

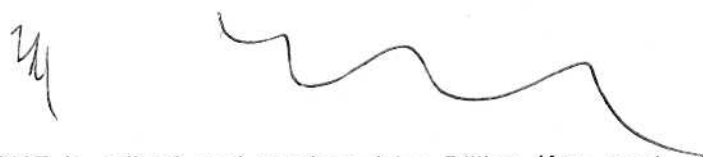


# ON CUE

College & University Educators      Newsletter      December, 1994

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*ON CUE is edited and produced by Gillian Kay, and printed and distributed by Matthew Shak, 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 be:

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.

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Please send contributions or abstracts by mid-April, for publication in June, to the 1995 Editor of ON CUE, Jonathan Britten (address on p 8). ON CUE welcomes balanced, well-written articles, essays and letters on any theme pertaining to college and university language education in Japan. The Editor of ON CUE has the final decision about publication. The opinions of the contributors is not necessarily the opinion of the Editor. Because ON CUE is published by volunteers who also have full-time teaching responsibilities, contributors are asked to ensure the accuracy of their submissions. The best way to submit material is to send, simultaneously, a printout and a 3.5" floppy disc of the material. Discs should be compatible with (or readable by) Macintosh computers using Microsoft Word. Submissions in Japanese should be sent camera-ready. If you require the return of your disc or the printout, please include an appropriately-sized stamped self-addressed envelope.

## FROM THE CHAIR

This is my last 'From the Chair' column, and I would like to sign off by providing an overview of CUE's development since its beginnings in 1992, adapted slightly from the handout prepared for the N-SIG Symposium/Tokyo Mini-Conference 'A Greater Vision' in November. Please give a copy to colleagues or feel free to use it when opportunities arise to represent CUE at meetings or conferences.

Gillian Kay

### Background

Foundation Meeting	:	November 1992 at Kawagoe
Approved by JALT	:	January 1993
1st AGM	:	October 1993 at Omiya
2nd AGM	:	October 1994 at Matsuyama

Membership as of November 1994	:	222
Founder, and Chair 1993 & 1994	:	Gillian Kay
Chair for 1995	:	Thom Simmons

### Statement of Purpose (created 1992)

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 colleges 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.

### Aims

CUE has the same basic goals of JALT, but with a specific focus on college and university language education. The group aims to help members develop and share their teaching and research interests in this area. We are committed to helping our members communicate with each other; through submissions to our newsletter, presentations at conferences, and by contacting people with similar concerns listed on our information and networking database. As JALT is a pedagogical and academic organisation, the major focus of CUE is on teaching and research. We also respond to members' needs for information relating to employment issues, although CUE has no labour union affiliations, and cannot advocate on their behalf. CUE aims to facilitate exchange of information and opinion between members to help them develop professionally, and through this to improve college and university language education in Japan.

### Constitution

In 1995, CUE plans to create a Constitution to ensure that the goals outlined in our Statement of Purpose are fulfilled effectively & ethically.

### Publications

ON CUE : newsletter; 20-24 pages, published twice a year

CUE IN : Information and Networking database, once or twice a year

### Participation Invited from Members

Officers to serve on the coordinating committee, when required

Volunteers to staff hospitality desks at conferences

Articles and news for ON CUE - contact the Newsletter Editor

Speakers to represent us at conferences - contact the Programme Chair

Comments and suggestions on any of CUE's activities - contact the Chair or Founding Chair (contact information on page 8).

Any JALT member with a particular interest in college and university language education is welcome to join CUE. Annual fee 1,000 yen.

### Acknowledgements

I would like to thank all the people who serve and have served on the CUE coordinating committee. Also past and present National N-SIG Liaison officers David Wood and Steve McCarty for sharing their vision for the N-SIGs with me, and for all their encouragement and support in helping me to fulfil mine for CUE. Best wishes to Thom for developing a greater vision for CUE in 1995.

### CUE Annual Meeting at JALT '94, Matsuyama

After the chairperson's report, there were nominations & voting for vacant positions on the 1995 committee, and all were filled by attendees (see p 8).

### CUE at Conferences

We'd like to hear from members who are willing to man the CUE hospitality desk at conferences, and ON CUE welcomes reports or reviews of presentations related to college and university teaching.

