriented and keen on professionalism.

JACET was founded in 1962 in order to improve college-level English education in this country. It has six chapters and 2,200 members. It holds annual national conventions, chapter conventions, summer seminars, public lectures, and research meetings. It issues the JACET Bulletin, a collection of academic papers, annually and JACET News quarterly. It has such research committees as one on testing, on teaching materials, on educational media, on grammar, on literature and such.

JACET founded JAAL (the Japan Association of Applied Linguistics) within it in 1982. In 1984 it became an affiliate of AILA (Association Internationale de Linguistique Appliquee). Since then JAAL members have been active in AILA conventions in Sydney (1987), in Thessaloniki (1990), and in Amsterdam (1993). JAAL in JACET holds applied linguistics conferences three times a year, issues the JAAL Bulletin annually, and holds public lectures occasionally.

JAAL and JACET's active participation in AILA activities will bring the 1999 AILA convention to Tokyo. It has been formally decided that the 12th AILA World Congress is to be held at Waseda University, Tokyo in August 1999. We would like you to join us and actively participate in this coming world convention.

I hope you enjoyed this short JACET and JAAL commercial with non-native speaker's flavour. JACET welcomes any suggestions, offering of cooperation, and whatever you can share with us. The JACET office moved to 55 Yokodera-cho, Shinjuku-ku, Tokyo 162 on 22 March 1994. (Phone: 03-3268-9686 Fax: 03-3268-9695)

*Yasukata Yano, PhD
Waseda University*

Student-Watching (1)

Over the past few years I have been conducting cross-cultural research into the expectations that university students have about what should and should not happen in and around the university classroom. The formal results of this research are available elsewhere (See references below.). What I would like to do in this column is to share with you some of the things the research has revealed about Japanese university students. I propose to focus on one topic in each issue of this Newsletter and welcome feedback from ON CUE readers. Please write to me at 735 Yanagi Biru 402, 1-28-11 Sakae-machi, Takatsuki, Osaka 569. Tel/FAX: 0726 95 7356

Students who consult each other before answering a direct question from the teacher

No discussion of this topic is complete without mention of Rudolf Reinelt's classic *Language Teacher* article "The Delayed Answer" (1987). In it he analyses the 22 separate steps a student went through in the 65 seconds between being asked a question by the teacher and giving an answer. He shows the student repeatedly consulting with the classmates around her during this time, although there is evidence at quite an early stage that the student knows the correct answer. This will come as no surprise to readers of this Newsletter as it is the kind of thing that happens daily to those of us who still bother to ask direct questions to our students.

Why do they do it? The short answer is because it's socially desirable. Japanese children are trained from their earliest socialisation to be sensitive to the requirements of the group they belong to and to put these requirements above most other things. Offering an answer without first consulting the group carries all kinds of risks: it makes the student stand out from the group as somebody who was prepared to go it alone; it risks alienating members of the group whose help may well be required in other situations in the future; at the very least, it passes up an opportunity of demonstrating to the group that one is aware of one's responsibility to put the group first.

Although such behaviour is socially desirable, students are very much aware that it is not pedagogically efficient. They know, for they have been told repeatedly by high-school teachers, that they should try to give their own answer, for ultimately (ie. at entrance-exam. time) they will not have been able to consult with friends.

This is a matter, then, that causes concern not only to foreign teachers but also to our Japanese colleagues. Interestingly, Reinelt reports that although the delay in answering is shorter when the question is asked by a Japanese teacher, it is still substantial. High school teachers I have spoken to about this all say that they have tried to discourage this behaviour but are more or less resigned to it. Their attempts, however, have made an impression on the students. An overwhelming majority of students surveyed¹ said that a hypothetical "good student" would not behave in this way. They also reported more often than a comparable group of Australian students that they are conscious of failing to be a "good student."

This seems to be an example of what Rohlen (1983: 309) has referred to as a collision of social and pedagogical imperatives inherent in an education system which fosters group solidarity but ultimately (those entrance exams. again) rewards individual effort. As Reinelt points out, in the classroom, it is usually the social imperative that wins.

The good news then for foreign teachers who find this behaviour annoying is that many Japanese teachers also wish to discourage it. The bad news for them is that their efforts are unlikely to succeed as they are trying to overcome a strong social imperative.

