CUE CIRCULAR

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News and articles from the JALT College and University Educators Special Interest Group

Welcome to the first issue of CUE Circular!

Here it is; a new quarterly newsletter/magazine-style publication from the College and University Educators Special Interest Group of JALT (Japan Association for Language Teaching). We're excited that months of hard work from a lot of people have finally culminated in a first issue, and we hope you'll enjoy what you find here.

What's it all about?

Well, with CUE Circular, we're aiming to create a forum for new kinds of articles, essays, commentaries, and discussions about topics that really matter in a practical sense to teachers in the CUE field. That is, we hope to accomplish the following: to share less-formal, albeit well-written, articles that fall somewhere between the stuff of lunchtime discussions around the table in the part-time teachers' room, and the polished and thoroughly researched contents of scholarly journals. There is a lot to discuss, reflect on, and write about within our field, and many of us have plenty to contribute, but not

everyone is necessarily cut out to expand the boundaries of humanity's knowledge through groundbreaking investigative formal research, written up according to strict journalistic standards. And let's be honest; a lot of the time, we might not be much disposed to read a great deal of heavy scholarly research, either. Let's meet somewhere towards the middle!

The CUE SIG is a collection of teachers with common concerns, motivations, and challenges. We all have experiences worth sharing, we all have interesting teaching ideas, we all work towards similar goals and to solve similar problems, and we've all developed points of view on a wide range of topics within our field. CUE Circular will be a place to share concise, well-written articles of practical and professional interest, so please join in! Readers will be glad you did, and you'll be adding to your resume.

We're pleased to present four feature articles in this first issue, along with the first in a series that will deal with matters of career and professional development. Before getting to those, though, we invite you to consider contributing a submission for a future issue.

Share your success stories (and failures!), teaching ideas, opinions, reflections, responses, and narrative reports of less-formal action research projects either completed or in progress.
What's happening in your teaching?
What's influencing your decisions?
What obstacles have you overcome, and how?
What ideas or opinions do you have that others might be interested to read?
What have you read, heard, or seen recently that's changed your approach to teaching, either in or out of the classroom?

Again, welcome to CUE Circular. Please join with us in helping to make it a success!

Steve Paton, Editor

Scenes from this year's CUE Conference, at Kindai University, Osaka, in September

2016 CUE Conference

Thanks to everyone who attended, presented, or helped organize the 2016 CUE Conference "conTENT with teaching CONtent? Embracing Alternative Methodologies in the Modern Language Classroom" in Osaka. The conference was held at Kindai University on Saturday, September 24 and featured two plenary speeches in addition to 35 short presentations, 10 posters, a textbook exhibition, and a reference book raffle. A total of 77 attendees had ample chances to network and discuss a variety of practical and theoretical topics of interest to university instructors. The conference was well organized and had a friendly atmosphere.

Professor Laurence Anthony from Waseda University gave the first plenary talk entitled "ESP-informed Content-Based Learning: Suggestions for Keeping the Language in Learning." He discussed how integrating elements of ESP methodology into content-based learning classrooms can help us develop classes that meet both content and language learning goals.

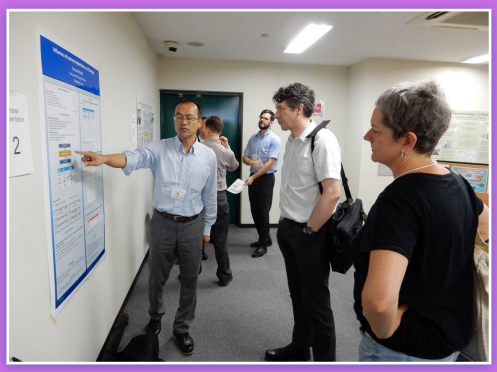
In the second plenary speech, "A Third Revolution in ELT? CLIL as a Methodology for Competency-based Language Education," Professor Makoto Ikeda from Sophia University discussed the importance of teaching global competencies as well as English skills. He examined the role of content and language integrated learning in the Japanese educational system and outlined ways it can be incorporated into English language instruction. A link to Professor Ikeda's slides is provided on the 2016 CUE Conference website, at http://conference.jaltcue.org/jalt-cue-conference-2016-memories/ .

Saturday evening, the plenary speakers and over 20 conference participants gathered for the lively conference networking party at a nearby restaurant. Photos from both the conference and the networking party are available on the CUE conference website.