### The CUE Constitution

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 Thom Simmons with your feedback.

### The Networking Database

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, our membership database secretary. Members who have not yet filled in the questionnaire are encouraged to do so.

### E-mail Networking

Thomas Robb ('Sharing Information through Electronic Mail', ON CUE Sept '93) set up an initial forum on his university's computer for the use of the CUE membership, but reports that there was not sufficient response to establish an on-line discussion list for CUE. However, a list called JALTCALL has been established for communication on any aspect of language teaching, and CUE members are welcome to use this. If in the future, the number of CUE-related messages achieves a high enough volume, a separate list can be started then.

To join JALTCALL, send a message to :

majordomo@clc.hyper.chubu.ac.jp saying subscribe jaltcall.

To send messages to the subscribers, address them to :

jaltcall@clc.hyper.chubu.ac.jp

### Translation Resource

CUE members Michael Fox and Steve McCarty have kindly offered to translate documents sent in by members relating to their work, from Japanese into English. 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 or to Steve at: Kokubunji Nii 3717-33, Kagawa 769-10.

*Gillian Kay*

From the 1995 Chair, Thom Simmons

Greetings,

I have recently been elected the new chair of the CUE N-SIG and will assume that post in January of 1995. I have been around JALT since 1989 and have presented at JALT's international and regional conferences and chapter meetings numerous times on a number of professional issues: content area reading, testing and student evaluation, teacher evaluation, conflict resolution, Labour Standards Law, heuristic learning environments and methodology, and creative writing and composition. I have written a few things in The Language Teacher but most of my publications have been in university research journals here in Japan. I am active in Mid-TESOL in the central states region of the U. S. A. (I return to the regional conference in the spring). I am also active in SIETAR-JAPAN and give much of my attention to their Conflict Resolution SIG. I am also a founding member and past president of the Kanto Teachers' Unions' Federation.

My first degree was a B.A. in elementary education with a minor in science at the University of Missouri in Kansas City. My second, a Clinical doctorate, was at the Cleveland Chiropractic College in Kansas City and I am just completing an M.Sc. in Applied Linguistics (English for Specific Purposes) at Aston University in the Distance Learning Programme. My research interests are in pragmatics and politeness theory as they are applicable to the classroom and computer mediated communication. I also maintain my certification in Cardio-pulmonary Resuscitation (CPR) when I return to the States in the spring of every year. My interests are varied and necessarily eclectic.

I enjoy seeing the connexions that education and educators have with other fields. I see my students as a collection of people who come to learn, have nothing better to do or have a great deal more that they would really rather be doing as well as people with symptoms of clinical depression, severe near sightedness, poor self esteem -- the whole gamut of things we see that makes them people with myriad abilities, attitudes and problems.

There are few things I prize more than learned and open discourse with equals. There are some things however that impede open discourse between equals. I have been fielding numerous questions and challenges concerning the role of professionalism in education every since I came to JALT in '89 and have heard a great many opinions -- some informed and some primarily cathartic -- and invariably I am confronted with undefined labels. What I would like this N-SIG to address is the way labels are used to classify educators' problems and concerns which are then conveniently disposed of or sidetracked into peripheral issues. I see several terms and concepts that need to be dealt with constructively in open dialogue and used less promiscuously. The first is the 'p' word -- political. This is the catch-all pejorative that for some reason is thrown about with virtually no discussion. I would like a working definition if possible. Things are called 'political' and then they are relegated to the bin filled to overflowing with taboo subjects. This does not illuminate the issues



involved and professional educators should, I think, be able to define their terms.