Stephen Ryan
Osaka Institute of Technology

References

- Durham, M. and S. M. Ryan. 1992. "What Kind of Teacher Do Students Want? A Cross-Cultural Comparison." *Speech Communication Education*, 5: 70-99.
- Reinelt, R. 1987. "The Delayed Answer: Response Strategies of Japanese Students in Foreign Language Classes." *The Language Teacher*, 11 (11): 4-9.
- Rohlen, T. P. 1983. *Japan's High Schools*. Berkeley: U of California P.
- Ryan, S. M. 1993. "Why Do Students Cheat on Their Homework: An Informal Investigation." *The Language Teacher*,
- Ryan, S. M. and M. Durham. 1992. "What Is a Good Student? A Cross-Cultural Comparison." Paper given at the 22nd Annual Convention of the Communication Association of Japan, Tokyo.
- Ryan, S. M. and M. Durham. In press. "Let the Punishment Fit the Crime: A Cross-Cultural Investigation of Students' Expectations of Teacher Disciplinary Action." *Speech Communication Education*, 7.

¹Very few of whom had previously had contact with foreign teachers.

Facts, Figures and Recommendations for U. S.-Japanese Student Exchange Programs

The Asia Pacific Conference for International Educational and Cultural Exchange held a meeting in Tokyo, Dec. 5, 1993 to assess the need for increasing student's exchanges between the USA and Japan. Attended by over 200 key leaders representing U. S. and Japanese colleges and universities, the conference culminated two years of research focused on specific issues affecting international exchanges. This research effort was conducted under the auspices of The Alliance for International Education and Cultural Exchange, an umbrella organization representing 61 member groups in the USA, The Center for Global Partnership in Japan and the Asia Foundation. In panel discussion and official reports, trends and problems were identified.

Conference planner Yasuo Inoue, a professor affiliated with Chirin University in Tokyo, along with other Japanese educators reported that available data shows that more than 36,000 Japanese students are studying in the USA while somewhat less than 1,300 U. S. undergraduates are studying in Japan. Yet, over the last three years, the numbers of U. S. students studying in Japan has grown by over 47%. A survey questionnaire which collected data from U. S. students in Japan found 94 students were studying on a short term basis, (less than one semester) 224 were here for one semester and 440 were studying for an academic year.

The numbers of U. S. faculty members who are currently teaching in Japan has doubled in the last three years. One report indicated that there were 164 faculty members teaching at Japanese institutions of higher education, with 90 of those individuals assigned to teach for one academic year.

Other conference participants noted the kinds of problems, generally encountered by U. S. students studying in Japan. Primary student and faculty concerns were focused on the issue of language, curriculum and instruction. The most frequently reported concerns dealt with limited availability of courses in English, the low competency of U. S. students in Japan, and the lack of quality, Japanese language instruction. Students also felt that courses were not rigorous enough, there was limited credit transferability and the curriculum was vague and uninteresting. Instructional problems mentioned included the observation that the Japanese faculty were often selected for their English language fluency, rather than their expertise in an academic discipline. Students rated the instruction as of poor quality.

Other concerns mentioned were the high cost of living and studying in Japan, difficulty in finding part-time jobs and lack of homestays. However, the Ministry of Education does plan to offer greater scholarship assistance to foreign students. The September 1991 Issue of Japan Report carried an announcement that it will give 6,900 scholarships to foreign students in 1992, an increase of 527 (8%) from 1991.

The most frequent recommendation made by students and faculty was for better language preparation in the U.S. for students prior to departure coupled with an expansion of Japanese language courses at the colleges and universities.

However, the trend does suggest an extraordinary increase in enrollment in Japanese foreign language courses. Official statistics indicate a 95% increase between 1986 and 1990. Also, new funding will be available in the U.S. under the National Security Education Program while in Japan, The new Fund for Global Partnership, recently established by the Japanese government, is expected to be a major source of new funding. (for details regarding the Global Partnership funds, call 03-5276-2881 or FAX 03-5276-2855). Similar to the Global Partnership Funds, other Japanese organizations present offered a renewed commitment to the urgency of promoting academic exchanges. One such organization was the Sasakawa Peace Foundation. Information about study tours and scholarship grants available to interested parties residing outside the USA can be obtained by calling 03-3769-2081. (FAX: 03-3769-2090) These trends suggest that the job market for Japanese native speaking teachers and experienced bilinguals, will support the development of many career options in the near future.

