
The Japan Association of Language Teaching

全国語学教育学会

O N C U E



COLLEGE AND UNIVERSITY EDUCATORS

National Special Interest Group

大学教育者特別分科会

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Foreign Faculty at Hiroshima University

Peter Goldsbury
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Dear Editor,

I am sending the following letter to On Cue in response to two issues which have been mooted in recent issues: permanent residence; and the employment conditions of foreign faculty in Japanese universities.

Background

I came to Japan in 1980 in order to teach English in the Faculty of Integrated Arts & Science as the resident Foreign Lecturer. My annual contract was renewed without difficulty until 1987, when I was invited to become an Associate Professor in the same faculty. My initial term of employment was for three years, after which I was given a ten-year term. My faculty campaigned strongly for me to be given an unlimited term of employment after three initial years, but the University President accepted the advice of the Monbusho officials in the university's central office and settled on a 10-year term. This has become the norm for other tenured foreign faculty, except for those on fixed three-year terms (about which see below). I have since received personal assurances from the university President that on renewal, my term of employment will be exactly the same as for Japanese faculty.

At Hiroshima University foreign tenured faculty, even those on short contracts, are expected to go through the same promotion process as Japanese faculty and also to play a full part in university administration. Perhaps there is a difference in this respect between public universities and private universities and colleges. I have no experience as a full-time teacher in a private university, but

colleagues of mine who do teach at such institutions all tell me that it is very rare for foreign faculty to be given positions of responsibility in the university administration. I was made a full professor two years ago and am currently a member of six different university and faculty committees. The chairmanship of the English Department rotates among the eight full professors in the department and the position will fall to me for the 1997-98 academic year. No opposition has been raised from any quarter on the grounds that I am a foreigner. As Chairman I will be responsible for ensuring that the staffing needs in the department are met, for preparing the departmental budget, and for representing the English Department on all the main faculty committees. My tenure of the job will be all the more interesting since (1) I will be the first ever foreign department chairman in the history of Hiroshima University (and perhaps in any national university in Japan--have you any idea?) and also (2) the next academic year marks the start of the new English curriculum in the university. Many problems are expected to arise and dealing with these will be my responsibility.

I offer the above background information, not because I want to show that I have 'succeeded' where others have failed, so to speak, but because I have the general impression from the columns of *The Language Teacher* and *On Cue* that there is a subtle and generally effective blanket racial discrimination against all foreign teachers of English in Japanese universities. I cannot deny that even in my own university foreign faculty are not treated exactly the same as Japanese. However, I want to stress that the discrimination consists of the

following restrictions: foreigners are initially appointed for a fixed term; they cannot be elected university president or dean of a faculty. In other respects it exists only because of their lack of Japanese language ability entails that the administration has to make special provisions for them.

Permanent Residence

I obtained permanent resident in the same year that I was promoted to full professor. Previous to this, I had renewed my visa without any difficulty every three years. Around 1989 I visited the local immigration office with the chairman of my department and was told that the *tatemae* condition was five years residence, but the real minimum was 10 years. I was advised to renew my visa once again for three years and then consult the office once more. I did so, was given the application forms and, after a wait of some 14 months, obtained my permanent residence.

My university faculty strongly supported my application (the first for Hiroshima University) and both the University President and the dean of my faculty agreed to be my guarantor. The immigration office were particularly interested in the third condition (after 'good character' and economic self-sufficiency), namely, whether it would be in the interests of Japan to give me permanent residence. They eventually decided that it would, but I have no idea why they made this decision. However, two factors might have had some bearing. One is that I have practised the Japanese martial art of aikido for over 25 years and another is that I made some local English programmes for NHK television, which were broadcast four times each week for over one year. (I

was the 'sensei' giving explanations in Japanese.) Thus I became something of a 'personality' well known to local Japanese.

I now find out from my friends and colleagues who are trying to obtain permanent residence that conditions have become tighter and a 20-year residence period has often been mentioned. A letter to this effect was published in The Japan Times for August 4, 1996.

The Employment Conditions of Foreign Faculty in Japanese Universities

I am aware of the Mombusho guidelines for foreign faculty and also of the movement within JALT to formulate a policy on age discrimination. The Mombusho guidelines have been applied in one case at Hiroshima University, in the Faculty of Letters, where a 58-year-old Foreign Lecturer is employed. I should rather state that there has been an attempt to apply the guidelines. However, no decision has been made yet and I gather from discussions with members of the Faculty of Letters that they cannot force the lecturer to leave if he does not want to. (The appointment of a Foreign Lecturer is made by the dean of the appropriate faculty, on the basis of a decision made by the Chairman of the English Department. The appointment does not need the approval of the faculty meeting or Kyojukai.)

The position of the 40-year-old Foreign Lecturer in our own English department is quite secure. The only question relevant here is whether the post will be maintained and a replacement teacher found, should he decide to leave. Obstacles will certainly arise, on the grounds that the category is too expensive and the position could well be converted to a short-contract 'tenured' position.

The English Department in the Faculty of Integrated Arts & Science employs one of the four foreign lecturers in English at this university. The faculty also employs three

tenured staff (like myself) in 'permanent' positions, in the sense that these are established posts which could be filled by Japanese. However, our faculty has also taken to employing foreign teachers on fixed terms of employment and we currently have five associate professors and one lecturer in this category. It is cheaper for the university to employ foreign staff under these conditions than to employ foreign lecturers, since they are paid according to the Japanese salary scale and receive the same benefits and conditions. Personally, I think that this practice is rather pernicious, since it sets up a division within the department between 'permanent' and 'non-permanent' staff. It is also another form of discrimination between Japanese and foreigners, since the university cannot legally offer limited-term employment to Japanese.

Furthermore, these foreign faculty positions are filled according to the same procedure as for Japanese. The position is advertised officially, a five-person committee is created, the chairman of which has a very large say in deciding who is appointed, and the age of the successful applicant is decided beforehand by the job category (lecturer, associate professor, professor). The appointment is decided by the Jinji-kyojukai, i.e., a meeting of all the full professors in the faculty, in a Vatican-style secret ballot (except for the smoke). Since all personnel matters are secret, no discussion is ever possible outside this faculty meeting.

I have always argued that the university should not offer these three-year positions, but my Japanese colleagues have never accepted my arguments, on the following grounds: the department needs more native speakers and three-year terms are better than none at all; if there were no three-year staff, the workload would be much heavier for the other members of the department. There is some

human cost, however. A person who comes from the United States or Europe as an associate professor, for example (with a Ph.D. and a good record of publications--absolutely essential for employment at this level in national universities), and makes a commitment to Japan for three years or longer, is left in a kind of limbo around the middle of the third year, since it rests with the dean of the faculty whether or not his position will be renewed and for how long. A one-year fixed term is slightly more acceptable, since foreign faculty on sabbaticals can fill these positions and then go back to their home universities. It is far more difficult to obtain a sabbatical for three years and the problem arises of what to do afterwards. I wonder whether any other members of the CUE SIG have these terms of employment and how they feel about it.

From the start of the next academic year, in April, Hiroshima University will open a language centre. The centre will be run by tenured staff, not all necessarily Japanese, and a number of foreign staff specifically hired on fixed term of employment. The status of these foreign hires is not yet clear, but I am fairly sure that it will not be that of Foreign Lecturer (gaikokujin kyoshi). I think it much more likely that three-year positions will be offered with the rank of lecturer (koshi).

Concluding Comments

I hate to say this but I feel that a JALT policy on age discrimination, even if it is established, will have very little appreciable effect on the recruitment of foreign staff in national universities. When I consider my own faculty, with about 90 full professors and 200 other members, the number of Japanese who have even heard of JALT can be counted on one hand. My own experience has taught me that foreign faculty have very little clout indeed in national universities and an essential must for them is to follow the rules and certainly not to create

any waves. Making waves would be extremely counter-productive. For one thing, the English Department--even all the English departments in the entire university--constitutes one drop in a very large pond. We are talking about 40 - 50 persons out of a total faculty of 1,500 - 2,000, all of whom have a vote.

It has fallen to me to recruit foreign faculty for my own department and will certainly do so again (as a full professor I occasionally sit on the 5-person committees which oversee academic appointments and am sometimes chairman of such committees). When I review the 30-odd applications for a 'foreign teacher' position, one question I always have to ask myself is: does this applicant know enough Japanese to function adequately within the organisational structure of the university. In most cases the answer is clearly No. I feel that it is very important for native English teachers to be aware of this fact. If foreigners want to participate in the 'life' of the faculty, for want of a better term, but are prevented from doing so fully by their lack of Japanese, then they cannot complain if they suffer from some form of

discrimination.

I do not wish to belittle the efforts of JALT in taking up issues of foreign staff in Japanese universities, but I cannot help feeling that JALT sometimes gives the impression of living in a world of its own, believing as it seems to that the position of foreign staff, notably staff who teach English, is a major issue for most universities. It is not. The position of foreign lecturers has changed very much since I first came here in 1980 and I think their day is certainly passing. Native English speakers, even those with glittering qualifications in Applied Linguistics and EFL, are no longer God's gift to English education in Japan. Protesting the Mombusho guidelines about the recruitment of foreign lecturers might be quite acceptable in some institutions, but in my own university it would have very little bearing on the positions currently occupied by most foreign faculty or on the recruitment for such positions in the future. Again, I think it is very important to be aware of the peculiar features governing recruitment in national universities. As I have suggested above, job descriptions for particular appointments are decided

by the department concerned and approved by the dean, who has the ultimate say in whether the appointment is made or not. The age range of the candidates depends on the academic status of the position. If a professor is sought, then no one under 45 need apply. It's as simple as that and no amount of protests will make any difference.

