



ON CUE

The Japan Association of Language Teaching

全国国語教育学会

COLLEGE AND UNIVERSITY EDUCATORS
National Special Interest Group

大学教育者特別分科会

College & University Educators Newsletter Vol.3 No.2 December 1995

Contents

Announcements

Call for Contributions	Editor	2
About the CUE N-SIG	Gillian Kay	3
From the Editor	Editor	4

Features

Student Watching (Part Four)	Stephen Ryan	5
Professionalism in Japan . . .	Thom Simmons	8
Shareware and Freeware	James Buell	19
The Formalized Learning Style of Japanese Students	Brian McVeigh	23
A Proposal For Limited Term Contracts (Translation)	Michael Fox	30
Publishing Opportunities in Japan	Tadashi Shiozawa	32

Correspondence

Bilingualism/ CUE's Mission.	Steve McCarty	35
------------------------------	---------------	----

Regular Items

Bits and Pieces	Editor	36
Of National Interest	Gillian Kay	39
Research Corner	Staff	43
Coming to ONCUE Soon	Editor	43
Executive Committee Members		44
Membership Form/ Questionnaire		
Networking Questionnaire		

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

CALL FOR CONTRIBUTIONS

Our work as college and university teachers 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.

Please send contributions or abstracts to the 1996 Editor of ON CUE, Jonathan Britten. 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 are not necessarily those 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.

Please be sure to write your name, university affiliation, and the title of your submission on the disc. Submissions in Japanese should be sent camera-ready. If you require the return of your disc and/or printout, please include an appropriately-sized stamped self-addressed envelope.

Back issues are available beginning with the June, 1995 issue. All requests must be accompanied by a stamped, self-addressed envelope.

ABOUT THE CUE N-SIG

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.

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 organization, 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 labor 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.

Publications

ON CUE : newsletter; published at least three times a year.

CUE IN : Information and Networking database, distributed periodically.

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

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 Lorraine Koch-Yao, 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**. Don't write anything more or less or the message will be automatically rejected and you won't get on-line.

To send messages to the subscribers, address them to :

jaltcall@clc.hyper.chubu.ac.jp

Translators

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 Shinzaikae, 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.

FROM THE EDITOR

In keeping with the Japanese practice of beginning with an apology, I am indeed sorry that some of our members have gone a long time without receiving an issue of ON CUE. I have published only two issues this year, and some members have received nothing at all yet. This is sometimes due to a lag time between joining and having one's name printing onto a mailing label by JALT Central. In other cases, the member joined after the first issue came out. My sincere regrets for any frustration or inconvenience that has resulted from this.

A more regular publication schedule depends on the submissions of ON CUE readers. At present, the newsletter consists of articles submitted by only a few of our 302 members (as of November 1995). N-SIGS are how obliged by JALT

to publish at least three issues per year. I plan to publish four, and with your help, it may be possible to publish more often than that. It's up to you.

I hope that ON CUE will soon boast several new, regular columnists who will pledge to provide material for each of the planned four issues. I also hope that others will volunteer to assist with the newsletter. It seems to me that the following editorial positions should be filled if we are to make ON CUE a more regular publication: A layout and distribution editor; a book review editor; a "professional development" editor (to track programs in continuing education, in-service training, conference schedules, calls for publication and such); a "Research Corner" editor; and a "Best of the BBS" editor (my own idea for culling useful information for those who are not "on line."

The most important of these at the moment is a layout and distribution editor. If one of our readers has access to a first-rate collating copy machine, the task of printing and mailing ON CUE would be relatively easy. I hope that someone will be able to help.

Members may have other good ideas for regular columns and editorial positions. I'm open to suggestions.

In 1996, I plan to mail ON CUE quarterly, on or about March 15, June 15, September 15, and December 15. The deadline for submissions will be two weeks before mailing.

Putting aside all apologies, admonitions, and pleas for help, I'm proud to be sending you a very interesting issue of ON CUE. You'll find several extremely interesting articles herein. Many articles in this issue pertain directly or indirectly to a simmering controversy about the very role of the College and University Educator's National Special Interest Group. I think that this issue helps to define the boundaries of our concerns.

In the last issue, I argued that employment issues should be an important topic in these pages. I tried to rebut the view that employment issues are of concern only to non-Japanese employees, and that a fair consideration of tenure for these employees would likely lead to changes in the employment conditions of Japanese professors as well. Little did I know that such changes are already under way. An interesting translation of an *Asahi Shinbun* article, courtesy of Michael Fox, indicates that these changes are already underway. It seems likely that in the not-so-distant future, all teachers in Japanese universities, regardless of nationality, will face similar contractual terms of employment.

A Japanese colleague of mine, who recently attended a *Mombusho*-sponsored meeting in Tokyo, offered some additional information. It seems likely that professors will be subject to a periodic performance review conducted by an independent, third-party group not directly affiliated with the professor's university or with *Mombusho*. These performance reviews may take place every five or ten years. Readers who have any additional information are invited to write something for these pages. Indeed, this might be an excellent topic for a regular column, if one of our subscribers cares to keep up with the developments.

Student-Watching (Part Four)

Stephen Ryan

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.

I once taught a course in which I assigned too much homework. Not just a little too much, but several times the amount that would have been acceptable. The students did the work. They must have worked all through the night at least once a week to complete it all. They knew I was giving them too much: not only was it too much in absolute terms, they were also in contact with students in parallel sections of the same course who had different teachers and were able to sleep for a full 8 hours every night of the week.

I found out that it was too much only at the end of the semester, when, as usual, I asked for anonymous written comments about how the course had gone. To a woman, the students wrote of the unfairness of the workload, the lack of sleep, the envy they felt for students in other sections. Why, oh, why, I asked myself, did nobody tell me before then?

To put it simply, the students did not tell me because they did not think it was their place to do so.

A recent survey (Ryan & Durham, 1995) which asked both Australian and Japanese students what they would do if assigned homework that many of them thought to be unreasonable showed this. Whereas the Australian students responded with various strategies for voicing their complaint (talk to the teacher's superior, refuse to do the work, form a deputation to talk to the teacher), the Japanese students gave a list of strategies they would use to cope with the unreasonable assignment (work with classmates, stay up all night, ask for a little more time). The Japanese students, for the most part, did not see protest as an option.

Why nobody on the teaching staff had alerted me to the problem is a question which still troubles me. The college was a small one with warm relations between staff and students: some of my colleagues

must have been aware of what was going on. My best guess is that they felt that suggesting changes in my teaching (however indirectly) would be an interference with my "academic freedom." This concept has a much wider meaning in Japan than it does in England and appears to be responsible for the fact that one can discuss anything with one's colleagues except their research and what they do in the classroom.

So, if the students don't feel it's their role to tell us and our colleagues cannot be relied on for feedback, how are we to know how things are going?

The anonymous, written comments I mentioned earlier are the best way I have found so far. The *kansobun*, a written account of one's impressions, is one of the few forms of writing actually taught in Japanese schools. It is usually used to collect responses to a concert, film or newspaper article. Students do not seem to have any difficulty in extending the concept to a lesson or course. They usually write a brief paragraph explaining what they thought and felt about the course in general, although you can focus their attention on particular aspects such as the textbook or amount of homework.

The *kansobun*, however, does not completely overcome the students' reluctance to pass comment on a teacher's work. Most of the comments are formulaic and/or difficult to believe: "I enjoyed it." "I enjoyed it." "You are the best teacher I ever had." "Thanks to you, my English made a remarkable progress." "I enjoyed it." Partly this

must reflect the reluctance to challenge people higher up the hierarchy that we see all around us in Japan. Partly, too, it is strategic. As a friend put it once: "Even if it really is anonymous, if all the students criticize the lessons, the teacher is hardly likely to feel good about the class when he starts to assign them grades."

Amongst the stereotyped and excessive praise, there will usually be some comments that do criticize or suggest. These are the ones to take seriously, especially if several students write the same thing. One way I have found to increase the number of students giving useful feedback is to ask for comments quite frequently and show that I am acting on the constructive ones. In one class I collect written feedback every time we meet. The stereotyped comments I ignore. The others I read to the class and either act on or justify my decision not to. It doesn't take many weeks before the number of credible comments increases.

Getting useful feedback from classes in Japan is always going to be a problem because of the power-relations students perceive to be involved. I would be most interested to hear from other teachers who are grappling with this problem.

Reference

Ryan, S.M. & M. Durham. 1995. Behaviour in Universities: A Cross-Cultural Study of Students' Expectations. Paper given at the 25th Annual Convention of the Communication Association of Japan, Sapporo.

Professionalism in Japan: Definition and Issues in Higher Education

Thom Simmons
President, CUE, PALE N-SIGS

The following notes were part of the presentation at the JALT Omiya Chapter in January 1995. The presentation was to address the teachers position and professional responsibility in society. There is a list of the articles that appeared in a prominent magazines and my comments.

Michio Nagai delineated five characteristics of professionalism. These five attributes have fairly clear historical development and I think they serve as a appropriate framework that is widely recognized. I'll quote them here.

1. The professional's first concern is service to society, rather than personal gain.

2. As is clearly evident in such fields as medicine, law and technology, the substance of the occupation is clearly defined and rests on an organized body of knowledge and technique.

3. Preparation as a professional requires long years of training.

4. For the sake of the continued development of the profession, emphasis is placed on the independence and autonomy of the professional community.

5. The profession bears professional responsibility for its profession.

[Nagai, Michio 1971. *Higher education in Japan: Its take off and crash*.

Tokyo University Press (citing M. Lieberman (1956). *Education as a Profession*. Prentice-Hall.]

Consulting other sources, I found a synopsis of the meaning of profession

in Shaffritz et. al.. The points therein heavily emphasize a theoretical

commitment to rendering service to society .

1. An occupation requiring specialized knowledge that can only be gained after intensive preparation.

2. A body of erudite knowledge that is applied to the service of society.

3. A standard of success measured by accomplishments in serving

the needs of society rather than purely serving personal gain.

4. A system of control over the professional practice, which regulates the education of its new members.

5. The maintenance of a code of ethics and appropriate sanctions.

[Shaffritz, J., Koeppe, R. P., Soper. 1988. *The Facts on File Dictionary:*

Education. New York: Facts on File).

Joint Commentaries by the ILO and Unesco, 1984

This document is available at the United Nations Library across the street

from Aoyama Gakuin Daigaku in Shibuya, Tokyo. This rather illuminating document is significant

for a great many reasons but here I'll talk about just a few:

Article 4 advocates the recognition of the advance in education as a function of the teachers' abilities and expertise.

Article 5 delineates issues that are central to professional status--proper public status and public regard and places this status as a factor commensurate with educational needs of society.

Article 6 delineates actual parameters of a profession:

a) a form of public service

b) requisite knowledge and skills

c) rigorous and continued study to maintain knowledge and skills

d) personal as well as corporate responsibility for education and

the welfare of the students.

Article 7 states explicitly that preparation and employment is to be void of any form of invidious discrimination.

Article 8 asserts that working conditions are a condition of effective

learning and the teachers' ability to perform well in their profession.

Article 9 recognizes the crucial role played by teachers' associations.

There are 146 articles in all and you may want to consult them. Composed and ratified in 1966, they were signed by the Japanese government--as a non-binding agreement.

"Fair Play for Foreigners"
Nature, vol. 317, 10 October,
1985 p. 463-464.