Major upcoming events CUE is planning include our

4th ESP Symposium in 2017 and our 25th anniversary conference in 2018. We will also hold a CUE SIG forum at the upcoming JALT PanSIG Conference, which is scheduled for May 19-21, 2017 at Akita International University. Ideas for themes, venues, and speakers for these or other CUE events can be shared with Program Chair Daniel Newbury or SIG Coordinator Wendy Gough.

Information about upcoming CUE events will be posted on the CUE website and emailed to SIG members once planning begins. If you're not getting CUE's monthly emails, check your spam folder or contact Publicity Chair Jamie Taylor. Event information can also be found on the CUE Yahoo group, CUE Facebook page, and CUE members-only Facebook group.



Feature articles

CUE Careers column

Feature articles

Classroom management tips and training

Sara Hendricks shares some insights from a particular branch of psychology.

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During one unexceptional December morning, I had an unusually high number of late students shuffle in half asleep then daydream through my instructions for a fun game. The game was not, in fact, any fun because of the sluggish attitudes and lack of attention. The rest of class went barely uphill. As I rebuked this student for stumbling in thirty minutes late or that student for not doing their homework, I felt like I was living out my own personal Groundhog Day. Reflecting on my class afterwards, I was reminded of my undergraduate days, studying animal psychology. I felt like I was trying again to get that lazy rat to run the maze, when day after day, he just sat there, cleaning his fur and eyeballing me. "Electric shock isn't allowed anymore, so what are you going to do?" If I could get that rat to run the maze (fastest in the class!), train a two-week-old chick to peck a succession of red and white dots, and get my dog to heel off leash, why couldn't I get a few college students to participate in a fun English speaking game? I needed to get back to the basics. How does one modify behavior; animal or otherwise?

Punishment is a common fallback to try to modify behavior. We spray cats with water when they scratch the sofa or shout at the dog when it chews our shoes. We give students a big red X when they can't answer the test questions, or we sternly lecture them when they miss too many classes. However, do these things work? The same students are continually late, the same students "forget" their homework, the same students fall asleep in the back of class. Are we building a good relationship by punishing our students? Are they going to keep coming to class if they're hassled once they get there? Do they want to do their best for someone who's always bringing up what they did wrong?

Extinction means you just ignore the negative behavior until it goes away on its own. For example, just wait until that annoyingly playful kitten matures into a cat. Think about elementary level freshman students. At the beginning of the semester, they giggle uproariously whenever asked to speak the slightest bit of English. While annoying, this behavior can just be ignored, as the surprise and embarrassment at speaking English will quickly fade.

Training an incompatible behavior replaces a negative behavior with a neutral one. In the animal world, this might be used for a dog that, for example, jumps on guests. You might teach that dog to sit whenever the front door opens as sitting is incompatible with jumping on people. Think of what is annoying you during class. Are students falling asleep? Have students stand and move around often in class. Are they playing on their phones? Prepare a tactile activity or fast-paced partner game. The students can't sleep if they're standing, and they can't text if their hands are racing to organize vocabulary words into categories of noun, verb, or adjective. A phrase I often use in class is "Listen with your eyes." Sleeping, drawing pictures, and doing homework for other classes are all impossible if the students have open eyes pointed at whomever is speaking. Of course, you have to take into account attention spans and be kind to your students. Ten minutes might be the limit that they can attentively listen to English at a time. However, ten minutes of concentrating is better than twenty minutes of staring out the window.

Putting the bad behavior on cue would be training an annoyingly noisy dog to "speak." Then, the cue is never given at night when people are sleeping, and the dog will (hopefully) not speak without the command. In the classroom, this might be something like putting cell phone use or speaking Japanese on cue. Give the students time to ask one another questions in Japanese before they begin a group activity. Give them a few minutes to use their phones as dictionaries, do a bit of research, or record an English conversation. In practice, this will limit their unasked-for cell phone use and casual Japanese side conversations.

Positive reinforcement is an effective contrast to punishments. Rather than adding something bad to stop a bad behavior, add something good to reward a good behavior. For instance, giving a dog a pat when it stays close during a walk rather than jerking on the leash when it pulls. In the classroom, it is occasionally as simple as changing how we phrase things;instead of "taking points away" when students are not participating, all students start at zero and "earn points" when they participate. This sort of reinforcement must be immediate and specific. Listen during class and target exact behaviors, "Yangte, I'm glad you're here today on time. Ikumi, good comment, you really understood the listening. Keiko, thanks for helping your classmate understand how to do the activity." Praise, good grades, a chance to move around, a fun activity, stickers on homework, candy, public recognition, or listening to their favorite English song are all ways to positively reward your students.