Finally, I live in Hiroshima and will be attending the JALT in November. I will be very willing to discuss these issues further with other members of the CUE SIG.

Yours sincerely,

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I am saying how things have evolved. I am not saying how we humans morally ought to behave... [there is a need to] distinguish a statement of belief in what is the case from advocacy of what ought to be the case.

Richard Dawkins in The Selfish Gene

JAPANESE UNIVERSITIES: ALTERNATIVE VIEWS OF THE PILGRIMAGE

Wayne Johnson

From a Western perspective, a university is an institution whose goal is to raise students' awareness about various positive contributions of academia and to develop critical thinking skills. However, the reality in Japan in

many situations, is quite the opposite. Rather, it seems that within the educational culture of a Japanese university, students become aware that they have graduated from high school, having finished the most laborious aca

demic regimen in their lives, and, consequently, they divert themselves away from scholarship.

Japanese university language students pose a distinct challenge for many teachers because of several underlying foun-

of their educational system and culture.¹ Particularly meaningful to their socialization process is the rigorous experience of secondary education they confronted for years along with the realization that they are on their way to an almost effortless journey through college.

Junior & Senior High School Education

As teachers in Japan realize, the education system maintains a harmonious milieu in which the emergence of the unique individual is subdued while it reinforces and solidifies social values. The ideas of "spontaneous reasoning, along with spontaneous behaviour, is systematically suppressed in practically all schools; there is no patience with originality. Pupils are not taught to think logically, or to ask the right questions—indeed to ask any questions at all" (van Wolferen, 1989, p. 110). In classes, students generally abide by the cultural norms of conformity and are socialized into citizens who are discouraged from criticizing hierarchical positions and only infrequently challenge their peers; they do not want to stand out in the group. In junior and senior high school, students are generally expected to memorize facts, to not express individual ideas and to remain passive. As Taichi Sakaiya, the author of *What is Japan? Contradictions and Transformations* explains, "finding a child who enjoyed going to school would be cause for alarm. Japanese education emphasizes enduring long distasteful hours and patiently doing unpleasant tasks for protracted periods of time" (Sakaiya, 1993, p. 256).

One of the primary goals of the secondary school system in Japan is to prepare students for the difficult entrance exams which

they must pass in order to be accepted into a prestigious Japanese university. Recently, the Japanese Ministry of Education (*Monbusho*) has contemplated changes in the English educational system, alternatives which could drastically modify the current pedagogical goals and methodologies. The *Monbusho's* newly stated aims are said to "develop aural comprehension of speaker's intentions, feelings, and thoughts . . . to develop formal thinking and speaking abilities—including recitation, speeches, discussion, and debate" (Goold, Madeley, Carter, 1993, p. 3). At present, however, while in high school, students are often preoccupied with rote memorization and intensive studying at separate educational institutions called "cram schools," or *Juku*. These cram schools give specialized instruction after the normal school day for students ranging from elementary to high school. Recently, even some kindergarten students have begun attending cram schools, studying several subjects, including foreign languages, in order to enter prestigious elementary schools. It is important to note that these are not remedial institutions; rather, they are the norm and in many cases viewed as a necessary rite of passage toward higher education. Although this may change with *Monbusho's* new curriculum, the primary social role of cram schools is to work in conjunction with the high schools to prepare students for the university entrance exams. The Japanese educational system during these formative years exemplifies a social value that a good Japanese is one who generally conforms to this system which fosters understanding and passivity. In order to maintain group consensus and adhere to the traditional system, students are often expected to study

enthusiastically, refrain from being intellectually curious and not be individually expressive—thus, harmony and passivity concurrently reinforce each other.

Foreign language education in Japanese junior and senior high schools typically insists upon a passive orientation, often with little attention given to students actively using and acquiring the language. Edwin O. Reischauer, the former ambassador to Japan, who was typically uncritical of Japanese institutions asserted twenty years ago that, "the failure adequately to improve and modernize English teaching stands with the failure to improve the university system as two of the very few areas in postwar Japan in which tradition and apathy have been allowed to prevail" (Reischauer, 1977, p. 397). [emphasis mine] Recently, some Japanese scholars have been more pessimistic. In Yoshihisa Onishi's review of *Juken Eigo (Test English)* by Kazuaki Uekawa in *The Language Teacher*, he describes "English education in Japan as part of a human engineering process imposed by power-holders. Uekawa noted that English education in Japan does not encourage an international perspective nor does it advocate open expression in writing or speaking. It is simply one of many subjects used as fodder in the college admission process. Uekawa stated that as a result, the English taught in schools is excessively complex and mechanical. In most classes one question always leads to one answer and there is undue focus on grammatical forms. Proficiency in discussion and essay writing, not to mention basic conversational skills, is not fostered by the current methodologies." Uekawa suggested that the most serious impact of the current system is that it

"enhances passive learning: students become docile drones, preoccupied with evaluation results, rather than creative language users" (Onishi, 1993, p. 55).

Although it may be changed by the *Monbusho*, the prevailing system of language instruction in junior and senior high schools remains the teacher-centered, grammar-translation method, in which students translate sentences, stories and novels. Few would argue that students are rarely given the opportunity to verbally practice grammatical structures in any substantive way and are primed to treat English class as American prep-school students

regard *Latin*—a language that may be of some value, but which in many cases should be memorized and tested, not actually used. It appears that language is often not looked upon as a living dynamic means for expression; instead, in many situations, it is something to learn strictly for academic purposes.

As a result, after tedious years of this type of instruction the students finally graduate from high school, hopefully pass the dreaded entrance exam and embark upon the next level of education. And once they commence their long awaited stressless jaunt through college they know all too well "that the great majority of Japanese

universities are in one way extraordinarily permissive: once you get into one it takes real effort to get kicked out" (Christopher, 1987, p. 92). It is also important to note that this next phase of a student's life is not without harsh critics. As Sakaiya states: "a typical view is that primary and junior high schools are orderly and students achieve well, but that college students do not study and have no personalities. There is little creative or original study and research being done in Japanese universities" (Sakaya, 1993, p. 45).

Bon Voyage!

If this country [Japan] ever develops an anarchist movement, it will be the best damn organized anarchist movement in the world.

Author unknown

The University and the Travel Tour or Oh, . . . it's Tuesday, it must be Language Class

For first and second year liberal arts university students in Japan, a significant deterrent in retaining course material is the phenomenal number of classes students are required to take each week. Typically, in Japan, freshmen and sophomores are enrolled in an average of *fourteen* different, hour-and-a-half courses a term, each meeting only once a week—and most teachers agree it would be advantageous to

see their students more often. Students often attend classes six days a week, with schedules that include between 11 to 21 different courses; in almost all cases these classes are taught by a different instructor. It is perhaps not surprising that, in general, these college students are characteristically passive, and seemingly overwhelmed with their course load. Even though they choose their majors, some do not *appear* to in

volve themselves with what they have chosen to study. This schedule is typical of the first two to three years of college; the senior year is usually comprised of five to ten courses, with the majority of students' time devoted to job hunting.

Here is a typical weekly course load:

TYPICAL FIRST YEAR JAPANESE UNIVERSITY SCHEDULE

Periods	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00 - 10:30	Biology	Japanese History		English Listening Lab	Sociology	Philosophy
10:40 - 12:10	Math	Physical Education	Japanese Literature	French Grammar	English Composition (Sometimes with a NS*)	Economics
1:00 - 2:30	English Grammar	English Reading (Rarely with a NS)	Health	English Conversation (Usually with a NS)	Law	
2:40 - 4:10		Psychology	World History			

* NS: Native Speaker

If we examine these weekly schedules we can notice a few factors which tend to inhibit learning. Firstly, students are only interacting with one teacher, once a week, for an hour-and-a-half period. Secondly, there is very little time to engage in studying inside or outside the class—to absorb the material, read, do homework, or investigate related topics. Thirdly, in most cases students' grades are related to their attendance. If students show up to these innumerable classes they will in all likelihood pass doing a minimal amount of work. It is also important to note that aside from this timetable, students are often involved in several clubs in addition to part-time jobs.

Within the system and given this agenda, students seldom have the ability to become greatly involved with any particular area of study or scholarship. This situation can most easily be understood if we compare the large number of courses in the university to a typical "package tour" in which Americans are whisked around Europe, visiting twelve countries

in thirteen days. What is essential to focus on in looking at the university system and the package tour analogy, is the level of *awareness* on which the participants are operating on. In general, the lack of time combined with the massive quantity of new stimuli limits the amount of engagement the student or traveler may have. Of course some students as well as the tour participants have varied degrees of personal interest; if they are extremely interested in a subject or country they will get a great deal more out of their experience, but this is the exception rather than the rule.

In many situations, given the number of classes they take in one week, students often do not possess the energy or have the capacity to maintain a high level of sustained awareness through their excursion of courses, e.g., two or four years. Similarly, pupils and the members of the package trip know that they do not have to invest themselves in profound learning about the course or, for that matter, a new country, for several reasons. Reflecting the university schedule, there is no

substantive social pressure to learn about the subject (or European city) in-depth because, regardless of what occurs in class or on the trip, except in rare cases, the participants will complete their voyage—they will pass. Maintaining a deep awareness is not a prerequisite for survival. There is only a minimal chance of failure, of not graduating from the university or not arriving safely home from the journey, and there seems to be no genuine consequences for a lack of engagement.