Another "p" word is professional. Now this is a word that gets extensive research from time to time and I feel we can draw on a fairly well developed body of literature to help us come up with a working definition. The label 'professional' is often used (in my experience anyway) as the exact opposite of the other 'p' word: that which is acceptable or appropriate is 'professional' and that which is neither acceptable or appropriate is 'political'. I would really like a little clarification here. If our discussions are going to be controlled by the use of these labels then I feel that we will miss a great many opportunities to hear what each of us has to bring to this N-SIG. I grew up with labels and as a White Anglo Saxon Protestant (Orthodox Catholic parents), middle-class, blue-cum-white collar, cold-war child of the midwestern USA Bible-belt who spent his formative years in the middle of the red-baiting heyday of Senator Joseph 'kill-a-commie-for-Christ' McCarthy, I can say from experience that there are better ways to discuss our mutual concerns than to throw labels at those things that we would rather not discuss -- or those things that we would rather others did not discuss. We have a great many professional models to follow and between JALT, TESOL, IATEFL, medicine, law, engineering and what-not we can develop the appropriate dialogue-platform needed to discuss the more controversial subjects without circumventing our role as language-educators in the Greater Collective Japanese Society. (That's a lot of labels! <grin>.)

On to other matters. Does anyone have a research idea they would like to work on? Many times the details can be handled more efficiently by a group of people. Additionally, some of us have university journal publications that we have to write and others do not and need professional publication opportunities. We can marry these two needs together and everybody wins. Shiozawa Tadashi, a good friend of mine who is in JALT, has written four articles with me for his university research journal. It has been a great help and I have certainly enjoyed the creative outlet it provides. Anybody have opportunities and ideas they would like to share?

I am genuinely interested in what people are thinking -- I am obviously not doing this for the money -- and would appreciate if you corresponded with me and let me know what you would like this N-SIG to discuss. I am concerned that the N-SIG structures in JALT be truly democratic and this is really only possible if people are communicating.

Thom Simmons, CUE N-SIG President elect, 1/95 thru 12/95  
2-28-20-303 Morigaoka  
Isosgo-ku, Yokohama-shi,  
Kangawa-ken 235  
JAPAN  
EMAIL: malangthon@twics.co.jp  
Res. Phone: 045 845 8242  
FAX: Same as above. You may need to call before faxing.

## CUE Committee Members 1995

<u>Chair</u>	Thom Simmons 303 Tanaka Building 2-28-10 Morigaoka Isogo-ku, Yokohama Kanagawa-ken 235	tel/fax (H) 045-845-8242 malangthon@twics.co.jp
<u>Treasurer</u>	Stanley Davies Miyazaki Koritsu Daigaku 1-1-2 Funatsuka Miyazaki-shi 880	tel (H) 0985-20-2984 fax (H) 0985-20-2986 tel (W) 0985-20-2000 fax (W) 0985-20-4807
<u>Newsletter Editor</u>	Jonathan Britten Nakamura Gakuen College 5-7-1 Befu, Jonan-ku Fukuoka 814-01	fax (W) (092) 841-7762
<u>Newsletter Distributor</u>	Matthew Shak Hakuoh Women's Jr. College 1117 Daigyoji Oyama-shi, Tochigi-ken 323	tel (W) 0285-22-8900 fax (W) 0285-22-0800
<u>Database Secretary</u>	Timothy Knowles Ippangaikokugo Sophia University Kiyoi-cho 7-1 Chiyoda-ku, Tokyo 102	tel (H) 03-3485-3041
<u>Programme Chair</u>	John Dougill, Dept of English Kyoto Women's University Kitahiyoshi-cho Higashiyama-ku, Kyoto-shi 605	tel (W) 075-531-9090 fax (W) 075-531-9120
<u>Member at Large</u>	Greta Gorsuch Korutaju #601, 1452 Oazasuna Omiya-shi, Saitama 330	tel/fax (H) 048-688-2446
<u>Member at Large</u>	Alan Rosen Kumamoto University, Kyôyôbu Kurokami 2-40 Kumamoto 860	tel (W) 096-344-2111 tel (W) 096-342-2835 (direct) fax (W) 096-345-8907
<u>Founding Chair</u>	Gillian Kay 406 Chateau Yasunoya 1-5-12 Yasunoya-cho Toyama-shi 930	tel/fax (H) 0764-41-1614



## JACETと協力するきっかけ

大学英語教育学会 (JACET) 応用言語学研究会 (JAAL) で長期委員長を務められた矢野安剛教授は、JALTの大学外国語教育研究部会 (CUE) の会報『ON CUE』(1994年6月号、p. 12) に寄稿され、下記のように英文で述べています。その一部を和訳し、紹介します：