This is an unsigned article that outlines the dismissals of the four

instructors at Tsukuba. The dismissals are considered in the light of the 1982 law that made foreign instructors at National Universities permissible and the stated goal of 'Internationalization' relative to universities in North America and Europe. The article is critical of the manner in which Japanese faculty can expect to hold tenured positions in other countries but that non-Japanese rarely get such opportunities in Japanese public universities. Central to this criticism is the concept of employment stability without which opportunities to fulfill professional endeavors are critically curtailed and just getting on with one's life becomes problematic. The policy of occasional labor or short term expectations for faculty here is a detriment to the vitality of the university and the role it plays in society.

There is also an ominous note here. The author indicates that recent developments portend a new nationalism in the government's rationale underlying 'internationalization' (paragraph 7-9). The article does say that the simplest aspect, equal treatment for all faculty regardless of the national origin, is easily done in many private universities. The irony here is that the national universities were set up to import western technology and were for a short time conducted in foreign languages, primarily French, German and English with foreign instructors, *Oyatoi Gaikin*. Amano Ikuo has a particularly good section on this aspect of the development of modern education in Japan in his book on exams and education in Japan.

The article ends by pointing out that the system of closed recruiting (networks) is a very real obstacle to foreign instructors who do not have

inside help and a detriment to long-term improvements in higher education at Japanese universities.

"Turmoil over Treatment of Foreign Staff." *Nature*, vol. 317, 10 October, 1985 p. 465.

This is an essay written by Alun Anderson, the Tokyo Correspondent for *Nature* magazine. It focuses on the situation surrounding the dismissal of the four foreign faculty specifically Dr. Dong-jin Kang. Professor Kang was the only one of the four to take legal action. Dr. Ivan Hall informed me that Professor Kang was the first non-Japanese to obtain a Ph.D. from Tokyo University after the war. Dr. Kang had numerous publications and books and was promised tenure. He was a fluent speaker of Japanese, lectured in Japanese and published in Japanese.

Dr. Kang was unable to finish his suit. He died of cancer but the university reportedly awarded him a visiting foreign lecturer status before he died. Dr. Kang was dismissed in spite of his credentials and ability and the stated intentions of the vice-president who initiated the appointment of the foreign faculty. The vice-president was later fired and there is some speculation that the dismissals may have been related to the upcoming elections. The article points out that the university has a reputation for infighting. I can report at least one corroborating anecdote told to me by a member of the faculty senate at Tsukuba. The faculty are organized into a faculty senate (university union) and they choose their own leaders. The election several years ago of Ezaki Reona, the Nobel Laureate from MIT was hotly contested between the younger

members of the faculty and the older. It was considered something of a triumph for the younger members. The professor who related this story to me several years ago at a linguistics conference in Hakuba, Nagano was very quick to point out that a struggle had taken place and the younger faculty had won the conflict.

The effect these dismissals had on the overall environment for foreign instructors there (more than thirty at the time on short-term contract) shows there was a severe restriction on their normal professorial roles, e.g. supervising the thesis of graduate students was taken out of their hands--a move that would take them completely out of some primary areas of research.

The article also makes note of the change in instructors coming to Japan. Many are now coming for long-term commitment and expectations of serious participation in Japanese academic communities. This is the same conclusion Shiozawa, Fields and I made at the JALT Omiya conference in 1990. Teachers are predominately older and more mature with many of them settling down to raise families and conduct the full course of their careers here in Japan.

"Foreigners' Tenure at Tsukuba" *Nature*, vol. 318, 21 November, 1985 p. 203.

This is letter written by a former lecturer at Tsukuba, Professor Margarete Sawada. As of January 1995, she was still in Japan according to Ivan Hall and will discuss this situation.

She describes the situation surrounding the dismissals of the four foreign lecturers (see *Nature* 10, October, 1985 p. 465) and the

comments she makes are in answer to statements made by the president of the university, Fukuda Nobuyuki, concerning the dismissals. Her position is not complementary to that of Fukuda.

"Tokyo University"

Nature, vol. 330, 17 December, 1987 p. 597.

Plans for fusing the undergraduate and graduate schools in a 6-year program. Concerns about possible resultant drop in prestige to one of the schools is noted in vol. 338, 1989.

"Close Call in Election

Fight" *Nature*, vol. 338, 2 March, 1989 p. 8.

Elections for the president, Professor Akito Arima, a proponent of change, are discussed in light of past developments in curriculum. The article ends by noting the trend toward privately financed research and the lack of competitive funding at the national universities will leave them behind in basic research.

"Tokyo's Brave Reform"

Nature, vol. 338, 9 March, 1989 pp. 99-100.

This article begins by stating that the best universities in Japan, Kyoto and Tokyo Universities, do not rank with the great universities in the west as international centers of scholarship. 'Even the best of Japan's national universities are parochial and static institutions compared with the cosmopolitan intellectual transit camps which are not merely custodians but also the sources of scholarship elsewhere.'

This is a straightforward assertion that a real university gives

as well as receives from other universities--there is a national exchange that might even be referred to as a community of sorts. Universities exist for international as well as regional needs. They are not insulated enclaves serving the personal agendas of the faculty or the political goals of the relative administrations.

This article, unsigned, discusses the election of President Arima and the proposal to reform the science program to create a science faculty that is internationally connected. The current state of affairs of Japanese national universities, physically, politically, economically and the working conditions of the faculty and support staff as well as that of the graduate students is placed in a less than optimal light. Research funds are niggardly. The hierarchical system places intellectual potential in the hands of the politically astute or incompetent, and the resultant control undermines professional self determination.

On the bright side, the article notes that in spite of these drawbacks, there are still successes that serve as testimony to the durability and ingenuity of the human spirit.'

An interesting note here is the growing importance (the growing dependence?) of the privately funded endeavors that many research efforts are dependent on. This changing aspect is considered by Horio Teruhisa who believes there is at this time conflict over the control of education between industrial interests and the bureaucratic interests of the government.

The proposed change in the science curriculum is dependent on the presence of qualified research personnel if the program is to be

successful. This article ends by placing the burden of responsibility for success on the Monbusho, and the dearth of international faculty is restated as evidence that the universities are considered a poor choice in the international community.

"Panel Suggests Big Changes at Japan's Leading University" *Nature*, vol. 362, 1 April, 1993 p. 387.

This article discusses the observations made by a panel of noted scientists, Japanese and foreign. The physical and organizational structure of Tokyo University was found seriously deficient by their external review. The report made by this committee was submitted in the final days of Professor Arima Akito's term as president and the new president was to be the one responsible for dealing with it. The article states that *Monbusho* officials are confident that the incoming president, Yoshikawa Hiroyuki.

Tokyo University, like Tsukuba, has modified or done away with the *koza* system which places subsections of the department in the control of individual professors who deal personally with their support staff. This system has been strongly criticized since 1946 when the need to increase circulation and exchange of personnel and students was expressly addressed by the Japanese and American Committees on Education in 1946. Gary Tsuchimochi gives a great deal of discussion to this aspect of the university system in his book on the 1946 mission and the second mission a few years later. At Tokyo University, professors and associate professors now have equal status as a result of the changes and

the rule of the few has been significantly altered. The article discusses the problems that still remain and the lack of prospects for promotion and research opportunities for certain members of the faculty.

Another thread here is the lack of women faculty members and foreign faculty members. The author, David Swinbanks, quotes a faculty member as saying that this is an 'apparent failure to bring exceptionally talented physicists, regardless of their sex and country of national origin, to the Physics Department...' This policy also deprives the students of contact with leading physicists. Since the Meiji era, other people have made the same observation. As Dr. Ivan Hall pointed out to me, Dr. Baelz, the German physician who was the head of the Faculty of Medicine at the Imperial University in the late 19th century despaired of the attitude the administration and faculty when he told them that they were picking the fruit of the tree of scientific endeavor without tending the roots. Knowledge was taken but the daily congress of real science and research was a sham since they were unable to accept their place in the international community and did not return anything they got from the endeavors of the international community. There is much gained in technical information but nothing gained in basic research philosophy and very little given to international communities. A recent article in *Science* magazine confirms that the number of articles in juried journals in the Scientific Index (a list of 3,300 journals) show only 8% are from Japan, which is virtually the same as Britain, France and Germany, while the United States produces about 35%.

This article also restates the old admonition to open recruiting and that faculty appointments should be widely advertised outside of Japan without requiring candidates to speak Japanese. The curriculum comes under criticism as to too constrained and does not allow sufficient freedom for initiative.

There is even a proposal for the student evaluation of teachers--something I think you should make a note of now and begin doing your own investigations into. For the past four years, I have been reading a number of articles on this policy and have discovered that it has been a great source of conflict in education and has never been conclusively shown to be an effective measure or standard for quality in education much a means of improving education. There are at this time several different approaches to this being practiced in Japan, but the tremendous conflict of the late 50s when the *Monbusho* instigated the Student Achievement tests to 'assess' the teachers compliance with the national curriculum shows that this issue will be fraught with acrimony if it is used to a great degree here.

Dr. Geller a professor of geophysics at Tokyo University and one of a handful of permanent faculty in Japan at national universities, makes an alarming observation. He says that the marginal skills of the students in English is not a function of language, the students are unable to express themselves even in Japanese. The curriculum and departmental changes are evidently not the only fundamental problems. This is directly pertinent to many language teachers who have discovered that they are trying to teach Japanese students to do things in English that they do not even do in Japanese.

This report, according to the former dean of the faculty of science, Wada Kiyoshi, did more in three days than a government committee could do in a year.

"Japanese Universities Feel the Chill" *Nature*, vol. 339, 22 June, 1989 p. 575-576.

This article, written by Yamamoto Akio, the director of the Research Laboratory of Resources Utilization at the Tokyo Institute of Technology in Yokohama, gives a overall review of the shortage of research funding and the types of funding available and the problems encountered in acquiring funds. He makes note of the downturn in funding overall and the restrictions that hamstringing the need for additional staff and the growing academic population that is placing a greater demand on an already inadequate system. Salaries of the faculty are briefly discussed and it is noted that they receive less salary than their counterparts in industries.

One of the problems in the system is also the aforementioned *koza* system which limits the freedom of the younger researchers who are dependent on their supervisory professors--a factor that is not infrequently tied to the lack of Nobel prizes taken by Japanese research.

The bottom line is that Japanese universities are not contributing to research internationally in proportion to their real potential. The article finishes by placing budgetary constraints on the shoulders of the *Okurasho*, the Ministry of Finance.

"Too Few Foreign Scientists in Japan." *Nature*, vol. 340, 3 August, 1989 pp. 337-338.

This: an article written by professor Saddiqui of Toyohashi University of Technology. He addresses the law change in 1982 to make full-tenure and thus stable employment for foreigners a possibility at national universities. However, this law change and the corresponding proliferation of post-doctoral fellowships have not resulted in a correspondingly high number of foreign qualified researchers coming to Japan.

He proposes and discusses a number of problems that are responsible to this continued isolation from the international academic communities.

1. cultural differences
2. lack of job security
3. isolation
4. rigid hierarchical system in universities
5. poor research funding
6. little to gain from the type of research being done in Japan

He points out that Japan's world class affluence has not seen a corresponding rise in financial commitment to education and research and that many Japanese still leave Japan for graduate studies while very few come to Japan. He distinguishes between western countries here by omitting mention of eastern countries and concentrates his attention on Europe and North America.