The conference ended with several recommendations of interest to CUE members:

1. Joint-projects should be developed to strengthen the field of teaching Japanese as a second language. These projects will require teacher-to-teacher exchanges.
2. Better use should be made of Japanese alumni of U.S. institutions who have returned to Japan.
3. A clearinghouse should be created to facilitate academic exchanges.
4. Priority should be given to the placement of minority students in Japan.
5. The new Fund for Global Partnership should serve as a major funding source in supporting academic exchanges.
6. Japanese industry should become involved in supporting academic exchanges.

(The contents of this summary report have been excerpted from the Report of the Liaison Group for International Education Exchange whose offices are world wide. These observations, figures and comments were released in publications made available to participants of the Asia Pacific Conference for International Educational and Cultural Exchange).

*Willettta Wyatt Silva, PhD
Tohoku Gakuin University*

Research Abstracts

On CUE welcomes abstracts or reviews (up to 100 words) of published research papers on topics relating to language teaching at Japanese colleges and universities. Please include name and issue of publication.

Of National Interest

The situation of university teachers in Japan varies widely, from teachers at U.S. campuses overseas, to those in law, medical or science departments, or EFL programs in private universities with twenty foreign instructors. The one element common to all of us is the country in which we have chosen to work and live.

But in the midst of all this confusion stand those employed by national universities, who have many conditions of work in common. Although there are several classifications and levels existent in these institutions, national university teachers of the same rank all have the same contracts and benefits, and their salary is determined by the same convoluted pay scale. Our overall employer is, of course, the Japanese government operating through the aegis of Mombusho, a remote organization with which most of us have little if any contact. Though Mombusho offers us the same basic employment benefits, the exact nature of our variations positions and how they connect to the overall university system is often unclear to us. With this in mind, ON CUE announces "Of National Interest", a regular forum to share information on and perceptions of the employment situation common to all foreigners teaching in national universities.

In the past, almost all of the foreigners teaching in Japanese universities were doing so under the "gaikokujin kyoshi", or foreign instructor, category. However, 11 years ago regular faculty positions (kyoin) became officially open to foreigners. Although Steve McCarty pointed out in an earlier issue of ON CUE that most national universities have been quite slow to take this route (only 9 of them so far), there are indications that this might be changing. There seems to be a push to hire more foreigners as "regular" faculty: as sennin koshi (assistant professors), or possibly even jokyoju (associate professors).

In addition, the hiring of foreigners as sennin koshi or jokyoju can be an option for national universities, or even individual departments within national universities, when they wish to increase the number of foreign faculty but are unable to gain permission from Mombusho to add another gaikokujin kyoshi post. This was the case in my position as a sennin koshi teaching English in the Mechanical Engineering Department of a technical university.

The positions of sennin koshi and gaikokujin kyoshi offer different benefits. The former offers more status as its holders constitute regular faculty members. In addition, sennin koshi offers the possibility of promotion, although I have heard of temporary sennin koshi positions being offered. As sennin koshi, teachers can participate in university administration through sitting on committees.

Gaikokujin kyoshi, on the other hand, are instructors on a one-year renewable contract. As such, they are not considered regular faculty and there are no opportunities for promotion. Gaikokujin kyoshi do not sit on committees or participate in university administration, which may be a liability or an asset depending on how one looks at it; sennin koshi are technically required to attend meetings irrespective of either interest or Japanese language ability. Salaries, however, are higher with the gaikokujin kyoshi position, and it does include sundry other benefits; for instance, paid home leave after three years and a generous housing subsidy.

Though they are given no subsidy, sennin kyoshi are eligible for government owned housing. I don't know too much about this, although I am living in one of these places. Age and distance to your university seem to vary widely: mine, for instance, is old but close. Size is another variable, with the larger apartments reserved for professors with families. I do know that the rent for the older places is extremely low--perhaps this holds true for the newer ones as well.