JACETはJALTの姉妹学会のようなものであり、特にCUEと同じく教授法及び専門的な研究に関心を持っています。1962年に大学英語教育の改善を目的として創立されたJACETは現在6支部、会員2,200名を有します。1982年には、JACETの研究会JAAL (JALTのN-SIGに相当する) が設立されました。1984年より国際応用言語学協会 (AILA) の加盟団体として、JAALの会員が定期的にAILAの国際大会で活躍しています。1999年の大会は、東京にある早稲田大学で行われる予定です。我々はこの国際規模の大会にJALTも活発に参加させることを望みます。

CUEのメンバーであるJALT分野別研究部会代表として、この提言を深い感謝いたします。日本の大学教育改善および応用言語学分野のより一層の進歩のために、矢野博士の提言をきっかけとし、JACETのJAALとJALTのCUEが関係を保ち、より具体的に学会同士協力していけたらと思っています。

英文翻訳： 香川短期大学教授 Steve McCarty

*In the previous issue of this newsletter we read an invitation from Dr. Yano of the Japan Association of Applied Linguistics for JACET and JALT to cooperate through their research groups, JAAL and CUE. Prof. Yano, whose own Waseda University will host the 1999 AILA World Convention, invited JALT to participate through CUE.*

*CUE would like to serve native speakers of Japanese as well, so the above article by the JALT N-SIG Representative reciprocates by translating the gist of Dr. Yano's English article into Japanese, thanking JAAL for the invitation and showing the determination of CUE to follow up on this opportunity for JALT to cooperate with JACET as a sister organization.*

*Acknowledgement: the accuracy of the Japanese translation and composition was kindly checked by a JAAL member, Prof. Kiyoshi Shioiri.*

## Student-Watching (2)

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. 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.

### What's in a Name?

Most high school students in Japan have a close, warm relationship with their home-room teacher. In the land of *amae*, dependence on teachers is taken for granted by both parents and students and, while some teachers try to discourage its more extreme manifestations, their attempts are, by Western standards, less than successful. The relatively limited social development of high school students also strengthens their tendency to rely on their homeroom teacher as both friend and counsellor.

As the husband of a homeroom teacher, I can attest to the time, effort and thought that goes into the teacher's side of the relationship. My wife spends hours on the telephone (and at school, too, I guess) encouraging, chastising and goading students. Her choice of strategy is based on meticulous assessment of the strengths and weaknesses of character and intellect of each of her charges: a far cry from the heartless, standardising Japanese education system of Western myth.

Not surprisingly, respondents to a recent survey (Wright, 1994) cited "giving advice" as the most important role of a teacher in Japan. The advice is appreciated: former students of my wife maintain with her a relationship similar to one I have observed between my aunt (a former nurse) and the patients whose lives she helped to save.

What happens, though, when these high school students come to colleges or universities? Junior colleges have a legal duty of pastoral care toward their students and this is sometimes exercised through a homeroom system but classes tend to be large, teachers preoccupied with other business and the relationship a very pale reflection of the one just experienced in high school. In 4-year universities, with no such legal obligation, relationships with teachers are usually just as distant as the huge lecture theatres and lack of office hours would imply. Teachers seldom know the names of all their students and certainly do not have the contacts with students' families that my wife has with hers.

Arguably, this is a necessary part of growing up, as students' social development accelerates and they move away from nurturing but confining relationships with adults into less dependent relations with their peer group. The distinct line that is drawn between school life and college life is one of the markers of this transition.

This kind of rationalisation, however, does not completely cancel out the pain of the abrupt end to close relations with teachers. Our survey of Australian and Japanese (1992) university students' expectations of a good university teacher shows Japanese students to be more eager than the Australians to have a teacher who builds up good personal relationships with students. A study by Yoshiko Takahashi (1993) of Keio University suggests that this may be the result of their hankering after the kind of nurturing relationships with high school teachers they have so recently left behind as much as it is a reflection on the high value attached to human relations in general by Japanese society.

Takahashi goes on to record the distress felt by first-year university students at being cast adrift in a large, crowded classroom without the support they have grown to expect from the teachers, most of whom are not even aware of their presence.