He explains the closed recruiting system that is one of the obstacles to attracting non-Japanese academics. Ostensibly, the positions available are listed in the *Ippan Kobo* so that anyone will have access to these positions. In reality, most appointments are through nominations, i.e. *enko*. This makes the right 'connections' necessary to finding a position.

Dr. Saddiqui points out that there are also a lack of new positions available in basic research. I would interject here that this is not the problem we have seen in the language education field and in fact there has been a tremendous increase in the positions available. But the recent changes in the national curriculum are changing that. There is an increase in positions for childhood education but many departments are abolishing some language departments or reducing them or merging them with other departments. Not only are the basic policies of language education changing but many of these jobs were never for full and permanent tenure. So while they did increase they did not really represent a long-term increase and we are pretty much back to where we started. Or at least in the same boat as the technical and natural sciences, because as Dr. Saddiqui points out the term of employment for non-Japanese is usually less than five years and as we have seen from the situation at Tsukuba, 'tenure' does not mean tenure.

This problem of discrimination on the basis other than qualifications is also felt to a lesser extent by Japanese men who do not graduate from the prestigious universities and by Japanese women who rarely make it to senior positions (see the article in *Nature* 1993. vol. 362, p. 387)

Dr. Saddiqui reiterates Dr. Yamamoto's concern for the lack funding and explains that the money that is available is only for the construction of facilities or equipment and not for new positions. I can confirm that this is also a problem in private grants. Recently, Stanley Davies who is working with the PACE-Japan Project, received

word from the PDK in the United States that all efforts to secure funding for personnel to conduct research were turned down. Ironically, most of the major Japanese corporations fund projects overseas but do not as a matter of course provide for education research in Japan.

Another distinctive characteristic of these grants in Japan is that they do not provide salaries for researchers or their assistants. The idea is that the initial pay load will be carried by the sponsoring agency, i.e. a university. This illuminates a vexed problem--if the teacher is unable to secure a full-time or tenured position, then the grants are not available and the universities are actually controlling the research via hiring policy rather than scholarly goals.

Dr. Saddiqui's discussion continues into the administration of grants. He notes that peer review is not an element of grant approval; they are accepted or rejected with no reason supplied for either decision and the process naturally remains a mystery to all but the initiated. A further obstacle for researchers who are trying establish innovative research.

"Problems of Tenure in Japan" *Nature*, vol. 345, 31 M??, 1990 p. 380.

This letter addresses the article written by Professor Saddiqui. It is written by Dr. Robert Geller who was quoted three years later as saying that the students were not capable of performing the appropriate skills in Japanese much less English. In this article, Dr. Geller picks up on Dr. Saddiqui's observation that it is nearly impossible for foreigners to get tenure in Japan. He is rather less

circumspect than Dr. Saddiqui and makes it clear that there is no reason to come to Japan, that internationalization is a facade. He puts it plainly: "Why does anyone think top foreign scientists will be interested in working in temporary posts in a far-away country where the only available career path is getting the boot?" He outlines the problems suffered by foreign faculty as well as some of those suffered by foreign students and makes it clear that education and research are not a priority and that political consideration are the fundamental concern at the university and the national level.

Internationalization, as defined here, necessarily includes fully equal treatment of foreign and Japanese faculty. There is a preoccupation with the fear that a foreigner may prove unsatisfactory and the natural recourse is to retain control through temporary appointments. Curiously this attitude treats non-Japanese as potential troublemakers yet, as Dr. Geller points out, "Problems involving tenured Japanese nationals are by no means unknown."

The last thing Professor Geller points out is that the universities are closed to Japanese as well as non-Japanese. Most of the faculty appointments are to graduates from the school--inbreeding that is deliberately avoided in North American Schools. The Cultural Exchange Officer for the American Embassy, told me in a phone interview that she once took a group of Japanese administrators on a tour of Cornell University. They were astounded to find that the students were vigorously encouraged to do their graduate studies at a different school and that there was not active recruitment of their own graduate students since they were trying to

get the best for the position rather than encourage the insularity so common in Japanese universities.

"Japanese Universities are Slow to Welcome Foreigners"
Nature, vol. 363, 27 May, 1993
p. 290.

This is one of the first articles I have seen to actually publish a list of tenured teachers and their respective national universities. The *Nature* Correspondent, David Swinbanks reportedly compiled this list by faxing the various schools. A number of such attempts to obtain this information have met with failure since the *Monbusho* typically gives figures but absolutely no other details. This particular list shows a total of 16 full-time full-tenured teachers at national universities. At a recent press conference, according to an eye witness, Ivan Hall, Ambassador Mondale of the U. S. stated that there are only 10.

There are, as of this article only 201 non-Japanese employed out of 37,000 teachers at the 98 national universities. All but the ones listed in the article are temporary appointments.

In this article, Arima Akito, the former president, is quoted as saying that the following problems are obstacle to long term employment:

1. lack of international schools for their children

2. lack of suitable accommodation

And others add:

3. institutions are wary of hiring faculty because it is difficult for them to participate in meetings and join committees if they can not read and write Japanese.

Robert Geller, a tenured geophysicist at Tokyo University says that the 1 language barrier

should not be an issue since they have come to make a contribution not to prove themselves capable of participating in meetings. Geller also points out that looking at this just as a question of the lack of foreigners fails to account for the fact that at these universities there are very few faculty members from outside the schools.

Additionally, there are very few women in faculty positions in Japanese Universities. This is a point also made in Gary Tsuchimochi's work on the 1946 U. S. Education Mission to Japan. Evidently there were only about 200 women out of a student population of 50,000 as late as 1948. This is also a problem with Japan-born Koreans and those who carry the stigma of *burakumin*.

Commentary

As you read these articles, make note of the issues raised and ask yourself: what does one of the foremost scientific journal/weeklies consider appropriate concerns for the realm of science? You'll find that the entire gamut of concerns inside and outside the class and laboratory are of great concern. The lives and working conditions and the economic stability of the educators and researchers are paramount. The political foundations of many issues are discussed and presented as an integral of the issues involved in education and research. Additionally, you'll find that there is an assumed accountability to the societies that make these institutions possible. In other words, we as educators and researchers do not teach and conduct research in a vacuum estranged from the outside world, unaccountable for our roles and actions.

In the last issue of the Annual Review of Applied Linguistics dealing with language policy and planning, William Grabe states the rationale for the 14 volume and includes the assertion that:

"LPP [Language Policy and Planning] necessarily implicates multilingual contexts and has both planned and unplanned effects on each language in the planning context. Such recognition also points to a second issue -- the inherently political nature of LPP. It is no longer possible to presume that LPP is a relatively separable enterprise undertaken by well-meaning applied linguists. Political issues related to LPP decisions must be accounted for, and responsibility for policy making must include the political ramifications of the decisions made."
(p. viii)

This is a situation that demands a total social perspective. The society in which we live is not a place where we can live out our own little lives in relative financial comfort and ignore what is going on around us. If nothing else we should consider returning some of the investment that people make in the education system.

Language teaching is not a separate entity from other educational interests and social parameters, language education concerns the entire society and the students show this to us very well. We inherit an entire human being who brings all his/her problems and misconceptions to the classroom, problems and misconceptions that we had nothing to do with yet we must deal with them to varying extents if we are to teach them. It is also true that if we see our role in society merely as people employed and working only for financial benefit then we effectively denigrate

the entire process of becoming educated and experienced educators. We are just hired hands that have no more to offer than anyone else.

Central to many of the problems we face is that people are seldom held accountable for their actions. People are going to make mistakes regardless of the best intentions and there are enough people who fill positions of responsibility that we will also find a fairly large number of people who are habitually inconsiderate at best and deliberately abusive at worst.

I suggest that you read Itami Juzo's forward in Miyamoto Masao's book *Straitjacket Society*. It is a succinct synopsis of what a number of commentators have said about the bureaucratic mind and it is significant that we understand that accountability is a function that everyone is responsible for. If we let others act without question we will get the same set of circumstances we see being portrayed by many scholars and victims here in Japan. The issue in other words is human shortsightedness and self-interest. It is not possible to leave these things to others who do not give a full accounting of their acts.

I certainly don't mean to tell you take sides in these issues. I do mean to tell you that ignoring these issues is hardly a constructive response to the realities of life. We in JALT must give these issues their full due, and look into the ways they effect us as educators in general, language teachers specifically, and as professionals overall.

The most significant part of all of this is the question of accountability. In the last several years I have been made aware of numerous dismissals, demotions and 'retirements' that took place in violation of university policy or in violation of national are

doing so without being held accountable for their acts.

Administrators at institutions of higher education are often dealing from a position of presumed immunity and while this may be an advantage to the professoriate it can be abused as were the dismissals at Tsukuba, the dismissal of Gaime Cohelo at Sophia, the three sociologists that Mike Fox reported on at Matsuyama at the JALT conference in 1994, and Mary Flaherty, the Irish professor of sociaology at Osaka Gakuen. These dismissals are arbitrary and not just due to racial prejudice. They force us to look at the underlying problem that effects every aspect of every field of education. They show unequivocally that people who are not accountable will often behave irresponsibly. There is a well documented and well established need for educators to build and reinforce a Horio Teruhisa last Sunday (2/12/95), he reiterated his observation made in *Educational Thought and Ideology in Modern Japan* that the *Mombusho's* attitude toward teachers' involvement in independent study groups and associations has not changed and he thinks teachers are still being dismissed for their involvement.

Horio also thinks that the changing commercial emphasis is leading to another interesting development. He sees the growth of the size and importance of the *juku* in pre-secondary education and secondary education as being significant: these wholly proprietary institutions are primarily concerned with getting the students past the entrance exams rather than educating the students.

There is, according to Horio, a plan for deregulation of the of the public schools systems just as the

National Railway system (JNR) and the telephone system were deregulated nor privatized. Just a not aware that in 1946, the U. S. Mission to Japan suggested that the private schools be placed on an equal status with the national schools at least at the university level and that they receive an equal share of resources. This suggestion was countered by the president of Tokyo University who told the Mission that the majority of private schools were proprietary for profit schools that wed in money than education.

Most students in Japan go through public schools and shifting them to the private sector will place education wholly in the competitive market with families shopping for schools and turning the entire operation and rationale to a proprietary system while the communities' input draws to a close-locked out of the education of their own children.

These approaches to schooling leave education out of the picture, reduces teachers to technicians, and students to products to be consumed by the commercial / industrial / bureaucratic complex. Parents become passive observers, and government responsibility becomes even more complex. It is not a pretty picture.

Here is an interesting feature of all of this that we as language teachers should take note of. The essence of science beyond the actual procedure of inquiry is to stay abreast with the literature--hence the vast majority of literature in most areas of endeavor--the social, natural, technical and health sciences--are heavily dependent on English. Most juried journals and all international symposiums are in English. This does not preclude the importance of other languages but in

fact reinforces them. The need to understand what is being said in a language not spoken by most people in the world will develop alongside each other provided this issue is not left to be settled by people who place political agendas ahead of the need to communicate as well as the need to reinforce the integrity of other people's languages.