Changing the motivation is the most effective way to change behavior but also the most difficult. If you have a dog that is always noisy early in the morning, it is motivated to bark due to loneliness or boredom. If you take the dog on a walk, the barking stops because it's no longer bored or lonely. In class, it can be compared to students who won't stop trying to secretly use the computers during a lab day. They're bored. A live stream of a soccer match is more motivating than your lesson. If you manually turn off their computer, they are still bored and probably not any more motivated to listen.

What to do? Simply, (not actually simple) plan more motivating classes. Students keep sleeping through class? Whatever they were doing late last night was more enjoyable than your class. Figure out how to create a fun class where the students enjoy working with each other. Students won't do homework? Is it challenging, interesting, and essential to class? This is a tough thing to do, and I know that every second of every class can't be super fun, constructivist, and life-affirming. Sometimes, speaking drills, writing essays, or reading a less than fascinating portion of the textbook is necessary.

So, I advise starting with the hardest one of these behavior modifications "change the motivation" first, and working our way backwards. Set aside a chunk of every lesson for time to plan something specific to the students' lives that will actually motivate them to pay attention or do the homework or arrive on time. For the rest of class, cobble together a mix of putting the behavior on cue, asking for an incompatible behavior, patiently waiting for extinction to take its course, rewarding positive behaviors, and avoiding punishment whenever we can. Hey, if I can get a lazy, unmotivated rat to flip a pattern of switches, surely we can get our students to participate in a fun game, right?

Giving an L1 leg up in Moodle

Online systems are more effective with good language support.

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At my university, we use the Moodle course management system for most of our English courses. I'm happy to say that a few of the science teachers use it, too, and they are growing in number. As for language course use, however, we have come to realize that despite today's youth being very capable with cell phone technology, they are not all that literate with computers. Couple that to trying to wade through online material only in English, and you have the makings for a disaster in communication.

First-year students are overwhelmed as it is with getting used to a university setting and its own idiosyncrasies. Orientation days and computer training at the beginning of the first semester are mandatory necessary evils, but adding to that a system such as Moodle only compiles their stress. High school students may have graduated with 6 years of English education, but their last 1-2 years do not involve much oral communication, so they need help in adjusting to a college environment. We teachers at my university

speak in English >95% of class time, so we have found that a good solution is to offer some L1 in Moodle.

Moodle allows teachers to create whatever course pages they need, and they may include lessons in neatly blocked off sections. But moreover, page designs can incorporate links, embedded videos or audios, homework assignments, quizzes, and much more. Students can access all of this via the Internet, whether they use a computer, tablet, or cell phone. There is even a Moodle App that has recently been developed, but at this time it has some problems with quizzes.

Students can choose to switch some of the displayed text on Moodle pages into a handful of languages (English, Japanese, Korean, Chinese, Spanish). This feature helps students who struggle at such a basic level as knowing what buttons to push to complete an operation or to send homework to their teacher. This L1 language crutch also shows up in their Moodle profile, making it easier for them to understand how to input various data, and how to set their email to one of 3 visibility modes. So, it's helpful to point out to students how they can flip this switch.

In addition, my colleagues and I have developed over the past few years some help screens and videos in Japanese. All students taking our required English I, II, and III courses will see their course page and its contents, but they will also have to sign up for a second page which we call the Supplementary Materials page. Essentially, it contains homework that everyone takes, no matter if their class specialty is for reading skills, composition, or oral communication. But it takes a lot to explain what this Supplementary Materials page contains. Most students seem to access Moodle with their cell phones, so we've been forced to use short descriptions for the various links or section headings, but it may not be enough. This is where the L1 support comes in.

We've used the Book function of Moodle to create explanatory material that shows up as embedded chapters, complete with tables of contents which allow students to click on a chapter title and navigate past unwanted sections. There is also a Page feature which displays only one screen (one page) of text. In both of these Moodle features, each page of information has bilingual text with English on top and Japanese on the bottom (Figure 1).

Figure 1. A link to a Book chapter (green icon) and a Page document (blue icon), each with bilingual titles. The Page link also shows a bilingual blurb to explain further what is inside. The check mark (☑) indicates to students that a student has opened the item.