Reading Takahashi's paper made me resolve to overcome the limitations of my atrocious memory for names and faces and to learn to identify each of my students by name before the end of April. It really makes a difference. My students soon realised that I knew their names and respond very well. Several have commented, with obvious pleasure, that I am the only teacher in the university who recognises them (admittedly, my classes are smaller than most of the ones my Japanese colleagues deal with). I have no intention of taking the relationship any further than this (they have their own socialisation to get on with) but simply overcoming the anonymity of freshman life has had a profound effect on the atmosphere of my classes. I could not swear that it has made them any more effective students of English but I do know it has made our weekly meetings much more pleasant.

In due course, students will return to close relation with at least one teacher (their seminar supervisor in their final year at college) but during their first years at college they seem to be so starved of the support that such a relationship brings that having a teacher who takes even the minimal step of learning their names can change their attitude towards that teacher's lessons.

## References

- 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.
- Takahashi, Y. 1993. "The Ethnography of Communication: Studying the Structure of Student and Professor Interaction Patterns in Japanese and American Universities." *Human Communication Studies*, 21:170-180.
- Wright, B. 1994. "Cultural Expectations and Teacher Training." Paper given at JALT 94, Matsuyama, Japan.

## Answering (The Interview)

*"In the country of the blind,  
the one-eyed man is king."*

*When the high times bubble burst in Japan, the economics of language teaching also popped with a whimper, and the unqualified and under-qualified have found themselves standing in the middle of an employment desert, mixing metaphors to no avail.*

*At universities, older foreign teachers often discover that their contracts will not be renewed, younger teachers face fierce competition in a shrinking job market, and part-timers are holding tightly to the classes they already have—few leave college jobs willingly, and fewer have the slightest sense of humor about whatever perks and privileges they've snared.*

*In a world of shameless fools and brazen nonsense, remember that the reason that faculty politics are so vicious is because the stakes are so small.*

*Now the tenured prof, especially if s/he is a gaijin, is an emperor in his/her own little academic backwater. Listen in:*

—Yeah?

"Hello? Is this Dr. Rueit?"

—Hold on, I'll look around...you-hoo, you-hoo—

—Hello, this is Dr. Rueit.

"Hello, sir, I'm..."

—Yo, Will here!

"What?"

—Don't mean a thing if it ain't got that swing, doo-bop, doo-bop, doo-bop, doo-bop, bow!

—Never mind Will; you were say-

ing?

"Dr. Rueit?"

—He loves respect. Really.

—Sorry about that. Will, cool it, hey?

"My name is..."

—Is this the guy who claims he was a monk in a monastery for a year?

—Hats, hats, appropriate hats.

"Excuse me! Excuse me! Are there two lines, am I talking to...?"

—Dr. Rueit.

—Will.

"Oh. Uh, my name is Mark Rowsted."

—Hi, Mark.

—Mr. Rowsted.

"Dr. Rueit."

—Call me anything but late for dinner.

"A friend told me that you might..."

—Yes.

—It's always good to have a friend.

"...be looking for part-time teachers at your university."

—A teacher! Well I'll be!

—You'll be what: enamored of yet another *curriculum vitae* to peruse?

"My friend Judy who knows Sam who I think is teaching freshman conversation part-time in your English Department told me you might need someone, and I..."

—Need brings people to religion.

—Knead is what they do to bread.

—Knead is what you ought to be, you obsolete spiritualist from the hohum, oh, *not* another old guy from the 60s. Flower tales.

—Ah, Dr., but the truth is still hidden in there somewhere. Now let's see, it was right over here a minute ago—

"Is it possible you could interview me?"

—Do you have any experience?

-Are you interesting?

"I'm studying calligraphy with a teacher here in Kyoto..."

-Terrific qualification—you could send them gorgeously stroked messages about phrases, clauses, and galling assumptions.

-Who's your teacher, man? I have an old lady friend who's a whiz with a brush, really into it.

-Do you have any advanced degrees?

"Well, Dr., my B.A. was in Physical Geography, but I'm seriously thinking of starting an M.A. in ESL at Temple in Osaka maybe next year."

-You joined a temple? Groovy! Why not. I thought all the real teachers had gone to California, though.

"No, Temple University's English as a Second Language program."

-He's just kidding. Been here seventeen years.