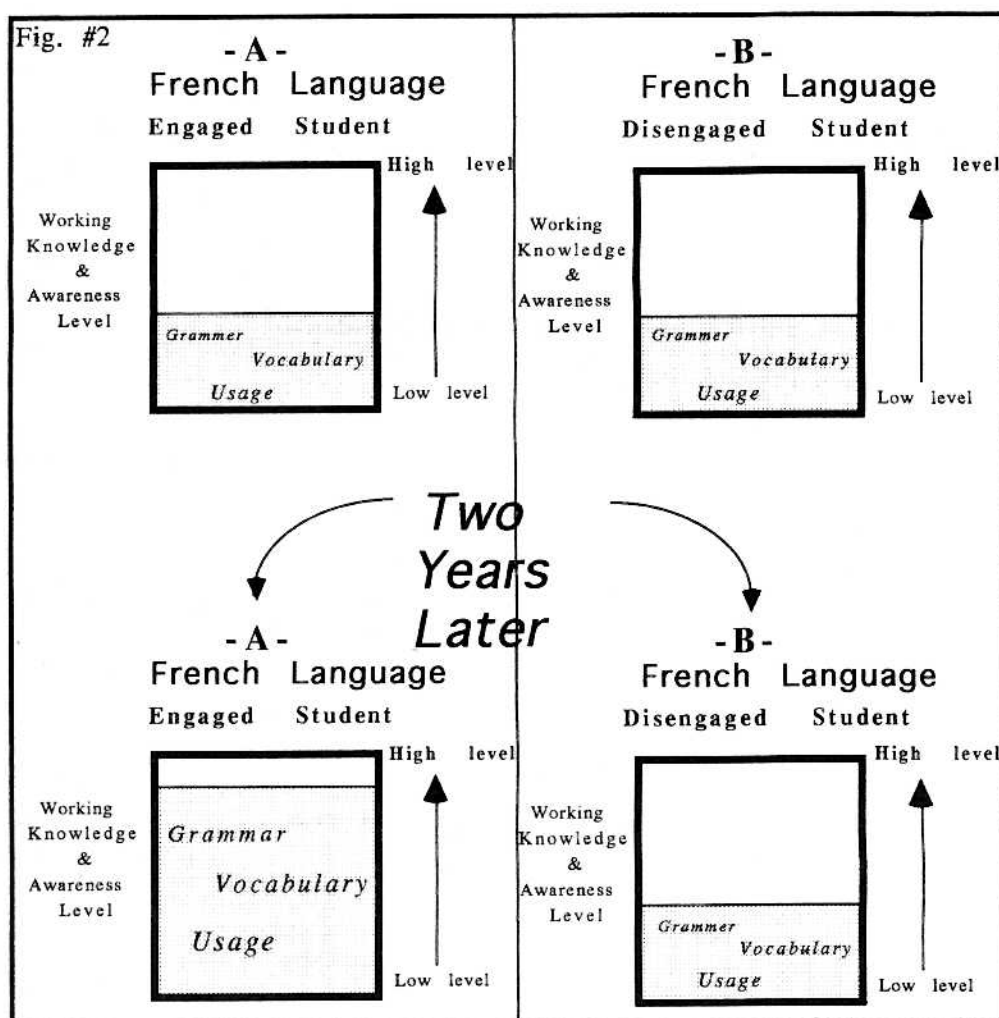
Both the tour participants and the university student often seem satisfied even though they have not acquired what one may consider impassioned knowledge about the content or area in question. Although the university student and traveler experience the unfamiliar, in many cases they are reluctant to vigorously *involve* themselves in it. The tourists go on the tour, sit back, and become receptive onlookers—listening to the tour driver, seldom asking questions—not bothering to express their own ideas to augment the itinerary.

Even though college students choose their majors, as tourists select their respective travel packages, they appear to be passive observers rather than active participants. Overwhelmed with too much to absorb in they tend not to overtly seek out and discover on their own, rather they focus in stead on maintaining an innocuous environment. In both scenarios, what the tour guide or teacher describes seems to be sufficient. In many situations, both the members of the package tour or the university have not immersed themselves in the new culture or course con

tent—no one is requiring them to be *engaged*.

The following charts which relate to learning and awareness will help to clarify this concept. For this example we will look at two people learning a language, e.g., French—both low level students with basically the same knowledge of grammar, vocabulary and usage. The primary difference between the two learners is their level of engagement—learner "A" (on the left) is highly engaged, learner "B" is disengaged. If the learner engages herself² in her studies she will retain a large

amount of knowledge about the language and, which is equally if not more significant, will develop a command of the nuances of the language and its usage, and will become aware of how to control it—thus she will achieve a high level of language proficiency, as expressed in Fig. # 2 (A). If the learner has not engaged herself, she will learn little French and maintain a limited awareness of how to use and manipulate the language; thus, her level of language proficiency would remain low, as expressed in Fig. # 2 (B).



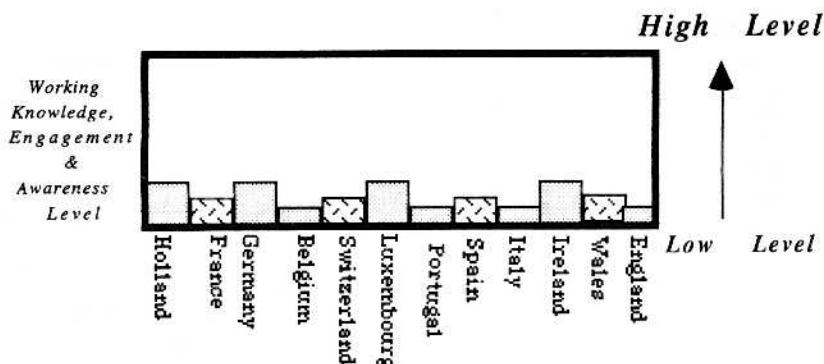
The same pattern is accurate when examining someone on the package tour or the learning of the average Japanese college student. On a package tour, e.g., 12 countries in 13 days, the participants cannot do several things which can lead to working knowledge or deep awareness. They cannot, and are not encouraged to, sustain a high level of awareness about what they see or do—there is simply too much at one time. As a 4th year student in Kyoto stated, "I didn't study for the past three and a half years. I did the homework which teachers gave

us, and attended most of the classes but I didn't try to study or learn something by myself. I just followed the *routine*.³ [emphasis mine] The students (tourists) do not maintain a high level of engagement, *immerse* themselves in what they are doing or gain a deep understanding of all of the new and diverse knowledge to which they are exposed. They are merely overwhelmed spectators with a plethora of material to examine.

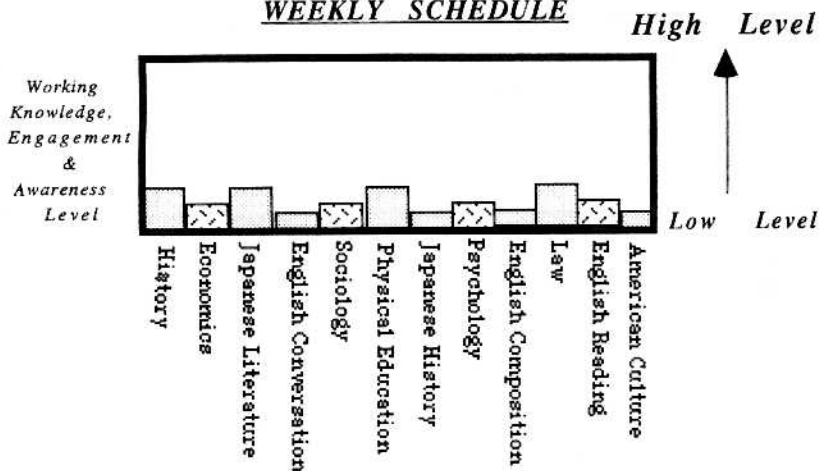
On the package tour or in the university a questioning fascination with the subject-matter is not considered a primary charac

teristic or even a positive attribute—in fact, it is often a norm of behavior which is frowned upon. The "role" of the college student and tourist is to cruise through the trip and not alter or adjust the assigned course. Thus, pupils and spectators alike stay stranded at the observer level and remain passive participants until the term (or tour) is finished. A typical learning level is represented by the following table, in which they have physically been to all of these countries and courses but have a limited awareness and superficial comprehension of the substance within them.

Fig. #3 "Package Tour"



JAPANESE UNIVERSITY
WEEKLY SCHEDULE



Common Problems For Foreign Teachers In Japan

In order to gain a clear understanding of Japanese college students it is important to examine the characteristics of the secondary school system, the methods of language instruction, and the role of the university. Moreover, one must be aware that these social and organizational aspects of both the society and the educational environment fuse to produce a situation which may cause some difficulties in the language classroom for EFL teachers.

Some EFL teachers strongly believe that meeting students only once a week, combined with students' numerous classes, make it difficult for the EFL teacher to maintain course cohesiveness throughout the term. With their extreme work load, some students have difficulty remembering what occurred in the previous week's classes, let alone synthesize the information. Because of the enormous number of courses, students are often operating at the previously mentioned minimal awareness level; that is, they get a mild taste of one area or topic, idly observe, and move on to the next scheduled class, making it difficult for EFL teachers to engage students and help them advance in their language learning.