Inside the chapters or in stand-alone blocks are videos (Figure 2) that we have created using the free Screencast-O-Matic downloadable software. Students can watch the screencasts to see what buttons are needed, what text should be entered, and what additional information is required to perform various operations. Some videos show students how to download Firefox, how to fix audio problems, how to edit their Moodle profile, and how to set the spelling checker. Others are specific to courses such as Reading Skills, for which students have to learn how to use the Moodle graded reader quiz function. The screencasts are narrated in Japanese by a student who has experience in the topic to lend support to weak L2 ability and to avoid communicative problems in explaining such things by native English speakers. As the screenshots are displayed in the videos, the student narrator can point with the cursor and open/close items to demonstrate how the viewer can do things.

All of this works, of course, only if students open the Moodle pages and read the information. As incentive for this, some teachers give a quiz on the second day of class. Quiz content is based on whatever the teacher chooses from the course page or Supplementary Materials page. And, even if students make mistakes on the quiz or neglect to study beforehand, the information will always remain accessible to them online instead of buried in cluttered file folders or crumpled at the bottom of their backpacks.

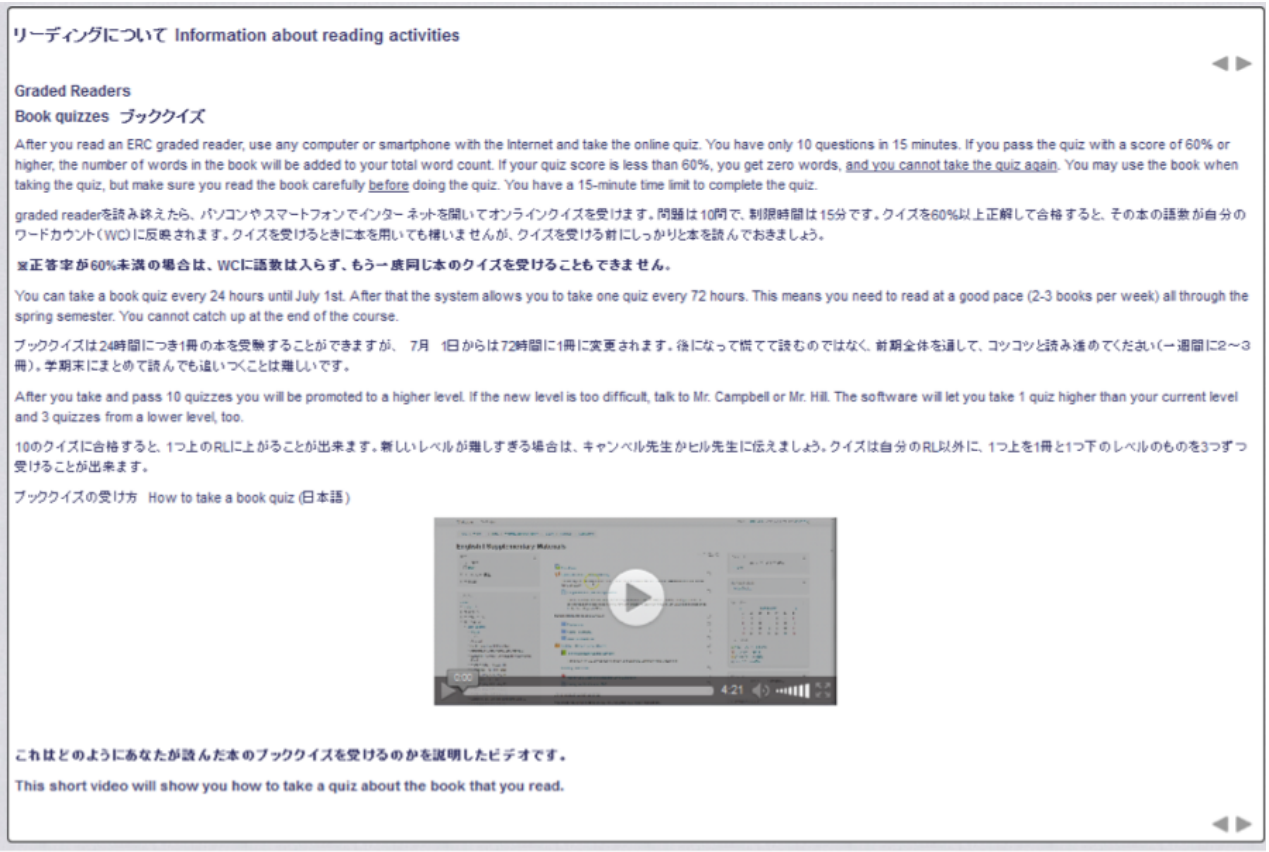

Figure 2. Screenshot of one chapter in the Book from Figure 2, showing bilingual text and an embedded Screencast-O-Matic video. Arrows (◂▸) on the top and bottom right corners of this block are for moving to next or prior pages in the chapter.