-Though not in this particular office.

"Dr. Rueit?"

-Will.

"Will."

-Dr. Rueit.

-He'll have to see credentials. You got to understand, it's just what happens, where you get to.

-Do you have any publications, Mr. Rowsted?

"Yes, sir, I published a poem in our literary magazine when I was an undergraduate."

-Neat!

-Young man, have you taught at any universities here in Japan?

"Um, not exactly, sir. I sat in on another friend's class at his university, but I've only been here four months. I'm working for ARS, All Right School, almost full time, and I'm also teaching private lessons to three doctors. They're actually pretty smart."

-Dr. Will, I hope you're getting all this down.

-That's your department, Rueit, I'm just trying to see how it all fits into the Big Pattern.

-Chaos Theory. Ever-shifting patterns recognizable at any level of magnification.

"Magnification...? Doctor...?"

-This call's starting to cost too much.

"But I called you!"

-Plus ça change, plus la même chose.

-Resorts to French to cover basic heartlessness. Jeez! What 30 years will do to your ideals—open up, listen to the wind chimes.

-Listen to reality. You have no qualifications, though I'm sure you're a nice young person.

-Sorry, man, but it's true that shakuhachi players, potters, and brush-stroke artists line the walls around Kyoto.

-Don't you want to hear it like it is? Isn't that more helpful than having me lie to you, encourage you when there's no hope?

"Oh, yes, sir, I really appreciate your honesty. Could I just mail you..."

-Come in! Come in! No, don't take your shoes off, young lady, the rug's okay.

-Hey there, Ms... um... Ms... um... come and sit here next to me.

-Sorry, but there's someone here to see me. Student conference.

-The 60s comes of age. Later, man.

-Get some experience and call me again next year. Bye.

- Philip Jay Lewitt  
Kyoto Seika University  
& JALT Job Information Center



## Of National Interest

The previous issue of ON CUE briefly reported the Ministry of Education's Higher Education Division reported advice to national universities to limit 'gaikokujinkyôshi' positions to 3 years, regardless of whether the original understanding involved such a short, fixed period. All teachers at national universities listed in the Eigo Nenkan have since been sent a questionnaire on how their university perceives their right to renewal of contract. This month's contribution to 'Of National Interest' summarises the results of the survey.

### Nationwide Survey of Gaikokujin Kyôshi Employment Status

Until the early 1980s, the position of *gaikokujin kyôshi* in national universities was an honoured and desirable one. There was normally one (rarely, two) in each university, although the two *gaidai* and a handful of the largest universities had more. In addition to good salaries, the positions were in practice tenured, with rare exceptions, even though the contracts had to be renewed each year.

*Gaikokujin kyôshi* positions are full-time, in contrast to part-time positions for foreign teachers, called *gaikokujin/hijokin koshi*. One difference from the positions of Japanese staff, however, is that the Monbusho's salary scale for *gaikokujin kyôshi* is higher.

Ironically, foreign pressure for more contractually equal-to-Japanese status was one reason for the Foreign Teachers' Employment Law, passed in 1983. This allows foreigners to be full university employees, although the term 'foreign' is still attached; *gaikokujin kyôin*. The salary and ranks are the same as for Japanese teachers. There is growing concern that this 'equal' position has been, at the request of conservative elements in the government, limited to a three year renewable 'tenure', leaving the foreign teachers at the potential mercy of negative departmental or administrative forces. That problem, however, is not the concern of this article, though it should be examined more closely in the future.

In most cases, *gaikokujin kyôshi* have not been encouraged to change tracks to *kyôin* positions within their university. Most *gaikokujin kyôshi* continued in their positions until December 1992, when a Monbusho directive was sent to national universities who had *gaikokujin kyôshi* over age 40 on their staff.

According to the *Asahi Shinbun* (June 22, 1993), ".....last December .... the Ministry of Education sent a directive to some of the national universities that they should submit 'concrete' plans regarding the continuing employment of their foreign teachers (*gaikokujin kyôshi*). The Ministry sent instructions that vague phrases such as 'indefinitely' should not be used in reference to the university's future intentions for employment of their foreign teachers. The universities translated this instruction as meaning that the universities should clarify when they intended to terminate the contracts of their *gaikokujin kyôshi*."