There are significant changes taking place in this society that language educators may bring to the public's attention. We can make the public aware of the role we can play. Let me explain how the failure to appreciate our importance in society is a fundamental breakdown in our perspective that will continue to make the issues of professional respect and working conditions unsolved problems. Here is a primary example. The basic composition of society is changing in ways that we see every day and the media gives a lot of attention to these changes. One serious issue is the aging society. The needs of older people do not seem to have any relevance to those language teachers

who are merely pursuing a well-paying vocation, but the professional sees that there are profound connections: as the population grows older, they require more and more specialized attention. Will there be enough people educated and trained and competent to give that attention? Will there be people competent to research innovations into alternative ways of dealing with the aging population and their needs? Will there be health care to answer and comprehend the answers that other health care specialist can provide? Which language do you think this information exchange will be conducted in? Who will play a critical part in preparing these health care providers to communicate with the international community?

The answer is not "trained" teachers engaged in well-paying vocations, but rather educated professionals who are involved in the society and contribute to that society.

Shareware/freeware for ESL/EFL

James Buell

Editor's Note: In 1993, we had a request for shareware in On CUE. It has taken us awhile but here is a list of possibilities published on JALTCALL by James Buell on 13 May 95. You can contact James Buell at: i52418@sakura.kudpc.kyoto-u.ac.jp

Members of TESOL have established the "celia" ftp archive in Australia. FTP to ftp.latrobe.edu.au, and log in as "anonymous" with your e-mail address as a password. Use "cd" to the pub/celia directories. You'll note that CELIA has many

more Mac than DOS offerings at present, and that MS-Win programs are virtually nonexistent. If you're looking for Windows, there's plenty of relief in sight by midsummer, when I'll be uploading about 100 shareware/freeware programs

relevant to ESL/EFL, along with detailed descriptions.

Meanwhile, I'll pass along two lists of the shareware/freeware that I've been looking at for Windows. A good place to find many of these programs is via ftp to ftp.cica.cica.indiana.edu. CICA is the world's largest Internet archive of fw/sw for Windows. Alternatively, you could check out the great Walnut Creek CD-ROM offloads of Internet archives. Their 2-disk CICA, for instance, costs under 2000 yen in Osaka's Nihonbashi, or you can e-mail Walnut Creek direct at info@cdrom.com.

Ideas for additional selections and categories for the CELIA/CALL archive are welcome. Best of all would be offerings of ORIGINAL software contributions, by ESL professionals who may have

originally created them for a particular lab or school.

It will be awhile before I complete the evaluating and archiving, but meanwhile some of you may want to browse and comment on the selections. All of them should already be available on various Internet archives; many come from CICA, so any site which mirrors these will have a copy for downloading.

Categories and selections are very tentative at present, and I'll need to put together focused descriptions of each program. I've run nearly all of these, but haven't used them with students yet. (If I only had a lab)

Any ideas that you all have for additional offerings would be most welcome. Best of all would be original contributions by ESL professionals.

WNRG13.ZIP 215313 05-02-94 Register for Win; grading pgm.

Teacher Utilities

CORRECT.ZIP 59234 08-25-93 multiple choice quiz program

GB305.ZIP 808303 10-09-94 GRADEBOOK FOR WINDOWS V3.05

GRADE111.ZIP 229290 03-17-94 Grade Organizer v1.11

QMVER21A.ZIP 531564 07-12-93 create and administer quizzes.

QUIZMAN.ZIP 565156 07-12-93 make, edit and give quizzes.

QUIZME.ZIP 256424 06-23-93

QuizMe 1.0 A quiz program
TSD20.ZIP 286760 09-20-94

Student Directory 2.0 Database.

Multimedia Authoring

A_WORD.ZIP 78406 04-04-94 for creating hypertexts.

PIC_SND.ZIP 524788 05-10-94 A slide show pgm with sound.

SHOWSTOP.ZIP 864755 03-09-94 multimedia development tool.

TAKEONE.ZIP 178009 09-08-93

TAKEONE ANIMATOR for Windows

Subjects

CFK.ZIP 79403 - cash for kids - children's financ. mgt.

IQTEST.ZIP 17674 Thirty-Minute IQ Test for Windows

KID210.ZIP 139646 10-26-93 KIDWARE EDUCATIONAL SOFTWARE

KIDWRE21.ZIP 409646 05-18-94 Math, spelling, typing & more
 LEARNUSA.ZIP 401846 04-22-94 LEARN USA GEOGRAPHY
 IQ150.ZIP 24083 11-17-93 IQ test for Windows 3.x.
 PROFILE.ZIP 582309
 Personality Profile v1.0. 40 Questions.
 QUAKE.ZIP 731984 09-11-94 Animated game on quakes.
 SIGNRUN.ZIP 199671 04-04-94 Am. Sign Language tutorial
 WWORLD.ZIP 485319 03-07-93 Geog. Tutor, Pics/Sound.

Word games

BOG.ZIP 102824 - straightforward Boggle
 CCWIN2 343882 - a very good crossword maker
 COMPOUND.ZIP 66085 - use letters to make 2 words
 CWEVAL10.ZIP 169377 - solve crosswords - easy to use
 CWS30.ZIP 37125 - wd srch for states, countries, nos.
 DBM10B.ZIP 121402 - double match - WOF w/ Concentration
 HANGJR.ZIP105032 06-14-92 Hangman from pictures.
 HANGMAN.ZIP 134981 - this is sparse, but authorable
 HANGWIN.ZIP 167559 02-06-94
 HANGWIN v1.70 <ASP> Hangman.
 HDSK01.ZIP 245937 11-14-93 HIDE 'N SEEK WORD GAME
 KIDS1.EXE 26704 - Simple concentration game with letters.

LITLIT11.ZIP 517887 06-20-94 Literati Lite crosswords.
 MVPWRD.ZIP 243785 06-10-94 MVP Wordsearch for Windows.
 MYL22.ZIP 1422483 09-30-94
 MY LIFE V2.2 diary creator.
 OMYWD1E.ZIP 279097 - oh, my word - a word guessing game.
 SYMP10.ZIP 534474 - xword editor; won't save/print
 TLCWRD20.ZIP 632447 12-04-93 xwords w/ French, Eng. dicts.
 WGRAM10.ZIP 354829 - boggle-style game with the computer
 WINGO.ZIP 91437 - Play 3 bingo cards. Good for beginners.
 WINLPH.ZIP 59570 12-07-91 "Logic phrases" w/ 10 langs.
 WINWHE17.ZIP 420842 11-07-93 WOF/Hangman type word game. WORDHUNT.ZIP 47282 - fairly good wd srch, lots of words
 WORDSTOK.ZIP 63381 08-10-92 timed boggle-style game. WTWIN.ZIP482952 04-22-94 Word Treasure 1.1 game.
 WWS102.ZIP 520254 05-12-94 Word Search Rampage v1.02Date:

Here is a listing of the Windows shareware and freeware uncovered so far in the search for programs for the CALL-IS and CELIA collections.

Hypertexts

AESOP12.ZIP 343302 - Aesop's Fables in HLP

AYLI.ZIP 190330 10-30-94 As You Like It reader
 CHEMINFO.ZIP 20721 - HS chemistry info, in HLP format
 CSSNK.ZIP 771984 10-01-94 SNAKE: m'media poetry
 DEVILS10.ZIP 385459 - Devil's Dictionary in HLP
 DIR10.ZIP 1203867 - telnet and ftp addresses in HLP
 FED2_1.ZIP 530466 - Federalist Papers in HLP
 JRG2912W.ZIP 1046226 Computer Jargon in HLP
 PTS42.ZIP 82439 Personalities hypertext in .hlp.
 SAGE20.ZIP 206414 04-24-92 Sage. Thous. of sayings.
 SOCINDV.ZIP 42568 04-04-94 Hypertext on mythology.
 UCOOK10.ZIP USENET Cookbook in HLP (500+ recipes)
 WGWIN15.ZIP 36108 09-10-94 .Hlp file on mysticism.
 WHOL2_1.ZIP 201653 05-06-93 writings by young people
 WINPOEM.ZIP 76909 05-05-94 WinPoem 1.0 PD poems.
 WTP2.ZIP 175392 Study of Democracy in HLP.
Writing Utilities
 BATMEMES.ZIP 261008- fun with random text generation
 TTTWIN.ZIP 54554 Touch Type Tutor - excellent!
 WINSP3_D.ZIP WinSpell [627k] - works w/ other programs.
Computer utilities

SPARTA12.ZIP 120920 02-20-94 Macintosh/Win4.0like shell.
Grammar
 GRAMX102.ZIP 120772 03-03-93 GRAMMAR EXPERT (Ver 1.02)
 VERBWIN1.ZIP 247121 06-11-93 J. Higgins' great verbalist.
 WINPROF1.ZIP 336524 04-22-94 WinProof grammar checker

Study Aids and Organizers

A_PLUS40.ZIP 213789 05-05-92 Task manager for stu's.
 BIB30.ZIP 92222 10-31-92 Bibliotech 3.0 system.
 BKWRM091.ZIP 117581 09-10-92 Bookworm 0.67 bib. d'base.
 KYSW10.ZIP 657695 04-20-94 Create a study program.
 MB12.ZIP 197100 03-19-92 Memory Builder flash cards
 POLLTAKR.ZIP 29556 07-25-92 PollTaker v1.0 survey mkr.
 VBWIN1.ZIP378145 03-30-93 Vocab Bldr for Win
 VOCAB107.ZIP 14598 11-02-93 Vocabulary Blder
 1.07 VOCABB.ZIP 268625 05-10-94 Vocabulator -word a day
 WFLASH30.ZIP 143661 12-21-93 vocabulary flash cards
 WINFLASH.ZIP 66906 Windows Flashcard Program

The Formalized Learning Style of Japanese Students

Brian McVeigh

Tôyô Gakuen University

INTRODUCTION AND PURPOSE

The purpose of this essay is to describe what may be called a certain cognitive style adopted by many Japanese students. This cognitive style possesses certain strengths: it is very effective for quickly ingesting large amounts of information, memorizing "facts," and reproducing data in a formulaic manner. In short, it is useful for test-taking, which in Japan, is part of an elaborate mechanism that selects, sorts, and shunts students into a disciplined, highly stratified, and tightly managed workforce. However, this same cognitive style, if adopted too comprehensively and employed too readily by students, presents many problems in situations where a mentality of methods may actually hinder learning, such as the language classroom.

My talk pursues a cultural psychological approach: how culture (i. e., social structures, political relations, and economic interests) contours psychology. For my present purposes, "psychology" designates a local (Japanese) cognitive style that emphasizes procedures: a predilection for standardization, formalization, and relying on predetermined methods. I begin by describing the often noted characteristics of Japanese students. Due to time considerations, I will not

discuss the very practical and political reasons supporting a particular style of learning, but here I merely note that Japan's politico-economic structures, geared toward efficiently manufacturing competent workers, greatly encourage a particular psychology; namely, a psychology of procedure that tends to formalize knowledge and the learning experience itself. This cognitive style does not just offer students procedures that facilitate the accomplishment of learning tasks; to a noticeable degree, it also shapes their perceptions about the way the world is put together.