If we look at the total number of classes students must attend each week we see that they are constantly checking courses off their list, e.g., "Monday morning, just finished biology and English and only seventeen more teachers before I have to come back to this class again." The meetings are literally ticked off their schedule without regard to the academic process.

For the past year I have been conducting informal experiments with students at several universities where each pupil averages between 14 - 21 classes a week. In the first week of the term I asked the pupils to put away their notebooks and randomly selected individuals to tell me,

spontaneously, what classes they were enrolled in that semester. They could tell me in either Japanese or English. I gave them about a minute-and-a-half. The most any one student could name, without talking to her partner, was ten classes out of 18 (again—understandable with the amount of classes they have). Three months later I repeated the same questioning, not letting students converse with one another. The best impromptu answer I was given, after three months, was 11 classes. When I asked if they could tell me their teachers' names, the topmost response was ten.

What was most interesting for me was when I replicated the same questioning to a different set of students after six months; giving them individually about a minute-and-a-half, the results were only slightly higher. And additionally, naming their teachers was a major difficulty. What this indicates once more is that students are overburdened with the amount of course work; they see on the average of 14 to 20 different teachers before they step back into my class; without looking at their schedule book they are often unable to tell what their classes are. As Sakaiya emphasizes, the entire education system, from elementary school to college, is arranged so that in various ways "it is effective in instilling a common level of knowledge and skills and in getting students used to enduring long hours filled with discomfort" (Sakaiya, 1993, p. 37).

At a 1993 all Japan university speech contest a student was speaking about Japanese universities. One of the questioners, Mr. Uekawa, a graduate of the renowned Doshisha University in Kyoto and currently a Ph.D. candidate at the University of Chicago, asked the contestant, "How do you say 'university' in Japanese?" Answer: "Daigaku." His reply, "No it's not. A university is a place where people study, learn to critically think and synthesize knowledge—and that doesn't occur at a Japanese Daigaku."

What To Do?

More universities should em

brace a system in which students meet with their teachers at least two and, even better, three times a week. This regimen has been adopted at several schools thus far and is a step in the right direction. Kyoto Seika University has established a system in which students have language classes two times a week with the same instructor in a semester; in the second term they are taught by a new teacher. At Ryukoku University's new Faculty of Intercultural Communication students meet with the same instructor two or three times a week, sometimes switching teachers in the following semester, sometimes not. Ritsumeikan University is also establishing an alternative system along these lines for their foreign language courses. The goals of these systems are varied but basically contend that in order to help our pupils more effectively learn we must build a more connected alliance between the teacher, students and course content. Students and teachers both need to establish a comfortable pace and rhythm in class to establish and maintain a consequential relationship throughout the course. After pupils grow accustomed to and comfortable with the material and instructor it becomes easier to develop their critical thinking skills—an ultimate goal of all education. As time progresses, classes will develop and become more content oriented, where language is used as a means to learn and is not the primary focus of study. More student/teacher contact will do other things to benefit the educational environment such as: help teachers develop their courses more effectively and more deeply know their students; create a healthier atmosphere in the classroom; and allow pupils to engage themselves with the course components.

It is important to note that while modifications have been implemented in several universities regarding an increase in the amount of time a teacher and student meet in one week, most of these cases

unfortunately only occur in foreign language departments. Although this is a step in the right direction, educators should not be satisfied with this minor success. In non-language courses at liberal arts universities, teachers and students are still only meeting once a week making it difficult to gain multifarious knowledge of a specific subject. Within such a schedule pupils have a limited opportunity to actually be "on task" in *all* courses, not just foreign language ones. The system is not arranged in a way that the *time on a task* (or subject) is solidly introduced and thoroughly followed up, whether it is how to use phrasal verbs, learn European political history or discuss contemporary sociological theories. There is simply not enough focused *time* available to carefully examine crucial academic issues let alone scrutinize and critically analyze them. Many educators, both Japanese and foreign, feel the goal should be to modify the system and create a new *modus operandi* in which students are

able to intensely focus on the task of gaining a "quality" education. "A broader view of quality might suppose that the first goal of education is to equip human beings to live happy lives, the second is to enable them to contribute to the prosperity and progress of the human race, and the third is to achieve this efficiently with the least pain to the student and least burden on parents and relatives" (Sakaiya 46). But as educators we also know that change is a scary process which will not be easy.

Conclusion

By examining the undergraduate academic environment in Japanese universities, it immediately becomes apparent that teachers should encourage an essential change in order for students to learn efficiently, namely, that students meet more often with their teachers. It is also important for instructors to understand the previously mentioned variables of the educational system, and try to work with, not against, them in order for students to better

learn. By this I mean that to assist students in the process of thoughtful understanding, it is useful to be familiar with what they have gone through via the Japanese educational system. Teachers at Japanese colleges should become aware of the ingrained differences within the educational culture in order to help students discover their potential. In spite of the cultural variables which may hinder a western style of teaching, it is also critical to realize that teachers will not independently reform the system in spite of its perceived deficiencies or ones altruistic motives. Although converting the system and course load is appealing and seems essential, as in many aspects of Japanese exclusiveness, transformation is slow. As teachers, Japanese or foreign, our responsibility is to learn about the types of communication which are inherent within any society, become aware of what is occurring in the target educational culture, and then effectively work within it.

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Footnotes

1. The substructure of Japanese society stresses *Wa*, or harmony, in which everyone is encouraged to live and adhere to the power and ideals of the group rather than the individual. By conforming to the norms of *Wa*, the responsibility of each individual seems to be to work for the betterment of the group and to maintain social cohesiveness. To stray from convention and be genuinely inventive is viewed, in many situations, as a negative attribute, conflicting with the Japanese cultural spirit of compliance within *Wa*.
2. Where it is awkward to be gender neutral personal pronouns will be feminine regardless of reality. Sower, V.C. IYP (Interim Year Practicum) #2 School for International Training, Japan, December 1992.
3. Hiromi Tamachi of Kyoto University of Foreign Studies in a response to a modified version on this theme.
4. I was one of the judges at the speech contest.

Myths, Stereotypes and Cause and Effect

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Shizuoka University

My tirade last issue focused on the shortcomings of our academic schedule here at Shizuoka University, and how the students get it in the end, so to speak. For me, and as I mentioned, the most appalling feature of such administrative short sightedness is that the students often bear the blame for the resulting educational shortcomings. I'd like to discuss another topic that's been on my mind lately, another way in which the students (unfairly, I think) bear the blame.

The stereotype of Japanese university students is that they are, in a word, lazy. The common rationalization is that, after so many years of hard studying in an effort to pass their university entrance exams, they feel they've earned a four-year recess before slogging off to file forms or build Toyotas until they either retire or drop dead. As with most stereotypes, this one has some merit, and I initially bought into it wholeheartedly.

My first university teaching experience was in the Kyoyo-Bu English Department, where I was unlucky enough to draw three sections of mechanical engineering students. That is, roughly 100 19-year old boys who were stone, cold dead, as far as I could see. I'm pretty well convinced I could have scattered any manner of puerile distractions throughout the classroom and these guys wouldn't have even noticed.

Now, whether or not mechanical engineering students should have to take a year of English conversation is a question I have a definite opinion on, but won't get into now. Because the course was a requirement, and because it began at 8:30 in the morning, they were there only in body, and unfortunately, this being my first gig in Japan, I was there in body and spirit. In hindsight, I know that I was

suffering from Young Teacher Syndrome. The symptoms of this common affliction include an unwillingness to lower one's expectations, staking one's ego on the success of the class, and a personal hostility toward unenthusiastic students--in this case, the entire semester's population.

I ended up failing half of those students, with the department's blessing. They deserved it to a man; despite informal and moderately engaging classes, despite a point-by-point review in which I detailed every question exactly as it would appear on the final exam, and despite the ease of that exam, some of the group scored less than 25%, several of them left their tests unfinished, and a few didn't even bother to show up.

So I left that first teaching assignment as a promulgator of the stereotype, that Japanese college students are brain-dead, and shame on me for that. After three more years here as a representative of that "dangerous and violent country" across the Pacific, I know now how important it is to avoid hasty generalizations. A more correct assessment would have been: most first-year, male mechanical engineering students at Shizuoka University are, to put it kindly, uncommitted. They had pretty clearly bought into the myth that they would be passed along simply by showing up. After the grades came out, I got more than one tearful phone call begging me to up their grade to a "C", telling me that they couldn't move on to their major coursework on our sister campus until they passed English Conversation. I felt like a real heel, and even contemplated passing a few of them. Thankfully, one tenured professor encouraged me to stick to my guns; in fact, he encouraged me to

simply never, ever change a final grade, a policy I've adopted.

Yes, they had bought the myth, that college students have earned a four-year nap. The question I have is, where does the myth come from? From the student body? And who does the myth benefit?

When I made it to full-time status in the Faculty of Education, I was pretty well disillusioned, and expected only more of the same glazed eyes staring back at me. Basically, I was thankful for the newfound job security as a Foreign Professor of English, but still less than enthusiastic about the courseload. By that time, in fact, my failure ratio had fallen, as I'd become impressed by the students' ability to sleep soundly while sitting upright with their eyes wide open; cultivating that skill still seems to me worth a passing grade in any subject.