The main reason for the Ministry's directive appears to be financial. This view is supported by examining 4 of the directive's 5 sentences :

"....Concerning the employment of foreign teachers, within the constraints of the limited budget, we have been requesting the cooperation of each university to employ younger people as far as is feasible. However .... it can be seen that you are employing people hired as early as the early 1970s, and at pay levels as high as 6 and 7. ....within budget constraints the Ministry cannot allocate funds for such employment only at your university. Given the above circumstances, the Ministry will have no alternative but to reduce the number of foreign teachers".

(translation)

In the summer of 1994, the Wakakusa Law Office initiated a survey of *gaikokujin kyôshi* to discover the effects of this directive. The 145 *gaikokujin kyôshi* listed in the annual Kenkyûsha Handbook of English (eigo nenkan) were contacted, and 61 replies have come in so far (10 were undeliverable). The survey results showed that most of the teachers under age 40 have been clearly told that their positions are limited to an average of between 3 to 5 years. The rank of *gaikokujin kyôshi* seems to have become a sort of JET programme (now called AET/AFT) for universities. More than 75% of those age over 45 were told within a year of the directive that they could have one or two more years of employment. Everyone of that group had been originally told that their contract was 'indefinitely' renewable, and they had been expecting to stay until retirement. Many are now being terminated within a few years of qualifying for a pension. It might have been fairer if Monbusho had allowed the senior *gaikokujin kyôshi* to teach until their retirement, or offered *kyôin* status to those who had served for several years. Due to precedent and Japanese faculty promises of indefinite renewal, the Monbusho could have authorised each university to make case by case final agreements, instead of giving almost uniform 1 or 2 year terminal contracts, leaving some experienced teachers just short of an expected pension, and being over 50 years of age, unable to easily find another position. Some teachers have already found new employment, but some will probably have to return to their native countries, and others may have to become part-time *eikaiwa* teachers. One with an M.A. in English, and 20 years experience was told by her head of department that she could probably find a job in a language school. Some are considering legal action, but against whom? Monbusho says they only meant to make universities look more closely at their *gaikokujin kyôshi* contracts, and that all decisions for termination are being made solely by the universities. However, the administrative section of each university is under the thumb of the Monbusho, and it is these former who are telling the teaching staff what can and cannot be done.

Those who would like copies of any of the following, please send a self-addressed 190 yen stamped slightly larger envelope to me :

John Freeman,  
c/o Attorney K. Honda,  
Wakakusa Law Office, Yamato Bldg.,  
36 Noborioji-cho,  
Nara 630

- Table of Results of the Survey
- 5 B4 pages of edited gaikokujin kyôshi survey comments
- Related Asahi Shinbun articles
- Japan Policy Research Institute Working Paper "Academic Apartheid at Japan's National Universities" by Ivan Hall

Any contributions to defray administrative expenses sent to the above address will be appreciated. We are also interested to hear of further information on this situation.

*John Freeman*

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From the 'Of National Interest' editor :

Michael Fox (see Translation Resource, p 5) is willing to be contacted by CUE members who would like to know the content of documents they have been asked to sign.

Notice : Permanent position available for foreign teacher at Japanese National University. Qualifications : i) MA ii) eternal youth.

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

Information on curriculum, administration, contracts, salary and research budgets, research grants, tenure, accommodation, home leave, part-time teaching in other universities, committee work and administration, 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 :

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

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

Items relating to gaikokujin kyoshi:

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

### Reviewers Wanted for 'The Language Teacher'

Every month a wide range of student texts and teacher resource books are listed for review in The Language Teacher. This list appears under the title of 'Recently Received' and can generally be found immediately following each month's review column (JALT Undercover). TLT readers are warmly encouraged to peruse this list each month and to consider requesting a book to review. What should you do if you see a book that interests you? First write to the JALT Publishers' Review Copies Liaison, Tom Trimmingham. Tom can be contacted at Amori 1400, Nagano-shi, Nagano-ken 380. Tel/Fax 1262-23-2628. Provided your book has not already been sent out, Tom will send you the review copy along with a set of guidelines for submitting book reviews to The Language Teacher. Please be sure to follow these guidelines when writing your review. Completed reviews should be sent directly to the TLT Book Review Editor, Tony Cominos.