METHODOLOGY

This presentation is based on data collected while teaching in Japan. I have taught full-time at a women's junior colleges for two years, and at another women's junior college part-time for two years. Currently, I am teaching full-time at a university, part-time at another university, and part-time at a women's junior college. I have taught and am teaching courses in Cultural Anthropology, Japanese Culture, seminars, Theories and Methods in Anthropology, English, and an advanced English class about Japan's political culture. My other experiences in Japan's educational system include seven months teaching English at a senior high school and as an assistant instructor at International Christian University

in Tokyo. For actual data, I utilize students' essays, reports, homework, graduation theses, class presentations, instructor evaluations, and observation of how students pose questions and interact during class. I do not rely on questionnaires nor surveys.

MAJOR FEATURES OF THE COGNITIVE STYLE OF JAPANESE STUDENTS

For the sake of argument, I begin with the premise that there is an identifiable style of learning in the Japanese classroom. All societies have their own pedagogical theories, preferences, and styles. These educational approaches encourage certain grooves of thinking, certain habits of knowledge acquisition and processing. And these educational approaches themselves are shaped by local social, political, and economic expediencies and historical developments. There is, in short, no universal, trans-cultural way to teach and learn. Cultural specifics construct particular pedagogical approaches, and they shape how the techniques and tools of teaching are employed.

Below I list a number of traits, often cited by non-Japanese and Japanese educators alike, that characterize the thinking habits of Japanese students. But before doing so, a few caveats are in order. The traits to be delineated cannot be applied to all students at all times, and there are undoubtedly important variations and exceptions among individuals. Furthermore, there are other variables that must be taken into account, such as age, gender, and region. I would suggest that the reason a formalized learning style is so salient in the Japanese classroom is because first, other

styles are rarely offered; and second, a lack of student motivation caused by various other reasons. In short, students adopt a highly formalized learning pattern by default, not because it monopolizes the way they think. It should be emphasized that though a formalized learning style does seem to be prominent in many spheres of Japanese social life, there are other styles of thinking. There is nothing deterministic, "nor anything uniquely Japanese," about the cognitive style I am discussing. Furthermore, I am not arguing that this cognitive style necessarily applies to all, or even many, spheres of Japanese social existence. Rather, this particular method of personal information management is context-dependent. In other words, there are special circumstances, i.e., examinations and classroom participation, in which this cognitive style readily manifests itself. To what degree these habits of thought apply to other social contexts is an open question.

(1) Japanese students are passive, and play a receptive rather than an active role in the learning process. In Japan, the role of the student is to listen, absorb, and retain information. To quote Rohlen, "The student is trained first to be a patient, persistent worker, a good listener, one preoccupied with details and correctness of form" (1983:269).

(2) Japanese students prefer rote memorization and seem noticeably uncomfortable without the target knowledge presented as easily memorizable, formulaic, and clear-cut facts. They seem to have a low tolerance for ambiguity.

(3) Japanese students have trouble expressing themselves. This description makes sense in a society where being "shy" is a strong cultural desirable. The word most

often heard in this regard is *hazukashī*, a semantically loaded term trotted out to explain anything from the Japanese penchant for reticence, reluctance to express one's opinion, Japan's *haji no bunka* ("shame culture"), to an inability to master foreign languages. The significance of being shy is pointed out by Anderson, who relates it to what he calls "group-mindedness." Anderson explains how Japanese children are socialized to believe in "an unidentified, seemingly ubiquitous "someone,"" (1993:104), a sort of social spook equivalent to another key concept, the *seken* (observing others). Besides "being shy," *hazukashī* may mean "ashamed," "disgraced," or "embarrassed." Indeed, this cultural desirable is intimately wrapped up with other norms such as modesty, "face," and reputation. Another related word is *komaru*. Though it basically means to be "worried," "troubled," or "annoyed," this word's actual usage often carries other connotations of feeling "embarrassed," "awkward," "confused," even "not knowing what to do." It is frequently heard among Japanese when describing feelings during a tense-filled situation or an unpleasant social encounter, such as not knowing an answer in class.

Perhaps shyness accounts for what Anderson calls "formalized speechmaking": According to Anderson, students, when called on, rather than a spontaneous or original presentation of ideas, perform in front of others. This tendency is rooted in elementary schools where "responses to the teacher's solicitations are often structured like mini-speeches: The student stands up straight, loudly presents an answer in a variety of Japanese more formal and closer to the written

language than that of everyday conversation, and then sits down" (1993:105-6).

(4) Japanese students do not like to stand out. This, of course, is not always true, and has become something of a cultural cliché ("the nail that sticks out gets hammered down") when describing Japanese society. There are, it should be noted, situations when students do make it a point to stand out. Nevertheless, as a general rule, Japanese students, who are after all socialized to be reserved, spend a considerable amount of effort fitting in with the immediate social group and maintaining consensus, another powerful cultural variable. Anderson calls this "consensual decision-making," a value that is very much related to group-mindedness and "harmony." Not being conspicuous is manifested as "consensus checking": when called on and asked to take center stage, students will turn to their neighbors and discuss the response before attempting an answer. This is because "students want to speak for a group safely rather than make themselves vulnerable as individuals" (1993:102-3). Such consultations make take several minutes, and from the point of view of many western instructors, this behavior is disruptive and rude.

Here it is worth noting that I have heard from students that those who answer questions, volunteer opinions, or actively participate in class are looked down upon because they are causing disharmony among other students who prefer to be more reticent, or sometimes, recalcitrant. And, though students may be asked to state their personal opinions, individual insights, or original thoughts, pressure from peers discourage them from

speaking their minds. This is a type of bullying (*ijime*).

(5) Japanese students seem to prefer an "either/or" examination format. This trait is related to their preference for easily memorizable facts as listed above (see [2] above). Facts are either right or wrong, true or false. Since there must be only one unambiguously correct answer, it follows that multiple choice questions are popular testing formats. Essays and term papers, because they do not follow an "either/or" format, seem to tax students' ability. It is also worth mentioning that though writing exercises are certainly not unheard of in the Japanese educational system, because of the preference for objective exams, they do not seem to play the important role that they do in European and North American educational settings. Japanese students need to be actively engaged in the sense that they constantly need to be told what to do. They require stage directions. They are simply not used to working independently, and seem to be at a loss when given broadly or loosely defined assignments.

(6) Japanese students often appear to lack a concern for generalizing. And why should they be interested in abstract analysis and pattern recognition? They have been educated and socialized to assume that there is only one right answer. Therefore, they expect instructors to provide them with very concrete, specific types of information, not broad concepts that can be applied to various cases and situations. To quote Rohlen again,

They learn to listen well and to think quickly, but not to express their ideas. Neither speaking nor

writing is encouraged. Speculation, controversy, and interpretive relativism do not enter the classroom. Thought is weighted in favor of memory and objective problem solving with little official curricular interest in creativity of a humanistic or artistic kind. The pedagogy may seem Confucian, but the real explanation is the matter of passing entrance exams (1983:316).

(7) Japanese students are highly concerned about examinations. As they need to be, since any progress depends a great deal on how they perform on tests. The entire educational system is composed of a series of examination hurdles that students must successfully jump over to move up the ranks. Competition is fierce and there are few second chances.

The university entrance exam is the dark engine driving high school culture. One wonders whether academic high schools could remain as orderly and serious if this pressure were absent. Without exams there would be less compliance with conventions and fewer limits on political squabbles and reform efforts. School systems and individual teachers would be more innovative and more independent of the Ministry of Education, and education itself would become more colorful and chaotic. I doubt that most Japanese would find such a

development comfortable
(Rohlen 1983:317).

Taken together, all these characteristics seem to encourage a passivity, or in other words, a locus of control that is exterior to the individual student.

THE ROOT CAUSES OF THE COGNITIVE STYLE OF JAPANESE STUDENTS

There is a tautological feel to much of the discussion about why Japanese students behave the way they do. Many Japanese, not surprisingly, know very well why a particular style of knowledge-acquisition is deeply rooted in Japan's education system: they will state that it springs forth from a politico-economically managed education system that overemphasizes examinations as a means to weed out less-than-desirable workers. This explanation, and not misty culturalist theorizings, is at the root of the Japanese style of learning.

Culturally-sanctioned notions, such as "shyness" and deference toward those in power, legitimize the interests of those who run the educational system. Together, government machinery, economic interests, and social norms work to produce obedient and efficient workers. In order to find those who have the powers of memory and the psychological stamina required to succeed in the Japanese work world, the educational system has been constructed along the lines of an elaborate testing mechanism whose function is to evaluate and place individuals in their appropriate level. Thus, as someone else phrased it, "The Japanese are producing an average adult citizen who is

remarkably well suited to four requirements of modern industrial society: (1) hard, efficient work in organizations; (2) effective information processing; (3) orderly private behavior; (4) stable, devoted child rearing" (Rohlen 1983:305).

Given these goals of the Japanese politico-economic and educational system, it is not surprising that Japanese students handle information the way they do. They have developed a particular cognitive strategy that, given what occurs in the typical Japanese classroom, is a very rational response. Their study habits, preparation tactics, and attitudes toward learning are quite appropriate for an exam-centered system. Indeed, the very act itself of sitting for tests in Japan has a tremendous influence on the way students come to view knowledge-acquisition and learning. This is because the tensions, fears, and frustrations that surround the examination process socialize students to believe that they have few chances and a limited number of choices to make in their lives. All these emotions culminate and are magnified during the infamous "exam hell" season during which time the college and university entrance examinations are held.

THE SPECIFICS OF A MENTALITY OF METHODS

From this point, my talk becomes more focused as specify the characteristics of a psychology of procedural learning. Because students are taught that must ingest as much information as quickly and efficiently as possible, they are encouraged by classroom practices to regard knowledge as having the following characteristics:

(1) Knowledge is fundamentally a "list" of facts. Information should be made into an inventory, then indexed and catalogued. As a list, knowledge is composed of discrete bits of data. There may be unifying principles or underlying patterns that afford the discrete bits of information their purpose, general character, or some other significance, but such abstractions must take a back seat to the more pressing goal of mastering, through memorization, the list itself for examination and employment purposes. "Japanese high school education provides no intellectual roots, it turns out students long on information and short on intellectual understanding" (Rohlen 1983:267). This is why quite often students have trouble analyzing what each part contributes to the whole. I should emphasize that it is not that students cannot generalize; rather, it is more accurate to say that, given the classroom environment, they do not see the point of learning transfer.

(2) Because knowledge is conceived as a list, it should come in predetermined, easily memorizable forms. Knowledge that is not neatly packaged becomes regarded as unusable and suspect. Thus, knowledge-acquisition and learning become formulaic, conventionalized, and pre-packaged. The more concrete and specific it is, the better. Incidentally, it is worthwhile to note that, especially in the traditional arts (where imitative movements are afforded importance (cf. Buruma 1984:70), form, formal patterns, and proper forms (*kata*) predominate. Indeed, attuned to routines, regulations, and rules, many Japanese acquire a tendency to ritualize and perceive things in a "framed" manner (McVeigh 1994:63-65). This emphasis on pre-packaged

knowledge is seen in various cultural spheres, conceived as "ways" (*-dō*): so that students learn *sadō* (tea ceremony); *shodō* (calligraphy); *jūdō* (judo); *kendō* (Japanese fencing); *kyūdō* (archery); *iaidō* (art of drawing the sword); *bundō* (learning); *bushidō* (samurai code of chivalry); *budō* (martial arts); and *aikidō* (a type of martial art). Also, Shinto means the "way of the gods" (*shintō*). On a grammatical note, the "way" of doing something is embedded in Japanese grammar. Any action may be spoken of as a formal pattern by adding *kata* (or less commonly, *yō*) onto verb stems (McVeigh 1994:64).