That's all for this month's "Of National Interest". Do you have any additions or corrections to the above information? Questions or something to offer on another topic? Here are some suggestions:

Any other information on curriculum, administration, contracts, salary and research budgets, research grants, tenure, accommodation, home leave, part-time teaching in other universities, etc. If you speak Japanese and regularly attend departmental meetings, tell us about the world of committee work and administration. If you read Japanese, other CUE members would appreciate translations of Mombusho regulations and official notices or forms related to our situations, as well as your thoughts and comments on these.

We hope eventually to produce a booklet of this information and make it available to all foreign national university teachers in CUE. Also, we're thinking about beginning an E-mail network for CUE members to share information, and ask advice from others who have solved similar problems in the past. Let us know if you're interested.

Send submissions to one of the following addresses:

Items relating to regular faculty: sennin kyoshi, jokyoku, etc:

Joshua Dale, Department of Mechanical Systems Engineering,
Tokyo Noko University, Nakacho 2-24-16, Koganei, Tokyo 184

Items relating to gaikokujin kyoshi:

Gillian Kay, Toyama Medical and Pharmaceutical University
2630 Sugitani, Toyama City 930-01

*Joshua Dale
Tokyo University of Agriculture and Technology*

Letter from Lafcadio Hearn

With regard to 'The Plight of Foreign Teachers at National Universities' (ON CUE 2), Lafcadio Hearn, the Foreign Instructor at the National Fifth High School (now Kumamoto University) from 1891 to 1894, had this advice in a letter he wrote to Basil Hall Chamberlain, Professor of Japanese at Tokyo University, dated June 4. 1894:

I should say these were the general rules for a foreigner in Government service:

Never to ask any questions concerning business.

Never to ask why.

Never to criticize even when requested.

Never to speak either favourably or unfavourably of other officials, of students, or of employees.

If obliged to speak, to remember that favourable criticism may prove much more objectionable than the other.

Give no direct refusal under any circumstances, but only say 1. "It is difficult for the moment--"; or 2. "Certainly"--but take care to forget all about it. Direct refusals are not forgiven. The other devices are respected and admired.

Never imagine intimacy possible,--or imagine reserve possible. Both are entirely impossible; but one must steer carefully between the two.

Consider that all adverse criticisms upon national or official matters are thrown out as "feelers" and that any expression of sympathy with them is likely to provoke immediate hostility.

Do not imagine that the question of application, efficiency, or conduct in relation to students is of any official importance. The points required from the foreigner are simply 2: (1) Keep the clams in good humor. (2) Pass everybody.

If told you give too high marks, pay no attention--except to give higher still when possible. The suggestion is policy.

Be very much afraid if praised, that something awful is going to happen to you.

Be perfectly sure that the result of making any complaint will be that you will be held responsible for the cause of the complaint--because that is the easiest way of settling the matter.

Other comments by Hearn on foreigners:

"the foreigner is treated only as an intellectual machine"

"To the Japanese official world, all of us foreigners are mere animated numerals. The salary of No. 7 ought to be reduced because it is larger than that of No. 8. There is no other reason."

"the Japanese seem to regard many men who have passed their best days in Government service, as tools merely to work with--to be thrown away when the edge wears off. Did not that wonderful Nakamura, who wanted all foreigners discharged as soon as their "freshness" had faded out, really express a national sentiment about foreigners?"

"I do most sincerely hope to get out of Japanese employ some day before long. The conditions of every foreign employee are bound to become worse. And no effort is recognized, no personality remembered. The indifference shown us is certainly barbarian.

"A foreigner among Japanese officials is simply a go-ishi, a pawn. He has no friend, and no sympathy."

If only there had been CUE

*Alan Rosen
Kumamoto University*

(Ed.: 100 years on, things might have changed)

If they haven't, for you, see the following page:

USEFUL ADDRESSES

The last issue of ON CUE contained addresses of colleges with distance-learning postgraduate programs. Below are some addresses for college teachers having problems with contract renewal. CUE is a group with basically academic and pedagogical concerns, and cannot advocate on behalf of its members. However, we can help members get in touch with each other, and with individuals and organisations which may be able to help them fulfil their professional duties most effectively.