What should you do if you already have a book you would like to review, but it does not appear in the 'Recently Received' Column? First check your TLT back issues to see whether it has been reviewed before. If it hasn't, photocopy the front cover, the table of contents and two representative pages of text and send this package to Tony. Be sure to enclose a short covering letter stating why a review of this book would be beneficial to TLT readers. Tony's contact address is Kobe Gakuin Women's Junior College, 2-3-3 Nishiyama-cho, Nagata-ku, Kobe-shi, Hyogo-ken 653. Work tel 078-691-4046; work fax 078-691-4292. It is strict JALT policy not to accept unsolicited reviews. So be sure to contact Tony first in order to check the suitability of your book and to obtain a copy of the guidelines.

We hope to include more reviews of books, CALL and video software materials published in Japan. For this reason we would be very grateful if those of you with contacts in the Japanese publishing world could encourage them to send review copies of their materials to Tom Trimmingham as a matter of course. Complete and expensive CALL and video packages could be returned to the company once a review is complete.

We are looking forward to receiving your reviews.

*Tony Cominos*

### 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.

### WHAT WOULD YOU LIKE CUE TO DO ? WHAT WOULD YOU LIKE TO DO FOR CUE?

NAME : \_\_\_\_\_

CONTACT ADDRESS : \_\_\_\_\_

CONTACT TEL. : \_\_\_\_\_ FAX : \_\_\_\_\_

I would like to see CUE N-SIG promote the following activities :

Comments on the Statement of Purpose : \_\_\_\_\_

I should be interested in : (please tick)

serving on the CUE N-SIG Committee \_\_\_\_\_

writing for ON CUE \_\_\_\_\_

presenting for CUE at conferences and chapter meetings \_\_\_\_\_

manning the CUE hospitality desk at conferences \_\_\_\_\_

Please send to the Chair (contact address P. 8)

\* \* \* \* \*

'Bye!

Well, this is the last issue of ON CUE that I will be editing. I've enjoyed working with contributors these last three issues, and hope you'll continue to send in good stuff to the 1995 editor, Jonathan Britten.

Gillian Kay

**CUE INFORMATION AND NETWORKING DATABASE QUESTIONNAIRE, 1995**  
(Please Return to: Tim Knowles, Ippangaikokugo, 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 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: 1995

HOME ADDRESS: \_\_\_\_\_

PLACE OF WORK(main) \_\_\_\_\_

FACULTY OR DEPARTMENT: \_\_\_\_\_

WORK ADDRESS: \_\_\_\_\_

Which of the above is your preferred contact address? \*WORK / HOME;

PHONE: HOME: \_\_\_\_\_ WORK: \_\_\_\_\_ FAX: \_\_\_\_\_

E-MAIL(one only ) \_\_\_\_\_ preferred contact phone? \*WORK / HOME

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

EMPHASIS OF INSTITUTION: (up to two areas) \_\_\_\_\_

POSITION TITLE: \*Kyoju/Professor; *semin koshi*/Assistant. Professor; *Jokyoju*/associate professor;  
*gaikokujinkyoshi*/Foreign Instructor. Other: \_\_\_\_\_

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

SUBJECTS TAUGHT: (4 main) \_\_\_\_\_

\_\_\_\_\_ What lang. Medium do you teach in? \_\_\_\_\_

NATIONALITY: \_\_\_\_\_ CHAPTER(and pstn.) \_\_\_\_\_ YRS. IN JAPAN \_\_\_\_\_

OTHER JALT SIGS+POSITIONS: \_\_\_\_\_

UNIVERSITY OF HIGHEST DEGREE: \_\_\_\_\_

MAIN TEACHING/RESEARCH INTERESTS: (20 words or less. Please put ONE MAIN INTEREST in UPPER CASE

MEMBER OF WHICH PROFESSIONAL ORGANISATIONS? \_\_\_\_\_

PROFESSIONAL JOURNALS SUBSCRIBED TO: \_\_\_\_\_

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

ANY SUGGESTIONS FOR THIS DATA BASE/QUAIRE? \_\_\_\_\_