My new students, mostly English and International Studies majors, quickly changed all that. Given only the barest of outlines regarding what I was to teach in the upper-division composition courses, I handed out a TOEFL-style assessment test. Their results were off the scale of my experience. Not only that, there was life in their eyes.

So most of my first two years were spent designing and writing coursework, since I've yet to find a single decent ESL composition text on the market. Even without comparisons to my earlier, non-English majors, the students in Education are advanced far beyond my wildest expectations. The composition coursework I teach is basically what I learned in high school, along with a smattering of what I taught in Freshman Composition in California. In the first four months, we begin with a study of the paragraph, move on to simple, three-paragraph

structure (introduction, body, conclusion), and then expand that into a five-paragraph essay. The second term is spent in the production of a ten-page research paper, and in addition to studying the correct format, we also spend time on transitions, paraphrasing and summarizing, logical fallacies, methods of development, and arguing a proposal. All grammar lessons are incidental, subordinate to deeper concerns and brought up only when a large section of the class is making a specific mistake (most commonly, subject-verb agreement, pronoun references, and plural-singular errors.)

This is the third year that I've taught this course, and I'm still amazed by how quickly most of my students master these skills. This is especially surprising considering the absolute opposition of English vs. Japanese composition. True, the peculiarities of Japanese writing continue to pop up and cause problems, most especially the old *kishyo-ten-ketsu* idea of saving the thesis for the end, and their continual difficulty in coming up with very specific details and examples to support their ideas. But after only one term working on the basic structural basics, they have a pretty good handle on it. What's more, I never give homework during the first term; all their writing assignments are done in-class. In many ways, the work they complete for me is no less demanding than similar composition courses for native speakers.

But the skepticism regarding student ability that I got and continue to get from other instructors and professors is daunting. While casually looking over some of my composition assignments in the photocopy room, some of my colleagues have shown disbelief. "What are you thinking?" one said. "You're not actually trying to teach them to write, are you?" Another snickered at my naiveté. "They can't do it," he said. "They

just make the same mistakes over and over again."

And me in my naiveté, here I thought that it was my job to teach the students to write, to point out their mistakes and train them to avoid improper tendencies and weak thinking.

And understand further that the scoffing colleagues in question are all pretty good instructors--young, dedicated, well-published, well-liked by the students, not too cynical. In fact, it's the younger faculty that are more often dismissive of the students; those nearing retirement seem to me much more aware of the improvements being made in the overall quality of English education. Whether intentionally or not, the more cynical instructors are propagating the myth, which pumps up my own cynicism about the system much more than cynicism regarding the students.

I for one am sick and tired of hearing about how Japanese students are lazy. Boring, perhaps; bored, certainly (and who can blame them in this culture of conformity) but not lazy. In fact, my experience here is that the great majority is willing, even eager to rise to a challenge.

So where does the myth come from? Certainly not from the students themselves. Few cultures allow the workers to prescribe how much work they should have to do; in this culture it would be unthinkable for a worker to even make a suggestion on that topic. It seems to me that the myth comes from all other corners of the culture.

And although that's pure conjecture, it makes sense, because it answers the more important question, who benefits from the myth? When I think about that, the myth begins to be somehow more palatable, because it seems to me that practically every corner of society benefits from it, at least in the short-term. The students get a nice little vacation, for many of them the only one they'll have for the

next 40 years. The employers who snap them up at the end of those four years get a group of relaxed students who must be eager to move on: tanned, rested and ready, as it were. And certainly the university faculties benefit; by adhering to the stereotype, by lowering our expectations of what our students can do, and therefore what we should do as their instructors, we free ourselves to pursue research and publication.

But of course, in the long run, it is the students who are injured. In my home country, the university is a place of tremendous energy and enthusiasm; not a great percentage of that energy is devoted toward studying, true, but there's so much life and spirit there. And even today, looking back, I can quickly rattle off the names of half-a-dozen professors who really changed my way of thinking. Those years were formative, as they should be, poised as we all were on the edge of adulthood.

One a recent trip I made to Seoul, I was relaxing with lunch on the quad of a smallish university campus. All around, students were playing drums and guitars, passing footballs and baseballs. They constantly approached me to ask my opinion on politics, sports, whatever, and to give me their own. And I felt totally at home there, thinking, "this is the way a college campus should feel." The kids here in Shizuoka (especially the boys) mostly shuffle around with their heads down, muttering "I'm tired" or "I'm hungry" or "it's cold" or "it's hot." They are able at a moment's notice to drop into a comatose state. There's just no fire in their bones; not only is nobody home, the lights aren't even on. That's perhaps the most distressing difference between a US and a Japanese campus, and I believe one reason I tend even now to perpetuate the stereotype of the lazy students. But isn't their outlook, perhaps, a result of the stereotype, and not the cause?

FL Literacy N-SIG (now forming)

Charles Jannuzi

What is the modern concept of literacy? Does it involve more than traditional reading and writing? What are its implications for FLT and FLL? One way to make readily apparent the relevance of literacy as a concern for modern language teaching would be to define literacy as reading and writing for communication. Consider this more detailed definition:

Literacy is a minimal ability to read and write in a designated language, as well as a mindset or way of thinking about the use of reading and writing in everyday life. It differs from simple reading and writing in its assumption of an understanding of the appropriate use of these abilities within a print-based society. (Venezky, in Harris and Hodges, 1995, p. 142)

One simplification that may hurt the effectiveness of modern communicative approaches is an overemphasis on the spoken language, even to the point where communication is equated with oral output. But consider how the FLT/FLL endeavor is steeped in literacy, even if this dependency on literacy is not always made explicit or consciously discussed by teachers and students: most FLT/FLL done in a classroom setting--including conversation classes--involves the use of written texts (textbooks, workbooks, dialogues written on the blackboard); much FLT/FLL takes place concurrent with or even after first language literacy acquisition; and most target foreign languages are the native languages of societies that require the full integration of different modes (spoken or written) and registers (informal or formal) of language (for example, two people discussing a written fax over the telephone or two friends exchanging e-mail using informal language).

An FL Literacy N-SIG in JALT might draw on two traditional areas

in its development in order to meet the needs of FLT. First, it should be noted that SLT/SLL has been an important concern for literacy education. For example, reading specialists in the U.S. or U.K. have been called on to meet the literacy needs of immigrant students. Second, reading and writing have always been core components of FLT/FLL. But, most importantly, what is needed is an N-SIG that draws on these two traditions where useful and goes beyond the ideas that (1) FL literacy is simple adapting SL literacy to overseas situations or (2) reading and writing are mildly complementary (or even antithetical) to a communicative approach in FLT.

Just as in any educational undertaking that proposes that the status quo is less than satisfactory, achieving changes for improvement in FL literacy in Japan may prove difficult. It may require going beyond standard preconceptions and stereotyped roles in the FL classroom. For example, in ELT in Japan there is this preconception: that Japanese students get a strong grounding in reading and writing during their six to eight years (on average) of English class, but that listening and speaking lag behind. This over-emphasis in reading and writing is a result of the predominant *yakudoku* and/or grammar-translation approaches that is everywhere in use in Japan, from secondary through post-secondary levels. Is this really the case? Has anyone in any research anywhere shown that Japanese students of English as a whole score significantly better on standardized tests in the areas of reading and writing than they do listening or speaking? Or how can we reconcile the inherited view with what one university professor writes about teaching reading at a Japanese university:

If you are going to teach a

reading course at a university, you should know that most of your students probably have not read more than a few words of English in their lives. This fact may seem strange considering that their prior contact with English has been almost entirely through the written word....What have your students been doing with written English? From the beginning of their English study, they have been trained to use a single strategy for dealing with unfamiliar written language: transpose it word-for-word into Japanese. (Bamford, in Wadden, 1993, p. 63)

Actually, Bamford may be over-stating the case as to what the students have been doing. In secondary classroom where I either functioned as an Assistant Language Teacher (ALT) on the JET Programme or observed, reading class was little more than students diligently copying the Japanese translation provided by the Japanese teacher. In other words, reading for understanding was thought to mean copying, reading, and understanding the translation that the teacher wrote on the board. My own teaching experiences at a national university show that, when considered case-by-case, some students prefer reading and writing to the more pressing time demands of the on-the-spot communication of conversation while, on the other hand, many consider anything associated with reading and writing as tedious and difficult. In any case, assessment results show that a high level of proficiency in either spoken or written English at my national university is practically non-existent, and I often find teaching reading and writing more of a struggle than English conversation.

Another problem facing the development of FL literacy in Japan is the division of labor: foreigners (i.e., native speakers of English) are

most often hired to teach *eikaiwa* while Japanese teachers teach English grammar, vocabulary, reading, and writing. At the secondary level, this division holds, at least from my knowledge of and experience in a variety of settings while on the JET Programme. At university, course assignments for foreigners may offer more variety, but the tradition of assigning *eikaiwa* classes to such instructors is firmly entrenched at many schools.

And there are other, perhaps more serious problems as well: Is beginning EFL literacy being addressed adequately (or at all) in the junior high schools, where students begin their formal study of English (a make or break experience for most)? Do literacy dysfunctions that manifest themselves in the acquisition of literacy in the native language affect EFL here? Does the reality of a complex

alphabetic writing system as in English create overwhelming demands on and problems amongst EFL students in Japan, where the native language is written with a combination of a large set of logographs (or more precisely morphographs) and two syllabaries? Is EFL literacy actually being used efficiently to facilitate the learning and/or acquisition of the target language? Is independent, extensive reading encouraged and supported at most high schools or colleges?