There have been reports that during 1993, the Ministry of Education's Higher Education Division was advising national universities to employ younger teachers where possible, and to limit 'gaikokujinkyôshi' positions to 3 years, regardless of whether the original understanding involved such a short, fixed period. Those concerned about the legal, academic or pedagogical implications of this policy have the opportunity to express their views via Prime Minister Hata's new Fax Hotline (03) 3581 3883, which according to the 23rd May Time magazine, was established in order to invite messages concerning 'politics, taxes, economics, diplomacy and welfare'. Mr Hata is shown only a selection of faxes received, but hopefully will see a sample of those containing similar messages, where a large number are sent.

Foreigners facing unexpected, unmerited dismissal, whether Americans or not, may contact the American Consulate, e.g. Mr Donald Yamamoto, U.S. Consul, at tel : (092) 751-9331, fax : (092) 713-9222

We are compiling a list of foreign educators who have experienced discrimination at work, to be circulated to all others on the list, for information exchange & mutual support. Please write to us : 5-12-10 Danjo-cho, Nishinomiya-shi, Hyogo-ken 663. *M. Flaherty & M. Connolly*

Ichinen keiyaku dakara

All teachers at national universities listed in the Eigo Nenkan have recently been sent a questionnaire on how their university perceives their right to renewal of contract. Teachers of other languages who wish to participate in the survey may send their address to the Editor, who will pass it on the person organising it. The survey results should be ready in time for publication in the next issue of ON CUE.

Readers who are able to offer information which may be useful to other readers, please contact the Editor. Possible further topics include addresses of organisations which arrange student overseas homestay-programmes, and institutions offering research grants.

A Taxing Issue

Most foreign university teachers in Japan have heard about their eligibility for exemption from Japanese income tax for the first two years of their employment in this country.

This exemption is tendered through the provisions of the international tax treaties which exist between Japan and many other nations. Typically, foreign nationals who have an invitation from a government or accredited educational institution for the purpose of teaching are exempt from Japanese tax for two years on the income they earn from this activity. Sometimes income derived from research stipends is covered as well; this depends upon the exact nature of tax agreement with each country.

This agreement covers many of the countries represented by CUE members, including the UK, the USA, Australia and New Zealand. Canada, however, is not covered under this tax treaty and thus Canadians are not eligible for the exemption (unless there's been a recent change I don't know about). As far as I understand it, the exemption is intended to apply only to those teachers or researchers who are recruited from their home country; this would render a teacher hired in Japan ineligible for the exemption.

If a recipient of the exemption leaves Japan and subsequently returns to another position, or even the same position, the exemption may be renewed for another two years. The criterion for renewal seems to be that the teacher leaves Japan without intending to return. If a teacher returns home with another job already set up, no renewal is granted. Obviously it is difficult to judge someone's intentions, and the possibility of renewal of the tax exemption seems to be decided on a case by case basis: I know of one teacher who left Japan for good only to return several months later to the same job, and was subsequently granted a new exemption. However, in this case the teacher really had intended to return home permanently: neither she nor her university had planned for the re-hiring.

The official title of the government form used to gain the tax waiver is
"Form 8: Application form for Income Tax Convention (relief from Japanese Income Tax on remunerations, grants, etc. received by professors, students or business apprentices)"

Ideally it should be filed immediately upon assuming one's duties, to prevent automatic withholding of income tax. But--and here we come to the crucial point, the one which prompted the writing of this piece--what if, due to the ignorance of both the foreign teacher and his or her sponsoring institution, the above form is never filed?

Speaking from personal experience, the first thing that happens is of course that income tax is withheld from each paycheck. In my case, I actually had heard of the exemption but assumed that it took the form of a tax refund which I would easily receive when I went to file my tax return. Needless to say, this did not happen: instead I was told by a local tax official

that since the waiver form had not been filed, no refund was possible. Luckily the official turned out to be incorrect; when my university double-checked we discovered the existence and applicability of a refund form :

"Form 11: Application for the refund of the overpaid withholding tax other than redemption of securities and remuneration derived from rendering personal services exercised by an entertainer of a sportsman in accordance with the income tax convention."

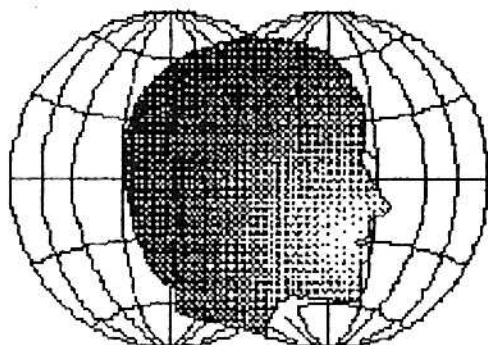
As the situation stands I have not yet actually received any money: however I am told that it shouldn't be a problem. I also discovered that income derived from teaching part-time at another university may also be waived and/or refunded by using these forms.

Joshua Dale
Tokyo Noko University

Conference Announcement

CALL FOR PAPERS: ANNUAL N-SIG SYMPOSIUM

In the third weekend in November a symposium on L2 research will be held in Tokyo. Each of the ten N-SIGs will be offering presentations on themes relating to L2 research. If you are interested in speaking at this symposium, please send two copies of an abstract of your presentation to Greta or Tim by July 1. Letters of acceptance will be mailed to applicants by July 15.



A Greater Vision:

SYMPOSIUM on L2 Research
and Teaching Interests in Japan

Co-Sponsored by the JALT Tokyo
Chapter and All National SIGs

HOW TO JOIN CUE/RENEW YOUR MEMBERSHIP

First, check that you are a current member of JALT. Then pay 1,000 yen to join/rejoin CUE at your chapter meeting, at a conference N-SIG Hospitality Desk, or by using the postal transfer (furikae) form at the back of The Language Teacher.

CUE QUESTIONNAIRE. Return Tim Knowles, Ippangaiokungo, Sophia Univ., Kiyoi-cho 7-1, Chiyoda-ku, Tokyo 102.

The information derived from answers from this questionnaire will be used to form a data base of members' work interests and activities. This database will be for the use solely of CUE members, and will only be circulated among CUE members. It will be assumed that anybody who completes this questionnaire will be willing to have that information about him/herself included on the database, and for others in CUE to have access to it. If you do not wish for this in any instance, simply do not answer the relevant question. Alternatively, in the case of phone numbers and contact addresses, which are necessary for the management, please state at the end if you do not any of these to be listed. Your wishes will be respected. (*means circle appropriate response)

NAME _____ DATE: d: _____ m: _____ y: 94

HOME ADDRESS: _____

PLACE OF WORK(main) _____

FACULTY OR DEPARTMENT: _____

WORK ADDRESS: _____

Which of the above is your contact address (given to JALT)?: *WORK / HOME.

PHONE: HOME: _____ WORK: _____ FAX: _____

E-MAIL(one only) _____

WHAT TYPE OF INSTITUTION: *Private/Public/National; 2yr/4yr. Other _____

EMPHASIS OF INSTITUTION: (up to two areas) _____

POSITION TITLE: *Kyoju/Professor; sennin koshi/Assistant Professor; Jokyoku/associate professor; gaikokujinkyoshi/Foreign Instructor. Other: _____

IS YOUR POSITION: * Permanent/Renewable contract/Fixed term /Part time/Other _____

SUBJECTS TAUGHT: (4 main) _____

What lang. Medium to you teach in? _____

NATIONALITY: _____ CHAPTER(and patn.) _____ YRS. IN JAPAN _____

OTHER JALT SIGS+POSITIONS: _____

UNIVERSITY OF HIGHEST DEGREE: _____

WHAT ARE YOU MAIN TEACHING/RESEARCH INTERESTS? (20 words or less. Please put ONE MAIN INTEREST in UPPER CASE) _____

PROFESSIONAL ORGANISATIONS: _____

PROFESSIONAL JOURNALS: _____

PLEASE WRITE ANY MESSAGE, QUESTION, COMMENT, REQUEST, FOR OTHER MEMBERS: (16 words or less) _____

DO YOU HAVE ANY OBJECTION TO ANY OF THE ABOVE BEING AVAILABLE FOR CUE MEMBERS? *YES / NO IF SO, WHAT? _____

ANY OBJECTION TO ANY OF THE ABOVE BEING USED ANONYMOUSLY FOR RESEARCH PURPOSES? *YES / NO DO YOU HAVE ANY SUGGESTIONS FOR THIS DATA BASE? _____

DO YOU HAVE ANY SUGGESTIONS FOR CUE? _____

WOULD YOU LIKE TO HELP IN CUE? *YES / NO WOULD YOU LIKE TO WRITE IN THE NEWSLETTER? *YES / NO