Here an anecdote is in order. After a talk by a famous scholar given to junior college students, the speaker asked if there were any questions or comments. At first, out of the crowd of three hundred, no one raised their hand. Then, one student finally stood up and asked "what was the point of your talk?" I was struck by the directness of this question, and later asked a Japanese colleague about this, and was told that what the student was really asking was "how can I summarize your talk in a hundred words," because each student was required to write a short summary of the speech. This anecdote illustrates how practical demands shape a person's approach to knowledge acquisition and processing.

(3) Only testable knowledge is legitimate knowledge. Examining and being examined have acquired a centrality in Japanese society that is visible everywhere: cram schools (*juku*), preparatory schools (*yobikō*), publishers specializing in practice tests and guides, and an obsession with TV game shows, guessing matches, questionnaires, and

quizzes.¹ This obsession with examinations has turned many Japanese into assiduous information gatherers.

(4) Ideally, knowledge should somehow be authorized. Because knowledge is vital to sitting for the all-important examinations, it becomes sacred. However, along with this faith in knowledge comes a fear that what is learned may be incorrect, that it may not be sanctioned. To guard against unorthodox forms of knowledge, students will make efforts to ensure that it comes from some irrefutable source, such as teachers. It must be endorsed, somehow ordained as official. This thinking leads to dictionary-dependency, text-devotion, and a tendency to assume that non-Japanese are "experts" on foreign languages by virtue of their ethnicity. It also encourages and supports a profitable publishing industry that cashes in on this concern with sanctified knowledge.

CONCLUSION

Refsing states that education in industrialized societies possess four basic functions: (1) education (teaching reading, writing, arithmetic, science, and other general skills); (2) socialization (training responsible citizens and members of society, who are well-mannered, caring, and aware of their society's

central values, such as gender roles); (3) selection (channeling and distributing talent through the labor market using a series of examinations); and (4) depository ("safekeeping" and holding "the young until they are ready for the labour market, and especially until the labour market is ready for them") (1992: 119). According to Refsing, Japan succeeds admirably in three functions mentioned above, except in education itself (1992: 127). Or, in the words of Dore, education in Japan works "provided one thinks of it as an enormously elaborated, very expensive intelligence testing system with some educational spin-off, rather than the other way round" (1976: 48--49).

SUGGESTIONS

(1) Strict and clear rules, written out and explained to students

(2) Goal in English classes should be to "reactivate" what they already know. Key is to use what students already know. Do not spend too much time correcting grammar

(3) Use texts only minimally

(4) Break up cliques

(5) Give a lot of homework

(6) Eliminate troublemakers.

They are ruining the class for other students who do want to learn

(7) Have students write a weekly essay about one page long. Have them read it aloud to the other students, and correct only major problems. Writing is thinking, and besides building students' confidence, it is a way to have the students show the teacher their hidden individual talents and personalities.

NOTES

¹Here it is worth noting Weber's observation that "The modern development of full bureaucratization brings the system of rational, specialized, and expert examinations irresistibly to the fore" (in Gerth and Mills 1958:241).

REFERENCES

Anderson, Fred E. 1993. The Enigma of the College Classroom: Nails that Don't Stick Up. In *A Handbook for Teaching English at Japanese Colleges and Universities* (ed. Paul Wadden), pp. 101-10. New York: Oxford University Press.

Buruma, Ian 1983. *Behind the Mask*. New York: Pantheon Books.

Dore, Ronald 1976. *The Diploma Disease: Education, Qualification and Development*. Berkeley: University of California Press.

Gerth, H. H. and C. Wright Mills (eds.) 1958. *From Max Weber: Essays in*

Sociology (trs. H. H. Gerth and C. Wright Mills). N. Y.: Oxford University Press.

McVeigh, Brian 1994. Ritualized Practices of Everyday Life: Constructing Self, Status, and Social Structure in Japan. *Journal of Ritual Studies* 8(1):53-71.

Refsing, Kirsten 1992. Japanese Educational Expansion: Quality or Equality. In *Ideology and Practice in Modern Japan* (eds. Roger Goodman and Kirsten Refsing), pp. 116-29. London: Routledge.

Rohlen, Thomas 1983. *Japan's High Schools*. Berkeley: University of California Press.

A Proposal For Limited Term Contracts for University Faculty

From Asahi Shunbun, September 19, 1995
Translation and Commentary by

Michael Fox
Hyogo Women's College

TRANSLATION

The *Mombusho's* Organization and Administration Study Group, a part of the University Deliberation Committee, released an interim report proposing the necessity of fixed term contracts for faculty at both public and private universities. The main body of the proposal suggests "optional employment periods" to be decided by each university for all faculty positions up to and including that of full professor(*kyoju*). Renewal would be decided according to the academic

achievements during the term of employment.

Under the present system, employment is guaranteed until retirement with wages and position based on the seniority system. In order to revive the system and rejuvenate its primary goals of education and research, further discussion concerning employment security will be necessary. Therefore, the *Mombusho* is beginning to examine revision of the applicable legal system.

At present, according to the National Personnel Authority and the Labor Standards Law, fixed period labor contracts may not be concluded

and so once university faculty are hired, they are employed for life.

The study group indicated that the harmful effects of the present employment system are "an existing insularity demonstrated by the high ratio of hiring from the universities of currently employed faculty, neglect of student education as evidenced by excessive absences from class and salaries and promotions based on the seniority system." In order to alleviate these conditions, the report proposes the following countermeasures:

- 1) rejuvenating education and research through the interchange of faculty and the assessment of academic achievements during the term of employment.

- 2) utilizing the interchange of personnel for advancement toward the reorganization of education and research administration.

- 3) cultivating creative abilities and broad-mindedness among faculty.

As mentioned above, the proposal focuses on all faculty positions: *joshu* (teaching assistant), *jokyouju* (associate professor), and *kyoju* (professor.) It states that approval of the term of employment should be decided for each academic field by each university. Universities will also be able to decide the possibility of re appointments and tenure after the expiration of the fixed term of service upon evaluation of academic achievements.

In terms of the methods of implementation, thought is being given to narrowing the scope to departmental specifics, as well as the periods necessary for specific positions like *joshu* and *jokyoju*, and the specific circumstances of faculty who are invited from other institutions.

The report assumes that the bodies who will have concrete authority for implementation will be: "For national and public universities: the university president in cooperation with the *hyogikai* (board of regents); for private universities: the *rijikai* (board of trustees)." The interim report states that the Organization and Administration Study Group will issue its final report after gathering opinions from universities and other economic concerns. During the same time, the *Mombusho* intends to confer with the National Personnel Authority and the Labor Ministry in order to revise the present legal system.

TRANSLATOR'S COMMENTARY

The National Personnel Authority (*Jinjiin*) has jurisdiction over all government employees (*komuin*). Faculty of national and public universities, as well as elementary, middle and high schools are government employees.

In order to implement the above proposal, the *Mombusho* may not act unilaterally and must receive permission from the Labor Ministry. Subsequent inquiry shows that the relationship among these bodies is none too perfect.

The expression "other economic concerns" is somewhat vague. The business world has long favored abolishment of the lifelong employment system and it seems that the *Mombusho* will try to push forward its proposal by seeking support among business groups.

The proposal's suggestion for the interchange of personnel, judging from the brevity of the article, is also fairly vague and difficult to conceptualize. National and public universities, by their nature of being tied to the state and

centrally administered, may be able to implement this to some degree. On the other hand, faculty who are employed and living in Kyushu would probably not be exceptionally eager to take temporary postings in Tohoku or Hokkaido.

An article in *The Japan Times* on November 3, entitled "Panel proposal puts pressure on university tenure system" carried some comments by renown educators on this topic. One educator mentioned that research institutions outside the university circle have indeed achieved far greater results. But he also added that fruit cannot be expected from this proposal because "under pressure, teachers may resort to supporting each other through lenient evaluations." Masao Terasaki, a professor specializing in university history at Rikkyo University who spoke at the JALT 94 International conference through the invitation and personal financial support of Thomas Simmons, stated "It is true that universities have suffered from the chronic problems as criticized and need to be reformed . . . but introduction of a limited term system is the worst treatment for the problem."

SUBSEQUENT EVENTS

A second article on this topic appeared in the *Asahi* on November 27. The article was entitled "Approval of limited terms for

university faculty" (*Daigaku kyoin ninkisei ni sansei*). It stated that the Association of National Universities has given its fundamental approval for the proposal specifically in regards to the hiring of *joshu* (teaching assistants) and young faculty members.

The Japanese Federation of Private Universities also voiced its approval to the *Mombusho* but with the rejoinder that "serious inquiry is required due to the many apparent problem areas." One of these problems is that "Universities will have difficulty attracting superior personnel due to insecure working conditions." The article closed by saying "from here on, the details and framework of limited tenure will be points of dispute."

My own consideration of this matter has created mixed feelings toward both sides of the argument. If the proposal's main intention is to get university professors more involved with research and less involved with workplace politics, it will probably be beneficial. On the other hand, bright young researchers will probably avoid university positions and continue to take company positions if they find themselves unable to receive permanent tenure. Another undesirable effect will be that newly recruited university staff will have to keep their mouths shut for three years and avoid criticism of those in power.

Publishing Opportunities in Japan

Tadashi Shiozawa
Chubu University

Publishing articles is essential to language teachers for getting promoted or getting a decent job at a

college in Japan or anywhere in the world. However, some people just give up this opportunity too easily because it is not so easy to publish a

paper in a competitive international journal like "Language Learning" or TESOL Quarterly. Some even hesitate to send their articles to "The Language Teacher" or "JALT Journal". If that is the case, I suggest, until they feel more comfortable sending their papers to strictly-refereed journals, that they write papers for smaller and less competitive-to-publish journals. In fact, there are an astonishing number of journals in the language teaching world in Japan. Below is the list of some of the journals they may want to consider writing a paper for.

KIYO (IN-HOUSE COLLEGE JOURNALS)

Each department in an university has its own in-house journals. This type of journal is typically called "*Kiyo*" in Japanese. *Kiyo* is usually published once or twice a year and distributed among universities. Some *Kiyo* are sent to publishers for reviews and some articles are reviewed in widely-distributed journals like "*TLT*" or "*Eigo Kyouiku*", published by Taishukan. One can publish his or her article on language teaching even in the *Kiyo* of, say, an economics department. English is considered a subject of general education in most schools, and unless the school has an English department, language teachers can write their articles in the *Kiyo* published by whatever department they are in.

Some schools or departments allow part-time teachers to publish their paper in their *Kiyo*. Or even if they are not associated with the school at all, some schools allow them to publish a paper as long as the paper is written together with a full-time teacher working for the school. Papers submitted for

publication are reviewed, but most papers once accepted are published with a few exceptions. For this reason, for those who desperately need published papers for promotion or full-time job, *Kilos* can provide a golden opportunity.

Excellent articles published in *Kilos* are sometimes selected for publication in a nationally distributed journal called "*Ronsetsu Shiryo*." Authorities appointed by the publisher in each discipline select major articles for the year in the field of linguistics, language teaching, and cross-cultural communication, among other fields. But one has to remember that not many people have a chance to read articles published in a *Kiyo* because of its small distribution scale.

JACET BULLETIN, LANGUAGE LABORATORY

"JACET Bulletin" and "Language Laboratory" are well-known journals for Japanese teachers of English. "JACET Bulletin" is published by Japan Association of College English Teachers and "Language Laboratory" by the Japan Association of Language Laboratory. Both are published once a year. Regional chapters of these major language teachers' associations sometimes publish their own journals. Except for the "JALT Journal", these two journals are the most prestigious ones published in Japan. Their reviewing process is rather strict, but the chance for publication is much bigger as compared to that of "TESOL Quarterly" or "American Educational Research Journal".

Among other journals published by academic organizations in Japan are "*Eigo Kyouiku Kenkyuu*" (Research in English Education) by The Institute for Research in

Language Teaching, "ARELE" (Annual Review of English Language Education) by the Federation of English Language Societies in Japan, "Kiyo" by Chubu English Language Education Society, and *Kenkyuu Kiyo* (Research Journal) by The Japan Association for the Study of Teaching English to Children.

Articles submitted to these journals are, again, reviewed, but the chances for publication are fairly high as long as the article meets a certain standard. To publish a paper in these journals, you usually have to be a member of each organization. To contact each organization, consult "*Eigo Nenkan*" published by Kenkyusha. It contains phone numbers for each organization as well as most of the names of college English teachers, their addresses, and even home phone numbers.

**'EIGO KYOUIKU,' "GENDAI EIGO
KYOUIKU," "EIGO SEINEN,"
"GENGO," "ENGLISH JOURNAL."**

These journals are all monthly journals and written mostly in Japanese about English or other foreign languages. Some are for language teacher and some are for the general public learning English. "*Eigo Kyouiku*" (English Education) by Taishukan, "*Gendai Eigo Kyouiku*" (Modern English Education) by Kenkyusha are the two most widely read monthly journals for English language teachers in Japan. Articles are mostly short and practical, and they are written by invited college professors or high school teachers. However, they occasionally accept articles from general readers and some are written in English. If one can read and write Japanese, they can be a great resource for almost any information in this field. They are

the Japanese versions of *The Language Teacher*.

"*Eigo Seinen*" (For Young Men Studying English) is the oldest journal for those who are interested in English. It mostly carries articles in linguistics and English language literature. Writers are invited or self-recommended for this rather academically-oriented journal. It is a monthly journal published by Taishukan. "*Gengo*" (Language) is another prestigious journal published by Taishukan, but this journal deals with a variety of language phenomena in a variety of languages. Anybody can submit a paper either in Japanese or in English. "The English Journal" by ALK Press is written for those who are learning English in Japan. They do not carry any academic articles, but it is fun to look through and find out what aspects of English Japanese learners are interested in, and why they want to learn English so much. The ALK Press is a driving force for the English learning fad, as well as NHK.

Above is just a small list of journals which might provide us with publishing opportunities. There are thousands of other journals out therein this field. As long as we have a desire to publish a paper, the opportunity is there waiting for us.

Correspondence

To the Editor:

Thank you for the June, 1995 ON CUE, your comments on N-SIG issues, and your invitation to further the dialogue. The CUE Annual Meeting at JALT 95 conflicts with that of Bilingualism, which I chair, so I can only respond to CUE members in this way.

You mentioned my article in Japanese in the December, 1994 issue, and I think that it exemplifies what "going bilingual" really means. There were reasons for introducing Japanese into this publication, to symbolically reciprocate with those who function in English as a foreign language, demonstrating that our audience and N-SIG domain includes them. The English part of the article was not the same content as the Japanese, as "going bilingual" seldom means translating everything unless there is a special reason for doing so. Reflecting JALT Publications Board policy, The Language Teacher "Of National SIGNificance" column includes both languages, not translating but summarizing or augmenting content in one language with the other. It is not a "crutch" for non-native readers but rather a courtesy and a recognition of their linguistic rights. With all that scholars need to read nowadays, although we can read in our second language, we prefer our first language when we are tired or do not have much time. JALT's efforts to go bilingual are minimal and symbolic, a positive development not to be feared.

It is similarly a good gesture to welcome an occasional camera-ready manuscript in Japanese to our newsletter. As for bilingual computing, Japanese-language operating systems and word-processing programs handle English but not vice versa. Thus it is strange for Microsoft Word to be a standard for JALT publications. The Bilingualism N-SIG uses Solo Writer by Mercury Software, the bilingual version of Nisus. The JALT Central Office staff have no software in their native language, for example to discern the Chinese characters for members' names and addresses. Such ignorant selfishness by English native-speaking national JALT leaders, when the sole official language here is Japanese, invites charges of linguistic imperialism.

In the correspondence from Greta Gorsuch, furthermore, were some subtle nuances that cannot easily be dismissed. CUE must be accountable to its Statement of Purpose and consistent with JALT's mission. Some of us now see the same leitmotif running through CUE and the forming N-SIG on Professionalism, Administration and Leadership in Education. Should we not avoid even the appearance of favoring concerns for the livelihood of non-Japanese? Or if someone with a union background represents JALT, does it not belie JALT's mission and threaten our official recognition as an academic organization? Only by asking difficult questions can our agenda be vetted, as it were, and become a considered consensus. For that matter, why not poll members' views of our mission, provided the

research design is scientifically objective?

I do see JALT and its N-SIGs expanding from the learner and teacher levels, in Earl Stevick's formulation, more to the levels of the profession and the community. But this mandate has not yet been adopted by our members and JALT as a whole, along with the safeguards to ensure our credibility as a research-based organization in Japan. Those scrutinizing JALT cannot but see the profile of our leaders and the topics focused upon as an reflection of JALT's interests.

My article on the Aum phenomenon and the liberal arts led to your suggestion of a column on the organizational structure and

course content of universities. The discourse seems to be continuing, for example in *The Language Teacher* November, 1995 issue. As college faculties explore where to go from here, the curriculum will be at issue in various ways that I for one could not predict.

A new development reported in the *Asahi Shimbun* of August 22, 1995 is that the Ministry of Education, in response to the Aum affair, will offer financial incentives to universities that bolster their liberal arts curriculum. We await further details and humanistic reforms.

Sincerely,
Steve McCarty

Bits and Pieces

Lifetime Employment?

The Daily Yomiuri reported on November 18, 1995, the following news:

The Japan's Women's University in Bunkyo Ward, Tokyo, has accepted the resignation of a 42-year old professor, who had been suspended over a series of remarks about the Aum Supreme Truth sect. The university characterized some of the professor's remarks as favorable toward the cult.

Hiromi Shimada had taught science of religion in the Literature Department in the university and cited "personal reasons" in a resignation letter the university received Nov. 7.

An extraordinary members board meeting chaired by Misako

Miyomoto and an extraordinary board meeting of trustees agreed unanimously to accept the resignation, which will take place on November 30.

Unfortunately, the brief article does not delve into the matter, which raises many extremely interesting questions about academic freedom and responsibility, and about the nature of so-called lifetime employment and the absence of a clear standard of tenure in Japan.

If indeed professor Shimada did nothing more than make remarks which pointed out some of the good points of the religious group -- and certainly there must have been some good points at some point of the group's brief and notorious existence -- then her apparent firing seems unjustified. This is not clear, however, and the reader of the

Yomiuri article can not draw any clear conclusions.

I hope that ON CUE will be able to report more about this case in the future. If any readers have any connection with the university or with the professor mentioned above, perhaps they will be able to write an article for ON CUE.

ON CUE Editor Needs Advice

I have several times had to spend hours re-formatting text that I downloaded from e-mail. This issue is no exception. Accordingly, unless someone can help me figure out how to avoid this tedious and blinding exercise, I will not be able to accept e-mailed texts for publication. This would be a shame, because e-mail is otherwise fast, easy, and environmentally sensible.

To get e-mailed articles, I'm opening my "Mail-X" command on a UNIX server. When the mail comes up, I use my Macintosh "copy all" command, and then "paste" directly into Microsoft Word. The problem is that each line of text of e-mail has a paragraph marker after it, regardless of the logical paragraph breaks that may have appeared in the uploaded text. I am so far unable to reformat the entire article in one step, so I'm reduced to fixing it line by line by deleting paragraph breaks.

This problem does not occur in all documents. This may mean that the problem stems from the uploading format that the sender employs. If so, all ON CUE readers need to know the proper procedure and format for sending articles this way. In any case, college and university educators need to become familiar with the on-line world, and ON CUE readers would welcome an appropriate article.

Commercial Distribution?

Several times during the past year CUE committee members have discussed the merits and demerits of paying a commercial printing company to print and mail ON CUE.

The editor would welcome suggestions, and recommendations of economically feasible options. Again, a volunteer layout and distribution editor would be welcome.

Readers Needed

Professor Cynthia Edwards of Hokkaido Musashi Women's Jr. College is trying to find readers for the JALT 96 Reading Committee. Although several people have volunteered to serve already, she has not reached her target of 35 readers by the December 1 deadline, as stated in the call for readers in *TLT*. The reading period is mid-February to mid-March. All readers read two batches of proposal summaries for a total 40 or so. Past readers approximate the time on task to be less than 2 hours per batch from start to finish. For more information please contact Professor Edwards by fax at 011-726-3144.

More on Discrimination

In the June 1994 issue of ON CUE, former editor Gillian Kay said that she had been getting requests from members for advice relating to employment. She asked whether any other member would be willing to field these questions. Thom Simmons has also suggested that ON CUE might make a regular "Help" column or columns. He says that he, too, has been getting many requests for help in resolving employment

problems, and has been citing the relevant laws, and referring the persons to other authorities or agencies when it seemed advisable. Help may be at hand. The following notice, which has earlier appeared in The Japan Times and The Daily Yomiuri, may be of use to those facing employment difficulties:

Foreign teachers at Japanese universities have organized in informal group of foreign teachers at Japanese universities to explore means of dealing with problems of contract renewals, and especially invite those who face dismissals they consider to be discriminatory to send inquiries and/or particulars of their circumstances in writing to our secretariat. Strict confidentiality is assured. Group membership is informal and free, and anyone is welcome to join.

Ivan Hall, Chairman
Foreign University
Teachers Action Group Against
Discriminatory Dismissals
(TADD)

Secretariat:
Minato International
Law Offices
Chojiya Building 6th
Floor
1-19-5 Toronomon
Minato-ku Tokyo 105
FAX: 03-3503-8850

ON CUE readers should also be aware of the PALE N-SIG and its related publication, which may provide a closer focus on employment issues than ON CUE.

Composition and Reading:

Professor Tom Hudson, associate professor of English as a Second Language at the University of Hawaii at Manoa, will speak about Composition and Its Relation to Reading at the Omiya JALT chapter meeting on Sunday, February 18

38

from 2:00-5:00 p.m. Professor Hudson, who is currently a visiting professor at Temple University Japan, will provide both a lecture and workshop, and will focus on techniques that bring both reading and writing together in the foreign language classroom. The program may be of special interest to college and university educators. For more information, contact Michael Sorey at 048-266-8343 or 0423-97-3216.

Internet TESL Journal

The Internet TESL Journal <<http://www.aitech.ac.jp/-iteslj/>> is calling for submissions. Submissions should be of immediate practical use to ESL/EFL teachers. Purely theoretical papers will not be published. Suggested submissions include lesson plans, classroom handouts, articles, or research papers. You may e-mail submissions as a text file of formatted as HTML to: <iteslj@aitech.ac.jp> or send a text file with floppy to The Internet TESL Journal PO 94 Higashi-ku, Nagoya, Japan 461. For more information please contact the Internet TESL Journal directly.