If you are in any way interested in the concerns discussed above (or in the teaching and learning of reading and writing as it relates to FLT and your own teaching and research interests), you are by all means encouraged to join and empower this forming N-SIG. Become an officer or an active member and help see this through to fruition. The field of FL Literacy is undeveloped and wide open and so is this nascent N-SIG.

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A Review of TOEIC

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What is a TOEIC? What does it test? Is it useful? How is it used? What do the scores mean? Are the scores comparable to TOEFL in any way? These and other questions will be answered in this paper. Knowledge of the background of this test will help users understand it, so a short history will be provided; followed by a general structure discussion with examples of question types, subsection by subsection. A brief discussion of how results of the exam are used or misused finishes this review.

History of TOEIC

The TOEIC came from the Japanese Ministry of International Trade and Industry requests to the

Educational Testing Service in the middle 1970's. It is "designed to measure the English-language listening comprehension (LC) and reading (R) skills of individuals whose native language is not English. The TOEIC is used primarily by corporate clients, worldwide." (Wilson, 1989). Most examinees are in their mid-twenties to late forties, and working for a corporation. However, TOEIC test-takers have recently included many university graduating seniors, because corporations are requiring TOEIC scores for new employees more and more often. From its beginning nearly 20 years ago, the use of TOEIC has spread from Japan throughout Asia, and it is becoming more frequently used throughout Europe and

South America.

Structure

The TOEIC is a multiple-choice instrument designed to measure a examinee's receptive English skills, and is increasingly becoming considered a reasonable predictor of these skills. The general register of the TOEIC is "real-life, business-type English." The TOEIC was created by Educational Testing Services in Princeton, New Jersey, but is now entirely owned and operated by the Japanese TOEIC office in Tokyo. The structures of the TOEIC is not radically different from the TOEFL (see Figure 1). The topic treated in each test, however, is different.

In the listening subtest, visual stimuli (in the form of photographs) is first used by ETS for English-language testing purposes. Another relatively novel section is the response section, where no stimuli other than the voices on the tape are given. No printed information whatsoever is given in this section. Other sections include listening to conversations and listening to short talks, like many other English-language tests. The type of questions asked within the Listening comprehension section (main idea, vocabulary, idioms, minimal pairs, or inference) is similar to other English-language tests.

In the reading comprehension subtest, two subsections evaluate the testee's ability to use English grammar in a relatively formal manner. The TOEIC uses business letters, short news items, and advertisements as stimuli in the readings. However, the type of questions asked in the Reading comprehension section (main idea/topic, inference, attitude/tone, vocabulary, idioms, or details/application within the passage) is similar to other English-language tests.

Specific Comparison of Listening Comprehension

Section 1 of the TOEIC tests the ability of the examinee to recognize vocabulary in the context of the photo prompt (see Figure 2). The test-takers see a photo and hear four sentences describing the photo. Examinees tend to feel that the photo prompt, providing visual context, is reassuring, even though both the question and possible answers are only heard, not printed.

Section 2 of the TOEIC assesses the examinee's ability to listen to a prompt and choose the appropriate response (see Figure 3). Some Japanese examinees have commented that this section seems to be mostly a structure test, listening for the grammatically correct response. Most examinees feel that

this part of the TOEIC the most difficult part of the listening component since both the prompt and the possible answers are only heard, not printed.

Section 3 of the TOEIC is listening to short conversations (see Figure 4). This section follows the pattern of Speaker A, Speaker B, Speaker A; and the question and four possible answers are printed in the test booklet. Examinees tend to feel that the TOEIC is relatively easy to understand in this section because both the question and possible answers are printed in the test book, which provides examinees more context into which to fit the conversation. There is only one question per conversation.

Section 4 of the TOEIC is the longer conversations section (see Figure 5). The TOEIC "short talks" subtest tends to have short talks (1-1.5 minutes) and asks 3-5 questions per talk. The content of the TOEIC are typically extended conversations (5 or 6 extended exchanges) between two people talking about office matters, or single speakers giving a news report or other information. Idioms and vocabulary in context are tested extensively in this section. Examinees tend to feel that the TOEIC material is comparatively less difficult than other tests, since both the amount of spoken language and the number of questions are limited.

General Comments on Listening Section

There are 100 questions on tape in the TOEIC; testing time is about 50 minutes. Timing of questions is roughly 30 seconds per question. There is a "thinking gap" of about 10 seconds per question on the tape. Vocabulary and idioms in context are evaluated throughout the test, as well as grammar. The general register of the TOEIC listening subtest is "business," with a high frequency of idioms being spoken and relatively few polysyllabic words. Reading Comprehension

The next two subsections of the TOEIC, Incomplete Sentences and Error Recognition, assess the examinee's knowledge of English structure, or grammar. These TOEIC subtests are supposed to "measure ability to recognize language that is appropriate for standard written English," (ETS, 1993).

The example in Figure 6 tests demonstrative pronoun usage. The example in Figure 7 tests word order. This section of the TOEIC is not unusual; in fact, it is practically the same as the comparative subsections of the TOEFL.

The example in Figure 8 is a news report. The types of reading comprehension questions are not unusual: main idea, details, inference, and/or author's attitude. The TOEIC tends to have 3-4 questions per passage, and about 6 or 7 reading passages on each test.

There are 100 questions in the Reading Comprehension section; 60 questions in the Grammar subtest and 40 questions in the Reading subtest, with a total time of 75 minutes. The Grammar and Reading Comprehension sections are timed together. Examinees should allow about 25 minutes (or less) for the Grammar questions. If an examinee can quickly (and accurately) go through the Grammar section, then more time is left for the Reading Comprehension questions.

Purposes of the Tests

The stated purposes of the TOEIC is to show the examinees some general measure of their English ability. However, some institutions misuse the tests for purposes which should not be measured on these tests.

The TOEIC is correctly used to assess a examinees' overall English proficiency in a business context. TOEIC scores are increasingly being required by corporate employers of either entering employees or of employees who are being considered for promotion and/or overseas assignments. Employers use TOEIC scores as a screening device, hiring

only those who meet a certain pre-determined TOEIC score. (See Fig. 9) As a result of this practice, Japanese colleges, universities, and tertiary-level vocational schools are now offering TOEIC-preparation courses in greater numbers than five years ago. TOEIC-preparation courses have already been offered by language schools throughout Japan for many years now. Some corporate employers use the TOEIC incorrectly, by requiring their domestic employees (who do not use English on a regular basis) to obtain a certain score for promotion or raises.

Score Usage

Many researchers and students of testing believe that the TOEIC shows the differences between low-beginner-to-high-intermediate levels very well. A TOEIC score of 450 is frequently considered acceptable for hiring practices, with the understanding that the employee will continue English studies. A TOEIC score of 600 is frequently considered the minimum acceptable for working overseas. Domestically-based engineers who have a TOEIC score of 500 are considered reasonably proficient in English.² If the same engineer is being considered for a posting overseas, he or she must usually try for a TOEIC score of about 625. A domestically-based desk-worker with a TOEIC score of 600 is considered reasonably proficient in English. For the same desk-worker to go overseas, she or he must usually have a TOEIC score of 685.

What do the Scores Mean?

The TOEIC office in Tokyo, Japan has published a comparison between the Oral Proficiency Index (the OPI is used by the U.S. Foreign Service), TOEFL scores, TOEIC scores, other tests, and the Japanese Eiken¹. All these tests assess English reading, listening, and grammar proficiency. The OPI and Eiken series

further test speaking ability. The Oral Proficiency Index is considered one of the best tests since it provides a means of testing the examinees' productive language skills, as well as their receptive language skills. However, due to time and cost considerations, the OPI is an impractical test to administer for large numbers of people. The Educational Testing Service also administers the Test of Spoken English (TSE) and the Test of Written English (TWE). Of the 12 "official" (International) TOEFL tests administered every year, 5 include a TWE in addition to the regular TOEFL. The TSE has its own testing schedule, since it requires making an audio tape. Many schools do not require these additional tests for much of their admissions procedures, although non-native English speaking graduate students who wish to become Graduate Teaching Assistants are increasingly required to pass the TSE in order to get their assistantship.

Both TOEFL and TOEIC test receptive skills (listening and reading) rather than productive skills (speaking and writing). It is possible for students to score very high on the TOEFL, but not be able to use oral or written English in context. Many examinees become expert in taking language tests, but do not learn how to use the language. Therefore, the authors maintain that TOEFL and TOEIC tests operate in an "artificial reality." The tests, when used alone, are valid and reliable in themselves, but not in a larger sense. Examinees who score well on these tests may have self-confidence in the language classroom, but using their language skills in the real world may be quite a different thing.

In theory, an examinee with a score of 650 would be expected to operate in a English-speaking business context better than a examinee with a score of 600. In the real world,

examinees will be reading and generating faxes and reports, listening to and making presentations, and using the telephone. Examinees who excel in taking paper tests, yet are unable to use their language productively, will be at a loss in the real world.

Comparing TOEFL and TOEIC Scores

What is the difference between the TOEFL and the TOEIC? Can they be compared?

