

大学英語教育改革の内情

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第 2 部

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What's Going on inside the Pine Tower of Babel?

Foreign Language Curriculum Reform in a Japanese University

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A Talk at the Second Language Teaching & Curriculum Center, University of Hawaii Manoa¹

Wednesday October 8, 2003. Moore 155A



松の木の塔は、バベルの塔であり象牙の塔であり白い巨塔である。
その茂みは深く外からは内部が窺い知れない。

第 2 部に収録するのは、筆者が 2004 年に文部科学省在外研究員としてアメリカ・ハワイ大学に滞在した時にまとめ口頭発表した原稿に加筆修正したものである。表題の Pine (松) は九州大学の校章 (上図) である松の葉にかけている。バベルの塔はもちろん外国語との関連を示唆し、Tower (塔) は象牙の塔や白い巨塔との関連である。それらの比喻を直接喚起しようというわけではないが、大学の外国語教育がどうなっているのか、という問題についてのカリキュラム改革に関わる者の告白と考えていただいていい。ハワイ大学で発表するという文脈で用意した原稿であるので、日本の読者には不要な情報もあるが、おおよそ元の原稿の内容を保って収録している。

Abstract

As an insider of a large national university in Japan, I am in the midst of curriculum reform of foreign languages, especially for English. I will discuss several factors that have influenced the existing curriculum of English as a foreign language as well as competing powers to foster and resist changes. As in many Japanese universities, Kyushu University used to enjoy individual instructors' autonomy to design English courses with heavy emphasis in grammar-translation along with reading materials drawn from classic texts as well as contemporary essays and novels. More recently, many of the undergraduate language courses teach "communication", that is variously interpreted by professors and students. Now a demand from some departments is to prepare their students for standardized tests, typically TOEIC (business/industry equivalent to TOEFL). The language faculty is responding to such a demand by variety of ideas including needs surveys, placement tests, more controlled contents, computer-based learning, and student evaluation.

¹ This article is a slightly modified version of the original manuscript prepared for the talk. I would like to thank Professor Kevin Baublitz at Kyushu University for his suggestions on an earlier draft.

Chapter 1. Introduction

The original title of my talk was "What's Going on inside the Gingko Tower of Babel?" The allusion is of course the Ivory-Tower nature of Japanese national universities and I substituted Gingko for Ivory because I was thinking that Kyushu University's logo was designed after a Gingko leaf. If anyone else from Kyushu University happened to see the title, he/she must have been confused, or even mad. The logo is actually designed after pine leaves, those needle-shape leaves. I must apologize for my mistake.

But my point in the talk is intact. It is difficult to see from outside what's going on inside the university. It is the same about language programs. University language programs are often under attack from the industry, from people who are using foreign language for business purposes, from students who had hard time in language classes, or even failed in them. So the myth used to be that Japanese universities, high schools as well, teach foreign languages as Latin or Greek. Language teachers heavily depended on grammar-translation. English teachers in universities were Shakespearean scholars and they taught *Hamlet* and *Macbeth* in freshman English classes for engineering students. "Japanese students cannot speak English!" The common defense from language professors used to be that we were teaching foreign languages as part of general education. The purposes are intellectual training, cultivation of students' mind, etc. etc.

This picture was not that simple already in 1976 when I went to Kyoto University for my undergraduate study, almost 30 years ago. True, many assigned courses in English in my first year focused on reading novels and essays, and the professors were literature scholars. But at the same time, I remember I took a course on "faster" reading which involved training in eye-movement and skimming.² Another course was devoted to listening and pronunciation practices in a language lab. For my second foreign language, I took French but the course did not use grammar-translation method. It was co-taught by a Japanese professor and a French teacher. The textbook was an American textbook based on the audio-lingual method. The students were required to practice on the tape everyday. By the end of the 2nd year, I almost failed and could not understand what the French teacher was talking about in class. So I had to ask my classmate about the homework. Soon after, what little French I had acquired was almost completely gone. I wished I had studied in grammar-translation and could have retained some grammar. But the problem may be my own lack of talent in learning languages, not a teaching method. Although Latin was taught in the complete grammar-translation method, I failed once and barely passed it the second time.

So much for my old story but the point is that foreign language education was not that simple grammar-translation and Shakespeare in Japanese universities 30 years ago. But in general, there probably used to be a common picture of most of the university language classes in Japan. Back then, a Japanese teacher was teaching more than 50 students in a lecture-style class setting. He, and indeed

² The professor who offered the course chose the term "faster" since he intended to teach his students to read faster than average Japanese students, but not to teach "speed" reading.

by far the majority of professors were male, was reading essays or novels, if not Shakespeare, asking students to read and translate the passage into Japanese.

By now, the year 2003, that picture is indeed a myth. But the myth continues to reflect the reality. At the same time many changes have taken place, are taking place, and will take place in foreign language education in Japanese universities. In this connection, I will talk about some of the changes today, taking Kyushu University as an example.

In Chapter 2, I will describe the structure of foreign language education in the overall structure of Kyushu University to give you a bit of background. In Chapter 3, I will more closely look at undergraduate English program, noting some recent changes, and how these changes have been brought in. In Chapter 4, I will examine two recent incidents that may highlight power struggles in the university affecting the language program. In Chapter 5, I will talk about several factors influencing the language program.

Chapter 2. Structure of Foreign Language Education

2.1. Kyushu University

Kyushu University is a large research university located in Fukuoka, the western part of Japan. It is the descendant of Kyushu Imperial University, one of the seven pre-WWII imperial universities (actually there were two more Japanese imperial universities: one in Taipei and the other in Seoul). To understand the current situation, history is important since we can still see some residues. Today there are about one hundred national universities and there are no imperial universities but the descendants of 7 imperial universities are still grouped together and called "national 7 universities." They have faculty-level meetings and student organization "National 7-University" conferences and leagues.

The current Kyushu University has about 11,000 undergraduate students in 10 major schools (Letters, Education, Law, Economics, Sciences, Medicine, Dentistry, Pharmaceutical Sciences, Engineering, and Agriculture) and more than 5,000 graduates students.³ The number of full-time faculty members is close to 900. In many measures, Kyushu University is ranked around 10th among 700 Japanese universities. If this does not mean anything, Asiaweek.com's "Asia's Best Universities 2000" (<http://www.asiaweek.com/asiaweek/features/universities2000/>) ranked Kyushu as 15th. Shanghai Jiao Tong University's site (<http://ed.sjtu.edu.cn/ranking.htm>) ranked Kyushu as around 15th in Asia and between 100th and 150th in the world; that's about the same as the University of Hawaii Manoa in the world ranking.