Are We Official Yet?

Thanks to the advice of Michael Fox, your submissions to ON CUE are -- I hope -- now considered worthy of official recognition by Japanese universities. As Professor Fox explains it, this transformation has been accomplished by changing our masthead to include the *Nihongo* name of JALT -- *zenkoku gogaku kyouiku gakkai* -- and referring to our N-SIG as *daigaku kyouikusha tokubetsh bunkakai*. This is truly transformational grammar (apologies

to Noam Chomsky) , since it makes us finally "official."

If the absence of these remarkable kanji has been keeping you from submitting an article, you need wait no longer.

Publications Database

Thom Simmons writes: "We are also well on our way to getting a database for publications in relative areas of concern that are not published in JALT publication. This will supplement Larry Cisar's gargantuan efforts in compiling a JALT publications' database. Dale Griffie is set up to begin compiling a database and a depository for the publications of JALT members who did not publish in TLT or the JALT Journal. He needs the following:

1. Copy of the paper (published or unpublished manuscripts)
2. Citation of the publication in English
3. A maximum of 15 words to describe the paper
4. Name and mailing address of the author(s)

5. Telephone number

In return he will send you a copy of the database and a separate list of the authors and their mailing addresses. All further communication about the specific paper will then be directed to the authors. Any and all correspondence must be accompanied by a SASE since he is doing this project without university or CUE funding. We'll take it from there and see what other things we can do with this but we now have the basic requirements of a database and library reserve.

CUE's Constitution

Members present at the Nagoya meeting in November voted to allow CUE officers to make changes and ratify the constitution sometime during 1996, without further approval of the members. We will publish the complete approved constitution when the officers have approved it.

Of National Interest

NOTE: The following proposals were presented at the National Officers' meeting in Sendai on October 1, 1995, by Publications Board Chair Gene van Troyer. He has since left the position of Pub. Chair to be the President of JALT. Mr. van Troyer points out that he intended for the proposal below to spark discussion, and emphasizes that it does not reflect official JALT policy.

Age/Race Discrimination at Japanese Universities: A Time for Discussion

Gene van Troyer

There are two things I wish to discuss. The first is a position that I have reluctantly decided to adopt as Publications Board Chair. The second

is a proposal that I hope JALT will be willing to adopt as an official policy stance.

I. A PROPOSED PUBLICATIONS BOARD POLICY

As Publications Board Chair, I intend, after securing the cooperation of our main editors, to impose a ban on the publication in our periodicals of all job announcements coming from National Universities in Japan that discriminate on the basis of a potential applicants age. We will, however, consider the publication of announcements for part-time teachers and bona fide tenured faculty positions based on the understanding of what tenure is legally understood to mean in Japan, not what it means in "Western " societies.

RATIONALE

It has become clear that National Universities, in response to a memo unofficially released by the Ministry of Education, have embarked on a systematic process of eliminating staff over a certain age strictly as a cost-saving measure. Official reasons given are that such faculty were hired only on temporary contracts, and assurances given orally that such contracts could be renewed indefinitely were never intended to imply permanence. Such conduct by accredited universities is not only unprofessional, it is unacademic, and it should not be tolerated by a professional organization.

The overwhelming number of these terminated faculty are members of JALT, and have been for many years; many have volunteered their efforts to the furtherance of JALT's commitment to professional development. Indeed, for language teachers, experience, which comes only with age, is indispensable to

professional development. JALT publications are here to serve the Membership, and these wrongfully terminated members have every reason to expect that our publications, in accordance with JALT's disdain for unprofessional behavior, should reflect this view in our job announcements. To present views opposing this hiring practice in the articles that we publish, while at the same time allowing the practitioners to advertise in our pages is contradictory and ultimately destructive to JALT's credibility within the very membership it serves.

To continue to publish these announcements suggests that we must serve the interests of one part of our membership at the expense of another, while at the same time we profess to serve the professional concerns of all members. The discontinuance of the position announcements I mention above is a matter of JALT Publications editorial policy, and as such it does not require a mandate from the National Officers or the Executive Board one way or the other. Our editors always reserve the right to refuse to publish any material that we deem to be unsuitable. However, as the Publications Board Chair it is my responsibility to report our activities to the National Officers and the Executive Board, especially in cases where our editorial policies may betaken to reflect official JALT policy as a whole.

My further reason for putting this before you is simply to request your blessings and moral support. At the beginning of this viewpoint I said that I had "reluctantly decided to adopt" this position. My reluctance stems from the obvious fact that in banning such position announcements that discriminate

from against one group, JALT Publications will obviously cease to be a source of job opportunities open to others who do meet the discriminatory requirements. I can only say that as a former editor and continuing reader, I have always been uncomfortable seeing The Language Teacher acting as a first-stage filter job that the personnel managers of these universities are supposed to do. Just as we collectively do not condone these practices, I don't believe we need to participate in them, however tangentially.

II. A PROPOSAL TO THE EXECUTIVE BOARD

The following does require a vote by the National Officers and the approval of the Executive Board because if adopted it would represent JALT's official public stand. I move that JALT adopt the following position statement, or a similar suitably worded statement, as its official policy:

"JALT, as an academic organization dedicated to the pursuit of professional and academic excellence in language teaching in Japan, expresses its disapproval of, and condemns, the current National University policy of terminating senior foreign faculty solely on the basis of age. It further disdains and condemns the practice of hiring foreign faculty on the basis of age, unless such faculty are employed on a permanent or tenured basis. It is JALT's further view that terminating foreign faculty, or refusing to renew fixed term contracts, strictly on the basis of age corrupts and invalidates professional and academic excellence in the National Universities. In accord with this policy, JALT will do the following until such time that

National Universities modify their hiring policies with regard to foreign faculty:

1. JALT will not lend its name, prestige, expertise, or any other JALT resources to events sponsored by any National University that it deems to be engaged in discriminatory practices based on age.

2. JALT will not invite or sponsor said National University representatives to attend any JALT function until the National Universities discontinue their practice of terminating foreign faculty on the basis of age.

3. JALT will not recognize the status of any National University representative until the National Universities and the *Mombusho* can satisfactorily explain the reason that age is a factor in the termination of foreign faculty, when in all other ways the terminated faculty member is fully qualified for the position he or she holds.

4. JALT rejects the notion that "older " foreign faculty (45+ years) are less able to represent their respective contemporary cultures than "younger" foreign faculty. Contemporary culture can only be defined by all participants in that culture, which necessarily includes old and young alike.

5. JALT rejects the claim that termination of older foreign faculty has to be done for "budgetary " reasons. The total of these salaries is paltry when compared to the aggregate salaries paid to tenured faculty and administrative staff throughout the National University system.

6. JALT rejects *Monbusho* and National University rationales that termination of foreign faculty is valid on the basis of the fact that their contracts are fixed term. JALT

recognizes that these faculty members took the positions based on assurances that contracts were renewable indefinitely if the foreign faculty member responsibly fulfilled the requirements of the position.

7. JALT rejects the *Mombusho* Claim that its directive to the National Universities to "clarify" the status of foreign faculty has been "misunderstood. The *Mombusho* dictates policy to the National Universities, which are controlled through the *Mombusho's* budgetary allocations (i.e., power of the purse). Administrators at these universities clearly understand the meaning of the *Mombusho's* directive to "clarify" the status of their foreign faculty, especially on a budgetary level.

JALT urges the *Mombusho* and all National Universities to reconsider their policies with regard to hiring and terminating foreign faculty. Present policies are clearly oppressive and capricious; they serve only to stain and undercut the Japanese education system in the eyes of the international professional and academic community.

RATIONALE

Do you have any questions or something to offer on another topic for the next issue? 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 English, Tokyo University of Liberal Arts, 4-1-1 Nukui Kitamachi, Koganei-shi, Tokyo 814

Items relating to gaikokujin kyoshi: Gillian Kay, Toyama Medical and Pharmaceutical University, 2630 Sugitani, Toyama City 930-01.

A large portion of the rationale for making this proposal is embodied in the proposal itself. Other aspects involve the following: The issue has been raised in *The Chronicle of Higher Education* (7/28/95, p. A47), *Asahi Evening News* (Monday, 5/8/95), the *Japan Policy Research Institute Working Paper No. 3* and other published venues, in addition to being discussed on-line in *TESLJB*. It has become an issue at the diplomatic level, with the U.S. embassy issuing statements on the ill effects of the *Mombusho's* directive, and human rights attorneys in Japan are drawing local seriously calls into question its ability to reflect the concerns of the membership. As an academic organization, JALT cannot engage in labor advocacy activities. It can, however, take official policy stands on any issue relevant to the plight of foreign faculty in as much as this impacts both an instructor's ability to perform and the quality of language education received by students. I hope that the National Officers concur with this view, and vote to pass this proposal to the full Executive Board for further discussion and debate.

Research Corner

For my master's thesis I am researching the reentry process of Japanese students who have been in Canada for four years. The are college students returning to the work force in Japan. I am looking for any research that has already been done in the area of college/university student reentry or others who are interested in the topic of student reentry from overseas. Thank you.

Heather Jones < jones@news1.suzugamine.ac.jp >

My interest is in teaching a "learning to learn" curriculum, that is one in which the emphasis is on teaching students appropriate methods for lifelong self-education. I would be grateful for advice about any in-print books or articles on this topic.

Also, I wish to research the history of academic tenure and its current application in various countries.

Jonathan B. Britten, Editor, ON CUE. Via fax or e-mail to
< h79452g@kyu-cc.cc.kyushu-u.ac.jp >

Coming to ON CUE Soon

After vetting by other CUE Committee members, I hope to be able to print my CUE-sponsored lecture at the recent Nagoya JALT conference. Entitled "Learning to Learn in Japanese Universities," the lecture seemed to have been well-received, and I hope it may be useful to other educators.

Incidentally, the Nagoya Conference featured many interesting lectures by college and university professors, including one by Professor McVeigh which appears in this issue. It was interesting to find that many professors are focusing on fundamental questions of educational philosophy as well as on departures from traditional learning teaching and learning methods. I hope that ON CUE will receive more articles as interesting and well-prepared as those I had the pleasure to hear in Nagoya.

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>Membership Chair</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 Daigaku 5-7-1 Befu, Jonan-ku Fukuoka 814-01	fax (W) (092) 841-7762 <h79452g@kyu-cc.cc.kyushu-u.ac.jp> 092 851 2531
<u>Newsletter Distributor</u>	Volunteer Needed	
<u>Treasurer</u>	Timothy Knowles Ippangaikokugo Sophia University Kiyoi-cho 7-1 Chiyoda-ku, Tokyo 102	tel (H) 03-3485-3041
<u>Program 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>Data Base Coordinartor</u>	Lorraine Koch-Yao 12-53 Wakakusadai, Aoba-ku Yokohama 272	tel (H) 045-961-3423 fax (W) 03-3353-9808
<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

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 mail or fax this form to Thom Simmons.

CUE INFORMATION AND NETWORKING DATABASE QUESTIONNAIRE
(Please return to Lorraine Koch-Yao, Data Base Coordinator)

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? _____