The scoring system is different and the number of questions is different, as is the amount of time needed to take each test. The register is also different ("Academic English" for TOEFL and "Business English" for TOEIC). The reasons for taking each test (the examinees' motivation) can be different (except perhaps in the area of securing employment), and the ways of using the results of the tests are different. The vocabulary in the two tests has areas of similarity, but there are some noticeable differences due to register of English tested. Many examinees feel that the TOEIC is easier than the TOEFL. Many students of testing consider that the TOEFL is a more accurate discriminator for higher-level examinees, and the TOEIC is a more accurate lower-level discriminator.

The tests were both created by Educational Testing Service, and test American English. ETS has calculated a number of reliability and validity checks on both tests, so they are both considered accurate and useful when used within the guidelines published by ETS. The grammar subtests of both tests are quite similar and the types of questions asked in the Reading Comprehension subtest (main idea, details, inference, and/or author's attitude) are similar.

In short, with proper understanding of the TOEIC, it can be useful, but it must be used properly, with full knowledge of its limitations.

Figures

Figure 1: General Comparison of Tests

TOEFL

3 major subtests; 5 subsections
150 questions
scaled score ranges from 200 to 677
examinees tend to be students
(18-25 yrs)
results tend to determine schools
to be attended and academically
related matters

1. Listening Comprehension

- I. Short conversation (25 qs)
- II. Short talks (25 qs)

2. Structure & Written Expression

- III. Incomplete sentences (15 qs)
- IV. Error recognition (25 qs)

3. Reading Comprehension

- V. Reading comprehension (30 qs)

TOEIC

2 major subtests; 7 subsections
200 questions
scaled score ranges from 10 to 990
examinees tend to be corporate-level
employees (25-50 yrs old)
results tend to determine overseas
postings and other business
related matters

1. Listening Comprehension

- I. One photograph, spoken sentences (20 qs)
- II. Spoken utterances, spoken response (30 qs)
- III. Short conversation (30 qs)
- IV. Short talks (20 qs)

2. Reading Comprehension

- V. Incomplete sentences (40 qs)
- VI. Error recognition (20 qs)
- VII. Reading comprehension (40 qs)

Figure 2: Question Example: Listening Comprehension

- I. One picture, spoken sentences (Gilfert & Kim, 1996):

Seen: a photo of two men talking across a table. An unused computer is in the background.

Heard: (A) *The two men are computing.*

(B) *The computer is having a meeting with the men.*

(C) *The two men are talking.*

(D) *One man is buying a computer.*

(C) is the correct answer, since it is closest in meaning to what is shown in the photo.

Figure 3: Question Example: Listening Comprehension

- II. Spoken utterances, spoken response (Gilfert & Kim, 1996)

Heard: *Hello, I'm John.*

Heard: (A) *Hi, John. How are you?*

(B) *Who's John?*

(C) *Good-bye, see you later.*

The correct response is (A), since it is the most likely response to this greeting.

Figure 4: Question Example: Listening Comprehension

III. Short Conversation, Four printed answers (Gilfert & Kim, 1996)

Heard: A: May I help you?

B: Yes, do you have this shirt in size 12?

A: Certainly. I'll get one for you.

Read: Where is this conversation most likely taking place?

- (A) in a hotel (C) in a post office
(B) in a department store (D) in an airport

The correct response is (B), since the conversation appears to be happening between a sales clerk and a customer

Figure 5: Question Example: Listening Comprehension

IV. Short Talks: (Gilfert & Kim, 1996)

Heard: *Sunshine is forecast for today after two damp days. Westerly winds will freshen by afternoon and chilly air will be transported across the metropolitan area. Clouds will overtake clear skies by morning. Chance of rain is thirty percent today and forty percent this evening. Highs in the low sixties; that's in the high teens Celsius; and lows in the mid forties Fahrenheit or just under ten degrees Celsius today.*

Read: 1. How was the weather earlier this week?

- (A) Sunny (C) Damp
(B) Cool and dry (D) Chilly

2. What kind of weather is expected tomorrow?

- (A) Cool and cloudy (B) Sunny and dry
(C) Damp and windy (D) Cold and sunny

3. What is a likely high temperature today?

- (A) 10° C (B) 17° C (C) 42° C (D) 63° C

For question 1, (C) is the best answer. The announcer notes that the last two days have been damp.

For question 2, (A) is the best answer. The announcer notes that "chilly air" is expected overnight.

For question 3, (B) is the best answer. It is within the range of the "high teens."

Figure 6: Question Example: Reading Comprehension

V. Incomplete Sentences: (Gilfert & Kim, 1995)

Read: _____ girl over there is my sister.

- (A) This (C) Those (B) These (D) That

(D) is the answer that is grammatically correct.

(A) is an error in word order, making it the correct answer.

The correct answer for Question 3 is (D). See Question 2.

Figure 9: TOEIC Score Level (Matsumoto, p. 9-11)

This is an estimated chart, using TOEIC scores and company recommendations from various sources in the Tokyo area.

TOEIC Score	Level	Comments
990-860	A level	Ability to communicate on a variety of topics, both personal and professional, with native speakers. Vocabulary, grammar and pronunciation are reasonably accurate and understandable. Senior office staff posted overseas.
860-730	B	Ability to communicate with success in various situations where the testee has some expertise. Vocabulary, grammar &c. may not always be the best choice or completely accurate, but testee will be understood. Junior office staff posted overseas.
730-470	C	Ability to communicate about everyday matters and daily news, although limited in business-matter communication. Fluency is not rapid but not a major hindrance. Senior domestic office staff dealing in English matters. Engineers posted overseas.
470-220	D	Ability to communicate at the lowest level on everyday matters. Fluency is slow; changes conv. subjects with difficulty. Uses simple grammar structures & vocabulary. Junior domestic office staff dealing with English matters. Engineers dealing domestically with English matters.
220-10	E	Ability to communicate in English is very limited.

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Notes

¹ The Japanese Eiken is a 6-part series of non-standardized tests produced by the Society for Testing English Proficiency (STEP), published in Tokyo, Japan. The STEP test levels are level 4 (low beginning), 3 (high beginning), pre-2 (low intermediate), 2 (high intermediate), pre-1 (low advanced) and 1 (high advanced). STEP is offered by pre-registration at a relatively low cost (¥2,500 -¥3,000 per person per test) twice a year in Japan. There is no limit on how often a person can take the test.

In contrast, the International TOEFL is available, by pre-registration only, 12 times a year, anywhere in the world. The cost of taking a TOEFL is U.S. \$42 on a Friday administration or \$35 on a

Saturday administration, payable in U.S. (or Canadian) funds only. Five times a year, the TWE is part of the TOEFL at no extra cost. The International TOEFL is the "official" TOEFL; the scores are sent at the examinee's request to examinee-selected schools. Five of the International TOEFL administrations are Disclosed. Examinees can choose to give a self-addressed envelope and postage for 43 grams from the U.S. to the test administrators. The examinee's test booklet will be mailed a week or so later to the examinee.

There are other versions of the TOEFL, called Institutional TOEFL. Institutions may choose to purchase and offer the TOEFL to their students or employees at any time they wish, as long as that date does not conflict with an International TOEFL. These scores are used within the institution which offers the TOEFL; the scores do not leave the institution for use in applying to schools in the U.S. or Canada.

The TSE is offered at other times, for U.S. \$80 (for TSE-A) or \$110 (for TSE-P).

The TOEIC is offered, by pre-registration only, 6 times a year for ¥6,500 per test, payable in Japanese yen or the equivalent in local funds. Institutional TOEIC administrations can be arranged at other times by institutions, as in TOEFL above.

This information may change. Please check the latest bulletin of information for the latest prices, test dates and availability. Bulletins are available free of charge at many bookstores and university or college campuses in the U.S. In Japan, there may be a small charge for test information at bookstores.

2. In Japan, engineers are generally considered to need fewer language skills than other workers, since engineers tend to communicate in formulae and numbers, transcending linguistic limitations. This may not always be true; in fact, limited communication ability may cause progress to be slowed or to come to a stop.

FACULTY MEETING KANJI TASKS

By Roberta A. Welch, Toyo Women's College, and Tomoko Hongo, Tokyo University of Agriculture and Technology.

Intended students: Non-Japanese teachers who sit in on faculty meetings and lament the fact that they are illiterate or semi-literate in Japanese. (Or those who are just bored to death.)

Kanji level: Elementary or intermediate.

Prerequisite: Reading knowledge of hiragana is recommended.

Place: Faculty meeting.

Materials: Task, faculty meeting handouts, pen or pencil (colored highlighters for the more artistically inclined).

Underlying pedagogical assumption: Doing something is better than doing nothing.

I. Kanji Recognition Task

Level: Elementary

A. Circle these kanji on your faculty meeting handouts.

B. Fill in the () with the meaning. Use your dictionary if necessary.

1. 学 (learning) [Japanese children learn 学 in the 1st grade.]

だいがく 大学 (a.)

にゅうがく 入学 (b.)

きゅうがく 休学 (temporary absence from school)

だいがく 退学 (withdrawal from school)

ふくがく 復学 (return to school)

2. 入 (enter) [1st grade]

にゅうし 入試 (c.)

にゅうがく 入学 (see above)

3. 生 (live) [1st grade]

がくせい 学生 (d.)

せんせい 先生 (e.)

いちねんせい 一年生 (1st year student)

4. 教 (teach) [2nd grade]

きょうじゅうかい 教授会 (faculty meeting)

きょういく 教育 (f.)