2.2. Foreign Language Program in Kyushu

Foreign Languages are required in all undergraduate programs in Kyushu University as in other Japanese universities. Most departments require two foreign languages out of the choice of English, German, French, Chinese, Korean, Spanish, Russian, and Japanese for foreign students. Although only a few departments require their students to take English as their first foreign language, almost all students choose English as the first foreign language partly because they consider it important and partly because they began learning it in high school, from the 7th grade to 12th grade.

³ In October 2003, Kyushu University added the School of Design by merging itself with Kyushu Institute of Design.

Table 2-1. Students' Selection of Foreign Languages

		enrolled	English	German	French	Chinese	Russian	Korean	Spanish	Japanese	total
freshmen	1st FL	2,436	2,387	14	2	1	0	1	1	9	2,415
	2nd FL	2,436	25	1,032	473	607	18	138	112	10	2,415
	total	(2,436)	2,412	1,046	475	608	18	139	113	19	(2,415)
sophomores	1st FL	2,498	2,361	40	41	19	1	12	4	10	2,488
	2nd FL	2,498	113	999	490	625	7	173	71	10	2,488
	total	(2,498)	2,474	1,039	531	644	8	185	75	20	(2,488)

In the current requirement for the Bachelor's degree, students are required to take 6 or 7 credits of the 1st foreign language and 4 or 5 credits of the 2nd foreign language out of about 130 credits necessary for graduation. 1 credit is considered as 45 hours of work. One language course consists of a 90-minute class meeting once a week for 15 weeks including the final examination. This means that students are required to spend the same amount of time on homework that they spend in class.

Table 2-2. Required Credits for Graduation

category	university-wide education (general education)						major education	general elective (from any category)	required credits for graduation
	liberal arts	languages & cultures	health/sports sciences	basic sciences	information proccession	total			
Letter	8	12	3	0	1	24	80	24	128
Education	8	12	3	0	1	24	80	24	128
Law	8	12	3	0	1	24	80	24	128
Economics	8	12	3	4	1	28	80	20	128
Sciences	10	10	3	18	1	42	72	10	124
Medicine (6 yrs)	10	10	3	20	1	44	161	10	215
Dentistry (6 yrs)	10	10	3	20	1	44	161	10	215
Pharmaceutical	10	10	3	18	1	42	80	10	132
Engineering	10	10	3	18	1	42	80	10	132
Agriculture	10	10	3	18	1	42	80	10	132

One note here is that there is an additional foreign language program beyond the required credits for graduation. But here, I will not deal with it except to make some sporadic mentions of it.

Among the teaching staff of the language program, most full-time instructors belong to the Faculty of Languages & Cultures. This faculty does not have its own students but is mainly responsible for teaching foreign languages. In this talk I will call it for short, "Language Faculty," or "Genbun" after its Japanese name Gengo Bunka Kenkyuuin ('Languages Cultures Faculty').

Chapter 3. English Language Program

3.1. Current English Language Program

An average Kyushu University student who has chosen English as the 1st foreign language will take the courses this way:

Table 3-1. An Average Student's English Language Program

Semester	1st	2nd	3rd	4th
Course (credit)	British & American Language & Culture I (1)	Comprehensive English Seminar (1)	1 or 2 courses: Br. & Am. Lg. & Culture II (1)	1 course: Br. & Am. Lg. & Culture II (1)
	Intensive English Seminar I (1)	Intensive English Seminar I (1)	or Intensive English Seminar II (1)	or Intensive English Seminar II (1)

In the first semester, students take "British & American Language & Culture I" in a large class with the common textbook. But the contents of each section of the course are left to individual instructors, although there are some non-binding suggested syllabi (<http://www5a.biglobe.ne.jp/~tokumi/kyoukasho.htm>). At the same time, the students are assigned to smaller classes of 20 students for "Intensive English Seminar I" intended for writing and speaking. The common course description given below is non-binding and the instructors are free to choose their textbook. "Comprehensive English Seminar" in the 2nd semester, sometimes in the 1st semester, is generally assigned to existing "classes" in students' departments, each of which includes about 50 students. The contents and textbooks are left to individual instructors. In the 3rd and 4th semester in the 2nd year, and sometimes in the 2nd semester, students are given choice between "British and American Language & Culture II" and "Intensive English Seminar II".

Given below are the common course descriptions of the major English courses. They are all non-binding and thus the actual contents of the courses vary greatly (See the analysis of the online syllabus in Part 1).

Common Course Descriptions (trans. by Inoue)

- **British & American Language & Culture I**

This course is offered in large classes for freshmen intended for the learning of deeper knowledge of English through the explanation of practical English grammar and British and American cultures. In order to give freshmen common basic knowledge, this course uses the common textbook (*Passage to English*) compiled by English instructors of the Kyushu University Graduate Faculty of Languages & Cultures. This course utilizes TAs and quizzes to facilitate learning.

- **Comprehensive English Seminar**

This course is generally for freshmen intended for integrated training in the four skills--reading, writing, listening, and speaking. Some of the courses use Language Labs and CALL Classrooms.

- **British & American Language & Culture II**

This course is offered in large classes for sophomores ranging from a course to improve students' ability for English proficiency exams to a course to improve students' international views through learning differences between Japanese and British/American cultures. Generally, students are allowed to select this course or Intensive English Seminar II.

- **Intensive English Seminar I**

This course is offered in smaller classes about 20 students for freshmen intended for the acquisition of ability to express in English. It gives detailed instructions taking full advantage of the smaller class, for example, in essay writing and conversation practices.

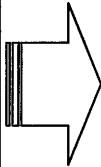
- **Intensive English Seminar II**

This course is offered in smaller classes for sophomores intended for the acquisition of the four skills of English--reading, writing, listening, and speaking. Generally, students are allowed to select this course or British & American Language & Culture II.

3.2. How the Current Program was Introduced

This curriculum took effect in April 1999. The slogan was "From Uniformity to Diversity" suggesting that students would have more choices. In the previous curriculum, most of the required English classes were simply assigned to freshman and sophomore classes of about 50 students mechanically divided by the student numbers in each of the student majors. For example, the 250 Economics students were divided into 5 classes. They were assigned to two English courses in one semester for 2 years. Among the 8 required courses, one or two were taught by American or British instructor. The other may be a course in a Language Lab. But those courses were not coordinated and each instructor was able to design his course more or less as he/she wished. When assigning instructors, the same class of students was assigned to different instructors throughout two years and the instructors were supposed to use different textbooks for the same class of students. The idea was that they would learn a variety of things, reading literature, composition, listening practice, etc. But the students may have learned similar things throughout. They may meet, by chance, 8 different instructors with 8 different textbooks but all about listening practice. The other class of students may have read scientific essays all the way through.

Table 3-2. Course Assignment & Selection by Students

Class (# of students)	Old Uniform Class Assignment			Current System of Selection by Students	
		English (Instructor)			English Course-Section (# of students) (Instructor)
Engineering 1 (50)	→	Section 1 (Instructor A)			Br. & Am. II-1 (75) (Instructor A)
Engineering 2 (50)	→	Section 2 (Instructor B)			Br. & Am. II-2 (75) (Instructor B)
Engineering 3 (50)	→	Section 3 (Instructor C)			Br. & Am. II-3 (75) (Instructor C)
Engineering 4 (50)	→	Section 4 (Instructor D)			Intensive II-1 (25) (Instructor D)
Engineering 5 (50)	→	Section 5 (Instructor E)			Intensive II-2 (25) (Instructor E)
Engineering 6 (50)	→	Section 6 (Instructor F)			Intensive II-3 (25) (Instructor F)

In the current curriculum, three major changes among others have been introduced. (1) Smaller classes of about 20-25 students are created for more courses (Intensive English I & II). The trade-off is that this is only enabled by creating large classes of 60 to 100 students along with the smaller classes. The total number of courses offered in one semester does not really change because of the budget constraint. (2) In some courses, students are allowed to select one of the two types of courses. Also they are allowed to take several sections offered in the same time slot. For example, suppose the same 300 students of Engineering major are assigned to English in Monday 1st period (Table 3-2). In the older curriculum, simply 6 instructors were assigned to teach 6 classes of 50 students each. Now, in the same slot, there are 3 sections of the lecture type course (Br. & Am. Lg & Culture II) each housing 75 students. There are also 3 sections of the smaller-size course (Intensive English II). The 6 instructors announce a brief course description and the students are allowed to choose. They give 1st, 2nd, 3rd preferences etc., and they will be sorted to the 6 instructors. (3) In a freshman year course (Br. & Am. Lg. & C. I), a common textbook compiled by the English Department was introduced.

If you know changes in teaching English in Japanese universities, this kind of combination of large and smaller classes and the use of the common textbook started in the University of Tokyo several years ago, and some universities followed the suit.

3.3. Proposed New Curriculum

The proposed curriculum I drafted in July just before coming to the University of Hawaii is given below. This new curriculum was originally planned to be phased in from April 2005.⁴

⁴ The preparation of the new curriculum has been delayed and it is now considered to be introduced in April 2006. The Japanese version of this new curriculum is found in Part 1 of this book (pp. 82-85).

Proposed New Curriculum (draft–July 15, 2003)

To: Full-time Instructors of English

From: English Curriculum Committee

Date: July 15, 2003

RE: New Curriculum for Genbun I English (Ropponmatsu)

This is a proposal for Ropponmatsu English Curriculum to be discussed in the English Department meeting on July 18, 2003. We would like to welcome feedback from you.

Objectives:

Genbun I curriculum shall focus English for Academic Purposes, especially in required courses. A variety of contents may be offered in elective courses.

The common contents shall be specified in common syllabi and common evaluation criteria.

The contents specified in common syllabi shall be binding the instructors.

Phase-In:

April 2004:

Standardization of the Common Textbook Course. The Common Textbook syllabus shall be decided by the Department (or its subcommittee) and it shall be binding all the instructors who teach Eibeigengo Bunka Enshuu I. Common quiz questions shall be provided by the Department (or its subcommittee). The common final examination questions shall be provided as well.

Freshmen shall be placed in two or three levels within the same time slot for Intensive I courses. This shall be either based on the entrance examination English scores or an independent placement test at the time of orientation in April.

TOEFL ITP or a similar test shall be administered to incoming freshmen in Schools of Letters, Education, Law, and Economics. (It will be difficult to use this as a placement test for all due to logistics.)

The curriculum will be fully implemented for the incoming freshmen in April 2005.

Proposed Course Descriptions (Common Syllabus) starting from April 2005

The minimal core contents shall be given below. Individual instructors will make their own syllabus including the core contents. Course titles and details of the contents are all tentative.

English I (Introductory Academic Skills) 1st semester required

Use the common textbook and the syllabus includes:

- grammar/pronunciation/vocabulary
- study skills of English in university and after
- rhetorical organization of paragraphs and essays
- awareness of language & culture

60% or more of the final grade is determined based on the common quizzes and final examinations.

Those who failed must register the same course (subject) in the next semester and shall be graded only with examinations.

English IIA (Intermediate Rhetorical Communication) 1st semester required

Writing

- understanding basic paragraph organization
- understanding basic essay organization
- understanding giving references (understanding differences of one's opinions, shared premises, and external evidence)

Oral Presentation (introductory public speaking)

- understanding the basics of organization
- understanding the basics of delivery

The final grade is based on written essays and oral presentations. Those who failed must register the same course (subject) in the next semester and shall be graded only with written reports and oral presentations.

English IIB (Intermediate Listening & Reading) 2nd semester required

Self-study with NetAcademy/CD-ROM

In-class exercises (every 2 or 3 weeks) in smaller groups

Scores equivalent to TOEFL 450 or TOEIC 500 (?) shall be the achievement targets.

Higher scores shall be set up for the test-only credit without attending classes.

The final grade shall be based on the common objective examinations (70%) and in-class activities including quizzes (30%). Those who failed must register the same course (subject) in the next semester and shall be graded only with examinations.

English IIIA (Advanced Rhetorical Communication) 2nd semester required

Students shall be able to independently write a simple research article.

Students shall be able to independently present simple informative and persuasive speeches.

Students shall understand basics in critical inquiry (testing data and reasoning).

The final grade is based on written essays and oral presentations. Those who failed must register the same course (subject) in the next semester and shall be graded only with written reports and oral presentations.

English IIIB (Advanced Listening & Reading) 3rd semester required

Self-study with NetAcademy/CD-ROM

In-class exercises (every 2 or 3 weeks) in smaller groups

Scores equivalent to TOEFL 500 or TOEIC 600 (?) shall be the achievement targets.

Higher scores shall be set up for the test-only credit without attending classes.

The final grade shall be based on the common objective examinations (70%) and in-class activities including quizzes (30%). Those who failed must register the same course (subject) in the next semester and shall be graded only with examinations.

English IV (Various Topics) 3rd semester required with options for humanities/social sciences 4th semester required with options for all

Students shall be able to choose 1 from various topics offered by the instructors in one time period assigned to the students. The topics may include:

- Advanced Readings in various fields
- Appreciating literary works
- Advanced Writing of various topics in various modes (expository, persuasive, creative)
- Translation between English and Japanese either ways

Public Speaking
 Discussion & Debate
 Drama (theatrical production)
 Oral Interpretation
 Intercultural Training

	1st semester	2nd semester	3rd semester	4th semester
current credits	2	2	1+1 (Letters, Education, Law, Economics)	1
current courses	Br. & Am. I Intensive I (small) Comprehensive (mid)	Br. & Am. I Intensive I (small) Comprehensive	Intensive II (small) Br. & Am. II (large)	Intensive II (small) Br. & Am. II (large)
# of courses	109	137	85	61
proposed curriculum	English I (1) (common textbook)	English IIB (1) (Intermediate L & R)	English IIIB (1) (Advanced L & R)	English IV (1) (Various Topics)
course (credit)	English IIA (1) (Intermediate Rhetoric)	English IIIA (Advanced Rhetoric)	English IV (Various Topics)	

3.4. How the New Proposal was Introduced

There are several things I had in mind when I wrote up this curriculum proposal.

(1) The required English program should focus on academic skills.

The current curriculum tries to achieve three things (1) general proficiency, (2) academic skills, (3) intercultural awareness. Given the limited credit hours, the minimum goal should be academic skills. For one thing, students should have had enough English to start with in high school. In many departments, especially in science and technology, students are required to read academic articles in English and write short papers in English. When they go to graduate school, they have chances to present their papers in English.

(2) Quality control should be ensured.

The core contents of the different sections of the same course should be specified and binding for the instructors. In order to ensure teacher accountability, the grading of those core contents should be based on the common criteria.

(3) The existing credit and time schedule should be retained.

Since the changes in the contents of the courses are fairly big, changes in the structure of the credits or allocation of the courses in each semester should be minimal in order to make the transition smooth.

This proposal was approved, in principle, and the slightly revised version was approved at a committee responsible for the general education in the university. I can still anticipate a lot of obstacles to overcome before fully implementing the new curriculum. So we will see what will happen.

Now I will turn to more inside stories: some recent incidents that show the power relations around the language program.

Chapter 4. Recent Incidents around the Language Program

4.1. Survival Game: Outsourcing & Graduate School

With the mounting pressure to make the teaching of English more practical, the language faculty in Kyushu University has been in the midst of a survival game. On one extreme is the possibility that the university will have decided that the existing language program cannot and will not meet its need to train students in using English. Then one simple solution is to scrap the language program and outsource the teaching of English. In conservative Japanese universities, scrap-and-build changes are rare and it is difficult to get rid of one faculty organization. But there are several real and imaginary signs of that possibility. The language faculty as a self-perpetuating system tries to protect its existence. One possible solution is to meet the newly perceived needs and to change its teaching, as I have already briefly discussed. At the same time, the program tries to protect itself by establishing a graduate program.

What are some signs of scrapping? In some universities, a language program becomes a language center instead of a school or faculty (usually called *gakubu* in Japanese). Centers are more temporal organizations than a school or faculty and they are vulnerable to change. Centers do not have an independent self-contained faculty organization (*kyoojukai*) to decide the hiring of its members or to officially approve students' credits. Those are decided by a committee to control the Center. In Kyushu University, and in many other Japanese schools, an International Student Center which provides Japanese language education to foreign students as well as counseling, is a center and so its director is often appointed from outside the center and the hiring and other decisions are made in the committee consisting of the members from in and outside of the center. The Faculty of Languages & Cultures or Genbun successfully fought off this possibility. When the university went through the major restructuring, Genbun was granted the faculty status with its own *kyoojukai*, its own Dean, sending representatives to the university-wide councils and committees.

But the problem remains that Genbun does not have its own students as other faculties have. The other faculties have corresponding undergraduate and graduate schools with their students. Genbun teaches all the undergraduate students but they are not their own students. Some of the Genbun professors teach in graduate schools but none of them is its own graduate school. In the absence of its own students (except for a few non-degree "research students (*kenkyuusei*)"), Genbun's position is very weak, especially in light of the fact that the most of the budget is allocated based on the number of students for one thing. So some Genbun professors are afraid that it will be downgraded to a center and then scrapped. When the University was discussing details of the new campus facilities --Kyudai is moving to a new campus site in several years--, there was mention of inviting a language school near the new campus site along with driving schools.

The new campus site is far away from the city center and there aren't many stores and other business establishments. When a questionnaire was conducted for students to list things they wanted

around the new campus, they mentioned driving schools and language schools among other things. In Japan it's almost impossible to get a driver's license without going to a driving school, and thus many students go to driving schools. Some students also go to language schools and other technical schools outside the university. The phenomenon is called "double school" in Japanese. Universities do not teach practical skills and so students who need them go to outside schools. Economics students may go to a school of accounting to pass the accountant exam. Law students may go to a special cramming school to pass the bar examination. Some students who want to obtain adequate TOEFL scores may go to a language school. In urban areas such is easy since there are many such schools around the campus. But in the new campus site, it will be difficult and so the students want them around the campus site.

Some Genbun professors, who saw a mention of inviting language schools around the campus in the proposed new campus design, nervously reacted to it. This may be the beginning of the outsourcing the language program. Well, it is after all a simple misunderstanding and overreacting, probably, hopefully. But there are other signs of outsourcing which indicate the university's, or other faculties', mistrust or lack of confidence on the current Genbun for providing their students with adequate language training.

Before I was hired by Kyushu University, when I was teaching in a nearby teachers college, I was contacted by a friend of mine in Kyushu University. When I was an undergraduate student we went to the same university, in different majors, but we practiced debating in English together. He called me up one day and asked if I could design a language curriculum for a new international program in his faculty, which would be taught in English. I said Kyudai has a language faculty, Genbun, and asked why he did not ask them. He said that he could not rely on Genbun to train students in improving their skills in English -- I don't know how serious he was in saying this, but it is a telling story.

More recently in some schools in Kyudai, supplementary English lessons are given by hiring part-time instructors independent of Genbun. In one case, a graduate program wants to give additional training in writing academic papers. Another undergraduate program wants to give additional training to improve its students' TOEFL scores. Those are more or less decided and managed independent of Genbun -- a sign of real outsourcing.

There's a more complicated and tricky case. In the department of Aeronautical Engineering, one of the credits of foreign language requirement is filled by its own ESP (English for Specific Purposes) course offered by the department staff. Such ESP courses are often offered as part of major-specific courses but what's unique here is the course is part of the general education language requirement. This was decided by the consultation between the Aeronautical Engineering Department and Genbun. The Aeronautical Department probably proposed to teach its own ESP English course within the general education curriculum probably because it did not want to decrease its other major courses. The total number of credits required for graduation is difficult to change. For example, if the department once decides that the required number of credits for major courses is 80, it's fixed until the next major curriculum reform cycle. If the department wants to newly introduce an ESP course, it

must cut off one engineering course, which it did not want to do. A solution is to put that ESP course in part of the general education language requirement.

For Genbun, part of the teaching load is shared by another faculty. By doing so, it could offer more courses for other students within the limited staff. More importantly, Genbun wants to decrease its teaching load of language courses because it wants to set aside some teaching capacities for a proposed graduate school, yet to be realized. Genbun wants a new graduate program because it gives its own students, it gives a full and real graduate faculty status with its own graduate school, not the nominal status it has now. But if many other departments and faculties decide to offer their own English courses as part of general education requirements, Genbun's teaching load is decreasing more and more. The less is the better? Well, if our jobs are secured, the less teaching load is better. But of course that's not the case. If all the English courses are taught by the students' respective faculty or department, then, we don't need Genbun, the independent language faculty. This is often seen in a large multi-school or multi-faculty private university in Japan. Language instructors belong to respective schools or faculties.

4.2. Choosing a Proficiency Test (TOEIC, TOEFL, ...)

In Kyushu University, at present, there is no common measure to evaluate students' English language proficiency or achievements in the required language program, nor is there a placement test. Recently there has been growing pressure outside and inside the program to introduce such a measure. What's happening around this problem is also symbolic about the nature of the teaching English in the university.

At the time of entering the university, the students took entrance examinations. But the test scores are not available to the language faculty. There have been occasional attempts on the language faculty to ask for the students' English scores from the university but such a request seems to have been turned down for some reason unknown. In addition, the entrance examinations have been diversified and more and more students do not take an English examination at the time of entrance examinations. And so not all students' data are available.

In Kyushu University's English program, there is a placement test for those courses beyond the credits required for graduation. Those are courses offered usually to upper years of students after they complete the required English credits. But the system hasn't been transplanted to the required English program. This is partly because of the scale of the programs. The non-required English program has much smaller number of students (500-600) and so it is manageable. The required language program has 5000 students at one time and that size intimidates us. Another reason is more like a human relationship/internal politics within the English Department. Unfortunately, I would suggest that this problem is the main reason why many English professors have negative attitude to use the same placement test in the required program as well. So the placement test has long been left out in the main English program.

It has been almost impossible to have a common measure to evaluate students' achievements in the required English program. Individual courses' grading is entirely left to individual instructors.

There has been no organized attempt to measure students' achievement or proficiency at different stages after getting into the university. But these are about to change.

In the new proposed curriculum, my draft suggests that large part of individual course's grade shall depend on the common examinations based on the common course contents. When we had English Department meetings to discuss the draft, I heard a few objections but I sensed more underlying skepticism. But the principle that we introduce some kind of common measurement was approved. This is largely because the pressure from outside the department is growing large and cannot be ignored. In students' course evaluation, one of the frequent complaints is the opacity of the grading policy. Also the distribution of letter grades (A, B, C, D) in different classes is very much diversified too much to ignore. This is an often-raised problem not only about English but also about other courses. Thus the university-wide direction is to introduce some kind of common standard.

Measuring students' proficiency in English is another concern. Low proficiency of students has been one of the major problems presented against the teaching of English in Japan in general and in Kyushu University in particular. English instructors have been saying that they are doing their job within the limited resources (credit hours, number of instructors, etc.) and given circumstances (limited domestic needs to speak English in Japan). Poor oral communication ability is often dismissed because it's not necessary for many Japanese students. The university language program is not a language school; English is taught here as part of general education, which is for cultivating students' mind. Students can quickly acquire oral ability when they are thrown into an English-speaking environment as long as they have solid grammar, etc., etc. Lack of fluency in writing and reading is dismissed as saying that careful translation between English and Japanese is most important. All in all, the idea of using some kind of common tool to measure students' proficiency was long left out.

More recently, however, the pressure from the university, the president, vice presidents, other faculties, etc. is mounting. One concern is about students' low TOEFL scores when they try to apply for study-abroad programs. They are required to score 550 on the paper test when they are screened for university-sponsored exchange programs with universities and colleges in English-speaking countries especially in the US. But only a few students can score 550. So professors dealing with the study-abroad programs are asking the language program to improve students' scores.

Another pressure is from some faculties especially Engineering concerned about students' job-hunting. An increasing number of Japanese companies use TOEIC scores in hiring new employees and evaluating employees for promotion. Engineers to be posted for overseas jobs are increasingly asked to demonstrate their English proficiency via TOEIC scores. Because of this industry trend, some Engineering departments are considering to adopt a certain TOEIC score for their graduation requirement. So they want the language program to measure the students' proficiency by using TOEIC.

While TOEFL is well known all over the world, TOEIC (the Test of English for International Communication) may be unknown to people except perhaps testing experts and people from Japan or Korea. TOEIC is also developed by the ETS (Educational Testing Service), the same organization that develops TOEFL. While TOEFL is mainly for people seeking admission to US schools, TOEIC is more oriented to international business scenes.

Let me introduce a brief description of the TOEIC found in the ETS's Web site:

Overview

The Test of English for International Communication (TOEIC) measures the everyday English skills of people working in an international environment. With over three million test-takers per year, the TOEIC Test is the world's leading test of English language proficiency in a workplace setting.

(<http://www.ets.org/toEIC/englishprograms/overview.html>)

Description

The TOEIC test is a paper-and-pencil test that consists of 200 multiple choice questions divided into two separately timed sections. Although the actual testing time is approximately two hours, examinees must complete the biographical questions on the answer sheet and respond to a brief questionnaire about their educational and work history. Therefore, you should allow approximately 2.5 hours to take the test.

(<http://www.ets.org/toEIC/englishprograms/description.html>)

More detailed information can be found in the *TOEIC Examinee Handbook* (2002). Table 4-1 will give a sample scheme of matching TOEIC score ranges and job-related abilities for a fictitious "international electric and electronics company in Japan."

Table 4-1. Score Levels in TOEIC

Class	Scores	English Ability Expectations
1st	750 -	Ability sufficient for overseas assignment
2nd	700 - 749	Able to negotiate with people from other countries and t make business presentations
3rd	630 - 699	Able to take an overseas business trip unaccompanied
4th	550 - 629	Able to take an overseas business trip with an assistant
5th	450 - 549	Able to communicate with people from other countries at a minimum level
No class	350 - 449	For employees not involved in overseas-related operations
	250 - 349	Beginners

(Adopted from *TOEIC Examinee Handbook*, 2002, p. 42)

What are Kyushu University students' scores? The results of a pilot test in April 2003 are shown in Table 4-2 below. The subjects were 199 freshmen in Law, Engineering, and Agriculture majors.⁵

Table 4-2. TOEIC Scores of Kyushu University Students

	N	Minimum	Maximum	Mean	SD
LISTENING	197	110	430	247.21	56.234
READING	197	55	350	211.19	58.285
TOTAL	197	175	710	458.40	97.989

⁵ More discussion of these scores is found in Part 1 of this book.

4.3. Engineering Faculty Wants TOEIC

Until recently, the English department was very skeptical about this kind of test. If someone suggested such testing, it was usually dismissed directly or ignored and scrapped. But more recently the department cannot ignore the mounting pressure. Also some English instructors think that a test will show the low proficiency at the time of students' entrance and that it will show that the students' low proficiency later is not the responsibility of the language program; they are poor at the time of entrance and they may show some improvement through the language program.

Now the question comes to which test to use. Developing a criteria-referenced test was considered to measure students' achievements based on the curriculum contents of the language program. But it was rejected because of the energy needed and because such a test cannot compare our students with outside criteria typically discussed in TOEFL and TOEIC scores.

Although other tests were also considered such as G-TELP, the ultimate choice is more or less between TOEIC and TOEFL. At one point, some professors strongly suggest TOEIC because of the pressure from the Engineering Faculty. This would be partly because one influential professor near the President is from the Engineering Faculty, in addition to the fact that the current President is from the Engineering Faculty. Some people in the English Department, including myself, opposed to TOEIC because many test questions are too specific to business scenes. Our students are not familiar with them and those questions are far away from the teaching contents of the English courses. Although TOEFL is biased in its own way, TOEFL is the better choice since the contexts are more academic and more related to university study.

At this point, it became apparent that some of the English instructors, especially literature professors, did not know the contents of TOEIC and TOEFL. And it was suggested that those Engineering professors probably did not know the contents of TOEIC. Both English and Engineering professors were talking about TOEIC simply because it is very popular among Japanese companies and the media often mentions TOEIC. A senior English professor in dealing with this and negotiating with the high levels of the university and the Engineering department looked at TOEIC tests and said he would negotiate again so that we could adopt TOEFL.

The negotiation continued and at one point it was suggested that both TOEFL and TOEIC be adopted and that each undergraduate school choose one of the two. The Engineering will choose TOEIC. The School of Letters may choose TOEFL. Or science and technology major students shall be tested by TOEIC and humanities and social science major students shall be test by TOEFL. But the decision was not quickly made.

Why is the Engineering Faculty so concerned about TOEIC? It is related to a recent trend in engineering education in Japan. JABEE, Japan Accreditation Board for Engineering Education, was established in 1999 and started its accreditation of engineering programs a few years later. This is an equivalent of American ABET (Accreditation Board of Engineering Technology). One of the requirements of education program is that it develops students' basic ability of international communication. The criteria do not specify which test to use, or any test to use for that, but many universities and technical colleges try to demonstrate the efficacy of their program by means of the

target TOEIC scores. Kyushu University hasn't had any of its engineering programs accredited by the JABEE as of 2003. Although TOEIC may not be the required criteria, it is certainly considered a shortcut to show the quality of the program in terms of international communication ability.

One problem for the language program is also cost. Many professors are reluctant to collect money from the students for test fees. The official TOEFL test is expensive; even the institutional testing plan is not cheap. TOEIC is cheaper but still fairly expensive. If the university bears the cost for 2500 freshmen or 10,000 undergraduate students, the cost will be enormous. The language program is poor and does not have enough funding. Other less well-known tests were contacted. Some testing companies offered a very low-rate. One company even proposed basically free testing in case we test all the freshmen; the company wanted data. We tried some of them in a small-scale trial base but none emerged as a strong alternative to TOEIC or TOEFL.

4.4. NetAcademy out of the Blue

In the midst of this, another incident happened, that is an introduction of a new CALL, or computer-assisted language learning system. It is called NetAcademy (a web-based test-taking practice for tests like TOEIC). It is a commercial program offered by a Japanese company and is being adopted by some universities. Although the contents of the learning materials are generic, the main target is obviously TOEIC. How this system was introduced is symbolic to the current status of the language faculty in Kyushu University.

The influential Engineering professor seems to have somehow secured a substantial sum of budget money to install a Web-based language learning system. In the process of selection of the system, Genbun was contacted to offer professional advice. I don't know how much influence Genbun had in the selection process but any way, one system was selected, called NetAcademy. The technical management, installation etc. was taken care of by the Computer Center. Genbun was asked to set up a system to introduce the NetAcademy to students, to design a plan to utilize it by encouraging students or even to integrate it into the curriculum.

The language program delayed the response. From what I heard later, it was the decision of the senior levels of the language program, Genbun, the Faculty of Languages & Cultures to delay the response. They thought that this NetAcademy could be used to increase Genbun's bargaining power in the proposed graduate school. The new Web-based learning system cannot be fully used by students without the language program's support. Genbun's new graduate program cannot be proposed to the Ministry of Education for approval without the approval of the senior levels of the university.

This tactics did not work, or worse, it backfired. I heard that one of our senior professors was reprimanded by a high-level professor in the university management for delaying the response about how to use the NetAcademy for students. At this point, it was more like out of the blue for most English instructors in that it was already a mandate to use NetAcademy. Quickly there were a few workshops set up for instructors just before the new school year started. While the system was yet to be fully installed and the login procedures were still under testing, NetAcademy was advertised to students.

The system itself is not bad -- I only tested a bit and asked students to try it out for their bonus points in my courses. Since it is already a stable system and the contents appear adequate, it gives students a lot of practice in listening, reading, and vocabulary. It also helps students' test-taking skills. But the problem is how it was introduced, more or less bypassing the English Department.

So much for the recent stories to reveal what is going on around the language program, I will discuss some of the factors that influence the change in the next chapter.

Chapter 5. Factors Influencing the Teaching of English

5.1. Pressures to Change

I will just briefly list factors to foster changes in the teaching of English in the university:

- (1) Societal and industrial pressures are important. As Japanese have increasingly more chances to directly use English, the pressure to change the teaching of English is bigger and bigger.
- (2) The Ministry of Education is now pressuring universities to train students so that they can use English as well as in secondary schools. The Ministry of Education in Japan might be seen as very conservative but often it is quite innovative while many teachers and schools are resisting changes in some cases.
- (3) Within the university, non-language faculties and the senior levels of the university are often urging the language faculty to change.
- (4) The language faculty itself is not static either. It may want to change sincerely to better serve students' needs or rationally improve its teaching. Sometimes, it pretends to change superficially offering some changes in order to preserve the organization or its core values.

Now, I would like to talk more about resistance to change, especially an attitudinal barrier against change in the language faculty.

5.2. Language Faculty Psychology: Historical Residues against Changes

5.2.1. English Studies Tradition

The biggest factor in resisting change is how university language instructors are supplied. We have a fairly conservative case of hiring practice in Kyushu University. Language instructors are mostly trained in English Studies programs in Japanese universities where the major focus has been, at least it used to be, English Literature and English Linguistics.

Table 5-1. Full-time English Department Members in 2003

Total	18
Japanese	16/18 (88.9 %)
<i>Shuushi</i> (MA in Japan)	14/18 (77.8 %)
Literature or Linguistics (English Studies)	12/18 (66.7 %)
Male	16/18 (88.9 %)

The great majority of the full-time faculty members who are involved in decision-making in curriculum and hiring part-time or full-time instructors are male Japanese who studied in traditional English Studies graduate schools in Japanese national universities. This homogeneity creates a certain common understanding of what and how English should be taught in the university. Their primary interest lies in their research of literature or linguistics. Teaching English is a means to allow them to conduct such research.

Let me give you a bold generalization of their psychology. They wanted to find a job in an English Studies program but the positions were limited. So they got a job in a language program. They want to spend minimum time and energy in teaching English and allow them to do more in their research of literature or linguistics. If they are aspiring, they are looking for a job in English Studies, or a job in a "better" school. Since Literature/Linguistics jobs in top schools are very limited, the most of them should be satisfied with lesser choices. Some may find an English Studies job in a lesser school, typically in a private university, which often pays more than the national university. This is often a choice after retirement of the national university, or at the time of near retirement. Some people move to a better school but still in its language program. One might move to the University of Tokyo from Kyushu University. For many of those who are in this line of stepping up, Kyushu University's language program is the terminal choice.

Teaching load of the language program may not be that heavy. One full-time professor or associate professor usually teaches 4 or 5 courses a semester, that is 4 or 5 90-minute classes a week. But the number of students in those classes is fairly large. If, in average, one class consists of 50 students, 5 classes mean 250 students. If one wants to save time, he uses the same textbook in some or all the classes you teach in a given semester. But still, you have 250 different students and you must grade assignments and exams.

They must also spend a fairly large amount of time in administrative jobs such as attending committees of various sorts. Many meet regularly like once a month and some meet even more. One meeting lasts a few hours. One professor usually serves several committees in addition to attending the Faculty Meetings and Department Meetings.

Hiring decisions are affected by the English Studies camaraderie psyche. You can call it connection, or *kone* in Japanese for short. But it's not just the alumni tie or personal relationship. If there are equally qualified candidates for a job, one with the common background of the current faculty members is felt "safe" meaning that they feel more comfortable about the candidate. They think they can better communicate with them. This is exactly the collectivism/high-context culture psychology. If one is from English Studies, he should know what to do in our place -- that's how they think.

I myself may have been hired partly because of this. When I was hired, they posted a specific job description/qualification because they must fill one unfilled post in a new graduate program in which Genbun is partially participating; they were looking for someone who can teach speech communication in the graduate school and English in the language program. My PhD from the University of Hawaii was certainly important. But if they had equally qualified PhDs or more qualified people than myself academically, my BA could have been important for some people in the

screening committee or in the department. I got my BA from a very tradition English Studies program in Kyoto University, a national school. That probably made me a safe choice. Who knew then that I would advocate changes and criticize English Studies tradition?

5.2.2. Foreign Language Education as an Independent Discipline?

Another problem of this English Studies legacy in the language program is the sense of professionalism for language teaching, language education, or rather, lack of professionalism, that emerged in proposing a graduate school. This is evident both in and outside the English department or the language faculty.

Genbun, the language faculty, has proposed a series of plans for a new graduate school. One is still pending right now. A few years ago, I was primarily responsible for drawing up a proposal draft focusing foreign language education, or second language studies. Occasionally in meetings, I had been saying we needed specialists in language teaching and so I was probably called in after a then proposed program failed, which focused on computer application in language-related studies. Computer, or information technology (IT), was (and still is) the area in which the government is pouring money and so new programs and grant proposals related to IT were relatively easy to get approved. Following the trend, the Genbun proposed one but failed.

The next proposal was more or less straightforward about foreign language education or applied linguistics, but we could not call it Applied Linguistics because there's already an applied linguistics department under the Faculty of Letters together with linguistics. (It sure sounds like an old story in the University of Hawaii.)⁶ Anyway in the process of writing up a draft, I encountered many obstacles. The first thing was to convince many of our professors that Foreign Language Education can be an academic discipline. For them, literature or linguistics is an academic discipline, something you can seriously study. Teaching a foreign language is something they do but not the subject of academic research. I was able to show that it is indeed an academic discipline deserving an independent PhD program. Look at Hawaii.⁷ But I still heard an older professor cynically saying, "These days many people like such shallow research areas like communication and foreign language education." As long as this is the underlying attitude of many language faculty members, it is difficult for Genbun to seriously pursue research about language education and to establish a graduate program.

When we brought up the proposal of the new graduate program focusing on foreign language education, meeting one of the vice-presidents of the university and then the president, they understood academic rationales for foreign language education as an independent discipline. That was one relief but we faced more political problems related to the relation with existing programs among other things. The proposal did not go beyond the university-wide deans' meeting.

But it seems that Japan's Ministry of Education was reluctant to establish a PhD program in foreign language education. Well, there are newly established programs in private universities that also needed the Ministry's approval and so the problem is not that simple. But a professor at Hokkaido

⁶ When the ESL Department set up a new PhD program in the University of Hawaii, its overlap with the existing applied linguistics program in the Linguistics Department seemed to have been one of the obstacles.

⁷ The University of Hawaii has one of the world best PhD programs in second language studies/language learning.

University, another national university struggling to restructure the language faculty, also said that the Ministry of Education was reluctant saying that this kind of program was only for MA level or professional school. If the Ministry allowed language education to be an independent PhD program, then, the Ministry would have to allow science education, mathematics education, classic literature education, etc., to be independent PhD programs.

At this point I should stop and would like to discuss perceptions about the status of foreign language education. Another discipline also suffering from similar problems is Communication, but here I will focus on the problem of misunderstanding and confusion about communication in teaching English.

5.2.3. "Communication"

Communication is a broad concept. As is often noted in introductory communication textbooks, "One cannot not communicate." (Cf. Watzlawick et al. 1967) As long as people are around, it is inevitable that certain communication occurs. But of course, for language teachers, a narrower sense of communication by using linguistic code is important.

In English classes in Japan, or perhaps in many other countries, communication is often contrasted to a grammar-translation method of reading and writing in a lecture-style classroom. Students want more communication activities! Teachers should teach communication! If Japanese university students are often conditioned to sit quiet in the classroom and do not volunteer participating in classroom activities, some naive instructors may resort to low-level conversation textbooks to activate the class. They may end up with groups of students practicing a shopping script:

A: This is nice. How much?
B: 20 dollars.
A: Too much.
B: 15 dollars?
A: OK.

Observing such classrooms, traditional English Studies professors would say that's ridiculous complaining that the university classes are not for such a stupid conversation. We don't need such communication courses. It may be true, but given limited time and instructors, I don't think our university's English courses required for graduation should spend time on such activities. When I proposed communication for university English courses, it was meant to be rhetorical communication such as public speaking and debating as well as writing essays and research papers. I must admit this is also a narrow view of communication. But the problem is that when you say you want to teach communication, minimal conversation concerning shopping and public speaking are all put together in one basket and conceitedly dismissed as "We don't need stupid communication classes."

Then I would retort cynically, "After all reading by translation is also a form of communication." My point here is, in relation with the English Studies tradition, Communication classes are often mixed up with stupid conversation classes and dumped.

5.3. Constraints in Designing a Language Program

Finally, I would mention a little bit about constraints, especially physical constraints on the development of an effective language program.

5.3.1. Decision-Making Process

The language program cannot be operated or changed without the approval of upper-level committees. Since the curriculum is approved at the university-wide general education committees and their subcommittees dealing with foreign language education, the English Department can only propose a curriculum change and it must go through a series of approval processes. It is not like: the English Department offers such and such program and the general education requirement simply uses that program as part of it. Because of this decision-making process as part of general education, decisions are delayed, some problems specific to language education may be neglected, and so on. For example, the number of courses (sections of each course as well) and their instructors must be approved well before the classes start. This is especially a problem for languages other than English. If in a given year, suddenly many freshmen want to take Chinese, the number of sections of the introductory Chinese course is fixed and cannot be changed. The result is either asking students to take other languages or squeezing many students in the existing classes.

5.3.2. Number of Students

The English program must deal with 5000 students in one year. The sheer number makes a lot of things difficult.

5.3.3. Scheduling Classes

This is a problem stemming from the fact that language is part of general education and that we must deal with a large number of students. The time slots in which we can offer English are very limited. It makes the management of the courses very difficult, such as allocating instructors, finding classrooms, allowing students selection of courses, etc. A look at the timetable of classes shown in Table 5-2 attests to this.

This is a simplified version of the tables given to us by the general education committee. We must offer required English courses in those gray slots. For example, for students of Schools of Letters and Education (Classes L1, L2, L3, & L4), Tuesday 2nd period and Thursday 2nd period are set aside for required language courses. This guarantees that students can take English; no other general education course is offered in those slots. But allocation of courses and instructors is extremely difficult. Moreover this scheduling is done by a few instructors appointed in the English Department every year.

There are problems caused by the instructors' personal schedule. Full-time instructors have preferences about which days of the week to teach. They are allowed to cross out one or two days. Part-time instructors are often allowed to select one day to teach since they are usually full-time instructors at other universities. The scheduling committee must solve very complicated puzzles to assign courses and instructors.

Table 8. Timetable of 2001 (1st Semester, Freshmen)

2001年度1年前期			Monday					Tuesday					Wednesday					Thursday					Friday					
	school	class	I	II	III	IV	V	I	II	III	IV	V	I	II	III	IV	V	I	II	III	IV	V	I	II	III	IV	V	
160	文	54 L1 53 L2 53 L3 50 L4							2											4								
270	法	54 L5 54 L6 54 L7 54 L8 54 L9							3					3						2								
260	経	52 L10 52 L11 52 L12 52 L13 52 L14							3															5				
150	工地球	50 S1 50 S2 50 S3 57 S4																										
160	工電気	57 S5 56 S6																							6			
170	工機械	60 S7 60 S8 60 S9																										
100	工工ネ	50 S10 50 S11																									13	
170	工物質	57 S12 57 S13 56 S14																										
60	工建築	60 S15	2																	10								
48	理地球	53 S16 45 S17																		14								
128	理物化	45 S18 48 S19																										
55	理数学	56 S20																									5	
54	理生物	54 S21																										
235	農	47 S22 47 S23 47 S24 47 S25 47 S26																										
80	薬	40 S27 40 S28																									4	
55	歯	60 S29																										
100	医	50 S30 50 S31																									2	
2001年度開講数試算			月曜					火曜					水曜					木曜					金曜					
1年前期合計			105	2	3	3	14	0	0	5	3	3	0	0	3	4	0	0	14	6	10	0	0	5	11	6	13	0
2年前期合計			85	0	14	0	1	1	8	0	8	10	1	7	7	0	0	1	5	8	0	0	0	0	0	7	6	1
言語文化科目II			14																									
英語コミュ			5																									
前期合計			209	2	17	3	15	1	8	5	11	13	1	7	10	4	0	1	19	14	10	0	0	5	11	13	19	1

5.3.4. Limited Teaching Staff

Full-time teaching staff can only cover about half of the offered courses in English. The rest is covered by part-time instructors. This often causes problems, such as the lack of communication among instructors and the lack of office hours. There are some related problems. Full-time faculty members cannot receive any overtime payment if they teach more than the determined teaching load -- called *noruma* (from Russian *norma* 'assigned work load'). Some people teach part time outside the university and get paid. They would probably be happy to teach more courses inside the program if they were paid for that. Instead, we hire outside part-time instructors and pay them. Those part-time instructors are often full-time faculty members in other universities.

Another problem is that TAs are limited. For one thing, the language program does not have its own graduate school and so the supply of qualified TAs is very limited. Moreover, TAs cannot independently teach courses. They can only accompany the course instructors to help them in the classroom. Technically graduate students may be hired as part-time instructors but in practice it is not allowed; it seems there's a strong attitude in the English Department and probably in the university at large that graduate students are not allowed to teach independently. Again, a strange thing is that those graduate students are free to teach if they are hired in other universities.

Chapter 6. Conclusion

In concluding my talk, I will mention what I have been doing with some of my colleagues. Designing a new curriculum is still under way and I want to take care of it.⁸ Another thing is a critical needs analysis, which was originally inspired by critical ESL research like Benesch (1993). We've got a grant for this project.⁹ Straightforward needs analysis is of course necessary to design a better curriculum. We are doing this as well as critical analysis.

The overt objectives of the project are (1) straightforward comparative needs analysis (e.g., Ferris, 1998) and (2) critical perspective in terms of the power hierarchy in the university: the language faculty is at the bottom and at the mercy of content-area faculties and the university's senior levels. I thought this second point would attract English Studies traditionalists who have complaints about the pressures to change. But the covert objective I have is to reveal the problem of English Studies psyche itself.

⁸ While I was in Hawaii, I was officially relieved from this duty but am closely working with a professor responsible for the curriculum reform.

⁹ Japan Society for the Promotion of Science Grant-in-Aid for Exploratory Research 2003-2004 "Critical Needs Analysis in Foreign Language Education" (Head Investigator: Toshihiro Shimizu).

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