Closing the circle

What happens after students return from studying abroad?

Sylvain Bergeron & Richard Sampson, Gunma University

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Influenced by discourses of "globalization-as-opportunity" (Yamagami & Tollefson, 2011), universities are under increasing pressure to develop programs of overseas English study. Our institution is certainly no different. The following presents a narrative of some of our experiences with participants in study-abroad programs. These experiences encouraged us to develop an evolving concept of the importance of metaphorically "closing the circle," by working to continue supporting students after their return from study outside Japan.

Having set up a new short-term study-abroad program, and with only a very limited number of English-major learners, the university was eager that a range of students would take part. Reflecting similar programs elsewhere, learners would be exposed to a blend of English language learning, introduction to local culture and industry, and extra-curricular activities. We sent out a call for expressions of interest, and little by little our pool of participants grew. Over the following weeks, teachers, administrators, students, and parents became intertwined by the time, energy, and financial commitments required to see the study-abroad program through. We met with participants over a series of pre-departure information sessions. Gradually they came to include us in exploring their aspirations for the program. They focused on their upcoming step outside of Japan, asking detailed questions about the host country and projecting forward to imagine situations when overseas.

After their return to Japan, we also honed in on participants' time abroad, inviting them to tell us stories of their exploits. In most cases there was an intense eagerness to share with someone who would listen. This served our purpose well; we had been encouraged to gather student narratives in order to produce an information sheet for the next cohort of participants. Yet, sitting across the interview table, student after student seemed to be hinting at more than their experiences overseas. There was a palpable sense of What's next? Where and when would it be possible to continue to maintain their acquired language skills? How could they extend exploration of the works-in-progress that were their second language identities? Embarrassingly, we did not have answers. The university had not considered this far, and certainly there was no funding for any post-return sessions.

A couple of months later we contacted these same students to act as sales agents at a study-abroad fair. A handful of learners agreed to take part, yet their enthusiasm had gone. It was at this point that our awkwardness again reminded us of the lack of support these students had been shown.

Put simply, the situation equated to purchasing an expensive item with no after-sales service once money is placed in the till and the sale finalized. Not unlike the quality of service expected in a regular business transaction, the same should be true when we speak in terms of quality of education within the sphere of international education. Our experiences drew our attention to a number of ways in which a primary focus on time overseas does harm to students through their experiences in study-abroad programs.

Administrative aspects for the home institution commonly revolve around the duration and content of study in the host-institution classroom. Completion of a required course equates to credit for English lessons back at the home institution. The top-down pressure of "globalization-as-opportunity" (Yamagami & Tollefson, 2011) is countered by number of students gaining credit for study abroad. Conversation finished.

The lack of ongoing support compounds a message that study abroad is fundamentally different from study within Japan. It reinforces a mindset that more advanced English study is something that occurs overseas separately from regular study within Japan, rather than viewing this study as a continuing part of self-development that can occur in any context. Such mindsets have negative consequences, in that "a strong belief in language learning as a natural process that is best achieved abroad situates the learner as a passive vessel absorbing language rather than as an active agent" (Ryan & Mercer, 2011, p. 170).

Moreover, our interviews with students suggested study abroad to be so much more than cognitive outcomes that can be converted into credits. Both inside and outside the classroom, affective processes play just as important a role in the quality of the study-abroad experience. Students' motivation and identity dynamically evolve throughout their time overseas, as initial anticipatory expectations transform in interaction with situated, individual experiences (Irie & Ryan, 2015). The affective quality of time abroad and the noticing that occurs connected with these experiences can heavily influence the ongoing trajectory of students' language learning motivation as they come back to Japan. In a very real sense, quality of education becomes synonymous with quality of experience (and vice versa) as it pertains to the delivery of study-abroad programs. And experiences do not end at a set time. We carry them with us throughout our lives.

At the university in question, change is gradually occurring. We have taken it upon ourselves to meet with learners for English lunches, providing evidence of student interest. This extended discussion has seen the proposal of a kind of English café, not only for returning students, but also for anyone interested in using their English outside the classroom. Naturally,

structural and financial obstacles still remain. Yet, by "closing the circle" and allowing students a space to reflect on and compare their experiences with others, we hope that we are heading in a direction more beneficial to our participants.

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CUE Circular

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We asked for help from within: English lecture meetings as an ESP project

Matching content with student interest made a positive difference.

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As English teachers in a science department, we had recognized two major problems for a long time. First, our science-major students are generally earnest but typically passive in their attitude in English classes, especially when the content of textbooks does not cater to their scientific interest. Secondly, it is not easy to find textbooks that provide interesting up-to-date scientific information but yet are not too difficult for students without sufficient knowledge of English grammar and vocabulary.

With the aim of coping with these problems, we started in 2014 a project of temporarily turning a few sessions of our regular English classes into special English lecture meetings on the topics of science. Though the lecture meetings for this project are open to all university students and staff, they differ from usual college lecture meetings in that the lecturers are Japanese science experts from our own faculty and the audience are mostly

students of our regular English classes. We chose to run the lecture meetings in small English classes with about 15-40 students, where the students' motivation to study English is usually high. By doing so, we were also able to start the project quickly and avoid problems that usually occur when holding larger-scale college lecture meetings, such as choosing appropriate lecturers (in terms of the students' interests), budget problems, reservations of lecture halls, and ensuring a good-sized audience.

To get the project underway, we first asked some Japanese experts in our department to brainstorm interesting scientific topics in their specific fields. Following the experts' proposals, we started producing English text materials which could provide the students with prerequisite knowledge for understanding the themes of those lecture topics, including essential English vocabulary lists. After we read those texts with our students as preview materials in a few sessions of our English classes, those experts were invited to the classroom as special guest lecturers and asked to give lectures in English on the science topics they chose.

Since 2014, five experts in our faculty have given lectures on the following science topics:
An expert of biology, Professor Yoshi-ichiro Kitamura, chose the topic "Pavlov's Dogs." He explained how conditioned responses occur in animals, including humans.

An expert of biomedical engineering, Professor Hiroyuki Mino, chose the topic, "Brain and Drug Addiction." He explained why people become addicted to drugs by showing the brain mechanism by which we feel pleasure.

An expert of chemistry, Professor Hirokazu Iida, chose the topic, "The Chemistry of a Flame from a Candle," where he addressed the question of what it is exactly that is burning on a candle: is it the wax, the wick, or something else?

An expert of electricity and electronics, Professor Hiroaki Uehara, chose the topic, "War of Currents," where he explained the different properties of direct current and alternating current, and how a conflict occurred between Thomas Edison and Nikola Tesla over the patent for a viable system for providing electricity.

An expert of biomechanics, Professor Kentaro Takahashi, introduced the subject known as "Gait Analysis," which looks at what is happening physically, specifically with our bones and muscles, when we practice the activity of walking.

While flexibility was needed for managing collaborative work between English teachers and experts of science, it gave the lecture meetings a number of unexpected characteristics. First, the students' questions were collected a few days before the lectures and conveyed to the lecturers so that they can give brief and succinct answers to the students in the Q and A sessions. Secondly, the lecturers, also as teachers, summarized or elaborated further on the lecture themes in Japanese after the English session, to boost the students' understanding of the topics. Finally, the students' reactions were shared by both the lecturers and the

English teachers after the events as incentives for continuing this project.

As English teachers, our expectation for this project was that it would help to solve the above-mentioned two major problems in the following respects. First, we expected our students to engage in the lecture meetings positively because the topics of the lectures were well chosen by faculty members who know best where our students' interests lie; in fact, with the help of English teachers, almost all the students managed to ask their questions in English after the lectures. Secondly, we expected that the experts' advice would enable us to produce proper preview text materials for the lectures because they knew exactly what knowledge the audience should have to understand their lectures. As expected, their advice led us into searching for text materials not only from books but also from among a wide variety of online sources; consequently, we could produce level-appropriate, interesting English text-materials in an extremely flexible manner.

Reactions from the students after the events have been generally favorable and usually mention such points as follows:
(i) preview studies being helpful in understanding English lectures;
(ii) realization of English not as a subject to learn but as a tool for study;
(iii) their becoming interested to learn about scientific topics outside of their fields; and
(iv) their being thankful for the experts' visiting their English class as guest lecturers.

Though we still have unresolved issues, such as how to scale up this project while keeping its quality, our observation at this stage is that this project is a possible solution for the above-mentioned two problems in our English classrooms. Specifically, we believe that it is a concrete instance of ESP projects showing how English teachers and the experts in one department can collaborate with each other to produce attractive English text materials, and also for creating a desirable class environment for science-major students in our English classes.

(This project has been supported by the Society of Humanities at the College of Science and Engineering and the College of Architecture and Environmental Design in Kanto Gakuin University.)

Submit an article!

What's happening in your teaching?
What's influencing your decisions?
What obstacles have you overcome, and how?
What ideas or opinions do you have that others might be interested to read?
What have you read, heard, or seen recently that's changed your approach to teaching, either in or out of the classroom?

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CUE Careers

In this regular column, Michael Parrish and Richard Miller offer insights on the employment market for college and university language teachers in Japan, as well as general career guidance, advice, and strategies.
Contributions from readers with specific areas of expertise, or regarding specific issues or changes in the job market, are encouraged.

Michael Parrish and Richard Miller are the current co-coordinators of the Job Information Center at the JALT National Conference, and are former editors of the Career Development column in *The Language Teacher*.

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Job market overview

Since this is our first CUE Careers column, we thought that we would start with an overview of the current job market in Japan for college and university teachers and some issues to consider when examining the different types of professional teaching positions available.

The employment market has changed recently, and as with most things in Japan, there is a dichotomy of slow and fast change occurring simultaneously within academia as well as other sectors of Japanese society. Upon perusing the largest academic job site in Japan, JRECIN, the first things that strike many from outside of the country are the plethora of "professor" jobs that do not require a terminal degree and the relatively low salary base when compared to other regions of the world. While the rest of the world has continued to have inflation within the job market, the local economy has persistently had low to negative inflation, thus accounting for the lower remuneration here. Salaries aside, there has been "title inflation" though, as reflected in the increase in assistant and associate professor positions that do not necessarily require corresponding academic qualifications and research publications as might be expected at the same level of position in other countries.

For Japanese institutions, the one issue that has continued to harbor change is the demographic shift in the number of students entering the universities. This decline has led to the closure or the threat of closure of a number of colleges and universities. There are now far fewer junior colleges than ever before. This has led to institutions trying to squeeze as much value for money out of the language faculty as possible. There is the example of a large university in Tokyo hiring language teachers to teach 12 classes over 6 days; on top of that were weekly meetings, a two-week summer holiday and pressures to publish. All that for a mere 3.6 million yen annually. While this is one of the more egregious examples of institutional cost savings at the expense of professionalism, there are others. Numerous institutions have moved towards hiring faculty on 3- to 5- year limited-term contracts with a corresponding decrease in tenured positions for both Japanese and non-Japanese faculty. In addition there is a

growing reliance on part-time staff to cover more classes. This is in an attempt to save money and to skirt the new 2013 labor law granting permanent employee status (seishain) after five years of continuous employment. This new employment law will come into full effect in 2018 and has the potential of forcing the affected workers either to find new employment or to become full-time, permanent faculty members (though perhaps not with the same benefits as current tenured faculty).

There are still ample opportunities for language professionals in Japan, however. And with the latest rankings of universities in the world showing that there are relative drops for Japanese universities, there continues to be demand for professionals who are willing to research, publish and contribute to the overall academic community. Pressure from all levels of administration for research is constant, and those language professionals who are willing to research and publish will continue to be recruited by institutions.

In addition, the Global 30 initiatives that began five to ten years ago have pushed many Japanese universities to globalize. One avenue of internationalization has been the recruitment of faculty to teach content subjects in English, often as visiting professors, which could benefit current language teachers with backgrounds outside linguistics and education. Another result of the Global 30 is that there has been an increase in the number of study abroad / exchange programs that send students overseas as well as bring in students from abroad. These require a number of professionals to help fulfill the roles that are required for the work of preparing study abroad program curricula and to facilitate students both going abroad and coming into Japanese universities.

It is clear that the Japanese academic labor market is going through some dynamic changes, providing opportunities in some areas, while at the same time worsening conditions in others. We hope this column will help the readers navigate a clear course and find their way to successful college and university careers in Japan.

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