きょうざい 教材 (g.)

きょうむ 教務 (educational affairs)

5. 会^{かい}(meeting) [2nd grade]

会議^{かいぎ} (meeting, conference)

教授会^{きょうじゅかい} (see above)

委員会^{いいんかい} (h. _____)

6. Kanji of your choice

Total score _____ (One point for each circle.)

1-5 You are not looking hard enough! Try again.

6-15 Not bad. There is hope for you!

15+ Excellent. In 5 years you may be able to read fluently!

II. Vocabulary Task

Level: Intermediate

A. Circle these items on your faculty meeting handouts and divide each phase into meaningful words.

ex. 勉強会 → 勉強 / 会 [2]

1) 教授会議事要録 [4]

2) 報告及び説明事項 [4]

3) 審議事項 [2]

4) 懇談事項 [2]

5) 庶務課 [2]

6) 研究費 [2]

7) 入学試験 [2]

8) 図書館 [2]

B. Now, match the pronunciation and meaning of each phrase.

A. けんきゅうひ

B. きょうじゅかいぎじょうろく

C. こんだんじこう

D. しんぎじこう

E. にゅうがくしけん

F. としょかん

G. しょうむか

H. ほうこくおよびせつめいじこう

1) 教授会議事要録

2) 報告及び説明事項

3) 審議事項

4) 懇談事項

5) 庶務課

6) 研究費

7) 入学試験

8) 図書館

a. entrance examination

b. faculty meeting minutes

c. general admission section

d. library

e. items for open discussion

f. items for deliberation

g. reports and explanation

h. research fund

(2 ページ)

C. For extra credit: For each of the following suffixes (1-4), make up two words by combining it with the appropriate items (a-h).

1. ____ 館 2. ____ 費 3. ____ 会 4. ____ 課

a. 交通 b. 人事 c. 美術 d. 祝賀 e. 經理 f. 大使 g. 送別 h. 交際

1.	(館)	(館)
2.	(費)	(費)
3.	(会)	(会)
4.	(課)	(課)

Answer Key

- I. a. university b. school entrance c. entrance examination
 d. student e. teacher f. education
 g. educational materials h. committee meeting
- II. A. 1) 教授/会/議事/要録 2) 報告/及び/説明/事項 3) 審議/事項
 4) 懇談/事項 5) 庶務/課 6) 研究/費
 7) 入学/試験 8) 図書/館
- B. (B1b) A6h C4e D3f E7a F8d G5c H2g
- C. 1. c, f 2. a, h 3. d, g 4. b, e

On-going CONTEST!!

For those of you who are inspired by these tasks or who find them lacking, please design your own and send them to: Roberta A. Welch, Nakamachi 2-18-10-202, Musashino, Tokyo 180. Winning entries will be published, and all participants will receive certificates of recognition from the official Faculty Meeting Kanji Task Contest Committee.

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.

Journal 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 1995 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

Readers are welcome to submit any questions or topics for future issues. 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.

The columnists hope eventually to produce a booklet of this information and make it available to all foreign national university teachers in CUE. Also, they are 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 them know if you're interested. Send submissions to one of the following:

Items relating to faculty, gaikokujin, sennin, kyoshi, jokyoku, etc: Joshua Dale, Department of English, Tokyo University of Liberal Arts, 4-1-1 Nukui Kitamachi, Koganei-shi, Tokyo 814

Research Corner

Simultaneously scoring oral performance for numerous categories--"grammar," "vocabulary," "fluency," "intonation," etc.--can be subjective, taxing, and unreliable. To develop a simpler measure by analyzing the underlying factors of such test scores, I would be grateful for data from all kinds of oral tests, including speech contests: the score of each speaker for each linguistic category (as judged by each examiner).

Bill Lee, Gifu University 1-1 Yanagido, Gifu 501-11. Phone: 058-293-3091. E-mail: billlee@cc.gifu-u.ac.jp.

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 that will help other teachers in any aspect of their work. Possible areas might be:

1. 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 about presentations, conferences, and meetings in your area.
 5. Offers or 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. Information about the administrative structure of Japanese colleges.
 9. Information about contracts, salary, retirement and separation pay, insurance and pensions.
 10. Information about holidays and leave-taking policies.
 11. Information about research grants and allowances.
- Please send contributions or abstracts to the 1996 Editor of *ON CUE*, Jonathan Britten or the 1996 Coordinator, Thomas Simmons.

The opinions of contributors are not necessarily those of the *CUE* Officers. Because *ON CUE* is published by volunteers who have full-time teaching responsibilities, contributors must carefully 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 December 1995 issue. All requests must be accompanied by a self-addressed, stamped (¥190) B-5 envelope (SASE). Back issues are also available on disc. Send a disc and a SASE with ¥90 postage.

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 *CUE* 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 as 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 is a newsletter,

published at least three times a year.

CUE IN is an information and networking database, distributed periodically.

The Networking Database

If you wish to add your name to the database, or change details of your existing file, please send a completed questionnaire to Lorraine Koch-Yao, our membership database secretary.

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 from Japanese into English work-related documents sent in by members. Please write to Mike Fox at: Hyogo Women's College, 2301 Shinzaike, Hiraoka-cho, Kakogawa, Hyogo 675-01. Work fax (0794) 26-2365, Home tel. (078) 928-0308, or to Steve McCarty at: Kokubunji Nii 3717-33, Kagawa 769-10.

HOW TO JOIN CUE/RENEW YOUR MEMBERSHIP

First, please be sure that you are a current member of JALT. Then please 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 THE CUE N-SIG TO DO FOR YOU? WHAT WOULD YOU LIKE TO DO FOR THE CUE N-SIG?

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 am 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.

2 — 2 8 — 1 0 — 3 0 3

Morigaoka, Isogoku

Yokohama 2 3 5

FAX: 0 4 5 8 4 5 8 2 4 2

Email: malang@gol.com

CUE N-SIG Publications Survey: Tertiary Ed. Language Teachers (Japan)

Your Institutional Status (Fill in the information in the appropriate row or rows if you teach at more than one place)	Teaching Load Classes/ Class hours (per week)	Name & Type of Institution 1. 4-year+ (Ph.D) 2. 4-year (BA & MA/MS) 3. 4-year (BA) 4. 2-year Jr. College 5. Vocational (senmon gaku) 6. Other _____	Publication Type & Frequency 1. Journal 2. Bulletin 3. Newsletter a. weekly b. monthly c. other (specify) _____	Are you allowed to publish in your school publications without sponsoring co-authors? Yes _____ No _____
Full time (tenured)	_____ / _____			Yes _____ No _____
Full time (limited duration)	_____ / _____			Yes _____ No _____
Part-time (adjunct)	_____ / _____			Yes _____ No _____
Part-time (adjunct)	_____ / _____			Yes _____ No _____
Part-time (adjunct)	_____ / _____			Yes _____ No _____
Part-time (adjunct)	_____ / _____			Yes _____ No _____

NAME (optional) _____ JALT Member YES/NO

Institutions _____

COMMENTS: Please write any comments you wish _____ regarding the subject of the survey, the form itself, your personal situation. Results will be published in the *On CUE*.

CUE Information and Networking Database Questionnaire

(Please return to the On CUE Editor)

The information derived from answers from this questionnaire will be used to form a database of members' work interests and activities. It will be assumed that anybody who completes this questionnaire will be willing to have information about himself/herself included on the database, and for others in CUE to have access to it. If you do not wish for others to have access to any specific information simply do not answer the relevant questions. In the case of phone numbers and contact addresses, which are necessary for administration, please state at the end if you do not want them listed. Your wishes will be respected (*MEANS CIRCLE THE APPROPRIATE RESPONSE)

- How would you prefer to receive your Newsletter (check one) :

PRINTED ☐ DISC (*DOS or Mac format—please send your disc to editor) ☐ E-MAIL ☐

- Underline in red any information which should not be available to others

- Check in red (✓) any information not to be used anonymously for research

• Name _____ Date: d ____ m ____ y ____

• Home Address: _____

• Phone (*w/h) _____ Fax (*w/h) _____

• E-mail: _____

• Nationality: _____ • Years in Japan _____

1. Place of work (main) _____

• Faculty/department: _____

• Work Address: _____

• Type *Private/Public/National; 2yr/4yr. Other _____

• Areas of Institutional Emphasis: _____

• Position Title: *Kyoju / Professor; *sennin koshi* / Assistant professor; *Jyokyoju* / Associate Professor; *Gaikokujinkyoshi* / Foreign Instructor; Other _____

• Position: Permanent/Renewable/Limited Term/Part time/Other _____

• Subjects you teach: _____

• What language(s) do you use: _____

2. Place of work (secondary) _____

• Faculty/department: _____

• Work Address: _____

• Type *Private/Public/National; 2yr/4yr. Other _____

• Areas of Institutional Emphasis: _____

• Position Title: _____

• Position: Permanent/Renewable/Limited Term/Part time/Other _____

• Subjects you teach: _____

• What language(s) do you use: _____

Other places of work and positions: _____

- Chapter (position): _____
- Other JALT N-SIGs (and positions): _____
- Highest degree and awarding university: _____
- Main teaching/research interests (MAIN INTEREST in UPPER CASE):

- Member of which other organisations:

- Professional Journals subscribed to:

- Comments for other members:

- Suggestions for Database questionnaire:
